# 6th Grade FUESD Study Plan - Week of April 27th

| **Week 6**<br>Monday/lunes | Tuesday/martes | Wednesday/miércoles | Thursday/thursday | Friday/viernes |
|---|---|---|---|---|
| ELA/ Science<br>● Read 30 minutes independently (Reading Log Week 6)<br>● 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson<br>● Daily Journal Entry<br>● Read The Five-Second Rule and answer Monday's Questions<br>● Complete: Day 1 Human Geography & California Population Maps<br>● **Informational Writing**: Endangered Animals<br>○ Informational Writing Directions, Rubric, Note-Taking page<br>○ Endangered Animal Articles<br><br>ELD Connection<br>● ELD Monday<br><br>Math<br>● 1 Dreambox or ST Lesson<br>● Monday's 5 Problems<br>● Math Sprint: 405B First Half # 1-15<br>● Watch:Intro to negative numbers<br>● Practice: Lesson 2 - Exercise 3 **&** Lesson 2 - Problem Set all<br>******All math can be completed here for Monday***<br><br>PE<br>● PE Activities Week 6 | ELA/ Science<br>● Read 30 minutes independently (Reading Log Week 6)<br>● 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson<br>● Read The Five-Second Rule and answer Tuesday's Questions<br>● Complete: Day 2 Human Geography & California Population Maps<br><br>ELD Connection<br>● ELD Tuesday<br><br>Math<br>● 1 Dreambox or ST Lesson<br>● Tuesday's 5 Problems<br>● Math Sprint: 405B First Half # 16-30<br>● Watch: Intro to negative numbers<br>● Practice: Lesson 3 - Example 1, Lesson 3 - Exercise 1 **&** Lesson 3 - Problem Set #s 2-5<br>******All math can be completed here for Tuesday***<br><br>PE<br>● PE Activities Week 6 | ELA<br>● Read 30 minutes independently (Reading Log Week 6)<br>● 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson<br>● Daily Journal Entry<br>● Read The Five-Second Rule and answer Wednesday's Questions<br>● Work on the Extension activities. They can be found after the P.E section..<br><br>ELD Connection<br>● ELD Wednesday<br><br>Math<br>● 1 Dreambox or ST Lesson<br>● Wednesday's 5 Problems<br>● Math Sprint: 405B Second Half # 1-15<br>● Watch: Number opposites<br>● Practice: Lesson 4 - Exercise #s 2-3 and 4-5 **&** Lesson 4 - Exit Ticket<br>******All math can be completed here for Wednesday***<br><br>PE<br>● PE Activities Week 6 | ELA/SS<br>● Read 30 minutes independently (Reading Log Week 6)<br>● 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson<br>● Read The Five-Second Rule and answer Thursday's Questions<br>● Complete: DE's: Building the Roman Roads<br><br>ELD Connection<br>● ELD Thursday<br><br>Math<br>● 1 Dreambox or ST Lesson<br>● Thursday's 5 Problems<br>● Math Sprint: 405B Second Half #16-30<br>● Watch: Negative symbol as opposite<br>● Practice: Lesson 5 - Problem Set<br>******All math can be completed here for Thursday***<br><br>PE<br>● PE Activities Week 6 | ELA/SS<br>● Read 30 minutes independently (Reading Log Week 6)<br>● 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson<br>● Daily Journal Entry<br>● Complete: DE's: Rome's Natural Sites<br><br>ELD Connection<br>● ELD Friday<br><br>Math<br>● 1 Dreambox or ST Lesson<br>● Math Sprint: 406A First Half #1-15<br>● Practice: Lesson 6 - Exit Ticket<br>******All math can be completed here for Friday***<br><br>PE<br>● PE Activities Week 6 |

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|---|---|---|---|---|
| Extension Activities:<br>● Give a Tour<br>● How are you feeling?<br>● Week 6 SEL Activities<br>- SEL Parent Information Letter<br>- Postcard to Students from School Counselors<br>- SEL Lesson<br>- Daily Positives Journal<br>- Positive Affirmations<br>● FUESD's SEL Resources | | | | |

## Sexto Grado FUESD Plan de estudios - Semana de 27 de abril en Español

| **6 semana** lunes | martes | miércoles | jueves | viernes |
|---|---|---|---|---|
| ELA/ Ciencia<br>• Leer 30 minutos independiente (registro de lectura)<br>• 1 Lexia/Lexia PowerUp/ or Lección Reading Plus<br>• Entrada de diario<br>• *Leer:* The Five-Second Rule and answer el lunes preguntas<br>• Completa: Día 1 Geografia Humana & Mapas de la población de California<br>• **redacción informativa:** Animales en peligro<br>  ○ Instrucciones de escritura informativa Rúbrica, Página de notas.<br>  ○ Artículo de animales en peligro<br><br>Coneccion ELD<br>• Lunes ELD<br><br>Matematicas<br>• 1 Dreambox o Leccion ST<br>• 5 problemas de Lunes<br>• Carrera de matemáticas: 405B Primera mitad# 1-15<br>• Ve :Intro a numeros negativos<br>• Practica: Lección 2 - Ejercicio 3 **&** Leccion 2 - Todos los problemas<br>******Toda la matemáticas pueden ser hecha el lunes*** | ELA/ Ciencia<br>• Leer 30 minutos independiente (registro de lectura))<br>• 1 Lexia/Lexia PowerUp/ or Lección Reading Plus<br>• *Leer:* La regla de 5 segundos y contestar las preguntas del martes<br>• Completa: Día 2 Geografía Humana & Mapas de la población de California<br><br>Coneccion ELD<br>• Martes ELD<br><br>Matematicas<br>• 1 Dreambox or ST Lesson<br>• 5 problemas del marte<br>• Carrera de matemáticas: 405B Primera mitad # 16-30<br>• Ve: Intro a numeros negativos<br>• Practica: Lección 3 - Ejemplo 1, Lección 3 - Ejercicio 1 **&** Leccion 3 - Grupo de problemas<br>• #s 2-5<br>******Toda la matemáticas puede ser hecha el martes***<br><br>PE<br>• Actividades de Educación Física semana 6 | ELA<br>• Leer 30 minutos independiente (registro de lectura))<br>• 1 Lexia/Lexia PowerUp/ or Leccion Reading Plus<br>• Entrada de diario<br>• *Leer*: La regla de 5 segundos y contestar las preguntas del miércoles<br>• Trabaja en las actividades de extensión. Estas pueden encontrarse después de la sección de Educación Física<br><br>Coneccion ELD<br>• MIercoles ELD<br><br>Matematicas<br>• 1 Dreambox o Leccion ST<br>• 5 problemas del miercoles<br>• Carrera de matemáticas : 405B Segunda Mitad # 1-15<br>• Ve: Números Opuestos<br>• Practica: Lección 4 - Ejercicio #s 2-3 and 4-5 **&** Leccion 4 - Boleto de salida<br>******Toda la matemáticas puede ser hecha el Miércoles***<br><br>PE | ELA/SS<br>• Leer 30 minutos independiente (registro de lectura))<br>• 1 Lexia/Lexia PowerUp/ or Lección Reading Plus<br>• *Leer:* La Regla de 5 segundos y contestar las preguntas del jueves<br>• Completa: DE's: Construyendo las calles de Roma<br><br>Coneccion ELD<br>• Jueves ELD<br><br>Matematicas<br>1 Dreambox o Leccion ST<br>• 5 problemas del jueves<br>• Carrera de matemáticas: 405B segunda mitad #16-30<br>• Ve: Símbolos negativos como opuestos<br>• Practica: Lección 5 - Grupo de problemas<br>******Toda la matemáticas puede ser hecha el jueves***<br><br>PE<br>• Actividades de Educación Física Semana 6 | ELA/SS<br>• Leer 30 minutos independiente (registro de lectura))<br>• 1 Lexia/Lexia PowerUp/ o Leccion Reading Plus<br>• Entrada de diario<br>• Completa: DE's: Sitios naturales de Roma<br><br>Coneccion ELD<br>• Viernes ELD<br><br>Matematicas<br>• 1 Dreambox o Leccion ST<br>• Carrera de Matemáticas : 406A Primera mitad :#1-15<br>• Practica Lección 6 - Boleto de Salida.<br>******Toda la matemáticas puede ser hecha el viernes***<br><br>PE<br>• Actividades de Educación Física Semana 6 |

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|---|---|---|---|---|
| PE<br>● Actividades de Educación Física semana 6<br><br>Actividades de Extensión:<br>● Da un recorrido<br>● Como te sientes?<br>● Actividades de SEL semana 6<br>- Padre Aprendizaje social y emocional<br>- Carta de Informacion<br>- Tarjetas a estudiantes de parte de la consejera<br>- Leccion SEL<br>- Diario positivo<br>- Afirmaciones Positivas<br>● Recursos del distrito | | ● Actividades de Educación Física semana 6 | | |

# 6th Grade Reading Log Week 6

**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: _____

# Road Trip

**Writing Prompts Ideas**

- Are we there yet?
- The old cantilever bridge made an unwelcoming sound as we began driving across…
- After many hours on the road, we could see our destination on the other side of the bridge…
- …. so we decided to go on a road trip.

**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.

Name: Nonfiction: Cite Textual Evidence – Q1:2 Date:

*As you answer this week's questions, highlight your evidence in the text.*

# The Five-Second Rule

According to the "5-second rule," food that is dropped on the floor is okay to eat so long as it's picked up within 5 seconds. But should fallen food really be going into the trash instead of into our mouths? Scientific research has put the 5-second rule to the test, and the answer is…it depends.

The length of time food spends on the floor isn't the only determining factor when it comes to food safety. Researchers at Rutgers University tested four different types of flooring (stainless steel, ceramic tile, wood, and carpet) and four different foods (watermelon, plain white bread, buttered bread, and gummy bears). They coated the surface of each flooring with bacteria. Then, they dropped each food sample on each type of flooring and left it there for four different time increments: less than one second, five seconds, 30 seconds, and 300 seconds. With all the varying factors, there were 128 possible combinations. On top of that, the researchers repeated each combination 20 times, which means they conducted a total of 2,560 experiments. That might seem excessive, but the more times an experiment is replicated, the more accurate the results. When compared to multiple experiments, **anomalies** (irregular results) stick out and can be discounted when evaluating the data.

When the researchers analyzed each dropped food sample, they found that, indeed, the longer food spent on the floor, the more contaminated with bacteria it became. However, even food that was in contact with the floor for less than a second still had some degree of bacterial contamination. There is no 5-second grace period before which bacteria get on food. Bacteria transfer occurs instantly.

Make a quick prediction as to which food type you think would pick up the most bacteria: watermelon, gummy bears, bread, or buttered bread?

The food that showed the highest amount of bacterial contamination was…watermelon, followed by buttered bread, bread, with gummy bears having the least. Researchers concluded that a food's moisture content affects how much bacteria it picks up. The wetter the food, the greater the bacteria transfer. Bacteria get soaked up by the moisture in the food. That's why the food with the most water content, watermelon, had the greatest bacterial contamination.

Which flooring type do you hypothesize led to the least amount of bacteria transfer: carpet, wood, stainless steel, or ceramic tile?

The answer is…carpet. Stainless steel and ceramic tile consistently yielded the greatest bacterial contamination. The results from wood were **inconsistent**, showing varying levels of contamination. Stainless steel and ceramic tile are non-absorbent surfaces, while carpet is porous. A porous surface absorbs moisture, while non-porous surfaces, like stainless steel and ceramic tile, do not. On the carpet, the food became less wet because the carpet absorbed the moisture of the food. And as previously stated, the dryer the food, the fewer bacteria it picks up.

Also, more of the food comes into contact with smooth surfaces than rough surfaces, like carpet. When food is on carpet, there are gaps between the individual fibers. The parts of the food over the gaps make no contact, and so can't pick up bacteria. In a similar study conducted by Clemson University, less than 1% of the bacteria on carpet transferred to the fallen food. When the food was on tile, 48% - 70% of bacteria transferred.

Unlike the floors in these experiments, most floors aren't intentionally coated with bacteria right before we drop food on them. High school senior, Jillian Clarke, tested typical flooring for bacteria as part of her six-week internship in the food and science department at the University of Illinois. She swabbed the floors around the college to see how bacteria-laden they really were. She collected samples from hallways, dorm rooms, science labs and the cafeteria. Surprisingly, her swabbed samples showed very little bacteria. She tested the floors again and got the same results.

Meredith Agle, the graduate student who supervised the experiment, offered the following explanation, "I think the floors because floors are dry, and most [bacteria] can't survive without moisture."

Does that mean dry floors are safe to eat off of? Not necessarily. Odds are low that dropped food will land on a dangerous strain of bacteria, but there's always the chance it might. With severe strains of E. coli bacteria, just ten cells or less can make you seriously ill.

However, according to one survey, 87% of people admitted that they would eat food off the floor. Yet 87% of the population isn't rushing to the hospital with food poisoning.

One thing is for certain…evaluating the risk-level of eating food off the floor is more complicated than counting to five.

Name: Nonfiction: Cite Textual Evidence – Q1:2 Date:

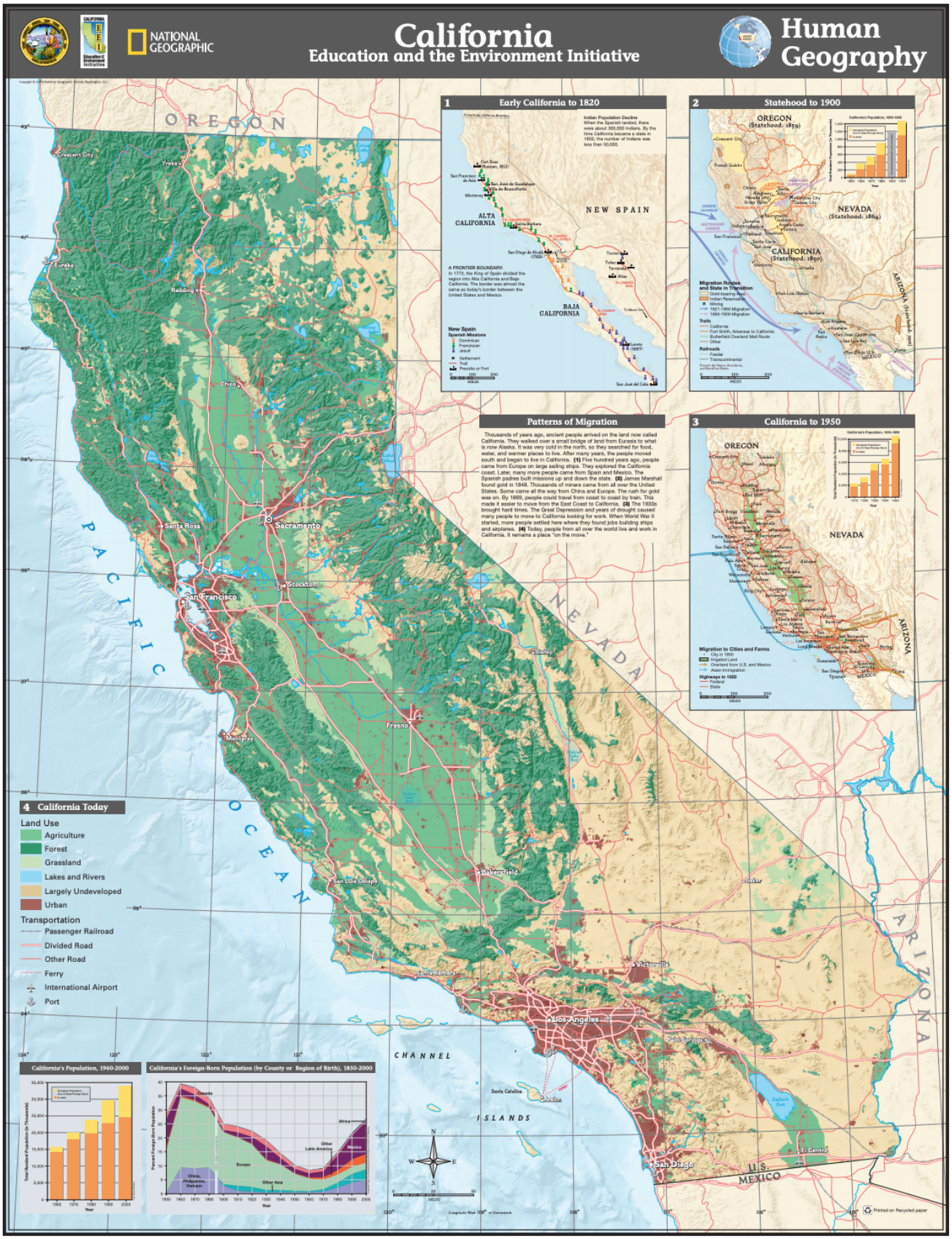
| Monday | Tuesday |
|---|---|
| **Before you begin**, preview the text. What might you learn from this text? | What is the author's purpose in this text? How do you know? |
| Based on the text, what is the 5-second rule? | After reading the 2nd paragraph, what can you infer about the researcher's accuracy in the experiments they conducted? |
| What question does this article answer? | What evidence from the text helped you answer the previous question. |
| According to the text, what is the meaning of the word **anomalies**? | The author states, there is no amount of time food can be on the floor without bacteria transfer occurring. What can you conclude based on this idea? |

| Wednesday | Thursday |
|---|---|
| Why did the researchers use different types of food to conduct their experiment? | What evidence from the text supports the idea that it is better to drop food on carpet than tile? |
| Based on the text, which scenario below would allow for more bacteria to transfer?<br>*an apple on tile flooring*<br>***or***<br>*a piece of lunch meat on tile flooring* | What conclusion can you draw from the testing conducted by Jillian Clarke? |
| What evidence from the text best supports your previous answer? | What conclusion can you draw after reading this text? |
| According to the text, what is the meaning of the word **inconsistent**? | What evidence from the text best supports your previous answer? |

# More of My Thinking

| Monday | Tuesday |
| --- | --- |
| | |
| **Wednesday** | **Thursday** |
| | |

**Directions**: Read and refer to the maps to answer questions below the maps.



# VA #7 California Population


**Questions**

1. Where is Fallbrook on both maps?

2. What is the population density, or number of people per square mile, of our region? How do you know? (Example:  Inyo has a density of 1,000–99,999 people per square mile. The area is colored light brown on the map, and the legend demonstrates that light brown equals 1,000–99,999 people per square mile.)

3. How is land used in our region? How do you know? (Hint: use Human Geography. Example: Fresno is an urban area, but the surrounding areas are used for agriculture. On the map, Fresno is red, surrounded by light green. The legend shows that red marks urban areas and light green represents agriculture.)

4. What does urban mean?

**Vocabulary**
from CA EEI

**Key Unit Vocabulary**

Lesson 1

**Adaptation:** A change in the body or behavior of a species in response to a new environmental condition. Adaptation occurs over several generations.

**Adaptive characteristic:** A physical or behavioral trait that allows survival in a wide range of conditions (for example, temperature, food supply, or habitat).

**Consumption:** The process of obtaining energy and matter from a natural system, such as by eating other organisms; the process of using goods produced by natural or human social systems; or, in the context of energy resources, the use and conversion of an energy source from one form to another.

**Endangered:** The legal status of a plant or animal species that is in danger of becoming extinct.

**Evolution:** The process by which species develop as a result of a natural selection for beneficial adaptations. Evolution occurs over many generations.

**Extinct:** No longer existing as a species or subspecies.

**Human imprint:** The combined effects of human activities on the environment over time.

**Natural resources:** Materials, such as water, minerals, energy, and soil, that people use from nature and natural systems.

**Natural selection:** The process by which individuals with advantageous variations survive and reproduce.

**Nonnative species:** Organisms that were not originally found in an area, but were transported there through human activity.

**Nonrenewable resources:** Natural resources that are finite and exhaustible, and are not naturally replenished at a rate comparable to the rate at which they are consumed by humans.

**Population growth:** An increase in the number of individuals of a species.

**Resource conservation:** The management, protection, and use of resources in a way that can meet current and future needs.

**Threatened:** The legal status of a plant or animal species that has a small population and may become endangered.

**Urban development:** The conversion of rural or natural landscapes into cities (urban areas).

**Directions**: Read and refer to the maps to answer the questions below the maps.

# VA #7 California Population


**Questions**

1. Look at both maps and make at least three observations about the connections between human populations and changes in the landscape.

| | |
|---|---|
| **Observation** | The connection I saw between human populations and changes in landscape is... |
| **Example** | in places along the coast where the population is greatest, most of the land is urban |
| **1** | |

| | |
|---|---|
| **2** | |
| **3** | |
| | |
| | |
| | |

2. Where would you predict species (a group of living organisms) would be at greatest risk for extinction in California? Why? Use the maps to justify your answer.

| |
|---|
| Species will be at greatest risk in _____because _____. |

3. Find the San Joaquin Valley on the Human Geography wall map. The San Joaquin Valley has had a large transformation to agriculture during the last 150 years, less than 5% of the valley floor is now uncultivated. Also, the San Joaquin Valley faces the state's highest population growth. Along with this dramatic change in habitat and population growth, at least 34 species there are currently considered at risk of extinction in California.
   What are some ways that people might help prevent the extinction of these species?

| |
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| |

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from CA EEI

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# Building the Roman Roads

from Discovery Education

Read this fictional story about a young Roman soldier in the year 300 BCE:

Gaius was frustrated. He had recently become a soldier in the Roman army and was looking forward to his first battle. Gaius knew that the Roman army had defeated people all over the Italian **peninsula**. He couldn't wait for a chance to show off his fighting skills.

When the time came, though, instead of fighting, Gaius's legion (the group of soldiers he was supposed to fight with) was assigned to build roads. The work was hot, boring, and difficult. They laid down layers of sand, rock, and even concrete to create the roads. They also had to dig drainage ditches along the sides of the pathways.

Gaius's commander said the roads were important to ancient **Rome** because soldiers and messengers could use them to get from one place to another quickly. Gaius couldn't believe that building roads could be as important as fighting, but he was a soldier, so he did what he was ordered to do. Inside, however, he hoped that he would stop building and get a chance to fight.

## Questions

1. Why is Gaius building roads?

2. What can you learn about ancient Rome from Gaius's story?

3. Do you think roads helped ancient Rome to grow and prosper?

## Roman Nature

There are many fascinating places to see in Rome, including the Pantheon, the Trevi Fountain, St. Peter's Basilica, and the Colosseum. All are great examples of classical Roman architecture and have a rich history. However, there are two places in the big city that make up the heart of Rome, even if they are not actual buildings: the Tiber River and Palatine Hill. These two natural places were important in the development of Rome and are a vital part of Roman history and legends.


This Roman sign for a shipping company shows that waterways like the Tiber River have been important to the Roman economy for thousands of years.

## The Tiber River

Though the Tiber River is not the longest river in Italy, it could be the most famous, since the city of Rome was founded on its banks. The Tiber flows from the Apennine Mountains through Rome and into the Tyrrhenian Sea—part of the Mediterranean Sea off the western coast of Italy. Before the days of early Rome, the river was known as Albula, which means "white" in Latin. This name came from the milky white color of the water in the river.

Legend says that the river was renamed Tiber in honor of King Tiberinus Silvius, an early king who drowned trying to cross it. As the legend continues, his descendants were abandoned on the flooding river as babies and then, many years later, founded Rome. According to the legend, the descendants, Romulus and Remus, were saved by a she-wolf, which is a female wolf. While the Tiber River plays an important role in the story of the founding of ancient Rome, it has always been a real resource to Roman citizens.

Although the Tiber River is shallow and treacherous in places, it is easy to navigate up from the Tyrrhenian Sea. Located about 10 miles from the coast, Rome was protected from invasion while still allowing for a healthy trade business. Upstream navigation on the river made trade flourish. The Tiber was critical for commerce and irrigation, but as the city grew, it became too polluted to drink. The Romans built enormous aqueducts to move water from springs in the surrounding hills to the city.

The river's undrinkable water led the Romans to develop a sewer system. They created an underground system of pipes and tunnels to drain the marshes and empty waste and debris into the river. Because of a strong sea current close to shore, the fast waters of the Tiber carried waste far away from the city quickly. Named the Cloaca Maxima, this system was one of the world's first sewers. The sewers also show that Roman civilization was advanced enough to solve a problem that often brought disease to other cities. Visitors to Rome today can see this ancient system still in use.

**Palatine Hill**

Another important natural feature of Rome is Palatine Hill. The most famous of Rome's seven hills, Palatine Hill is one of the oldest parts of the city. As the center hill in the city, it rises over 250 feet above the Tiber River. The hill has three summits, called Germalus, Velia, and Palatium. The southern summit of Palatium is the highest, giving the hill its name. Archaeologists have traced prehistoric sites on the hill to 1000 BCE, nearly 300 years before Rome was founded. This matches the legend of the city's origins.


The above picture shows the north side of Palatine Hill, called the Germalus. Many emperors built palaces on the hill. The Tiber River lies just to the west of the hill.

According to legend, Palatine Hill is the site of the cave of the she-wolf who saved Romulus and Remus after they were abandoned as babies in the Tiber River. After discovering the twins at the foot of Palatine Hill, the wolf brought them to her cave, known as the Lupercal, to nurse them. They remained there until a shepherd found the two boys. Years later, Romulus chose the Lupercal as the site on which to build Rome. The legend has been popular since the time of the Republic, and many emperors built their palaces on the Palatine Hill.

Palatine Hill was important in ancient Rome for many reasons. The hill's palaces were the center of Imperial Rome and therefore created the city's aristocratic center. Emperor Augustus said that he was born on the hill, and so he built a great palace there. The hill's beautiful views quickly made them a prime place for the powerful and wealthy to establish their homes. In addition to housing a cultural center, the hills also provided easy defense from invasion. Since the hill was at the center of seven other hills, it was very difficult for other countries to invade. Due to its height, the land on Palatine Hill had good air

quality and was immune from flooding from the Tiber River. In addition, several natural routes around Palatine Hill later became major roads to other parts of Italy.

Today there are still ruins on the hill that provide clues to its importance in ancient Rome. The ruins of Augustus's palace are prominent. The Tiber River and Palatine Hill were important in shaping Roman history. Many of the aspects of Roman culture that we study today were centered around the Tiber River and Palatine Hill.

**After reading** the passage, highlight the correct answer to the following questions:

1. Which of the following is a drawback of the Tiber River for the city of Rome?
    A. It has a fast current.
    B. It is not drinkable.
    C. It is not usable for trade purposes.
    D. It does not connect to other sea ports.

2. Why was Palatine Hill important in ancient Rome?
    A. It was where many invading armies were able to enter the city.
    B. It was home to the lower classes of people.
    C. It was protected from flooding from the Tiber River.
    D. It was valuable farm land.

3. In what way were the Tiber River and Palatine Hill significant in the life of Romulus and Remus and the founding of Rome?
    A. The river was the source of their wealth and enabled them to live on Palatine Hill.
    B. They were abandoned on the Tiber and were found at the base of Palatine Hill.
    C. They used the Tiber River to transport troops to conquer rebels on Palatine Hill.
    D. They used the river to irrigate crops on Palatine Hill.

4. Throughout time, humans have interacted with their environment by depending on it, adapting to it, or changing it. Explain how the early Romans depended on, adapted to, or changed the Tiber River and Palatine Hill. Use details from the passage in your answer.

# Endangered Animal Informational Writing

You will choose ONE ENDANGERED ANIMAL to research. The link below provides you with a list to choose from. Remember, choose ONE.

https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

By clicking on an animal from this link, the link will provide you with ONE source of information. You will need THREE total sources, so you will need to do an internet search to find TWO other sources.

You may use ONE video about your animal as one of your sources.

When your research is complete (THREE sources, notes taken), you will then be moving on to forming your main idea and beginning your writing.

These are the ideas you should consider to guide your writing for your **body paragraphs**:

- Average lifespan (how long does it usually live?)
- General description (size, physical features)
- Is it a reptile, bird, fish, mammal, etc.?
- What features does your animal have? (feathers, warm-blooded)
- Habitat – where do they live and why do they live there?
- Predators- what predators do they have? How do they defend themselves?
- Causes of Near Extinction- explain why the animal is in danger
- Conservation Efforts – what is being done to help preserve your animal

**YOU MAY NOT BE ABLE TO FIND ALL THIS INFO. THAT'S OKAY.**

**You need Four Paragraphs:**

1. **A short introduction and main idea (central idea)**
2. **Body paragraph**
3. **Body paragraph**
4. **Short conclusion**

**Follow these steps to complete your assignment:**

**1. Research and Note-taking (see the Note-taking page)**

**2. Open a google doc and write your first and last name, your animal, and your teacher's name.**

**3. Write an eye-catching introduction with a main (central) idea. (Use the Introduction Frame if you need help)**

**4. Construct your body paragraphs (at least two) explaining the information you researched (see the previous page with the bullet points for what info you should try to include).**

**5. Make sure to include transitions in your writing (see the Frames and Transitions page)**

**6. Write a short conclusion (see the Conclusion Frame for help).**

**7. Edit your work using the Information/Explanatory Writing Rubric to guide you.**

**A MODEL of informational writing (on a different topic) has been included towards the end of this document. You may use the model to remind yourself of what informational writing should look like.**

# Frames and Transitions

**Introduction Frame:**

It is (evident, clear, obvious) that (your animal) is in (significant, critical) danger of _____ . It (they) _____, _____, and _____.

**Example:** It is evident that space hydras are in significant danger of becoming extinct on our planet. It is hunted by humans, has many natural predators, and its habitat is being destroyed.

**Conclusion Frame:**

(To sum up, Overall, In conclusion, Finally) it is (clear, evident, obvious) that (your animal) is facing _____. It (they) _____, _____, and _____.

**Example:** Finally, it is clear that the space hydra is facing extinction. It is over-hunted, its habitats are being wiped out by humans, and too many predators are reducing the space hydra's numbers.

**Transitions to add information to your body paragraphs:**

Additionally,
Furthermore,
For instance,
For example,
Also,
In addition,

## Remember: sprinkle the transitions in your body paragraphs. Don't overuse them.

# Informational Writing Rubric

Name_____

| | | | | |
|---|---|---|---|---|
| 1. Central (Main) Idea | 1 | 2 | 3 | 4 |
| 2. Relevant Facts and Details | 1 | 2 | 3 | 4 |
| 3. Maintain Formal Style (no “you”) | 1 | 2 | 3 | 4 |
| 4. Wrap up with a conclusion | 1 | 2 | 3 | 4 |
| 5. Spelling | 1 | 2 | 3 | 4 |
| 6. Sentence Structure and Wording | 1 | 2 | 3 | 4 |
| 7. Transitions | 1 | 2 | 3 | 4 |

Try not to use the word “you”, and don’t talk to the reader. Stay formal, meaning just present the facts.

Avoid run-on sentences. Make sure each sentence is complete.

# MODEL OF INFORMATIONAL WRITING

## Ancient Roman Aqueducts

It is clear that the ancient Roman aqueduct, a giant structure made out of concrete that carries water, was critically important to the Romans. It allowed the Romans to build towns and cities in places without fresh water sources, it delivered fresh water to their citizens, and it enabled them to bathe, cook, and drink.

The Roman aqueduct carried freshwater from one area to another. **In fact,** it was a large structure that looked similar to a bridge. There was a partially enclosed tube at the top for carrying water. Aqueducts were built up against mountains to capture the water from fresh rain and streams. **Furthermore,** the aqueduct channeled this water overland to massive tanks in the cities called reservoirs. The reservoirs then channeled the water to public drinking fountains or private homes, much like modern people get their water today. How did the water flow from the mountains to the reservoirs? Gravity provides the answer. **For example,** the aqueduct was built from the mountain to the city at a very gradual declining angle to move the water along without any other force.

Aqueducts were critical to the building of large Roman cities and farms. Just like farms today, Roman farms needed a constant supply of fresh water to grow crops. **Additionally,** the aqueducts ensured that the farms would have the water needed. People living in large Roman cities would not have survived long without aqueducts. They needed it for cooking their food, cleaning themselves and their clothes, and drinking. In the ancient world, most cities were built next to river systems so people could simply visit the river bank for their water. **In fact,** the aqueduct made it possible to build cities great distances from rivers, because the aqueduct delivered the needed water from the mountains.

The Romans used an invention called concrete to make the aqueduct strong and durable. Concrete is made from a mixture of broken stone or gravel, sand, cement, and water, that can be spread or poured into molds (frames). **Also,** concrete hardens into a mass that is almost as strong as solid stone. This allowed the Romans to build the aqueducts over very long distances.

**To sum up**, the invention of the Roman aqueduct was necessary for the Romans to live in large cities and allow the delivery of fresh water. It enabled the Romans to grow large quantities of food, it allowed them to bathe, cook and clean, and ensured the survival of so many people. The aqueduct, a critical invention, is still in use today around the world.

# Note-Taking Page

Source #1 Notes:

Source #2 Notes:

Source #3 Notes:

## Article #1-

# Rhino poaching on the decline in South Africa

Source: https://www.worldwildlife.org/stories/rhino-poaching-on-the-decline-in-south-africa

Illegal killings of rhinos in South Africa are on the decline. In 2019, poachers killed 594 rhinos, down from 769 in the year prior, according to South Africa's Department of the Environment, Forestry, and Fisheries.

This encouraging news is a result of combined efforts of government, private, community, and non-governmental organization partners.

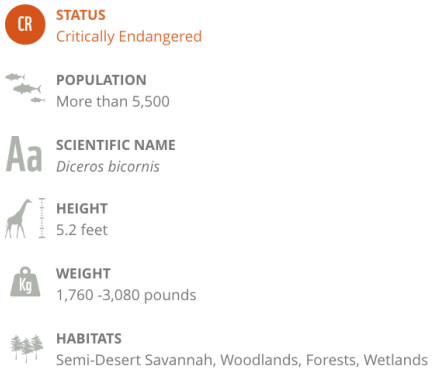
Although the reduction in poaching numbers is a positive sign, rhinos remain under threat from organized crime syndicates and the lessening availability of suitable places to live in the long-term.

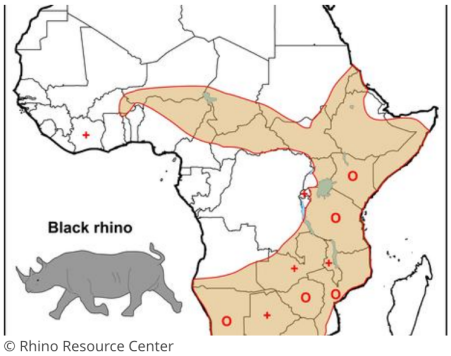
"Law enforcement efforts alone cannot address the complex social and economic drivers behind the long-term threats to our rhinos," said Dr. Jo Shaw, senior manager, wildlife program, WWF-South Africa. "What is required is a commitment to a holistic approach which considers the attitudes, opportunities, and safety of people living around protected areas. The role of corruption, inevitably associated with organized crime syndicates, must also be addressed."

The illegal wildlife trade spans nations. Demand for rhino horn from some Asian countries, mainly China and Vietnam, drives this unlawful trade.

WWF works to stop poaching with new technology and helping local governments and communities protect rhinos. We also tackle the illegal trade of and demand for rhino horn through market monitoring, research and advocacy, collaborating with online and transport companies to help them identify and remove rhino and other illegal wildlife products, and strengthening local and international law enforcement efforts.

# Article #2-




© Rhino Resource Center
Population distribution of the Black Rhino (Click for larger view)

Source: https://www.worldwildlife.org/species/black-rhino

Black rhinos are the smaller of the two African rhino species. The most notable difference between white and black rhinos are their hooked upper lip. This distinguishes them from the white rhino, which has a square lip. Black rhinos are browsers rather than grazers, and their pointed lip helps them feed on leaves from bushes and trees. They have two horns, and occasionally a third, small posterior horn.

Populations of black rhino declined dramatically in the 20th century at the hands of European hunters and settlers. Between 1960 and 1995, black rhino numbers dropped by a sobering 98%, to less than 2,500. Since then, the species has made a tremendous comeback from the brink of extinction. Thanks to persistent conservation efforts across Africa, black rhino numbers have doubled from their historic low 20 years ago to between 5,042 and 5,455 today. However, the black rhino is still considered critically endangered, and a lot of work remains to bring the numbers up to even a fraction of what it once was—and to ensure that it stays there. Wildlife crime—in this case, poaching and black-market trafficking of rhino horn—continues to plague the species and threaten its recovery.

# Article #3-

Source: https://www.worldwildlife.org/species/black-rhino

WWF launched an international effort to save wildlife in 1961, rescuing black rhinos—among many other species—from the brink of extinction. Thanks to persistent conservation efforts across Africa, the total number of black rhinos grew from 2,410 in 1995 to more than 5,000 today.

To protect black rhinos from poaching and habitat loss, WWF is taking action in three African rhino range countries: Namibia, Kenya, and South Africa. Together, these nations hold about 87% of the total black rhino population.

**TACKLING WILDLIFE CRIME**

Poaching is the deadliest and most urgent threat to black rhinos. WWF is working with government agencies and partners in Namibia, Kenya, and South Africa to support law enforcement agencies, develop and build on innovative tech solutions, and equip and train rangers to stop poachers.

**EXPANDING BLACK RHINO RANGE**

Over time, habitat loss has led to isolated, high-density rhino populations. These populations have slow growth rates, which can cause numbers to stagnate and eventually decline. They also raise the risk of disease transmission. To ensure a healthy and growing black rhino population, rhinos from high-density areas must be moved to low density areas with suitable habitat. WWF is supporting these efforts and partnering with government agencies and other NGOs to establish new black rhino populations.

- In Namibia, WWF is leading a consortium of national NGOs to help implement the country's ambitious law enforcement strategy to combat wildlife trafficking. WWF also supports the Namibian government in its effort to update its plan to grow black rhino populations, in part by moving rhinos from parks with significant populations to others that historically held rhinos but currently do

not—a process known as translocation. We're also taking other security measures to protect both black and white rhinos, such as DNA sampling.

- In Kenya, WWF works with rangers to stop poaching in high-risk areas. We help provide the proper training and technology to catch and deter poachers. WWF is also supporting the development of Kenya Wildlife Service's forensic lab and a DNA database called RhoDIS, which will be used to analyze DNA in criminal investigations to connect a poached animal with horn being sold.
- In South Africa, WWF trains law enforcement agencies to address wildlife trafficking challenges. TRAFFIC, the world's largest wildlife trade monitoring network, has played a vital role in bilateral law enforcement efforts between South Africa and Vietnam. This has gone hand-in-hand with written commitments to strengthen border and ports monitoring as well as information sharing in order to disrupt the illegal wildlife trade bring perpetrators to justice.

**PROTECTING AND MANAGING KEY POPULATIONS**

WWF supports annual aerial population surveys at key sites such as Etosha National Park in Namibia. The surveys are critical for evaluating breeding success, deterring poachers, and monitoring rhino mortality. WWF is also working with partners to develop and implement cutting-edge technologies in Namibia, South Africa, and Kenya to closely monitor key populations. When paired with boots on the ground, innovative solutions like electronic

identification and tracking tags, radio collars, drones, and camera traps provide us with the data we need to make important decisions for black rhino populations going forward. We install new thermal and infrared camera and software systems that can identify poachers from afar and alert park rangers of their presence.

**ENGAGING COMMUNITIES**

Community support and engagement is a cornerstone of WWF's work, particularly in Namibia. Hand-in-hand with our Namibia partners, we assist communities to set up conservancies and help to foster the knowledge, skills, and capacity required to successfully govern their conservancies and manage their wildlife resources. These communal lands are now home to Africa's largest remaining free roaming black rhino population.

Community engagement will also play a role in South Africa, where we are looking to conserve black rhino through community governance, training, and identification of alternative livelihood opportunities.

**Irregular Verbs**

Irregular verbs are verbs that don't take the regular -d, -ed, or -ied spelling pattern when they are in the past tense. The spelling in irregular verbs changes when the verb is in the past tense.

**Monday-** In the box below write down 5 irregular verbs.

| Present Tense Verb | Past Tense |
|---|---|
| **Example:** go | went |
| **Example:** eat | ate |
| | |
| | |
| | |
| | |
| | |

**Tuesday-** Write the 5 irregular verbs in complete sentences.

| |
|---|
| |
| |
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| |

**Wednesday-** In the box below write down 5 irregular verbs that you have not already written down for Monday.

| Present Tense Verb | Past Tense |
|---|---|
| **Example:** go | went |
| **Example:** eat | ate |
| | |
| | |
| | |

| | |
|---|---|
| | |

**Thursday-** Write the 5 irregular verbs in complete sentences.

| |
|---|
| |
| |
| |
| |

**Friday Review-** Choose 5 regular verbs and write it in the present, past, and future tense.

| Verb | Present Tense | Past Tense | Future Tense |
|---|---|---|---|
| **Example:** play | **Example:** playing | **Example:** played | **Example:** will play |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Monday's 5 Problems

**Directions:** Answer the below questions.

| **Trimester 1, Week 6** |
|---|
| **Monday:** Show your work on separate paper.<br>1. $688 \times 73 =$<br>2. $6{,}407 \div 82 =$<br>3. $3\frac{6}{9} - \frac{18}{8} =$<br>4. $\frac{5}{6} \times \frac{38}{4} =$ ? Will the product be more or less than $\frac{38}{4}$ ?<br>5. $35 + 11.7 =$ |

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

## Sprints 405B First Half

**Directions**: Write true or false.

| | | |
|---|---|---|
| 1. | 2 is a factor of 4. | |
| 2. | 2 is a factor of 8. | |
| 3. | 72 is a multiple of 3. | |
| 4. | 92 is a multiple of 4. | |
| 5. | 3 is a factor of 102. | |
| 6. | 6 is a factor of 126. | |
| 7. | 3 is a multiple of 6. | |
| 8. | 3 is a factor of 62. | |
| 9. | 5 is a multiple of 5. | |
| 10. | 10 is a multiple of 5. | |
| 11. | 10 is a multiple of 20. | |
| 12. | 6 is a factor of 86. | |
| 13. | 6 is a factor of 234. | |
| 14. | 6 is a multiple of 12. | |
| 15. | 4 is a factor of 4. | |

## Lesson 2: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Exercise 3**

Write each word under the appropriate column, "Positive Number" or "Negative Number."

| Gain Loss Deposit Credit Debit Charge Below Zero Withdraw Owe Receive | |
|---|---|
| **Positive Number** | **Negative Number** |
| | |

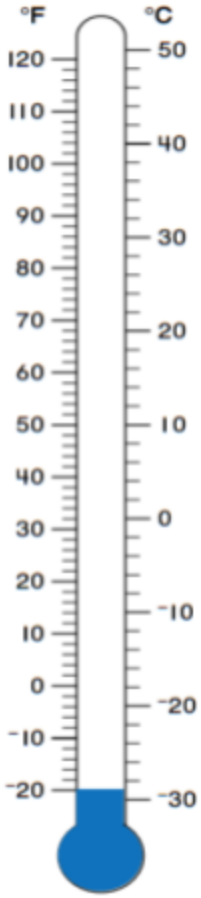
## Lesson 2: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Problem Set**

1. Express each situation as an integer in the space provided.

| Situation | Answer |
|---|---|
| a. A gain of 56 points in a game | |
| b. A fee charged of $2 | |
| c. A temperature of 32 degrees below zero | |
| d. A 56-yard loss in a football game | |
| e. The freezing point of water in degrees Celsius | |
| f. A $12,500 deposit | |

For Problems 2–5, use the below thermometer.




2. Each sentence is stated incorrectly. Rewrite the sentence to correctly describe each situation.

| Situation | Answer |
|---|---|
| a. The temperature is −10 degrees Fahrenheit below zero. | |
| b. The temperature is −22 degrees Celsius below zero. | |

3. Mark the integer on the thermometer that corresponds to the temperature given. (**Hint**: When you click on the thermometer you will need to click on "Edit" at the bottom of the thermometer to add your integers onto the thememother.)

| | |
|---|---|
| a. 70°F | c. 110°F |
| b. 12°C | d. −4°C |

4. The boiling point of water is 212°F. Can this thermometer be used to record the temperature of a boiling pot of water? Explain.

| |
|---|
| |

5. Kaylon shaded the thermometer to represent a temperature of 20 degrees below zero Celsius as shown in the diagram. Is she correct? Why or why not? If necessary, describe how you would fix Kaylon's shading.

# Lesson 3: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Problem Set**

For Problems 2–4, read each statement about a real-world situation and the two related statements in parts (a) and (b)carefully. Highlight the correct way to describe each real-world situation; possible answers include either (a), (b), or both (a) and (b).

2. A whale is 600 feet below the surface of the ocean.
    a. The depth of the whale is 600 feet from the ocean's surface.
    b. The whale is −600 feet below the surface of the ocean.

3. The elevation of the bottom of an iceberg with respect to sea level is given as −125 feet.
    a. The iceberg is 125 feet above sea level.
    b. The iceberg is 125 feet below sea level.

4. Alex's body temperature decreased by 2°F.
    a. Alex's body temperature dropped 2°F.
    b. The integer −2 represents the change in Alex's body temperature in degrees Fahrenheit

5. A credit of $35 and a debit of $40 are applied to your bank account.
    a. What is an appropriate scale to graph a credit of $35 and a debit of $40? Explain your reasoning.

    b. What integer represents "a credit of $35" if zero represents the original balance? Explain.

    c. What integer describes "a debit of $40" if zero represents the original balance? Explain.

    d. Based on your scale, describe the location of both integers on the number line.

    e. What does zero represent in this situation?

## Tuesday's 5 Problems

**Directions:** Answer the below questions.

**Tuesday:** Show your work on separate paper.

1. 1,749 × 84 =
2. Victor bought eight hundred seventy-seven pieces of candy to give to twenty-five of his friends. If he wants to give each friend the same amount, how many pieces would he have left over?
3. While exercising Roger jogged $3\frac{6}{9}$ kilometers and walked $6\frac{1}{2}$ kilometers. What is the total distance he traveled?
4. Debby needed $2\frac{1}{8}$ feet of thread to finish a pillow she was making. If she has 4 times as much thread as she needs, what is the length of the thread she has?
5. 27 - 24.98 =

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

## Sprints 405B First Half

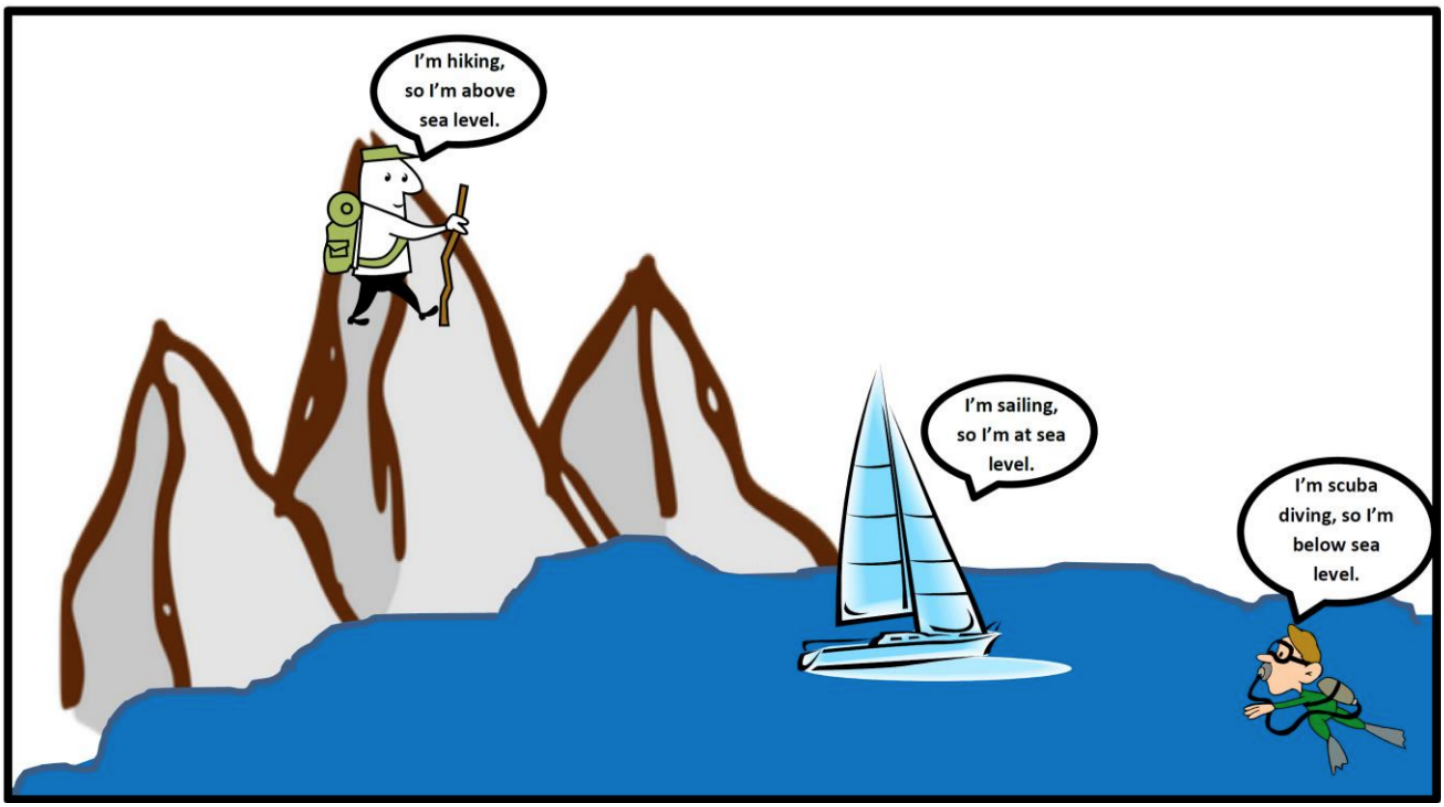
**Directions**: Write true or false.

| | | |
|---|---|---|
| 16. | 36 is a factor of 6. | |
| 17. | 6 is a factor of 90. | |
| 18. | 7 is a factor of 91. | |
| 19. | 7 is a multiple of 35. | |
| 20. | 7 is a factor of 99. | |
| 21. | 8 is a factor of 8. | |
| 22. | 8 is a multiple of 8. | |
| 23. | 8 is a factor of 108. | |
| 24. | 8 is a multiple of 16. | |
| 25. | 8 is a factor of 144. | |
| 26. | 9 is a factor of 234. | |
| 27. | 9 is a factor of 189. | |
| 28. | 9 is a factor of 323. | |
| 29. | 9 is a multiple of 3. | |
| 30. | 9 is a multiple of 9. | |

Lesson 3: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Example 1** **A Look at Sea Level**

The picture below shows three different people participating in activities at three different elevations. What do you think the word elevation means in this situation?




Lesson 3: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Exercise 1**

1. Write an integer to represent each situation. Use the above picture to help you.

| Situation | Answer |
|---|---|
| a. The scuba diver is 30 feet below sea level. | |
| b. The sailor is at sea level. | |
| c. The hiker is 2 miles (10,560 feet) above sea level. | |

# Lesson 3: REAL-WORLD POSITIVE AND NEGATIVE NUMBERS AND ZERO (from EngageNY)

**Problem Set**

For Problems 2–4, read each statement about a real-world situation and the two related statements in parts (a) and (b)carefully. Highlight the correct way to describe each real-world situation; possible answers include either (a), (b), or both (a) and (b).

2. A whale is 600 feet below the surface of the ocean.
    a. The depth of the whale is 600 feet from the ocean's surface.
    b. The whale is −600 feet below the surface of the ocean.

3. The elevation of the bottom of an iceberg with respect to sea level is given as −125 feet.
    a. The iceberg is 125 feet above sea level.
    b. The iceberg is 125 feet below sea level.

4. Alex's body temperature decreased by 2°F.
    a. Alex's body temperature dropped 2°F.
    b. The integer −2 represents the change in Alex's body temperature in degrees Fahrenheit

5. A credit of $35 and a debit of $40 are applied to your bank account.
    a. What is an appropriate scale to graph a credit of $35 and a debit of $40? Explain your reasoning.

    b. What integer represents "a credit of $35" if zero represents the original balance? Explain.

    c. What integer describes "a debit of $40" if zero represents the original balance? Explain.

    d. Based on your scale, describe the location of both integers on the number line.

    e. What does zero represent in this situation?

## Wednesday's 5 Problems

**Directions:** Answer the below questions.

**Wednesday:** Show your work on separate paper.

1. Each day 687 new apps are uploaded to a web server. After 41 days, how many apps will have been uploaded?
2. $1{,}539 \div 57 =$
3. $\frac{4}{7} + \frac{1}{4} =$
4. $\frac{1}{9} \div 7 =$
5. $35.2 \times 5.74 =$

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

## Sprints 405B Second Half

**Directions**: Write true or false.

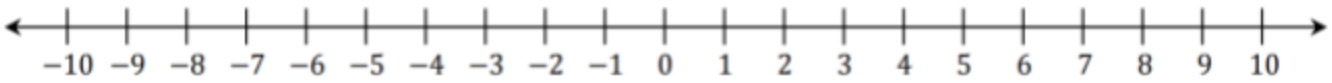
| | | |
|---|---|---|
| 1. | 2 is a factor of 8. | |
| 2. | 2 is a factor of 10. | |
| 3. | 69 is a multiple of 3. | |
| 4. | 96 is a multiple of 4. | |
| 5. | 3 is a factor of 81. | |
| 6. | 6 is a factor of 132. | |
| 7. | 3 is a multiple of 9. | |
| 8. | 3 is a factor of 52. | |
| 9. | 4 is a multiple of 4. | |
| 10. | 20 is a multiple of 5. | |
| 11. | 10 is a multiple of 20. | |
| 12. | 6 is a factor of 86. | |
| 13. | 6 is a factor of 234. | |
| 14. | 6 is a multiple of 12. | |
| 15. | 4 is a factor of 4. | |

## Lesson 4: THE OPPOSITE OF A NUMBER (from EngageNY)

Each nonzero integer has an opposite, denoted $-a$; $-a$ and $a$ are opposites if they are on opposite sides of zero and the same distance from zero on the number line.

**Exercises**

2. Locate and label the opposites of the numbers on the number line. (**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the opposites on the number line.)
   a. 9
   b. −2
   c. 4
   d. −7




3. Write the integer that represents the opposite of each situation. Explain what zero means in each situation.

| Situation | Opposite | Explanation |
|---|---|---|
| a. 100 feet above sea level | | |
| b. 32°C below zero | | |
| c. A withdrawal of $25 | | |

**Read each situation carefully, and answer the questions.**

4. On a number line, locate and label a credit of $15 and a debit for the same amount from a bank account. What does zero represent in this situation? (**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the number line.)

| |
|---|
| |

5. On a number line, locate and label 20°C below zero and 20°C above zero. What does zero represent in this situation?

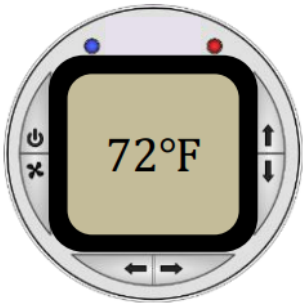
## Lesson 4: THE OPPOSITE OF A NUMBER (from EngageNY)

Each nonzero integer has an opposite, denoted $-a$; $-a$ and $a$ are opposites if they are on opposite sides of zero and the same distance from zero on the number line.

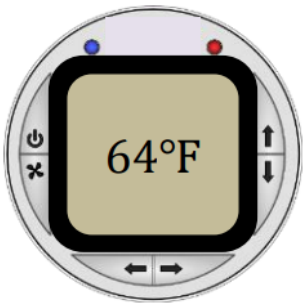
**Exit Ticket**

In a recent survey, a magazine reported that the preferred room temperature in the summer is 68°F. A wall thermostat, like the ones shown below, tells a room's temperature in degrees Fahrenheit.

Sarah's Upstairs Bedroom




Downstairs Bedroom




a. Which bedroom is warmer than the recommended room temperature?

b. Which bedroom is cooler than the recommended room temperature?

(**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the number line.)

c. Sarah notices that her room's temperature is 4°F above the recommended temperature, and the downstairs bedroom's temperature is 4°F below the recommended temperature. She graphs 72 and 64 on a vertical number line and determines they are opposites. Is Sarah correct? Explain.

| |
|---|
| |

d. After determining the relationship between the temperatures, Sarah now decides to represent 72°F as 4 and 64°F as −4 and graphs them on a vertical number line. Graph 4 and −4 on the vertical number line. Explain what zero represents in this situation.

| |
|---|
| |

## Thursday's 5 Problems

**Directions:** Answer the below questions.

**Thursday:** Show your work on separate paper.

1. Each day 377 new apps are uploaded to a web server. After 694 days, how many apps will have been uploaded?
2. A box can hold forty-two brownies. If a baker made nine hundred thirty-seven brownies, how many full boxes of brownies did he make?
3. Sarah's class recycled $3\frac{7}{9}$ boxes of paper in a month. If they recycled another $9\frac{2}{8}$ boxes the next month was is the total amount they recycled?
4. $6 \times \frac{2}{3} =$ ? Will the product be more or less than $\frac{2}{3}$ ?
5. $7.63 \div 0.8 =$

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

## Sprints 405B Second Half

**Directions**: Write true or false.

| | | |
|---|---|---|
| 16. | 42 is a factor of 6. | |
| 17. | 6 is a factor of 90. | |
| 18. | 7 is a factor of 91. | |
| 19. | 7 is a multiple of 49. | |
| 20. | 7 is a factor of 89. | |
| 21. | 8 is a factor of 8. | |
| 22. | 8 is a multiple of 8. | |
| 23. | 8 is a factor of 118. | |
| 24. | 8 is a multiple of 24. | |
| 25. | 8 is a factor of 144. | |
| 26. | 9 is a factor of 234. | |
| 27. | 9 is a factor of 171. | |
| 28. | 9 is a factor of 325. | |
| 29. | 9 is a multiple of 3. | |
| 30. | 9 is a multiple of 9. | |

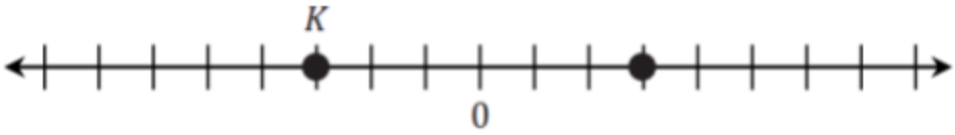
# Lesson 5: THE OPPOSITE OF A NUMBER'S OPPOSITE (from EngageNY)

**Problem Set**

1. Read each description carefully, and write an equation that represents the description.

| Description | Equation |
|---|---|
| a. The opposite of negative seven | |
| b. The opposite of the opposite of twenty-five | |
| c. The opposite of fifteen | |
| d. The opposite of negative thirty-six | |

2. Jose graphed the opposite of the opposite of 3 on the number line. First, he graphed point $P$ on the number line 3 units to the right of zero. Next, he graphed the opposite of $P$ on the number line 3 units to the left of zero and labeled it $K$. Finally, he graphed the opposite of $K$ and labeled it $Q$.




   a. Is his diagram correct? Explain. If the diagram is not correct, explain his error, and correctly locate and label point $Q$. (**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the number line.)

| |
|---|
| |

   b. Write the relationship between the points:

| Points | Relationship |
|---|---|
| $P$ and $K$ | |
| $K$ and $Q$ | |
| $P$ and $Q$ | |

3. Read each real-world description. Write the integer that represents the opposite of the opposite. Show your work to support your answer.

| Description | Integer | Work |
|---|---|---|
| a. A temperature rise of 15 degrees Fahrenheit | | |
| b. A gain of 55 yards | | |
| c. A loss of 10 pounds | | |
| d. A withdrawal of $2,000 | | |

4. Write the integer that represents the statement. Locate and label each point on the number line below. (**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the number line.)

| Statement | Integer |
|---|---|
| a. The opposite of a gain of 6 | |
| b. The opposite of a deposit of $10 | |
| c. The opposite of the opposite of 0 | |
| d. The opposite of the opposite of 4 | |
| e. The opposite of the opposite of a loss of 5 | |

**Friday**

# Sprints 406A First Half

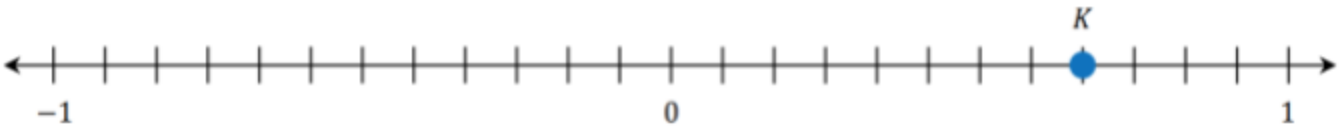
**Directions**: Write true or false.

| | | |
|---|---|---|
| 1. | 3 is a factor of 9. | |
| 2. | 4 is a factor of 16. | |
| 3. | 6 is a factor of 42. | |
| 4. | 6 is a factor of 6. | |
| 5. | 6 is a factor of 3. | |
| 6. | 8 is a factor of 2. | |
| 7. | 8 is a factor of 8. | |
| 8. | 2, 7 and 9 are factors of 56. | |
| 9. | 2, 3, 6 and 15 are factors of 30. | |
| 10. | 4 and 8 are factors of 40. | |
| 11. | 15 is a factor of 5. | |
| 12. | 3, 6 and 8 are factors of 16. | |

Lesson 6: RATIONAL NUMBERS ON THE NUMBER LINE (from EngageNY)

**Problem Set**

Use the number line diagram below to answer the following questions.




1. What is the length of each segment on the number line?

2. What number does point $K$ represent?

3. What is the opposite of point $K$?

4. Locate the opposite of point $K$ on the number line, and label it point $L$. (**Hint**: When you click on the number line you will need to click on "Edit" at the bottom of the number line to add and label the number line.)

5. In the diagram above, zero represents the location of Martin Luther King Middle School. Point $K$ represents the library, which is located to the east of the middle school. In words, create a real-world situation that could represent point $L$, and describe its location in relation to 0 and point $K$.

# TABATA

## 1. MOUNTAIN CLIMBERS

10 SEC REST — 20 SEC MOVE

## 2. SQUATS

10 SEC REST — 20 SEC MOVE

## 3. SIT-UPS

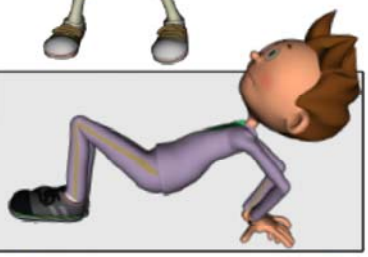
10 SEC REST — 20 SEC MOVE

## 4. ARM CIRCLES

10 SEC REST — 20 SEC MOVE

## 5. GROUND DIPS

10 SEC REST — 20 SEC MOVE



## 6. WALL SIT

10 SEC REST — 20 SEC MOVE

2 HIGH INTENSITY INTERVAL TRAINING

# AMRAP

(AS MANY ROUNDS AS POSSIBLE)

12 PUSH UPS

20 SKIER JUMPS

20 ARM CIRCLES

REPEAT

15 TRICEP DIPS

20 VERTICAL JUMPS

JOG 3 LAPS

NAVY BLUE WORKOUT

# AMRAP

(AS MANY ROUNDS AS POSSIBLE)

10 DIPS

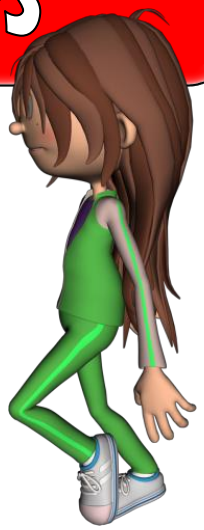
10 LUNGES

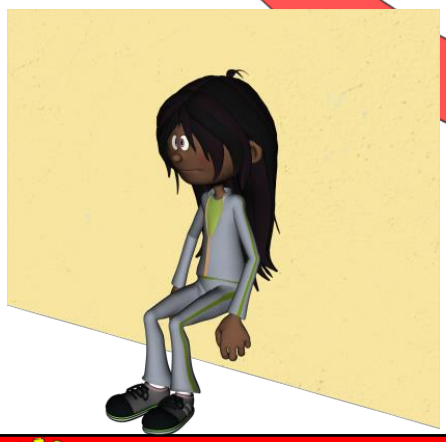
10 STRADDLE JUMPS

REPEAT

15 CURL-UPS

SKIP 2 LAPS





WALL-SIT 20 SEC.

CANDY RED WORKOUT

# Bop It!

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air ONLY using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!

Directions: Give a tour of your Chromebook to the adults in your house. Go to the follow places:

1. Logging onto your Chromebook
2. Going to Google Classroom
    a. A Student Tour for you in Google Classroom to help you show all of its features. You might even learn something new.
3. Show them Week's 6 assignment and all of the attachments
4. Show them any work you have completed and/or started for Week 6
5. Go to Clever
    a. In Clever take them to: Discovery Ed, Lexia Power Up, Dreambox, Epic, MyON, and your teacher's class page
6. Show them three things of your choice to show them

Fallbrook Union Elementary School District | School Counseling Department

Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

**For more social-emotional information and parent/guardian resources online you can visit: sites.google.com/fuesd.org/counseling**

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.

2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.

3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.

4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!
FUESD School Counseling Team

Fallbrook Union Elementary School District | School Counseling Department

Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar: **https://sites.google.com/fuesd.org/counseling-espanol**

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad -** Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.

2. **Está bien estar ansioso o preocupado -** La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.

3. **Crear una rutina -** La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.

4. **Establezca un espacio de trabajo designado -** Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cuídese!
Equipo de Consejería Escolar de FUESD

# Best Wishes, from your Counseling Team



## We Miss you!

Fallbrook Union Elementary School District

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit: [sites.google.com/fuesd.org/counseling](sites.google.com/fuesd.org/counseling)

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis
Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School

# Nuestros Mejores Deseos, de su Equipo de Consejería



## ¡Te extrañamos!

Fallbrook Union Elementary School District

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar: sites.google.com/fuesd.org/counseling-espanol

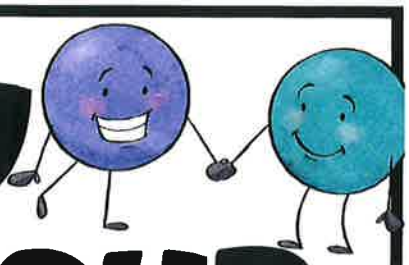
¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

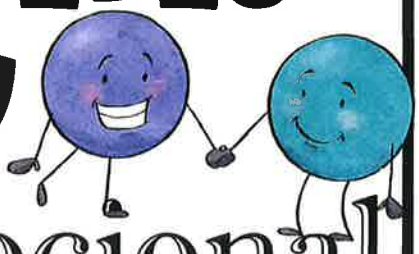
Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis
Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School

# 30 Things YOU can do for YOUR Emotional Health



| | | | | | |
|---|---|---|---|---|---|
| Practice a breathing technique. | Make a list of the feelings you can think of. | Play emotion charades. Can your family guess your feeling? | Write a letter to someone to let them know you appreciate them. | Do your chores without being asked. | Make a poster about KINDNESS for your classroom. |
| Make a list of 10 ways to show respect at school. | Explain to an adult what empathy means. | Go outside and count how many things that are red. | Make a list of 30 things you are grateful for. | Practice hot cocoa breathing. Smell the cocoa and cool it off! | Clean up with out being asked. |
| Make a list of 25 things you love. | Write what it means to be a good friend. | Make a list of all the ways you showed kindness this week. | Write about your hero. | Talk to an adult about your favorite place. | Write a note to someone you miss. |
| Practice sitting still for one minute. What sounds did you hear? | Name 3 ways you can calm down if you are feeling stressed. | Make a card for someone you love. | Draw a picture of your future self. What is your career? | Make a list of things that are important to you. | Read a book. What feelings did you notice as you read? |
| Ask an adult about a career they are interested in. | Try to name 10 different colleges. | Name 3 things you love doing and 1 thing you want to try. | Name 3 things you can do to be helpful in your community. | Play a game with someone. | Name 5 things you love about yourself. |

# 30 Cosas que PUEDES hacer por TU Salud Emocional



| | | | | | |
|---|---|---|---|---|---|
| Practica una técnica de respiracion. | Haz una lista de los sentimientos que conoces. | Juega charades emocionales. Puede su familia adivinar sus sentimientos? | Escribele una carta a alguien para hacerle saber que la/lo aprecias. | Haz tu quehaceres sin que te pidan. | Haz un póster sobre la amabilidad para tu clase. |
| Haz una lista de 10 maneras de como mostrar respeto en la escuela. | Explicale a un adulto lo que significa empatía. | Sal y cuenta cuántas cosas son rojas. | Haz una lista de 30 cosas por las que estés agradecida/o. | Practica la respiración de chocolate caliente. Huele el cacao y refréscalo! | Limpia sin que te lo pidan. |
| Haz una lista de 25 cosas que amas. | Escribe lo que significa ser un buen amigo/a. | Haz una lista de todas las formas en que mostraste amabilidad esta semana. | Escribe sobre tu heroe. | Habla con un adulto sobre tu lugar favorito. | Escribe una nota a alguien que extrañas. |
| Practica sentarte quieto por un minuto. Qué sonidos escuchaste? | Nombra 3 formas de calmarte si te sientes estresado. | Haz una tarjeta para alguien que amas. | Haz un dibujo de ti en el futuro. Cuál es tu carrera? | Haz una lista de cosas que son importantes para ti. | Lee un libro. Qué sentimientos notaste al leer? |
| Pregúntale a un adulto sobre una carrera que le interesa. | Intenta nombrar 10 colegios diferentes. | Nombra 3 cosas que te encanta hacer y 1 cosa que quieres intentar. | Nombra 3 cosas que puedes hacer para ser útil en tu comunidad. | Juega un juego con alguien mas. | Nombra 5 cosas que te gusta de ti mismo/a. |

# Positive Journal

Every day brings a combination of good and bad experiences. Unfortunately, the human brain tends to focus more heavily on the bad experiences, while forgetting or discounting the good experiences. For example, we're more likely to remember one awkward social interaction over hundreds of normal interactions.

**Making a point to recognize positive experiences—no matter how small—can help to improve mood. Practice by recording three positive events at the end of each day.**

| Monday |
| --- |
| 1 |
| 2 |
| 3 |

| Tuesday |
| --- |
| 1 |
| 2 |
| 3 |

| Wednesday |
| --- |
| 1 |
| 2 |
| 3 |

# Positive Journal

| Thursday |
| --- |
| 1 |
| 2 |
| 3 |

| Friday |
| --- |
| 1 |
| 2 |
| 3 |

| Saturday |
| --- |
| 1 |
| 2 |
| 3 |

| Sunday |
| --- |
| 1 |
| 2 |
| 3 |

# Diario de Experiencias Positivas

Cada día trae experiencias ambas buenas y malas. Desafortunadamente, el cerebro suele enfocarse más en las experiencias malas, mientras se olvida de las experiencias buenas. Por ejemplo, nos acordamos de una interacción social incómoda, pero nos olvidamos de un montón de interacciones normales.

**Reconocer las experiencias positivas--por pequeñas que sean--puede mejorar el humor. Práctica por escribir sobre tres eventos positivos al final de cada día.**

| **Lunes** |
| --- |
| 1 |
| 2 |
| 3 |

| **Martes** |
| --- |
| 1 |
| 2 |
| 3 |

| **Miércoles** |
| --- |
| 1 |
| 2 |
| 3 |

# Diario de Experiencias Positivas

| Jueves |
| --- |
| 1 |
| 2 |
| 3 |

| Viernes |
| --- |
| 1 |
| 2 |
| 3 |

| Sábado |
| --- |
| 1 |
| 2 |
| 3 |

| Domingo |
| --- |
| 1 |
| 2 |
| 3 |

Name: _____ Date: _____

# POSITIVE THOUGHTS & AFFIRMATIONS

1. There is no one better to be than myself.
2. I am enough.
3. I get better every single day.
4. I am an amazing person.
5. All of my problems have solutions.
6. Today I am a leader.
7. I forgive myself for my mistakes.
8. My challenges help me grow.
9. I am perfect just the way I am.
10. My mistakes help me learn and grow.
11. Today is going to be a great day.
12. I have courage and confidence.
13. I can control my own happiness.
14. I have people who love and respect me.
15. I stand up for what I believe in.
16. I believe in my goals and dreams.
17. It's okay not to know everything.
18. Today I choose to think positive.
19. I can get through anything.
20. I can do anything I put my mind to.
21. I give myself permission to make choices.
22. I can do better next time.
23. I have everything I need right now.
24. I am capable of so much.
25. Everything will be okay.
26. I believe in myself.
27. I am proud of myself.
28. I deserve to be happy.
29. I am free to make my own choices.
30. I deserve to be loved.
31. I can make a difference.
32. Today I choose to be confident.
33. I am in charge of my life.
34. I have the power to make my dreams true.
35. I believe in myself and my abilities.
36. Good things are going to come to me.
37. I matter.
38. My confidence grows when I step outside of my comfort zone.
39. My positive thoughts create positive feelings.
40. Today I will walk through my fears.
41. I am open and ready to learn.
42. Every day is a fresh start.
43. If I fall, I will get back up again.
44. I am whole.
45. I only compare myself to myself.
46. I can do anything.
47. It is enough to do my best.
48. I can be anything I want to be.
49. I accept who I am.
50. Today is going to be an awesome day.

Name: _____ Date: _____

# POSITIVE THOUGHTS & AFFIRMATIONS

51. It's okay to make mistakes.
52. I am making the right choices.
53. I surround myself with positive people.
54. I am a product of my decisions.
55. I am strong and determined.
56. Today is going to be my day.
57. I have inner beauty.
58. I have inner strength.
59. No matter how hard it is, I can do it.
60. I can live in the moment.
61. I start with a positive mindset.
62. Anything is possible.
63. I radiate positive energy.
64. Wonderful things are going to happen to me.
65. I can take deep breaths.
66. With every breath, I feel stronger.
67. I am an original.
68. I deserve all good things.
69. My success is just around the corner.
70. I give myself permission to make mistakes.
71. I am thankful for today.
72. I strive to do my best every day.
73. I'm going to push through.
74. I've got this.
75. I can take it one step at a time.
76. I'm working at my own pace.
77. I'm going to take a chance.
78. Today I am going to shine.
79. I am going to get through this.
80. I'm choosing to have an amazing day.
81. I am in control of my emotions.
82. My possibilities are endless.
83. I am calm and relaxed.
84. I am working on myself.
85. I'm prepared to succeed.
86. I am beautiful inside and out.
87. Everything is fine.
88. My voice matters.
89. I accept myself for who I am.
90. I am building my future.
91. I choose to think positively.
92. My happiness is up to me.
93. I'm starting a new chapter today.
94. I trust in my decisions.
95. I can change the world.
96. I am smart.
97. I choose my own attitude.
98. I am important.
99. I am becoming the best version of myself.
100. Today I will spread positivity.
101. The more I let it go, the better I will feel.

Name: _____ Date: _____

# MY POSITIVE THOUGHTS & AFFIRMATIONS

List some positive thoughts and affirmations you can say to yourself.

| | |
|---|---|
| #1 | |
| #2 | |
| #3 | |
| #4 | |
| #5 | |
| #6 | |
| #7 | |
| #8 | |
| #9 | |
| #10 | |