6th Grade FUESD Study Plan - Week of April 20th

Week 5 Monday/lunes	Tuesday/martes	Wednesday/miercoles	Thursday/jueves	Friday/viernes

ELA/ Science
• Read 30 minutes independently (Reading Log Week 5)
• 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson
• Daily Journal Entry
• Read *DE: Seeking the Source*
• Monday's Activity
• **Compare and Contrast Writing** for week 5.
  ○ Compare and Contrast Directions (Assignment, Writing Steps, & Rubric)
  ○ Athenians & Spartans Compare and Contrast Readings & Venn Diagram Model
  ○ Compare and Contrast Venn Diagram
 	
ELD Connection
• ELD Monday
 	
Math
• 1 Dreambox or ST Lesson
• Monday Homework: Submit math homework here
• Math Sprint: 401B Second Half # 1-15
• Watch:Converting percents to decimals & fractions example
• Complete: Converting
	ELA/ Science
	• Read 30 minutes independently
	• (Reading Log Week 5)
	• 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson
	• Read *DE: Seeking the Source*
	• Complete Tuesday's Questions
	
	ELD Connection
	• ELD Tuesday
	
	Math
	• 1 Dreambox or ST Lesson
	• Tuesday Homework: Submit math homework here
	• Math Sprint: 401B Second Half # 16-30
	• Watch: Percent word problems: recycling cans
	• Watch: Percent of a whole number
	• Watch: Percent word problems: penguins
	• Practice: Lesson 26 - Examples 1-3 & Lesson 26 - Exit Ticket
	  ○ Math Lessons 24-29
	  ○ Submit Answers Here
	
	PE
	• PE Activities Week 5
		ELA
		• Read 30 minutes independently
		• (Reading Log Week 5)
		• 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson
		• Daily Journal Entry
		• Work on the Extension activities. They can be found after the P.E section..
		
		ELD Connection
		• ELD Wednesday
		
		Math
		• 1 Dreambox or ST Lesson
		• Wednesday Homework: Submit math homework here
		• Math Sprint: 405A First Half # 1-15
		• Watch: Percent word problems: guavas
		• Watch: Percent word problems: tax and discount
		• Practice: Lesson 27 - Exit Ticket & Lesson 28 - Example
		  ○ Math Lessons 24-29
		  ○ Submit Answers Here
		
		PE
		• PE Activities Week 5
			ELA/SS
			• Read 30 minutes independently
			• (Reading Log Week 5)
			• 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson
			• Read Ancient Greece: The Olympic Games
			• Complete Thursday's Questions
			
			ELD Connection
			• ELD Thursday
			
			Math
			• 1 Dreambox or ST Lesson
			• Thursday Homework: Submit math homework here
			• Math Sprint: 405A First Half #16-30
			• Watch: Percent word problems: tax and discount
			• Watch: Percent word problems: magic club
			• Practice: Lesson 28 - Exercise & Lesson 28 - Problem Set
			  ○ Math Lessons 24-29
			  ○ Submit Answers Here
			
			PE
			• PE Activities Week 5
				ELA/SS
				• Read 30 minutes independently
				• (Reading Log Week 5)
				• 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson
				• Daily Journal Entry
				• Read Ancient Greece: The Olympic Games
				• Write a summary
				
				ELD Connection
				• ELD Friday
				
				Math
				• 1 Dreambox or ST Lesson
				• Math Sprint: 405A Second Half #1-15
				• Watch: Percent of a whole number
				• Practice: Lesson 29 - Exploratory Challenge 1
				  ○ Math Lessons 24-29
				  ○ Submit Answers Here
				
				PE
				• PE Activities Week 5

between percents, fractions, & decimals
• Practice: Lesson 24 - Exit Ticket & Lesson 25 - Exit Ticket
  ○ Math Lessons 24-29
  ○ Submit Answers Here
 	
PE
• PE Activities Week 5
 	
Extension Activities:
• My 2020 COVID-19 Time Capsule
• How are you feeling?
• SEL Lesson
• FUESD's SEL Resources				

Teacher Notes: *Math answer keys can be found at this link: 6th grade math resources week 1, Homework answer is from IMP Trimester 1 Week 5, Math comes from Khan Academy and Engage NY Module 1.				

Sexto Grado FUESD Plan de estudios - Semana de 20 de abril en Español

Quinta semana lunes	martes	miercoles	jueves	viernes

ELA/ Ciencias
• Leer por 30 minutos independientemente
• (registro de lectura quinta semana)
• 1 Lexia/Lexia PowerUp/ o leccion de Reading Plus
• Entrada diaria
• Leer *DE: Seeking the Source*
• Actividad del lunes
• **Comparar y contrastar escritura** para la quinta semana.
  ○ Instrucciones de comparación y contraste (asignación, pasos de escritura y rúbrica)
  ○ Los atenienses y espartanos comparan y contrastan las lecturas y el modelo de diagrama de Venn
  ○ Comparar y contrastar el diagrama de Venn
 	
Conexion de ELD
• ELD lunes
 	
Matematicas
• 1 Dreambox o leccion de ST
• tarea del lunes: enviar la
	ELA/ Ciencias
	• Leer por 30 minutos independientemente
	• (registro de lectura quinta semana)
	• 1 Lexia/Lexia PowerUp/ o leccion de Reading Plus
	• Leer *DE: Seeking the Source*
	• Completar las preguntas del martes
	
	Conexion de ELD
	• ELD martes
	
	Matematicas
	• 1 Dreambox o leccion de ST
	• Tarea del martes: Envía la tarea de matemáticas aquí
	• Sprint matematico: 401B segunda mitad # 16-30
	• mirar: Problemas de palabras porcentuales: reciclaje de latas
	• mirar: Porcentaje de un número entero
	• mirar: Problemas de palabras porcentuales: pingüinos
	• Practica: lección 26 - ejemplos 1-3 **y** leccion 26 - Boleto de salida
	  ○ lecciones de matemáticas 24-29
	  ○ enviar las respuestas
		ELA
		• Leer por 30 minutos independientemente
		• (registro de lectura quinta semana)
		• 1 Lexia/Lexia PowerUp/ o leccion de Reading Plus
		• Entrada diaria
		• Trabajar en las actividades de extensión. se pueden encontrar después de la sección de educación física.
		
		Conexion de ELD
		• ELD miercoles
		
		Matematicas
		• 1 Dreambox o leccion de ST
		• Tarea del miercoles: Envía la tarea de matematicas aqui
		• Sprint matematico: 405A primera mitad # 1-15
		• mirar: Problemas de palabras porcentuales: guayabas
		• mirar: Problemas de palabras porcentuales: impuestos y descuentos
		• Practica: lección 27 - Boleto de salida **&** leccion 28 - ejemplo
		  ○ lecciones de matemáticas 24-29
		  ○ enviar las respuestas
			ELA/SS
			• Leer por 30 minutos independientemente
			• (registro de lectura quinta semana)
			• 1 Lexia/Lexia PowerUp/ o leccion de Reading Plus
			• Leer Ancient Greece: The Olympic Games
			• Completar Preguntas del jueves
			
			Conexion de ELD
			• ELD jueves
			
			Matematicas
			• 1 Dreambox o leccion de ST
			• Tarea del jueves: Envia la tarea de matematicas aqui
			• Sprint matematico: 405A primera mitad #16-30
			• mirar: Problemas de palabras porcentuales: impuestos y descuentos
			• mirar: Problemas de palabras porcentuales: club mágico
			• Practica: lección 28 - ejercisio y lección 28 - conjuntos de problemas
			  ○ lecciones de matemáticas 24-29
			  ○ enviar las respuestas aquí
			
			Educación física
			• Actividades de
				ELA/SS
				• Leer por 30 minutos independientemente
				• (registro de lectura quinta semana)
				• 1 Lexia/Lexia PowerUp/ o leccion de Reading Plus
				• Entrada diaria
				• Leer Ancient Greece: The Olympic Games
				• Escribir un resumen
				
				Conexion de ELD
				• ELD viernes
				
				Matematicas
				• 1 Dreambox o leccion de ST
				• Sprint matematico: 405A segunda mitad #1-15
				• mirar: Porcentaje de números enteros
				• Practica: Lección 29 - Desafío exploratorio 1
				  ○ Lecciones de matemáticas 24-29
				  ○ enviar las respuestas aquí
				
				Educación física
				• Actividades de educación física de quinta semana

tarea de matematicas aquí
• Sprint matematico: 401B Segunda mitad # 1-15
• mirar:Ejemplo de conversión de porcentajes a decimales y fracciones
• completar: Conversión entre porcentajes, fracciones y decimales
• Practica: lección 24 - Boleto de salida y Lección 25 - Boleto de salida
  ○ lecciones de matemáticas 24-29
  ○ enviar las respuestas aquí
 	
Educación física
• actividades de educación física de quinta semana
 	
actividades de extensión:
• Mi 2020 COVID-19 capsula del tiempo
• Como te sientes?
• Lección de SEL
• Resoursos de SEL de FUESD
	aquí
	
	Educación física
	• Actividades de educación física de quinta semana
		aquí
		
		Educación física
		• Actividades de educación física de quinta semana
			educación física de quinta semana	

Notas del maestro/a:
*Las claves de respuestas de matemáticas se pueden encontrar en este enlace: Recursos de matemáticas de sexto grado semana 1, la respuesta de la tarea es del IMP Trimestre 1 Semana 5, las matemáticas provienen de Khan Academy y Engage NY Módulo 1.

6th Grade Reading Log Week 5

Monday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
Write 3-5 sentences about the reading:	

Parent Signature:_____Date: _____

At the End of the Rainbow

Writing Prompts Ideas

- I followed the rainbow until....
- When we got to the waterhole there was....
- A rainbow beamed brightly from the bottom of the waterfall...

Five Ws and One H

Who...

- Who is the character?

Where...

- Where is the character?

When...

- When did the event take place?

Why...

- Why is the character there?
- Why did this happen?
- Did something cause this to happen?

What...

- What is happening?
- Can you provide more detailed information?

How...

- How did the character get there?
- How did the character get out of their situation?

- How did this happen?
- Can you provide more information to prove this?

Monday: Write the beginning of the story using one of the given "**Writing Prompt Ideas**."

Wednesday: Write the middle of the story.

Friday: Write the end of the story.

Directions: Reread "Discovery Education's: Seeking the Source," then answer the below questions in complete sentences.

1. Summarize Karl Pohlmann's findings about: "But what refills the aquifers, and where does that water come from?" Use evidence from the article to support your summary.

2. Why do you think "The National Park Service was concerned about rapid population growth in southern Nevada, particularly the Las Vegas Valley, and how it might affect water resources near the Lake Mead National Recreation Area?"

SCIENTIST'S NOTEBOOK

Seeking THE SOURCE

If you're a hydrologist, you may look at Earth as one big liquid lab. Hydrologists study water, which covers 71 percent of the planet. But would you expect to find yourself working in a desert?

Absolutely!

"Water can be studied virtually anywhere on Earth," says Karl Pohlmann, a hydrologist at the Desert Research Institute in Nevada. "But it is especially interesting where it is rare. In the Earth's deserts, for example."

Pohlmann and his colleagues from the institute explored a region where the Mojave, Sonora, and Great Basin deserts converge. The National Park Service was concerned about rapid population growth in southern Nevada, particularly the Las Vegas Valley, and how it might affect water resources near the Lake Mead National Recreation Area. Although the area looks dry and barren, it has more than 80 springs and seeps, water found on the surface that flows from an underground source. Pohlmann's challenge: to find the source of the underground water.

Going Underground

As elsewhere on Earth, water in the desert lies in aquifers, or underground areas made of porous rock containing water. The water seeps through the rock through cracks and spaces between rock particles. Aquifers carry the water to springs and seeps.

But what refills the aquifers, and where does that water come from? Scientists had believed that rainwater was not a significant source, because high temperatures and low humidity would evaporate most of it. Pohlmann and his colleagues went to the springs to try to find some answers. Their method was to examine the condition of the water that seeped to the surface with a variety of tests and techniques.

Water Tests

They used a pH analyzer to help assess the condition of the aquifers. Then they took the water's temperature with a special probe. Finally, they used an electrical conductivity device to figure out the amount of dissolved minerals in the water. When the tests were complete, they put the information together to develop a profile of each seep or spring.

The next step in solving the mystery of where the water came from was to

Hydrologist Karl Pohlmann studies the soil in the desert of Nevada to learn more about underground water sources.

send samples to a lab, where scientists put the water through an even more specialized round of testing. They were looking for something specific: chemical components that would show the water had been exposed to certain processes in the atmosphere. "For example, these components would be different in rain falling at higher elevations than rain falling at lower elevations," explains Pohlmann.

Like other scientists, Pohlmann believed his findings would confirm that the water in many of the desert springs came from higher elevations, farther away. In fact, the testing showed that most or all of the water from the aquifers came from local rainfall at lower elevations. And that rainfall wasn't recent. Pohlmann found that water from even the smallest springs was not from recent rainfall, but had been replenished over several decades.

What does this mean? First of all, because rain falls so infrequently in the desert, the aquifers don't refill often. Also, the water in these aquifers has been there for some time. So anyone digging a well and tapping the water in those aquifers would be depleting a water source that took years to fill. And if lots of people started digging wells to supply new homes with water, the aquifers could come up empty for years and years.

"These small springs represent a delicate balance," Pohlmann concludes. "They would be particularly sensitive to environmental changes, be they climactic or man-made."

Desert plants flourish at a spring near Pohlmann's lab.

The Desert and Beyond

Karl Pohlmann's discoveries will help the National Park Service better understand how to maintain the natural beauty and delicate ecosystem of the area. "The amount of water from these small springs may not be great," he explains, "but it is often the only source of water for a number of small, diverse plant and animal habitats that add a lot to the recreation area."

On a planet that is two-thirds water, it would seem that finding freshwater should be a snap. But most of the water above ground is saltwater in the oceans and seas. Hydrologists are working to find new sources of freshwater. According to the National Ground Water Association, the United States gets more than 700 billion gallons of freshwater from the ground every day! Part of a hydrologist's job is to know where clean freshwater exists so people can drill wells.

And to Karl Pohlmann, that's just the beginning. "I find the study of water exciting" he says, "because water is a critical factor in so many aspects of our environment, from being a major component of all living things to having a major influence on the landscape around us."

Activity

Evaporation Exploration **After the next rainstorm, find a large mud puddle somewhere you can easily pass by each day. Write down all the information you can about it, including its location, size, shape, and depth of water. Now observe it every day for a week. Make careful notes each time about the changes you notice. At the end of the week, see if you can explain each change.**

Discovery Education: EVAPORATION EXPLORATION After the next rainstorm, find a large mud puddle somewhere you can easily pass by each day. Write down all the information you can about it, including its location, size, shape, and depth of water. Now observe it every day for a week. Make careful notes each time about the changes you notice. At the end of the week, see if you can explain each change.

*****IF there is no rain in the weather forecast for today,** make your own mud puddle. Then observe it.

	Location of Puddle	**Size of Puddle**	**Shape of Puddle**	**Depth of Puddle** (How deep is the puddle?)	**Picture of Puddle**	**Any Other Notes About Puddle**
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						

Ancient Greece: The Olympic Games

By USHistory.org on 04.10.17
Word Count **597**
Level **MAX**

Ancient Greek Olympic Games. The winner of the chariot race is saluted and offered the champion's crown. After a work by De Courten, from El Mundo Ilustrado, published in Barcelona, 1880. Photo from: Universal History Archive/UIG via Getty Images.

The ancient Greeks loved competition of all sorts. Each year, the various city-states of Greece sent athletes to festivals of games, which were held to honor the gods.

The most important and prestigious were the games held at Olympia to honor Zeus, the king of the gods. These Olympic games took place in the summer only once every four years.

The earliest recorded Olympics occurred in 776 B.C. It is very likely, however, that Olympic games took place for hundreds of years before then.

The last ancient games were held in A.D. 394. The Romans, who had begun conquering the Greeks 300 years before that, outlawed them. The modern Olympic games began in 1896.

The Competitors

In the beginning, the participants in the Olympic games were all men. Women were not allowed to compete or even to watch.

Over time, the Greeks held a festival of games to honor the goddess Hera, Zeus's wife. Only unmarried women could participate in the competitions, which consisted mainly of foot races. Eventually, women were able to participate in and attend the Olympic games.

Contestants could compete in many different events. Athletes were completely naked and covered in oil as they competed. First, there were the four types of running events. Distances covered include 192 meters (the length of the stadium), 384 meters and a long-distance run of anywhere between 1,344 and 4,608 meters.

In the most demanding event, runners raced between 384-768 meters — in an armor outfit that weighed between 50 and 70 pounds!

Then, there were the combative events, boxing and wrestling. Boxers wrapped their hands in leather and metal, making the contests brutal and bloody. The object in wrestling was to touch the opponent's shoulders to the ground. All these skills were considered important for military training.

Next, there were the equestrian events, which involved horses and sometimes chariots and took place in a separate arena called the hippodrome.

Finally, there was the most prestigious and important of all events: the pentathlon, a combination of five different events. Each contestant threw the javelin, did the long jump, wrestled, ran a foot race and threw the discus. The person who had the best overall effort in all these five events was declared the winner.

War And Peace

At the Olympics, the winners received wreaths made of olive leaves. Over time, more and more prizes were added such as a bronze tripod or olive oil. Winners received even greater rewards when they returned to their home city-states.

Triumphant athletes were given not only large monetary awards, but also free meals for the rest of their lives. The citizens and leaders of the city-state took great pride in their athletes and publicized their accomplishments far and wide.

During the Olympics, leaders from the various city-states discussed important political and economic matters. In the ancient world, major leaders rarely met at the same place at the same time. As the games approached, everyone generally agreed to an Olympic truce, a time when warfare usually ceased. Athletes and spectators were granted immunity to travel to and from the games.

In 2004, the Summer Games returned to their original birthplace of Athens, Greece.

Comprehension Questions

1. What events did the men participate in during the original Olympic Games? Type your answer in the box below. The box will expand as you type.

2. What effects did the Olympic games have on warfare between city-states?

3. Why was participating in the Olympic games such an honor?

4. Find and investigate 4 new words that you saw in the article. Write the word, definition, synonym or antonym, and post a picture in the boxes below.

Word #1: Definition: Synonym or antonym: Picture:	Word #2: Definition: Synonym or antonym: Picture:

Word #3: Definition: Synonym or antonym: Picture:	Word #4: Definition: Synonym or antonym: Picture:

Ancient Greece Summary

Write a summary of the article in the box below. Make sure to include the main idea and supporting details from the text. Type your answer in the box below. The box will expand as you type.

Compare and Contrast Assignment

For this writing assignment, you will be comparing and contrasting the societies of Sparta and Athens.

It is still a basic four paragraph setup:

1. Short introduction

2. Body paragraph

3. Body paragraph

4. Conclusion

The "Compare and Contrast" Steps page shows you how to set up your paragraphs.

First, you can either print out or simply draw your own Venn Diagram circles.

Second, you will read the articles "The Athenians" and "The Spartans". As you read, you will take notes using the Venn Diagram. Please see the attached model I provided to start you on this process.

In the middle, where the circles overlap, you will list the things Athens and Sparta have in common. It might not be a long list, but you should be able to find six or seven things they had in common. A few are already there.

On each side, you will list the things that made Athens and Sparta different from each other. Again, see the examples I provided. If you run out of room, which is likely, simply go outside the circles.

Once you have completed the Venn Diagram, you may begin the writing. I have provided frames to help with the introduction and conclusion, and there are examples on the "Compare and Contrast" steps page.

Compare and Contrast Writing Steps

1. ***Develop an INTRODUCTION. This introduces your topic and lets the reader know you are comparing and contrasting two things.***

Example: It is evident that Athens and Sparta had many things in common as city-states in ancient Greece. However, they also had many significant differences that made each one unique.

2. ***Develop a body paragraph that discusses the similarities (things they had in common), and how the two societies were alike. These will come from overlapping middle section of your venn diagram. You will need to construct complete sentences using your own words.***

Example: Athens and Sparta were alike in that they both had very powerful militaries. (Obviously, you will add more sentences).

3. Develop a body paragraph that discusses the differences (how they were unalike) of these two societies. These will come from your venn diagram on either side of the common middle section.

Example: Schooling was very different in Athens and Sparta. For example, in Athens, boys learned reading, writing, and math from the age of seven. In contrast, in Sparta, boys were trained only to fight and survive from the age of seven. (Again, you will obviously write more sentences).

4. ***Wrap it up with a CONCLUSION that restates your introduction in different words.***

Example: To sum up, it is clear (evident, obvious, easily seen _____ that Athens and Sparta were very different. Yet, they also had things in common if studied carefully.

You MUST use transitions throughout your writing.

Compare transitions: alike, similar, the same, akin, comparable

Contrast transitions: different, unalike, dissimilar, disparate, distinct

Adding information transitions: For example, for instance, furthermore, in fact, also, additionally

The Athenians

The Athenians society was one that revolved around three values: trade, government, and education. The Athenians believed that the key to their success focused on ensuring that their population was educated and creative.

Education

Growing up in Athens was very different than most other cultures for young boys and girls. From the age of seven, the boys were sent to school, much like young children today, to learn reading, writing and arithmetic (basic math). Girls in Athens, unlike those in Sparta, did not receive schooling. Instead, they stayed at home with their mothers to learn household duties such as cooking, cleaning, and weaving cloth. Boys advanced through school much like they do today, finishing their basic education at the age of eighteen. From that point, Athenian boys had two choices. First, they could enter higher education, similar to college or university today, to continue their studies. Their other choice was to enlist in the armed forces, either the land army or the navy.

Government

The Athenian government was democratic. Each citizen got a vote, meaning that citizens could directly impact the decisions their government made for them. In order to be an Athenian citizen and participate in government, a person had to be male, own land, and be over the age of eighteen. Women and slaves were not considered citizens, and could not vote. In Athenian democracy, laws were voted on directly by the citizens. society. Athenian citizens were free, unlike Spartan citizens, to come and go as they pleased and travel freely to other city-states. In Athens, people simply had more choice about their lives than others living in the ancient world at this time of history. This ability to travel freely was critical to Athens' strength in the ancient world—it's economy, which was based on trade.

Trade

Athenian trade was the main source of Athens power. Because the Athenians were so well educated and creative, they invented fast ships and navigation charts and maps that allowed Athenians to sail to other city-states and trade their goods. This trade system allowed the Athenians to build massive wealth. They could freely trade with other city-states in Greece, as well as with other civilizations. By using trade to their

advantage, they could afford to produce expensive navy ships called triremes, which had three banks of oars that moved the ship swiftly through the water. They traded honey, olive oil, pottery, cheese, and silver.

Military

Because Athens economy was so strong, it could afford to produce fine weapons and ships for defense, therefore making this wealthy city-state also very powerful from a military standpoint. They had a large army and navy, and were a dominant power in Greece. They fought using heavy armor and shields, arranged in a phalanx formation, charging at the enemy with interlocked shields as if they were one, heavy tank. They quickly became a powerful city state, difficult to defeat on the battlefield.

The Spartans

The Spartan society is a fascinating culture to study. It revolved around one value—military might. The Spartans focused on making their warriors the toughest and most skilled from a very young age and believed this would be the key to their success as a city-state.

Education

Growing up in Sparta was very different than most other cultures for young boys and girls. From the age of seven, the boys were taken from their homes and parents, and placed into a group of boys around their same age. This group was called an Agela. They had to live together in a barracks, which was a large building with simple beds for sleeping. From the very beginning, their lives were strict and harsh in order to make them brutal and tough. They had to be able to withstand any amount of pain and suffering. So, they were cruelly treated by those training them to become soldiers. For example, they were poorly fed. Instead of being given food, they were put in the situation of having to hunt, forage (search for), or steal food. If they were caught stealing, they were severely punished for that, too. Spartans believed this made the boys tough and resourceful. Spartan boys were given no choices about the direction of their own lives. For instance, reading and writing were not considered important in a young boy's education. There was no school, only military training. A boy was taught to be brutal and unforgiving, showing absolutely no mercy to his enemies and fellow Spartans, training every day for combat. He learned to fight with sword, shield and spear for many hours each day. There was absolutely no time for rest, no time for academic learning. Once they reached the age of eighteen, they entered the army. There were no other choices. Spartan girls were taught to read and write. This was very unusual - other Greek girls were not educated. Spartan girls were educated and athletic, unlike girls from Athens.

Government The Spartan government exercised complete control over their society. Rather than a democracy, the Spartans had two kings. These kings served as generals in wars. The lack of control over their own lives and futures was a harsh way to live. Even though Spartan warriors were at the top of the social system, they had to receive special permission even to leave their own city-state! They followed orders, and were told what to do throughout much of their lives, having very little personal freedom. Spartans

were born into a caste social system. This meant a person belonged to a certain class, and remained in that class his or her entire life. The three classes were warriors, merchants, and slaves/laborers. A person had no choice about which caste he or she belonged to. Spartan boys and girls did not attend school. Reading, writing, and math were not considered important in Spartan culture. Rather, they focused purely on combat. Thus, they quickly fell behind in education and trade. Spartan girls were afforded a public education as well. This was very radical - other Greek girls were not formally educated. They could not, however, use their education to have careers or earn money. Their income came from land that either they or their families were given through a public land distribution program. Land ownership for women in the Greek world was certainly unheard of. Spartan girls were educated and athletic, unlike other women in the rest of the Greek world.

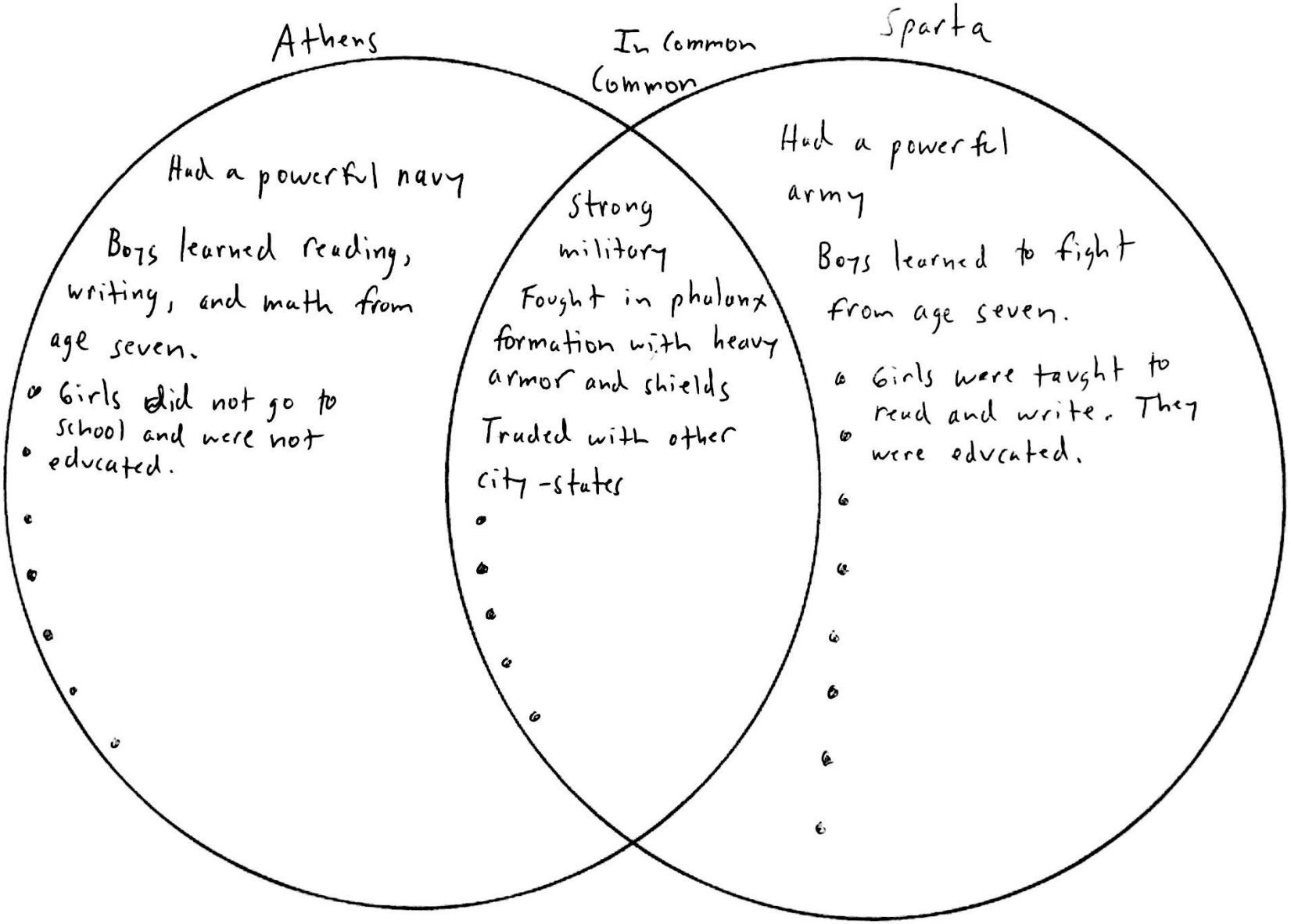
Trade

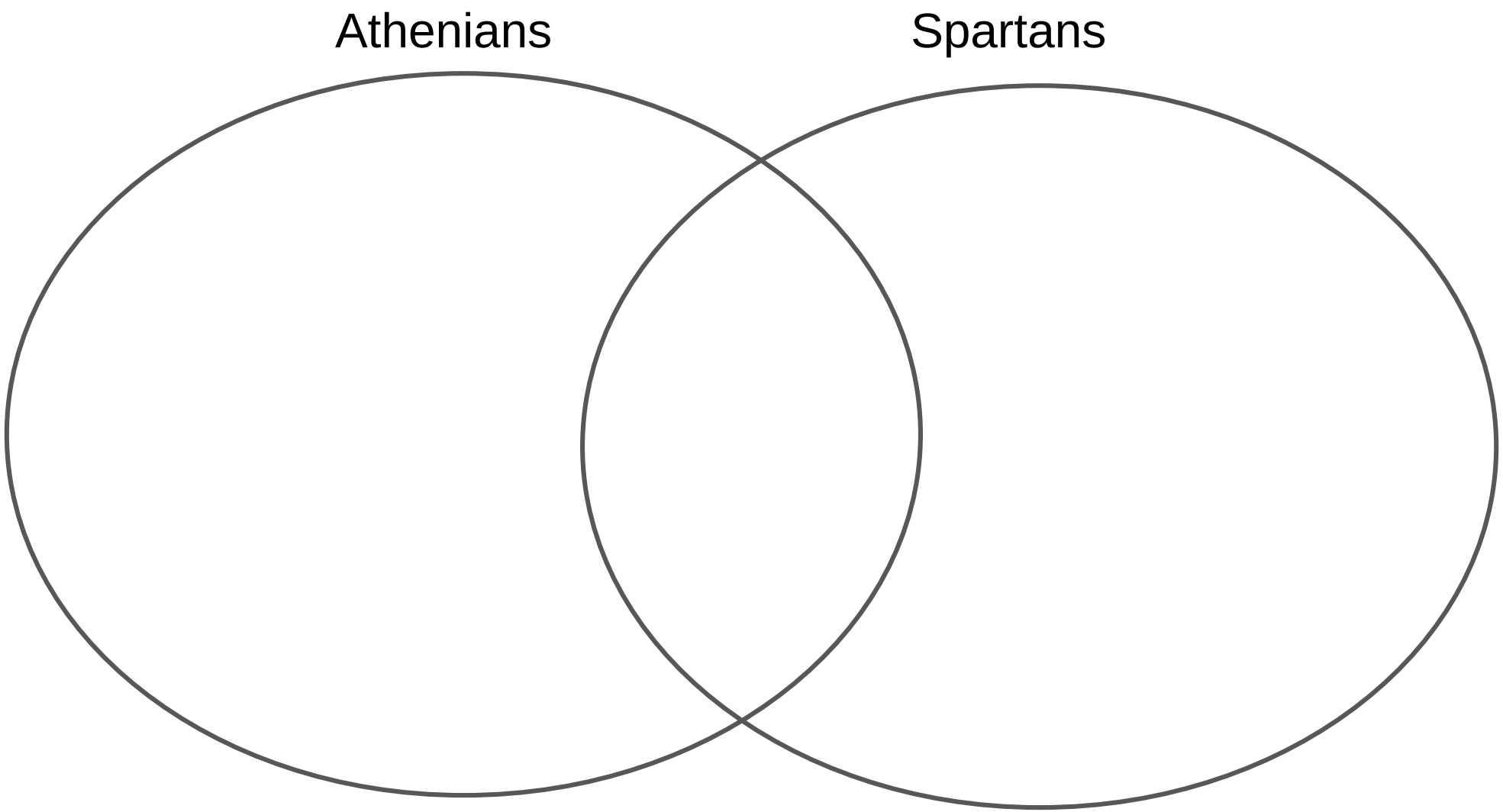
Trade in Sparta was very restricted, unlike Athens. Only the merchant class could leave Sparta to engage in trade, and even then they had to seek permission from the government to leave and travel to other city-states. The Spartans did not use coins for currency (money). Instead, they used giant iron bars to keep people from being able to steal it easily, since they were large and heavy. They traded olive oil, meat, goat cheese, and wheat.

Military

A Spartan warrior's life was one of blood and combat. From the time they were seven years old until they reached the age of sixty, a Spartan soldier knew nothing but a life of pain, suffering, and conquering. They had a large army, and were a dominant power in Greece. They fought using heavy armor and shields, arranged in a phalanx formation, charging at the enemy with interlocked shields as if they were one, heavy tank. They quickly became a powerful city state, difficult to defeat on the battlefield.

Name: _____ Date: _____ Class Period: _____




Athenians
Spartans

Monday- Choose one of the articles that you read this week. Find 5 verbs and write down the present, past, and future tense of the verbs you have chosen.

Verb	Present Tense	Past Tense	Future Tense
Example: jump	**Example: jumping**	**Example: jumped**	**Example: will jump**

Tuesday- Use 3 **present tense** verbs in a sentence.

Wednesday- Write 3 **past tense** verbs in a sentence

Thursday- Write 3 **future tense** verbs in a sentence

Friday- Choose a different article that you read this week. Find 5 verbs and write down the present, past, and future tense of the verbs you have chosen.

Verb	Present Tense	Past Tense	Future Tense
Example: jump	**Example: jumping**	**Example: jumped**	**Example: will jump**

MONDAY

Directions: Answer the below questions.

Trimester 1, Week 5
Monday: Show your work on separate paper. 1. 449 × 89 = 2. 3,552 ÷ 96 = 3. $\frac{37}{8} - \frac{9}{4}$ = 4. $\frac{1}{3} \times \frac{71}{9}$ = ? Will the product be more or less than $\frac{1}{3}$? 5. 73.9 + 51.42 =

Directions: Please submit your math answers here.
1.
2.
3.
4.
5.

TUESDAY

Directions: Answer the below questions.

Tuesday: Show your work on separate paper.

1. 8,425 × 23 =
2. An art museum had one hundred eighty-six pictures to split equally into forty-nine different exhibits. How many more pictures would they need to make sure each exhibit had the same amount?
3. For Halloween, Haley received $7\frac{1}{4}$ pounds of candy. After a week her family had eaten $3\frac{5}{6}$ pounds. How many pounds of candy does she have left?
4. A bag of pistachios is $2\frac{2}{3}$ ounces. If you have $\frac{1}{6}$ of a bag, how many ounces does it weigh?
5. 61.6 - 60.71 =

Directions: Please submit your math answers here.
1.
2.
3.
4.
5.

WEDNESDAY

Directions: Answer the below questions.

Wednesday: Show your work on separate paper.

1. A charity fundraiser charges 405 dollars per plate. If there are 82 guests at the fundraiser, how much money did they earn?
2. $2{,}040 \div 15 =$
3. $2\frac{1}{5} - 1\frac{2}{3} =$
4. $\frac{1}{6} \div 3 =$
5. $78.5 \times 7.0 =$

Directions: Please submit your math answers here.
1.
2.
3.
4.
5.

THURSDAY

Directions: Answer the below questions.

Thursday: Show your work on separate paper.

1. A coat manufacturer puts 202 coats in a shipment. If they sent out 460 shipments, how many coats would they have sent out?

2. A coat factory had two hundred eighty-two coats. If they wanted to put them into forty-nine boxes, with the same number of coats in each box, how many extra coats would they have?

3. Over the weekend Carol spent $5\frac{2}{3}$ hours total studying. If she spent $2\frac{2}{8}$ hours studying on Saturday, how long did she study on Sunday?

4. $9\frac{1}{2} \times 3\frac{2}{7} = ?$ Will the product be more or less than $9\frac{1}{2}$?

5. $0.68 \div 0.5 =$

Directions: Please submit your math answers here.
1.
2.
3.
4.
5.

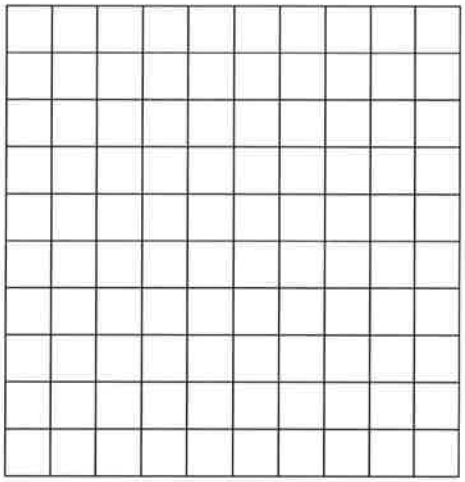
Name _____ Date _____

Lesson 24: Percent and Rates per 100

Exit Ticket

One hundred offices need to be painted. The workers choose between yellow, blue, or beige paint. They decide that 45% of the offices will be painted yellow; 28% will be painted blue, and the remaining offices will be painted beige. Create a model that shows the percent of offices that will be painted each color. Write the amounts as decimals and fractions.

Color	%	Fraction	Decimal
Yellow			
Blue			
Beige			



Name _____ Date _____

Lesson 25: A Fraction as a Percent

Exit Ticket

Show all the necessary work to support your answer.

1. Convert 0.3 to a fraction and a percent.

2. Convert 9% to a fraction and a decimal.

3. Convert $\frac{3}{8}$ to a decimal and a percent.

Lesson 26: Percent of a Quantity

Classwork

Example 1

Five of the 25 girls on Alden Middle School's soccer team are seventh-grade students. Find the percentage of seventh graders on the team. Show two different ways of solving for the answer. One of the methods must include a diagram or picture model.

Example 2

Of the 25 girls on the Alden Middle School soccer team, 40% also play on a travel team. How many of the girls on the middle school team also play on a travel team?

Example 3

The Alden Middle School girls' soccer team won 80% of its games this season. If the team won 12 games, how many games did it play? Solve the problem using at least two different methods.

Name _____ Date _____

Lesson 26: Percent of a Quantity

Exit Ticket

1. Find 40% of 60 using two different strategies, one of which must include a pictorial model or diagram.

2. 15% of an amount is 30. Calculate the whole amount using two different strategies, one of which must include a pictorial model.

Name _____ Date _____

Lesson 27: Solving Percent Problems

Exit Ticket

Jane paid $40 for an item after she received a 20% discount. Jane's friend says this means that the original price of the item was $48.

a. How do you think Jane's friend arrived at this amount?

b. Is her friend correct? Why or why not?

Lesson 28: Solving Percent Problems

Classwork

Example

If an item is discounted 20%, the sale price is what percent of the original price?

If the original price of the item is $400, what is the dollar amount of the discount?

How much is the sale price?

Exercise

The following items were bought on sale. Complete the missing information in the table.

Item	Original Price	Sale Price	Amount of Discount	Percent Saved	Percent Paid
Television		$800		20%	
Sneakers	$80			25%	
Video Games		$54			90%
MP3 Player		$51.60		40%	
Book			$2.80		80%
Snack Bar		$1.70	$0.30		

Lesson Summary

Percent problems include the part, whole, and percent. When one of these values is missing, we can use tables, diagrams, and models to solve for the missing number.

Problem Set

1. The Sparkling House Cleaning Company has cleaned 28 houses this week. If this number represents 40% of the total number of houses the company is contracted to clean, how many total houses will the company clean by the end of the week?

2. Joshua delivered 30 hives to the local fruit farm. If the farmer has paid to use 5% of the total number of Joshua's hives, how many hives does Joshua have in all?

Lesson 29: Solving Percent Problems

Classwork

Exploratory Challenge 1

Claim: To find 10% of a number, all you need to do is move the decimal to the left once.

Use at least one model to solve each problem (e.g., tape diagram, table, double number line diagram, 10×10 grid).

a. Make a prediction. Do you think the claim is true or false? _____ Explain why.

b. Determine 10% of 300. _____

c. Find 10% of 80. _____

d. Determine 10% of 64. _____

e. Find 10% of 5. _____

f. 10% of _____ is 48.

g. 10% of _____ is 6.

h. Gary read 34 pages of a 340-page book. What percent did he read?

i. Micah read 16 pages of his book. If this is 10% of the book, how many pages are in the book?

j. Using the solutions to the problems above, what conclusions can you make about the claim?

Exploratory Challenge 2

Claim: If an item is already on sale, and then there is another discount taken off the new price, this is the same as taking the sum of the two discounts off the original price.

Use at least one model to solve each problem (e.g., tape diagram, table, double number line diagram, 10×10 grid).

a. Make a prediction. Do you think the claim is true or false?_____ Explain.

b. Sam purchased 3 games for $140 after a discount of 30%. What was the original price?

401 B

Fill in the blank with <, >, or =.

Second Half

1.	1600 _____ 1700	16.	3,500 + 810 _____ 1,060 + 3,250
2.	2506 _____ 2605	17.	8,000 + 4,000 _____ 8,000 + 4,010
3.	3018 _____ 3081	18.	8,999 + 100 _____ 8,899 + 200
4.	1,420 _____ 1,000 + 420	19.	13,000 + 525 _____ 13,515
5.	1,900 + 98 _____ 1,988	20.	42,782 _____ 38,500 + 3500 + 728
6.	13,361 _____ 13,000 + 300 + 60 + 1	21.	53,000 – 6,000 _____ 49,000
7.	14,963 _____ 15,000 + 900 + 60 + 3	22.	27,000 _____ 3,000 x 3 x 3
8.	64,200 + 10 + 9 _____ 64,199	23.	2 x 6,000 x 2 _____ 25,000
9.	100,000 _____ 99,999	24.	110,000 ÷ 2 _____ 55,500
10.	265,728 _____ 255,000 + 1,728	25.	16,000 ÷ 4 ÷ 2 _____ 20,000
11.	934,400 _____ 944,999	26.	56,000 ÷ 4 _____ 2 x 2,000 x 2
12.	215,708 _____ 210,000 + 5,780	27.	10,000 x 10 _____ 100,000
13.	531,000 + 76 _____ 531,100	28.	102,000 _____ 49,000 x 2 + 2,000
14.	987,652 _____ 980,002 + 6,750	29.	240,000 ÷ 3 _____ 8,000
15.	842,350 _____ 852,053	30.	1,000,010 _____ 1,000,100

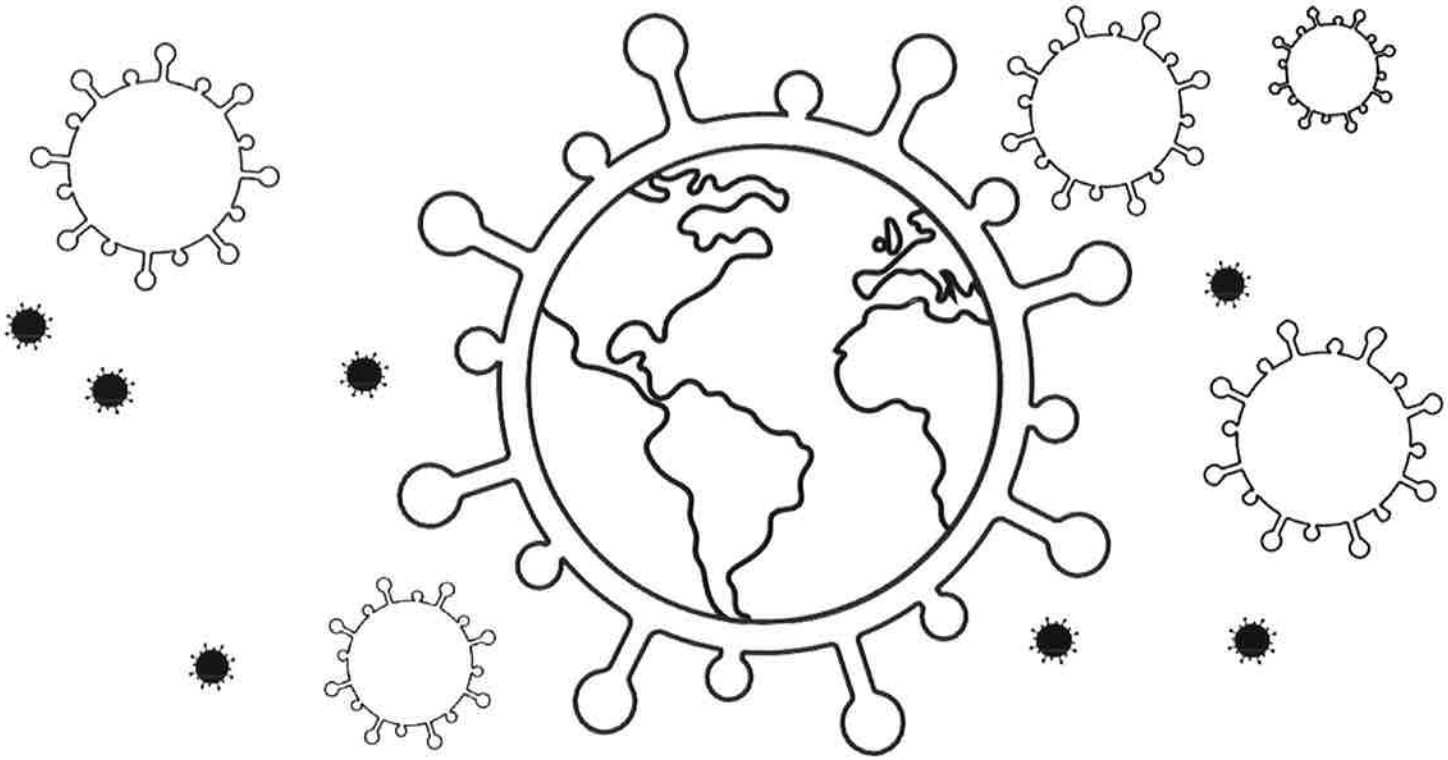
405 A Circle T for True or F for False. First Half

1.	2 is a factor of 4.	T	F	16.	36 is a factor of 6.	T	F
2.	2 is a factor of 8.	T	F	17.	6 is a factor of 48.	T	F
3.	8 is a multiple of 2.	T	F	18.	7 is a factor of 21.	T	F
4.	8 is a multiple of 4.	T	F	19.	7 is a multiple of 35.	T	F
5.	3 is a factor of 18.	T	F	20.	7 is a factor of 23.	T	F
6.	6 is a factor of 18.	T	F	21.	8 is a factor of 8.	T	F
7.	3 is a multiple of 6.	T	F	22.	8 is a multiple of 8.	T	F
8.	3 is a factor of 25.	T	F	23.	8 is a factor of 54.	T	F
9.	5 is a multiple of 5.	T	F	24.	8 is a multiple of 16.	T	F
10.	10 is a multiple of 5.	T	F	25.	8 is a factor of 24.	T	F
11.	10 is a multiple of 20.	T	F	26.	9 is a factor of 45.	T	F
12.	6 is a factor of 32.	T	F	27.	9 is a factor of 90.	T	F
13.	6 is a factor of 60.	T	F	28.	9 is a factor of 56.	T	F
14.	6 is a multiple of 12.	T	F	29.	9 is a multiple of 3.	T	F
15.	4 is a factor of 4.	T	F	30.	9 is a multiple of 9.	T	F

405 A Circle T for True or F for False. Second Half

1.	2 is a factor of 6.	T	F	16.	30 is a factor of 6.	T	F
2.	2 is a factor of 12.	T	F	17.	8 is a factor of 48.	T	F
3.	8 is a multiple of 4.	T	F	18.	7 is a factor of 14.	T	F
4.	8 is a multiple of 2.	T	F	19.	7 is a multiple of 35.	T	F
5.	3 is a factor of 15.	T	F	20.	7 is a factor of 33.	T	F
6.	6 is a factor of 12.	T	F	21.	6 is a factor of 6.	T	F
7.	3 is a multiple of 9.	T	F	22.	8 is a multiple of 8.	T	F
8.	3 is a factor of 26.	T	F	23.	8 is a factor of 54.	T	F
9.	7 is a multiple of 7.	T	F	24.	8 is a multiple of 16.	T	F
10.	20 is a multiple of 5.	T	F	25.	8 is a factor of 24.	T	F
11.	10 is a multiple of 30.	T	F	26.	9 is a factor of 45.	T	F
12.	6 is a factor of 52.	T	F	27.	9 is a factor of 90.	T	F
13.	7 is a factor of 70.	T	F	28.	9 is a factor of 56.	T	F
14.	7 is a multiple of 14.	T	F	29.	9 is a multiple of 3.	T	F
15.	7 is a factor of 7.	T	F	30.	9 is a multiple of 9.	T	F

MY 2020 COVID-19 TIME CAPSULE



BY: type here

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

INSERT THINGS TO BE REMEMBERED HERE.

INSERT THINGS TO BE REMEMBERED HERE.

INSERT THINGS TO BE REMEMBERED HERE.

ALL ABOUT ME

I AM

Click to add text

YEARS OLD

I STAND

Click to add text

INCHES TALL

I WEIGH

Click to add text

POUNDS

SHOE SIZE

Click to add text

---------MY FAVORITES---------

THING TO DO: type here

COLOR: type here

ANIMAL: type here

FOOD: type here

TV SHOW: type here

MOVIE: type here

BOOK: type here

ACTIVITY/HOBBY: type here

PLACE: type here

SONG: type here

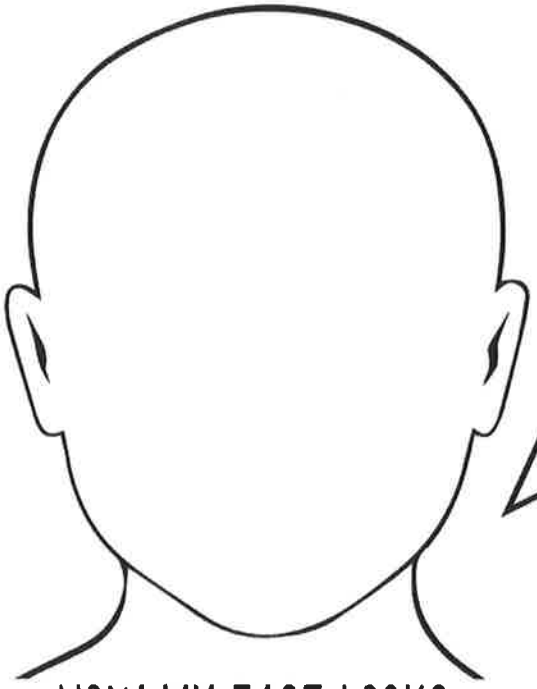
MY BEST FRIEND/S:

type here

WHEN I GROW UP I WANT TO BE: type here

DATE:type here

HOW I'M FEELING



HOW MY FACE LOOKS

WORDS TO DESCRIBE HOW I FEEL:

CLICK TO ADD TEXT

I AM MOST THANKFUL FOR

CLICK TO ADD TEXT

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

CLICK TO ADD TEXT

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1. CLICK TO ADD TEXT
2. CLICK TO ADD TEXT
3. CLICK TO ADD TEXT

QUARANTINE SNAPSHOT:

My Typical Day

Feelings I've Had	My Best Moment	My Worst Moment

I miss...

I have become more thankful for...

I keep busy by...

During this pandemic,

I can't wait to...

I connect with friends & family by...

I have realized...

My Distance Learning Experience

MY COMMUNITY

INSERT OR DRAW HOUSE HERE

WHERE I AM LIVING DURING THIS TIME:

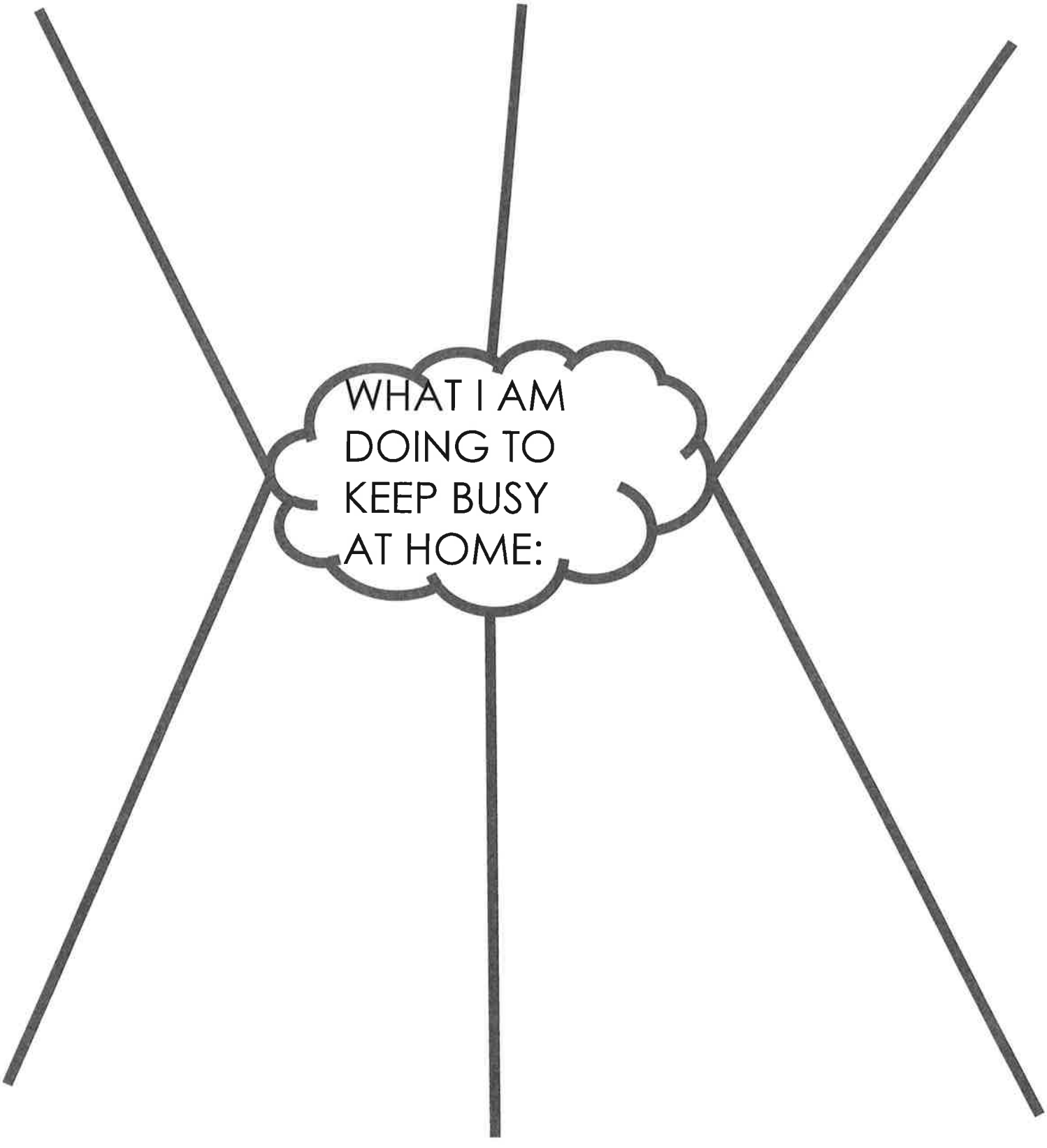
WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

CLICK TO ADD TEXT

HOW ARE YOU CONNECTING WITH OTHERS?

CLICK TO ADD TEXT

YOU ARE NOT STUCK AT HOME. YOU ARE SAFE AT HOME!



OUR HANDPRINTS

INSERT OR DRAW PICTURES OF ALL THE PEOPLE LIVING IN YOUR HOME. THIS INCLUDES YOUR HANDS TOO.

HANDS GO HERE.

SELF CONTROL

- Choosing to do what you **should do**, not just what you want to do.
- Focusing on what you **can control** and not worrying about things you cannot control.

Look at the things that you can control in your life. Make goals for those things.
Look at the things you cannot control. Let go of those things.

I CAN CONTROL

- ❑ My thoughts
- ❑ My happiness
- ❑ My actions
- ❑ Who I choose as friends
- ❑ What I focus on
- ❑ My goals
- ❑ My study habits
- ❑ My effort
- ❑ My habits
- ❑ Others:

Add to this list and give specific examples.

I CANNOT CONTROL

- ❑ Other people's thoughts and attitudes
- ❑ Other people's actions
- ❑ Other people's happiness
- ❑ Other people's sadness
- ❑ Other people's anger
- ❑ The problems in the world
- ❑ Grown up issues
- ❑ Others:

Add to this list and give specific examples.


JUMPING JACKS
SQUATS
BUTTERFLY STRETCH
TUCK JUMPS
PUSH-UPS
JUMP ROPE
Boot Camp #1
30 seconds each
©Pete Charrette (Cap'n Pete), 2019


HALF
TURNS
BURPEES
MARCH IN PLACE
SHOULDER STAND
V-SIT
PLANK HOLD
Boot Camp #2
30 seconds each
©Pete Charrette (Cap'n Pete), 2019

TABATA

1. JUMPING JACKS

20

10 SEC REST

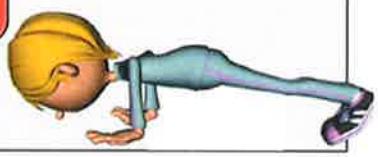
20 SEC MOVE

2. PUSH-UPS

20

10 SEC REST

20 SEC MOVE



3. CRUNCHES

20

10 SEC REST

20 SEC MOVE

4. BURPEES

20

10 SEC REST

20 SEC MOVE

5. HIGH KNEES

20

10 SEC REST

20 SEC MOVE

6. JOG IN PLACE

20

10 SEC REST

20 SEC MOVE

1 HIGH INTENSITY INTERVAL TRAINING