

7th Grade FUESD Independent Study Plan, Week of April 27th

Week 6 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Read: <i>The Gelert Hound: A Welsh Story</i> Complete The Gelert Hound Writing Prompt <hr/> <p>Science</p> <ul style="list-style-type: none"> Read <i>Photosynthesis Week 6</i> Document Work on Photosynthesis Comprehension Questions <hr/> <p>ELD/Social Studies</p> <ul style="list-style-type: none"> ELD Monday Read <i>Brunelleschi's Dome and Architecture</i> Answer <i>Brunelleschi's Dome and Architecture</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <ul style="list-style-type: none"> Adding Integers Notes Part 1 Adding Integers Notes Part 2 Adding Integers Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Read: <i>The Gelert Hound: A Welsh Story</i> Complete The Gelert Hound Tuesday's Work <hr/> <p>Science</p> <ul style="list-style-type: none"> Read <i>Photosynthesis Week 6</i> Document Complete the Photosynthesis Comprehension Questions <hr/> <p>ELD/Social Studies</p> <ul style="list-style-type: none"> ELD Tuesday Read <i>The Medici Family-Powerful Patrons</i> Answer <i>The Medici Family-Powerful Patrons</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <ul style="list-style-type: none"> Adding Integers on a Number Line Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Read The Canine Newsela Article Complete the Canine Empathy Comprehension Quiz <hr/> <p>Science</p> <ul style="list-style-type: none"> Read <i>Cellular Respiration Week 6</i> Documents Work on Cellular Respiration Comprehension Questions <hr/> <p>ELD/Social Studies</p> <ul style="list-style-type: none"> ELD Wednesday Read <i>Trade That Supported the Renaissance Economy</i> Answer <i>Trade That Supported the Renaissance Economy</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <ul style="list-style-type: none"> Subtracting Integers Notes Part 1 Subtracting Integers Notes Part 2 Subtracting Integers Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> Positive Thoughts /Affirmations 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Read The Canine Newsela Article Complete the Canine Empathy Writing Prompt <hr/> <p>Science</p> <ul style="list-style-type: none"> Read <i>Cellular Respiration Week 6</i> Documents Complete the Cellular Respiration Comprehension Questions <hr/> <p>ELD/Social Studies</p> <ul style="list-style-type: none"> ELD Thursday Read <i>The Queen of the Adriatic</i> Answer <i>The Queen of the Adriatic</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <ul style="list-style-type: none"> Adding and Subtracting Integers Mixed Review Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<p>ELA</p> <ul style="list-style-type: none"> Read 30 minutes independently 1 Lexia/or Reading Plus Lesson Read: <i>The Gelert Hound: A Welsh Story</i> and <i>The Canine Newsela Article</i> Complete the Paired Text Analysis <hr/> <p>Science</p> <ul style="list-style-type: none"> Read <i>Photosynthesis Week 6</i> and <i>Cellular Respiration Week 6</i> Documents Use both articles to complete the Venn Diagram <hr/> <p>ELD/Social Studies</p> <ul style="list-style-type: none"> ELD Friday Read <i>Marco Polo Inspires Trade with Asia</i> Answer <i>Marco Polo Inspires Trade with Asia</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson <ul style="list-style-type: none"> GimKit OR Integers Color by Number <hr/> <p>Weekly Challenge Yourself:</p> <p>Vortex</p> <p>Vortex Answer Key</p> <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> Sharpen the Saw

7 Grado - Plan de Estudio independiente de FUESD - 27 de abril

Semana 6 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
<p>ELA/ SS</p> <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura) 1 Lexia/o Leccion de Reading Plus Escritura diaria en un diario Leer <i>The Gelert Hound: A Welsh Story</i> Completar mensaje de escritura para <i>The Gelert Hound</i> <hr/> <p>Ciencias</p> <ul style="list-style-type: none"> Lee el documento para la semana 6 de <i>Photosynthesis</i> Haz las preguntas de comprensión de <i>Photosynthesis</i> <hr/> <p>ELD/SS</p> <ul style="list-style-type: none"> ELD lunes enlace para la semana <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> 1 Dreambox o ST Lección <ul style="list-style-type: none"> Adding Integers Notes Part 1 Adding Integers Notes Part 2 Adding Integers Practice Adding Integers Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> Fisica semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> diario positivo 30 cosas para la salud emocional 	<p>ELA/ SS</p> <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura) 1 Lexia/o Leccion Reading Plus Leer <i>The Gelert Hound: A Welsh Story</i> completar el trabajo del martes <hr/> <p>Ciencia</p> <ul style="list-style-type: none"> Lee el documento para la semana 6 de <i>Photosynthesis</i> completa las preguntas de comprensión de <i>Photosynthesis</i> <hr/> <p>ELD/SS</p> <ul style="list-style-type: none"> ELD martes <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> 1 Dreambox o ST Lección <ul style="list-style-type: none"> Adding Integers on a Number Line Practice Adding Integers on a Number Line Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> Fisica semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> diario positivo 30 cosas para la salud emocional 	<p>ELA</p> <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura) 1 Lexia/o Leccion Reading Plus Escritura diaria en un diario. Leer: <i>The Canine Newsela Article</i>, termina cuestionario de comprensión <hr/> <p>Ciencia</p> <ul style="list-style-type: none"> Lee el documento para la semana 6 de <i>Cellular Respiration Work</i> Haz las preguntas de comprensión de <i>Cellular Respiration</i> <hr/> <p>ELD/SS</p> <ul style="list-style-type: none"> ELD miércoles <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> 1 Dreambox o Leccion ST <ul style="list-style-type: none"> Subtracting Integers Notes Part 1 Subtracting Integers Notes Part 2 Subtracting Integers Practice Subtracting Integers Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> Fisica semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> pensamientos positivos y afirmaciones 	<p>ELA/Science</p> <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura) 1 Lexia/o Leccion Reading Plus Leer: <i>The Canine Newsela Article</i> Completar mensaje de escritura <hr/> <p>Ciencia</p> <ul style="list-style-type: none"> Lee el documento para la semana 6 de <i>Cellular Respiration Work</i> Completa las preguntas de comprensión de <i>Cellular Respiration</i> <hr/> <p>ELD/SS</p> <ul style="list-style-type: none"> ELD jueves <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> 1 Dreambox o Leccion ST <ul style="list-style-type: none"> Adding and Subtracting Integers Mixed Review Practice Adding and Subtracting Integers Mixed Review Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> Fisica semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> diario positivo 30 cosas para la salud emocional 	<p>ELA/Science</p> <ul style="list-style-type: none"> Leer 30 minutos independiente(registro de lectura) 1 Lexia/o Leccion Reading Plus Escritura diaria en un diario. Releer: <i>The Gelert Hound & Canine Newsela</i> completar el análisis de texto emparejado <hr/> <p>Ciencia</p> <ul style="list-style-type: none"> Lee los documentos de <i>Photosynthesis Semana 6</i> y <i>Cellular Respiration Work Semana 6</i> Usa los dos artículos para completar el Venn Diagram (diagrama) <hr/> <p>ELD/SS</p> <ul style="list-style-type: none"> ELD viernes <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> 1 Dreambox o Leccion ST <ul style="list-style-type: none"> GimKit OR Integers Color by Number Integers Color by Number Answer Key <hr/> <p>Weekly Challenge Yourself:</p> <p>Vortex</p> <p>Vortex Answer Key</p> <hr/> <p>PE</p> <ul style="list-style-type: none"> Fisica semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> Afila la sierra

The Gelert Hound: A Welsh story

By Angela McCallister, The Quarto Group on 09.30.19

Word Count **591**

Level **MAX**



Illustration by: Christopher Corr/The Quarto Group

In the days when wolves roamed the mountains and valleys of Wales, there lived a prince called Llewelyn, who had a brave greyhound named Gelert. Llewelyn had raised Gelert from a pup and the faithful dog never left his side, unless they went hunting together when no other hound was as swift or tireless in the chase.

Llewelyn also had a baby son. The child's mother had died and so Llewelyn always kept him close by, with a nurse to care for his needs.

One day, Prince Llewelyn heard that a wolf was taking young lambs from the farms nearby, so he gathered some men and rode to his hunting lodge. There, the nurse settled the baby in a cradle by the fire and Prince Llewelyn kissed him goodbye. Then the hunting party set off, with Gelert leading the hounds.

The prince and his hunters rode all morning in search of the wolf, but no matter how far the hounds roamed, they could not pick up its scent.

After a while, the prince noticed that Gelert was missing. He took up his horn, which always brought Gelert bounding back to him, and blew a note across the valley, loud and clear. Once, twice, three times he blew, but to his surprise, the dog did not return.

Hour after hour, the hunters searched for the wolf and Prince Llewelyn called for his beloved hound. As daylight faded, without sight or sound of either, he feared that Gelert had found the wolf and lost the fight.

With a heavy heart, the prince called off the chase and headed home to the hunting lodge. His only comfort was the thought of seeing his son.

However, when he arrived at the lodge, to his delight, Gelert stood in the doorway.

"There you are! Why did you leave me, old friend?" laughed the prince, leaping off his horse. But Gelert didn't come bounding up to lick his master's hand. The prince saw at once that something was wrong. Gelert gazed up at him with loving eyes, but his tail hung low and his nose and paws were stained red. Gelert turned away and staggered unsteadily into the lodge.

Prince Llewelyn's heart was filled with dread. He rushed inside and found the cradle overturned and torn bedclothes, splattered with blood, strewn across the floor. His son was nowhere to be seen.

"What have you done!" the prince cried in horror. In a desperate moment of grief, he drew his sword and plunged it into the dog's side.

Gelert fell at his master's feet with a whimper.

As if in answer, the prince heard a muffled cry. He lifted the cradle and there was his son, lying safely beneath. Tears streamed down Prince Llewelyn's cheeks as he held him tight. The nurse came running in. "O Sire," she gasped, "I thought the wolf had taken him!"

Then the prince turned and saw the body of a huge wolf, lying behind the door, bearing the wounds of a terrible fight. At once, he realized what his brave, faithful hound had done. He handed the baby to the nurse and hugged his beloved companion.

"Forgive me, Gelert, forgive me," he cried, "I should never have doubted you." But it was too late. Gelert gently licked the prince's hand and died in his master's arms.

Next morning, Prince Llewelyn buried his old friend and laid a stone at the grave. To this day, that place still bears the honor of his name – Beth Gelert.



The Gelert Hound Writing Prompt

What is the theme of the story? Use details from the text to support your answer. Type your answer in the box. The box will expand as you type.

The Gelert Hound – Tuesdays Work

In the box below write a different ending to the story. Remember to use capitals letters and the correct punctuation. Add details to make your story interesting.

--

Canine empathy is strong when humans are hurt, study says

By Baltimore Sun, adapted by Newsela staff on 08.21.18

Word Count **858**

Level **1020L**



A Newfoundland dog pulls along people in the water on May 30, 2016 in Portishead, England. Photo: Andy Casey / Barcroft Images / Barcroft Media via Getty Images

Viewers of the long-running TV show "Lassie" know that the collie would do anything for her human. It turns out there is some truth behind the story.

That is the conclusion of a recently published study about dogs and empathy. It was co-authored by a woman who is now a Johns Hopkins University graduate student.

The result would be no surprise to many dog owners. There are millions of stories online about dogs helping or comforting humans.

Canine Empathy

A new study, however, takes what is known about the empathy of dogs another step, suggesting that dogs will overcome obstacles to aid their humans. Not only does the study shed more light on the relationships between dogs and humans, but it also could lead to better animal models for research into human disorders.

"There was a gap to be filled," said Emily Sanford, a Hopkins graduate student in psychological and brain sciences. She did the research as an undergraduate at Macalester College in Minnesota. "Dogs will help. But would dogs be motivated to help someone who needed help if there was a barrier? Other studies had a hard time finding evidence, but maybe the tasks were too difficult."

The theory was tested by Sanford and Julia Meyers-Manor, a former professor at Macalester who is now an assistant professor of psychology at Ripon College in Wisconsin. The pair wanted to come up with an obstacle that would be a challenge but was not too confusing or hard to overcome.

They placed dogs on one side of a see-through door from their owners and had the owners alternately cry or hum "Twinkle Twinkle Little Star." The dogs could see and hear them. About half the dogs came through the door, but they came four times faster when their owner cried. The study included many breeds and found no differences between the different types of dogs.

Doggy Stress Tests

The researchers also measured the stress level of the dogs using heart rate and other behavioral signs described by the owners.

Those who were less stressed were able to bust through the door and "rescue" their owners. Those who were more stressed could not manage to do much about the problem, even if they appeared as though they wanted to.

That, Sanford said, is also an issue with humans facing extremely distressing situations.

The pair got the idea for the study when Meyers-Manor was playing with her children several years ago. The kids buried her under pillows, and when she called for help her husband did not come — but her collie rushed in and tried to uncover her. She wanted to test whether this was a general dog reaction.

"I've always been interested in the human-animal bond; how do we have this unique relationship with dogs?" she said.

The information can be useful to understand the role of empathy in motivating the animals, she said. It also could help in developing more useful animal models to study human disorders such as autism, which can be characterized by a lack of empathy, Meyers-Manor said.

Next, she plans to test whether dogs would respond so quickly, and overcome obstacles to aid strangers or other dogs.

The research builds on many other studies of empathetic dogs. There is even research showing that dogs are responsive to strangers crying.

Therapy Dogs Provide Comfort

Hoot the 3-year-old goldendoodle is an example of such a dog. He is a therapy dog for Fidos for Freedom, a nonprofit that supplies hearing dogs, service dogs and therapy dogs in the Baltimore-Washington area.

Initially a pet, Hoot lives with Gayle Bragg, a substitute teacher in Columbia, who put him to work when she discovered how he was tuned into others' feelings and needs. She said he knows when

she has been sitting at the computer too long and comes over to nudge her up. He would, no doubt, go through a door to get to her if she were in distress, she said.

Bragg has participated in studies with Hoot. She said there is much to be gained from dogs for their owners' benefit and the well-being of strangers. Hoot does not just understand Bragg and her level of comfort, she said. He was also connected to children in reading programs, older people in senior living facilities and those with emotional and physical disorders, including veterans.

He dials up or down his energy and enthusiasm for helping, depending on the person and the situation, Bragg said. Sometimes he will put his head in a lap and other times he will play or even let a child tug on his ears or lie on his belly.

"It's hard to put into words; they just sense," Bragg said. "Hoot worries if I sneeze. Fortunately, I don't have allergies. He comes right in and put his face in my face to see if I'm OK. Dogs and their people have this nonverbal bond and end up reading each other's signals. Hoot is very generous, but dogs, they are just naturally empathetic."

Such dog behavior comes as little surprise to researcher Meyers-Manor.

"For sure, they are your best friend," she said.

Canine Empathy Comprehension Quiz

Answer the questions in a complete sentence. The box will expand as you type.

1. Which section of the article BEST describes what an empathetic dog is like?

2. How was the Meyers-Manor experiment different from past experiments on dogs?

3. Read this sentence from the article. **“Understanding empathy in dogs can help us understand their relationships with humans.”** Write two details from the text that support this statement.

Canine Empathy Writing Prompt

Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. Type your answer in the box. The box will expand as you type.

Questions for both texts: What do both authors agree on? What is something both authors would disagree on?

Text 1: *The Gelert Hound*

Text 2: *Canine Empathy is Strong When Humans are Hurt*

Add details from the text that help you answer the question.

Add details from the text that help you answer the question.

Answer the questions based on details from both texts.

Name: _____

Photosynthesis

What do cars, people, plants, computers, and cell phones all have in common? They all need energy to do work! Cars use gas; people eat food; computers use electricity, and cell phones have batteries.

Plants don't get their energy the same way that people do. Plants have the ability to harness the energy of the sun. They use the sun's energy and molecules they take in to make their own food in a process called **photosynthesis**.

In terms of "making food," the ingredients that the plant uses are 1) sunlight, 2) water, and 3) carbon dioxide. The food-making takes place in the **chloroplast** of the plant cell, and the food that is made is **glucose**. It's a pretty complicated process, but can be explained simply.

First, carbon dioxide, the gas that people exhale, enters into the leaf through openings called **stomata**. Roots draw water into the plant, and the water travels through vessels called **xylem** to get to the leaves. Inside the chloroplast, **chlorophyll** (a green substance) traps sunlight.

The energy from sunlight splits the water molecules

(H_2O) into hydrogen and oxygen gas (O_2). The oxygen is released from the leaf and exits through the stomata. The hydrogen gets combined with the carbon dioxide, making **glucose** ($\text{C}_6\text{H}_{12}\text{O}_6$). The plant will keep the glucose for energy, and store the extra glucose as starch in its leaves, fruit, or roots.

All plants are producers, meaning they perform photosynthesis to make their own food, but some other organisms that are not plants can too. Algae are protists, meaning they

have no true leaves, stems, or roots, but they do have chlorophyll in chloroplasts for photosynthesis.

Cyanobacteria live in water and also perform photosynthesis.

Photosynthesis is critical for the survival of most organisms. You will find producers at the beginning of every food chain, creating energy for all organisms in the chain. Photosynthesis also returns oxygen to the atmosphere and removes carbon dioxide, which can be deadly in high concentrations.

1. The word "photosynthesis" comes from two roots- "photo" meaning "light" and "synthesis" meaning "put together". Write a definition of photosynthesis that uses the words "light" and "put together".

2. What room in a house is similar to the chloroplast in a cell? _____ Why? _____

3. What are the reactants (ingredients) of photosynthesis?

4. What are the products (things made) in photosynthesis?

5. Explain two ways that photosynthesis helps a predator like a wolf or tiger. _____

Photosynthesis Comprehension Questions

Answer the questions in the box below. The box will expand as you type in it.

1. The word "photosynthesis" comes from two roots- "photo" meaning "light" and "synthesis" meaning "put together". Write a definition of photosynthesis that uses the words "light" and "put together".

2. What room in a house is similar to the chloroplast in a cell? Why?

3. What are the reactants (ingredients) of photosynthesis?

4. What are the products (things made) in photosynthesis?

5. Explain two ways that photosynthesis helps a predator like a wolf or tiger.

Name: _____

Cellular Respiration

All living things have to have energy for life processes- growing, reproducing, repairing themselves. Some organisms, like plants, can produce their own food using photosynthesis and the sun's energy. Many organisms have to eat to get energy- they are **consumers**.

The simplest type of food, or energy, is **glucose**. Glucose is a simple sugar, $C_6H_{12}O_6$. It is used by almost all organisms, from the tiniest bacteria to the largest whale. And don't forget that plants, who make the glucose, also use it for energy.

Eating food isn't enough to get energy. The food has to be converted into another type of energy that cells can use. The process of converting energy from glucose to usable energy is called **cellular respiration**. Inside the **mitochondria** of a

cell, a series of cycles and chemical changes uses **oxygen** to break down glucose, making **ATP**, **water**, and **carbon dioxide**.

ATP (adenosine triphosphate) is a molecule of usable energy for all living things. It stores chemical energy in the bonds between the atoms it is made of. When the bonds are broken, energy is released. The energy is often in the form of heat, but can also be chemical energy that causes reactions. An organism uses that energy for its life processes, like making proteins.



1. How are consumers different from producers? _____

2. What household item is similar to mitochondria? _____ Why?

3. What are the reactants (ingredients) of cellular respiration? _____

4. What are the products (things made) of cellular respiration? _____

5. Do plants have to do cellular respiration? _____ Why or why not? _____

6. What is one of the energy transformations that takes place during cellular respiration?
_____ energy to _____ energy.

Cellular Respiration Comprehension Questions

Answer the questions in the boxes. The boxes will expand as you type in them.

1. How are consumers different from producers?

2. What household item is similar to mitochondria? Why?

3. What are the reactants (ingredients) of cellular respiration?

4. What are the products (things made) of cellular respiration?

5. Do plants have to do cellular respiration? Why or Why not?

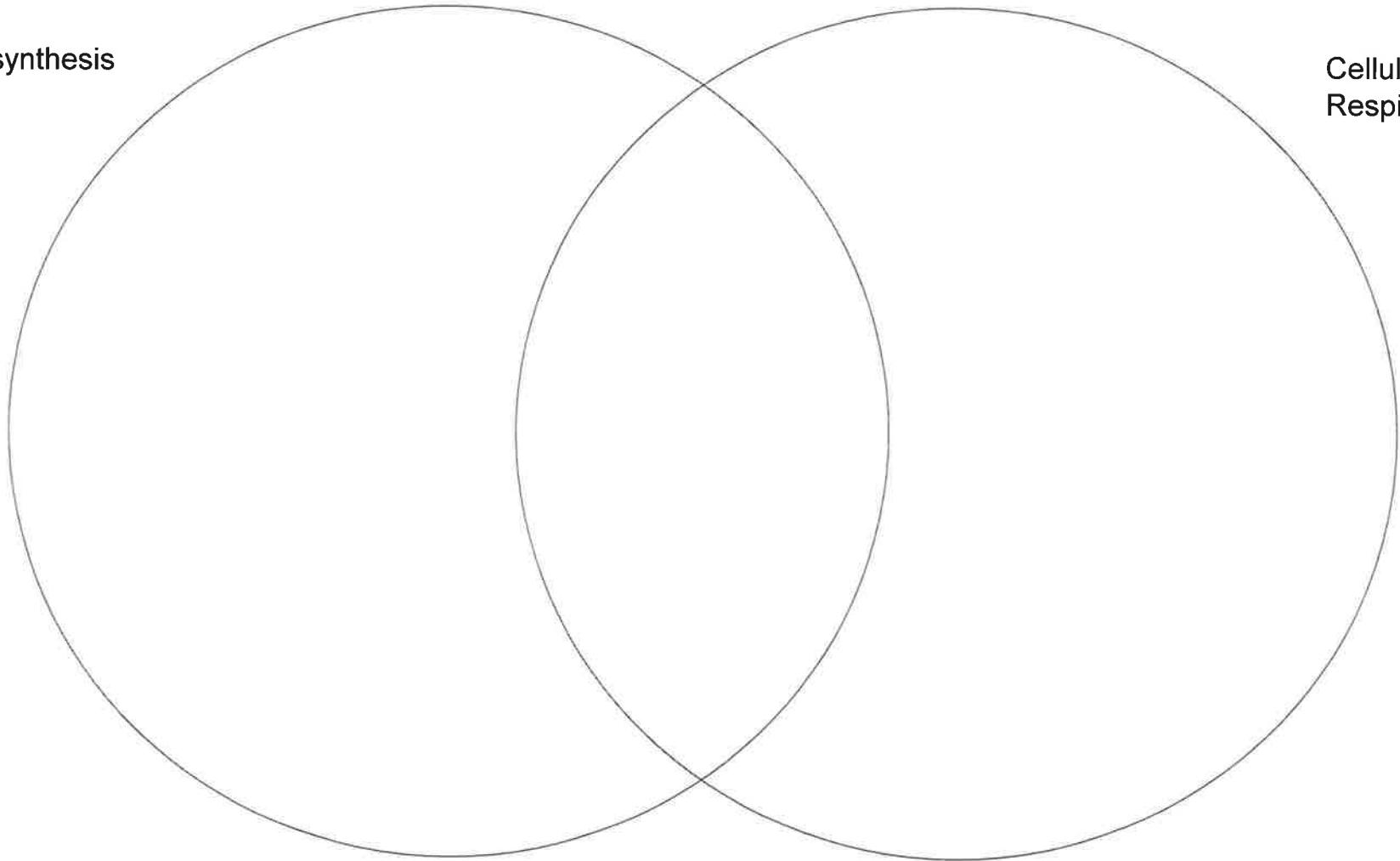
6. What is one of the energy transformations that takes place during cellular respiration?

Photosynthesis and Cellular Respiration Venn Diagram

Fill out the Venn Diagram. You will need to add a text box. Add at least three true facts about photosynthesis, three true facts about cellular respirations, and at least two facts about both processes.

Photosynthesis

Cellular
Respiration



1. BRUNELLESCHI'S DOME AND ARCHITECTURE

Key concepts you will learn about at this station:

Achievements – The lasting contributions of a civilization.

THE USE OF MATH TO CREATE AN ARCHITECTURAL GENIUS

The humanistic scholars of the Renaissance were greatly influenced by ancient Roman and Greek ideas. The classic buildings and structures of classical Rome and Greece led to major advances in Renaissance design. Geometrically designed **Palazzi**, or Palaces, were commissioned by rich Italian families. Public buildings were also rebuilt or improved with the Greek and Roman classical influences of columns, domed roofs, and arches. Public areas such as plazas and churches were also influenced by these ancient ruins.

The development of mathematics and engineering also lead to the development of plans for such buildings as the **Duomo di Santa Maria del Fiore in Florence**. The city's citizens started construction on this eight-sided cathedral in 1296, but were forced to leave the ceiling open because they couldn't figure out how to create a dome top that wasn't too heavy for the walls they'd already built.

Architect **Fillipo Brunelleschi's** study of ancient Roman architecture and recent studies of engineering mathematics lead to his perfect solution for the Great Cathedral's dilemma of how to support such a large dome. He used a two-layer design for the arches. He had builders lean their tops together for support and then had giant rings of iron, brick, and wood looped around them to hold them in place. He also designed a **hoist**, a pulley system that raised building materials, food, and water to the workers as they completed the dome. The Duomo di Santa Maria Del Fiore was completed in 1436 and still stands today, a great Renaissance Era piece of history.

QUESTIONS TO CONSIDER!

1. List three (3) ways the classic Roman and Greek structures influenced Renaissance architecture.
2. What invention/design of Brunelleschi's made building the Great Cathedral's dome possible? How was it used?



2. THE MEDICI FAMILY - POWERFUL PATRONS

Key concepts you will learn about at this station:

Leadership/ Government – How a civilization creates an organized way of leadership.

Economy – How a Civilization makes money by the buying and selling of goods and services.

BANKING ON INTEREST

Florence became a hub of Renaissance society, housing artists, poets, and scholars alike. Florence's location on the network of trade routes that led to the Silk Road made it a major trading post, hosting merchants from as far as Asia and Africa. Since many of these traders had different types of coinage, they traded them out for the **florin**, the golden coin used by Italians. Large families of Florence took advantage of this need, becoming wealthy off the money exchange and later, the **interest fees** from loans.



The front and back of a Florin.



Pope LEO X and Cardinal Giulio of the Medici Family.

The most powerful banking family in Florence were the **Medici Family**. With their wealth from banking, the Medicis built great government buildings, public works of art, and their own Palazzi (palace). They also commissioned artists (paid artists) to create many works of art, writing, and music. Their home was a gathering place for forward thinkers and creators of the Renaissance. They became **patrons**, or financial sponsors, for famous Renaissance artists such as Michelangelo and Sandro Botticelli. They also built a great army to defend their wealth, city, and power.

The Medici Family are notorious for the ruthless ways they maintained their power. They often killed off any threats or competition. At the height of their rule in Florence, they were more wealthy than most European Kings, and they eventually owned multiple branches throughout Europe of the **Medici Bank**, which serviced the Catholic Church of Rome.

QUESTIONS TO CONSIDER!

1. **Support with Evidence from the Text:** Support the following sentence with evidence in the form of a direct quote from the text: **The most powerful banking family in Florence were the Medici Family.** Make sure to place the sentence chosen in quotes when you write it down.
2. **Describe how the Medici family spent their wealth to better Florence.**

DESTINATION GENOA:

3. TRADE THAT SUPPORTED THE RENAISSANCE ECONOMY

Key concepts you will learn about at this station:

Economy – How a Civilization makes money by the buying and selling of goods and services.

Social Classes – How a civilization is divided into classes that have different roles, responsibilities, and privileges.

FROM BARTER TO COINAGE

During the Middle Ages, economy was sustained by trading of goods. At the onset of the Renaissance, the downfall of feudalism and swell of foreign trade between Europe, Asia, and Africa led to cash-driven economy. Merchants and customers used coins to pay for goods rather than bartering for trade.

TRADING ROUTES CREATE BUSTLING CITIES

As money and banking became more prevalent, cities along the trade routes grew wealthier. Genoa's prime location along the Mediterranean

Sea connected it with Eastern Europe and Asia, and made it one of the wealthiest Italian cities. This shift made craftsmen, merchants, and bankers rise in social status, and allowed this class to mingle with nobles via marriage and public favor. Guilds of craftsmen could demand and maintain higher prices and make a decent living on the prices merchants would pay for goods to take abroad and sell. Genoa was especially known for their fine offerings of gold and ivory from Northern Africa. This was due to the settling of colonies on the Island of Sicily and Muslim territories on the north African coast.



Port of Genoa.

QUESTIONS TO CONSIDER!

1. Although the social structure didn't change, how did merchants and craftsmen manage to grow as wealthy as their noble counterparts?
2. Describe how Genoa became a major trade post.

DESTINATION VENICE: 4. THE QUEEN OF THE ADRIATIC

Key concepts you will learn about at this station:

Economy – How a Civilization makes money by the buying and selling of goods and services.

Achievements – The lasting contributions of a civilization.

WATERWAYS OF TRADE

Located on the Adriatic Sea, the Italian city-state of Venice is best known for its complex waterway transportation system. This lavish and navally patrolled maritime stop on the sea became well known for its fine glass, but also boasted spices, perfume, and silks from Eastern Asia. Emerging Renaissance architects utilized Venice artisans glass to build elaborate windows for their public projects and private jobs for wealthy families such as the Medici of Florence. Venice was also home to the famous merchant **Marco Polo**, benefiting from his exclusive business with the Mongol Empire in modern China.



*A depiction of
Marco Polo
leaving Venice.*

VENICE'S CONTRIBUTION TO "RENEWED" ART

In addition to trading glass and other goods, Venice boasted its housing of many forward thinking artists and musicians. The most famous of these artists was **Titian**, who painted right onto the plaster of buildings, including biblical scenes on church walls and mythical scenes for public buildings. He was proclaimed the official painter of Venice in 1516, and also painted many portraits of royalty and noble families.

QUESTIONS TO CONSIDER!

1. Describe two famous Renaissance people who lived in Venice and what they were famous for.
2. List four goods that Venice was especially known for in the Renaissance economy.

DESTINATION VENICE:

5. MARCO POLO INSPIRES TRADE WITH ASIA

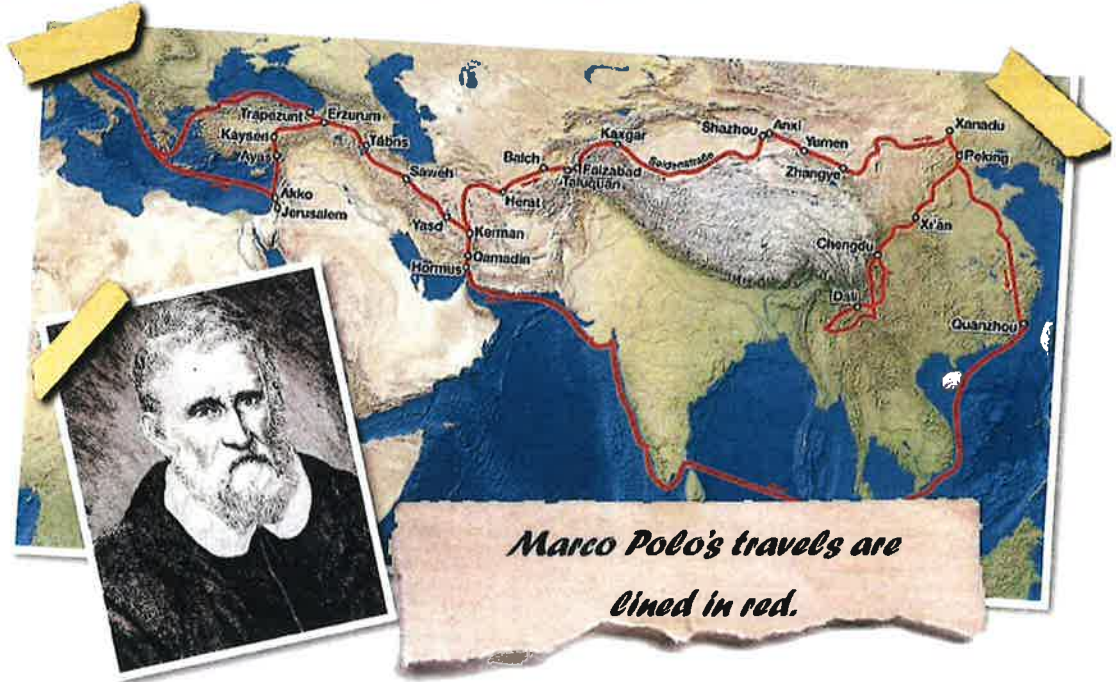
Key concepts you will learn about at this station:

Economy – How a Civilization makes money by the buying and selling of goods and services.

CONNECTING WITH A KHAN

The Polo family originated from Venice, a major Italian city-state of the Renaissance era. A famous jewel merchant, Niccolo Polo traveled with his brother Maffeo Polo and son **Marco Polo** to China while it was still ruled under the Song Dynasty. When the Mongols overtook the Song dynasty, Marco and other

foreign merchants were given special trade privileges under Kublai Khan, the leader of the Mongol Empire. Kublai Khan especially took to Marco Polo, enjoying his accounts of his travels through Persia and tales of his home country.



HOW MARCO POLO INCREASED EUROPEAN TRADE WITH CHINA

In the 17 years Marco Polo spent in China, he observed many wonders, and was especially impressed with how massive Chinese cities were and how **the Grand Canal** moved the economy by transporting enough food from the agrarian south to the north to feed all China's citizens. In 1298, three years after he returned from his famous journey, **Polo** was captured after leading a Venetian galley into battle against the rival Italian city-state of Genoa. While in **prison**, he encountered Rustichello of Pisa, a fellow captive who was known as a talented writer of romances. He dictated his stories to the writer, who published the work entitled *The Travels of Marco Polo in 1299*. The circulation of this book throughout early Renaissance Europe *lead to the interest and eventual bolstering of Asian trade*.

QUESTIONS TO CONSIDER!

1. Do you think that Europe, and especially Venice, would have increased its trade if Marco Polo hadn't had his story written? Why or why not?
2. What two dynasties of China did Marco Polo experience first-hand?

Answer Sheet

On the bottom of each article you will find two comprehension questions. Use this answer sheet to type your answers.

Monday: *Brunelleschi's Dome and Architecture*

Tuesday: *The Medici Family- Powerful Patrons*

Wednesday: *The Trade the Supported the Renaissance Economy*

Thursday: *The Queen of the Adriatic*

Friday: *Marco Polo Inspires Trade with Asia*

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.

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

Key Concept

Add Integers with the Same Sign

Words To add integers with the same sign, add their absolute values. The sum is:

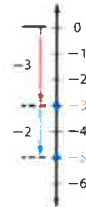
- positive if both integers are positive,
- negative if both integers are negative.

Examples $7 + 4 = 11$ $-7 + (-4) = -11$

Examples

1. Find $-3 + (-2)$.

Start at 0. Move 3 units down to show -3 .
From there, move 2 units down to show -2 .



So, $-3 + (-2) = -5$.

2. Find $-26 + (-17)$.

$-26 + (-17) = -43$

Both integers are negative, so the sum is negative.

Got It? Do these problems to find out.

- a. $-5 + (-7)$ b. $-10 + (-4)$ c. $-14 + (-16)$

Key Concept

Add Integers with Different Signs

Words To add integers with different signs, subtract their absolute values. The sum is:

- positive if the positive integer's absolute value is greater.
- negative if the negative integer's absolute value is greater.

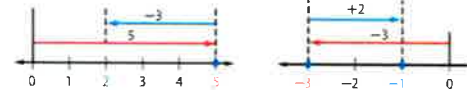
Examples $9 + (-4) = 5$ $-9 + 4 = -5$

When you add integers with different signs, start at zero. Move right for positive integers. Move left for negative integers. So, the sum of $p + q$ is located a distance $|q|$ from p .

Examples

3. Find $5 + (-3)$.

4. Find $-3 + 2$.



So, $5 + (-3) = 2$.

So, $-3 + 2 = -1$.

Got It? Do these problems to find out.

- d. $6 + (-7)$ e. $-15 + 19$

Examples

5. Find $7 + (-7)$.

$7 + (-7) = 0$

Subtract absolute values; $7 - 7 = 0$. 7 and (-7) are opposites. The sum of any number and its opposite is always zero.

6. Find $-8 + 3$.

$-8 + 3 = -5$

Subtract absolute values; $8 - 3 = 5$. Since -8 has the greater absolute value, the sum is negative.

7. Find $2 + (-15) + (-2)$.

$$\begin{aligned} 2 + (-15) + (-2) &= 2 + (-2) + (-15) \\ &= [2 + (-2)] + (-15) \\ &= 0 + (-15) \\ &= -15 \end{aligned}$$

Commutative Property (+)

Associative Property (+)

Additive Inverse Property

Additive Identity Property

Got It? Do these problems to find out.

- f. $10 + (-12)$ g. $-13 + 18$ h. $(-14) + (-6) + 6$

Commutative Properties

$$a + b = b + a$$

Associative Properties

$$a + (b + c) = (a + b) + c$$

$$a \cdot (b \cdot c) = (a \cdot b) \cdot c$$

Identity Properties

$$a + 0 = a$$

$$a \cdot 1 = a$$



Example



- 8.** A roller coaster starts at point A. It goes up 20 feet, down 32 feet, and then up 16 feet to point B. Write an addition sentence to find the height at point B in relation to point A. Then find the sum and explain its meaning.

$$\begin{aligned}
 20 + (-32) + 16 &= 20 + 16 + (-32) && \text{Commutative Property (+)} \\
 &= 36 + (-32) && 20 + 16 = 36 \\
 &= 4 && \text{Subtract absolute values.}
 \end{aligned}$$

Point B is 4 feet higher than point A.

Got It? Do this problem to find out.

- i. The temperature is -3° . An hour later, it drops 6° and 2 hours later, it rises 4° . Write an addition expression to describe this situation. Then find the sum and explain its meaning.

Show
your
work.

i. _____



Lesson 2 Homework Practice

Add Integers

Add.

1. $34 + 22$

2. $-29 + 30$

3. $9 + (-32)$

4. $-16 + (-28)$

5. $4 + (-50)$

6. $-12 + (-63)$

7. $-42 + 42$

8. $-28 + 14$

9. $13 + 63$

10. $18 + (-12) + 5$

11. $-22 + (-10) + 15$

12. $-14 + 0 + 13$

Write an addition expression to describe each situation. Then find each sum and explain its meaning.

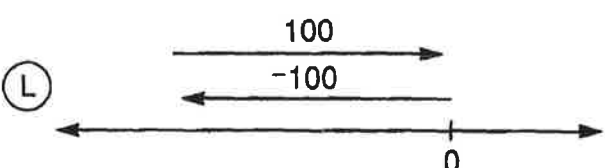
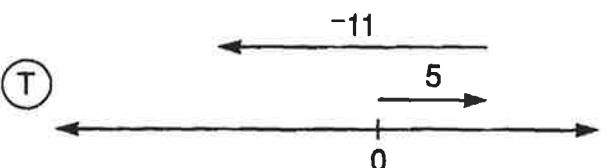
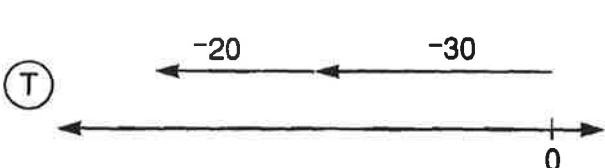
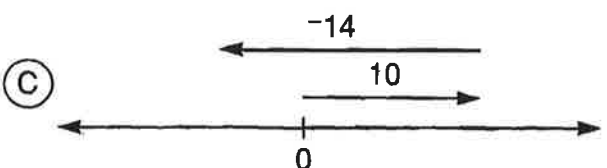
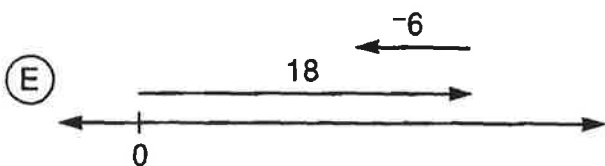
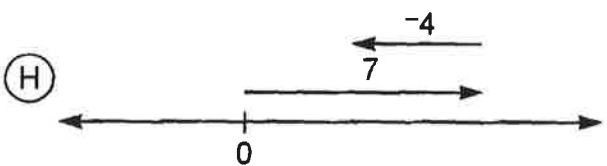
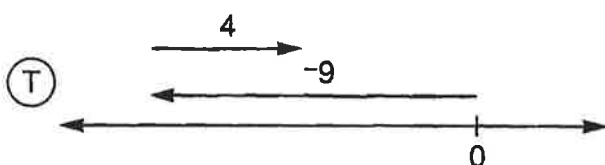
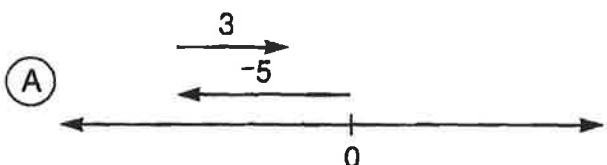
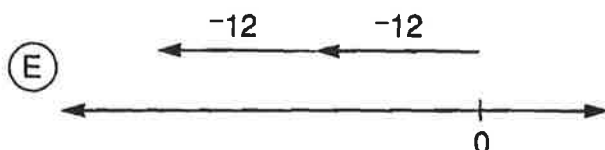
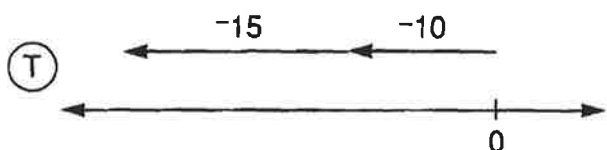
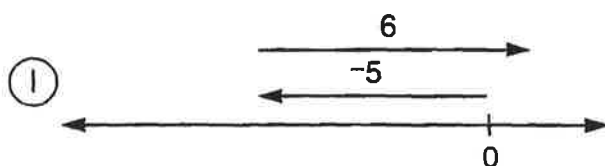
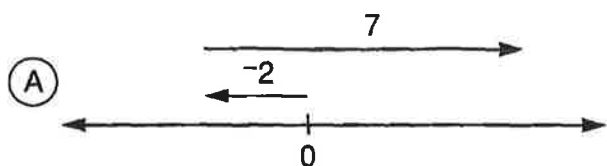
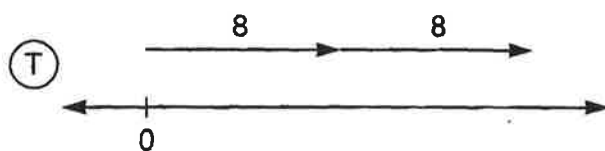
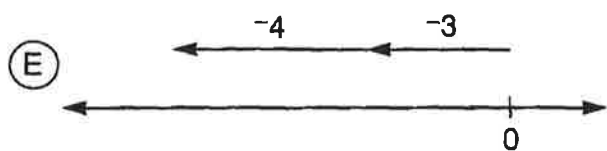
13. WEIGHT An actor gains 20 pounds for a part and then loses 15 pounds during the filming of the movie to go along with the story.

14. TEMPERATURE At 4:00 A.M., the outside temperature was -28°F . By 4:00 P.M. that same day, it rose 38 degrees.

15. ROLLER COASTERS The latest thrill ride at a popular theme park takes roller coaster fans on an exciting ride. In the first 20 seconds, it carries its passengers up a 100-meter hill, plunges them down 72 meters, and quickly takes them back up a 48-meter rise. How much higher or lower from the start of the ride are they after these 20 seconds?

How Is a Mouse Like Grass in a Meadow?

For each exercise, identify the integer that results from combining the two arrows.
Write the letter of the exercise in the box containing the answer.



16	3	-24	-4	5	-6	-25	0	-7	12	-2	-50	1	-5
----	---	-----	----	---	----	-----	---	----	----	----	-----	---	----

Key Concept

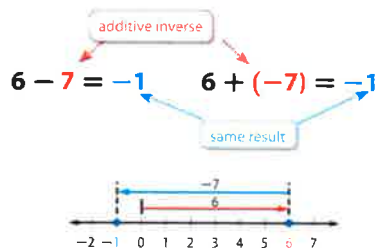
Subtract Integers

Words To subtract an integer, add its additive inverse.

Symbols $p - q = p + (-q)$

Examples $4 - 9 = 4 + (-9) = -5$ $7 - (-10) = 7 + (10) = 17$

When you subtract 7, the result is the same as adding its additive inverse, -7 .



Examples

1. Find $8 - 13$.

$$\begin{aligned} 8 - 13 &= 8 + (-13) && \text{To subtract 13, add } -13. \\ &= -5 && \text{Simplify.} \end{aligned}$$

Check by adding $-5 + 13 \stackrel{?}{=} 8$
 $8 = 8 \checkmark$

2. Find $-10 - 7$.

$$\begin{aligned} -10 - 7 &= -10 + (-7) && \text{To subtract 7, add } -7. \\ &= -17 && \text{Simplify.} \end{aligned}$$

Check by adding $-17 + 7 \stackrel{?}{=} -10$
 $-10 = -10 \checkmark$

Got It? Do these problems to find out.

a. $6 - 12$

b. $-20 - 15$

c. $-22 - 26$

Examples

3. Find $1 - (-2)$.

$$\begin{aligned} 1 - (-2) &= 1 + 2 && \text{To subtract } -2, \text{ add } 2. \\ &= 3 && \text{Simplify.} \end{aligned}$$

4. Find $-10 - (-7)$.

$$\begin{aligned} -10 - (-7) &= -10 + 7 && \text{To subtract } -7, \text{ add } 7. \\ &= -3 && \text{Simplify.} \end{aligned}$$

Got It? Do these problems to find out.

d. $4 - (-12)$

e. $-15 - (-5)$

f. $18 - (-6)$

Examples

5. Evaluate $x - y$ if $x = -6$ and $y = -5$.

$$\begin{aligned} x - y &= -6 - (-5) && \text{Replace } x \text{ with } -6 \text{ and } y \text{ with } -5. \\ &= -6 + 5 && \text{To subtract } -5, \text{ add } 5. \\ &= -1 && \text{Simplify.} \end{aligned}$$

6. Evaluate $m - n$ if $m = -15$ and $n = 8$.

$$\begin{aligned} m - n &= -15 - 8 && \text{Replace } m \text{ with } -15 \text{ and } n \text{ with } 8. \\ &= -15 + (-8) && \text{To subtract 8, add } -8. \\ &= -23 && \text{Simplify.} \end{aligned}$$

Got It? Do these problems to find out.

Evaluate each expression if $a = 5$, $b = -8$, and $c = -9$.

g. $b - 10$

h. $a - b$

i. $c - a$

STOP and Reflect

Circle the integer below that will make this number sentence true.

$-5 - (?) = -3$

$-8 - 2 = 2$

Which one is correct?

a. _____

e. _____

f. _____

g. _____

h. _____

i. _____

Work Zone

a. _____

b. _____

c. _____



Example

Tutor



- 7. The temperatures on the Moon vary from -173°C to 127°C . Find the difference between the maximum and minimum temperatures.**

Subtract the lower temperature from the higher temperature.

Estimate $100 - (-200) = 300$

$$127 - (-173) = 127 + 173 \quad \text{To subtract } -173, \text{ add } 173.$$

$$= 300 \quad \text{Simplify.}$$

So, the difference between the temperatures is 300°C .

Got It? Do this problem to find out.

- j. Brenda had a balance of $-\$52$ in her account. The bank charged her a fee of $\$10$ for having a negative balance. What is her new balance?

Show
your
work.



j. _____

Lesson 3 Homework Practice

Subtract Integers

Subtract.

1. $16 - 14$

2. $-4 - 2$

3. $9 - (-2)$

4. $-6 - (-8)$

5. $-20 - 10$

6. $-28 - (-13)$

7. $-33 - 33$

8. $28 - 14$

9. $13 - (-63)$

10. $-18 - (-12)$

11. $52 - (-30)$

12. $-15 - 0$

- 13. WEATHER** The highest and lowest recorded temperatures for the state of Texas are 120°F and -23°F . Find the difference in these extreme temperatures.

ALGEBRA Evaluate each expression if $x = -8$, $y = 7$, and $z = -11$.

14. $x - 7$

15. $-13 - y$

16. $-11 - z$

17. $x - z$

18. $z - y$

19. $y - x$

20. $x - (-z)$

21. $|y - z|$

22. $x - z - y$

- 23. ANALYZE TABLES** In golf, scores are often stated as the number of strokes above or below par for the course. Four golfers played two rounds of golf during the weekend. The table lists their scores for each round in relation to par.

Golfer	Patrick	Diane	James	Judy
Round 1	-6	+1	+2	-3
Round 2	-2	-4	+7	+6

- Find the difference between James's Round 2 score and Diane's Round 2 score.
- Find the difference between Patrick's lower score and Judy's higher score.

What Did Cupid Say When Asked: "Where Is There Honey Underground?"

Do each exercise and find your answer in the answer column.
Cross out the letter next to it. When you finish, the answer to the
title question will remain.

N	9
E	13
P	21
W	4
O	0
N	20
S	-12
T	5
I	-15
S	3
E	100
Y	-14
M	96
D	-4
E	7
R	14
G	33,476
A	-1
E	-7
V	-18
O	17
R	88
B	31,916
S	-5
L	2
H	-8
T	-6

① $6 + (4 - 7)$

⑨ $(-3 + 8) + (10 - 1)$

② $9 + (-2 - 8)$

⑩ $(6 - 7) + (-11 + -2)$

③ $-12 + (-1 + 5)$

⑪ $(5 - -4) + (-5 - 4)$

④ $-3 - (3 - 10)$

⑫ $(-2 + -6) + (20 + -18)$

⑤ $(-2 + 15) - -4$

⑬ $(-7 - 1) - (3 + 7)$

⑥ $(-5 - -1) + -8$

⑭ $(-11 + 6) - (9 - 10)$

⑦ $(9 - 16) + 2$

⑮ $(6 + -8) - (-3 - 4)$

⑧ $(4 + -7) - -12$

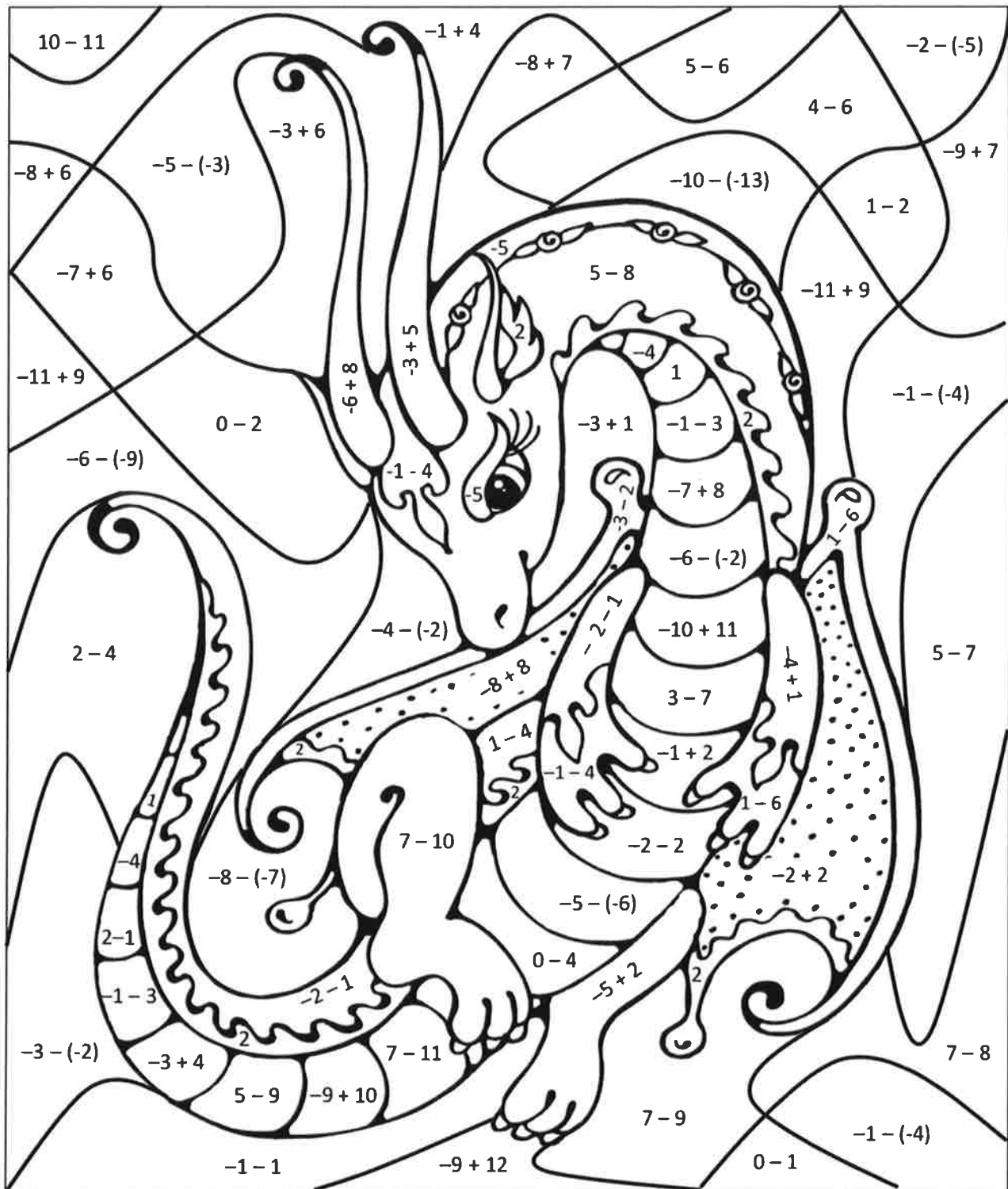
⑯ $(1 - -99) - (-1 + 99)$

⑰ A scuba diver was swimming at an elevation of -8 meters. A shark was swimming at an elevation of -29 meters. Find the difference between these two elevations. _____ m

⑱ Gizmo had a balance of \$100 in his checking account. One day he wrote checks for \$33 and \$20. He also made a deposit of \$41. What was his new balance? \$_____

⑲ WORLD RECORD: The greatest temperature change ever recorded in a single day occurred in Browning, Montana, in 1916. The temperature dropped from 44°F to -56°F . What was the change in temperature? _____ $^{\circ}\text{F}$

⑳ WORLD RECORD: The world's tallest mountain, if measured from base to peak, is Mauna Kea in Hawaii. The base has an elevation of $-19,680$ feet. The peak has an elevation of $13,796$ feet. How tall is Mauna Kea? _____ ft



Coloring Guide

-5 Blue

-3 Turquoise

1 Violet

3 Pink

-1 Orange

-2 Yellow

0 Green

2 Red

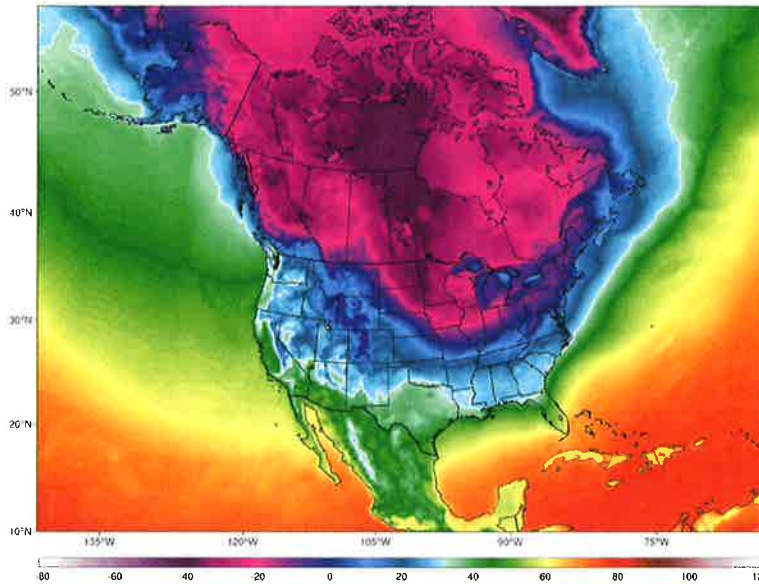
-4 Gray

Vortex

There are going to be some big temperature swings soon because of a shift in the polar vortex. Evidently the Earth retains cold air at our North and South poles because of low-pressure areas with counter clockwise rotations called Polar Vortices. During February we will be experiencing one of these distortions in circular motion which will allow the northern vortex to dip into more southern regions.

GFS 5-day Min 2m Temperature (°F)
Wednesday, Jan 30, 2019

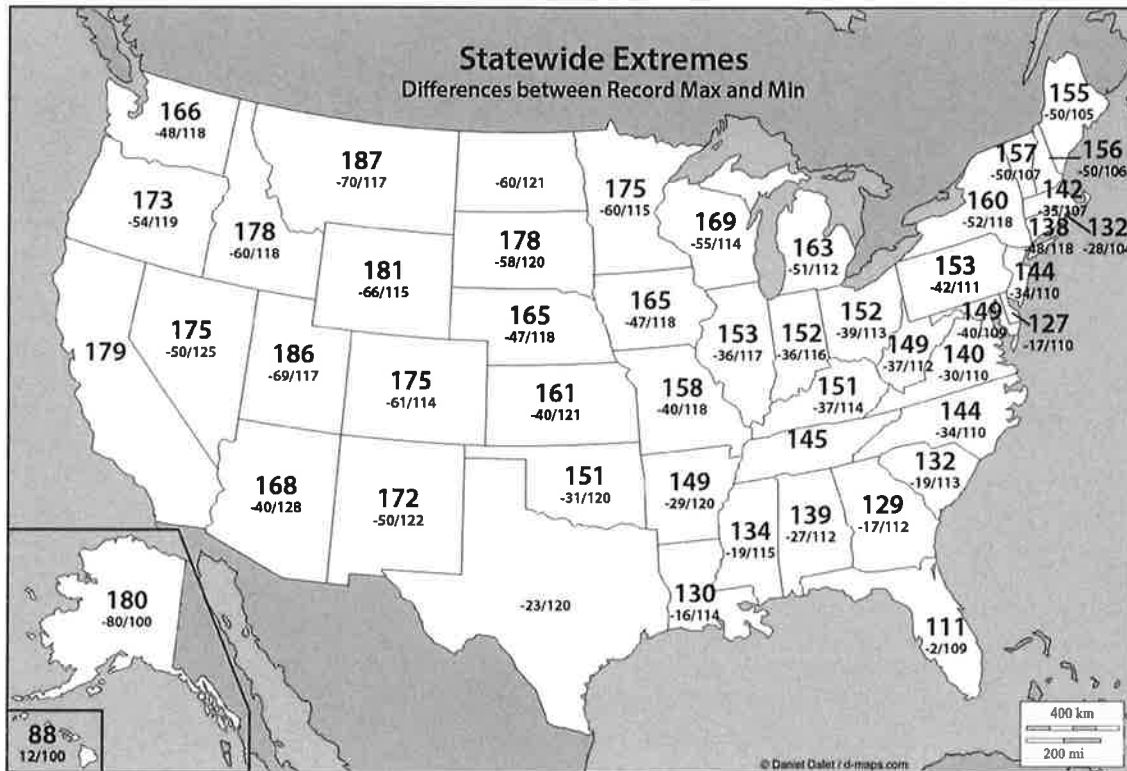
ClimateReanalyzer.org
Climate Change Institute | University of Miami



Earlier in January, in Red Wing, MN, the temperature seemed balmy at 46 degrees Fahrenheit. On Wednesday the temperature is expected to drop to -33° F. That is a long way for the temperature to drop. Sounds like math!

1. In the month of January how much will the temperature have fallen? Please show your work and explain what you did so that I can understand how to measure from 46° F to -33° F.
2. What is the subtraction process that you could use to figure out the difference between 46 and -33 and have your answer come out negative so that you could conclude that the temperature had fallen (If you hadn't noticed that it was getting colder). For instance, do you subtract the early temperature from the late temperature or vice-versa? Do you subtract the high temperature from the low temperature? Please explain.
3. In Spearfish, South Dakota, the temperature changed from -4° F to 45° F in only 2 minutes. What was the temperature range between these two minutes? Show your work.
4. The largest recorded temperature change in one place over a 24-hour period occurred on January 15, 1972 in Loma, Montana, when the temperature rose from -54 to 49° F. Show your work and describe this change.

I found this cool map that shows the ranges of high to low temperatures in each of the states in the U.S. As a puzzle for you, I've whited out some of the numbers.



- The map shows that Texas had a record low temperature of -23°F and a record high temperature of 120°F . What was the temperature range that I whited out?
- I also whited out North Dakota's range of temperatures. What should that be?
- California had a temperature range of 179°F . What could California's high and low temperatures have been?
- Take a guess on Tennessee's high and low temperatures and show your work.
- In your state or town, what are the coldest and warmest temperatures that anyone you know can remember?
- Judging from its temperatures and temperature range, which state would you like to live in?

Source: <https://www.accuweather.com/en/us/red-wing-mn/55066/january-weather/951>
https://climatoreanalyzer.org/wx/fcst_outlook/

Brought to you by **Yummymath.com**



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)

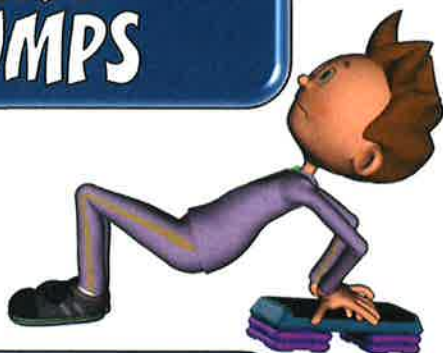


20
SKIER
JUMPS

12 PUSH
UPS



20
ARM CIRCLES



15 TRICEP
DIPS

R
E
P
E
A
T

20 VERTICAL
JUMPS



JOG
3 LAPS

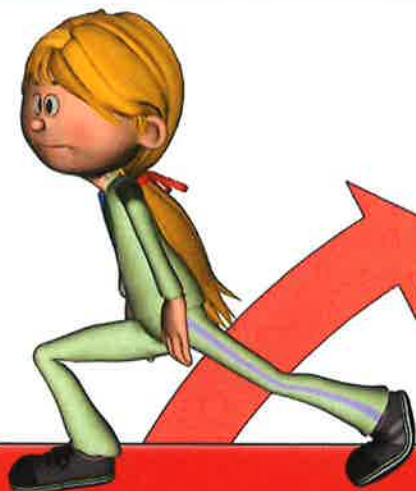


NAVY BLUE WORKOUT

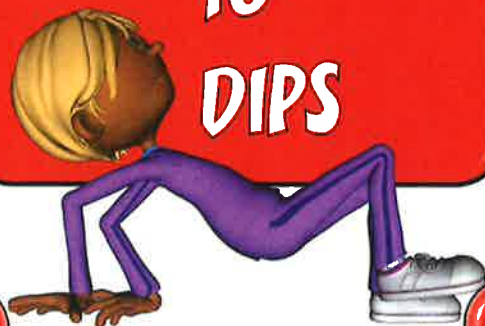


AMRAP

(AS MANY ROUNDS AS POSSIBLE)



10 LUNGES



10 DIPS



10 STRADDLE JUMPS



15 CURL-UPS

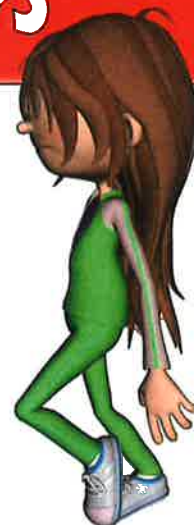
**R
E
P
E
A
T**



**SKIP
2 LAPS**



**WALL-SIT
20 SEC.**



CANDY RED WORKOUT

©Pete Charrette (Cap'n Pete), 2017

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!



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!

¡Cuidese!

Equipo de Consejería Escolar de FUESD

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

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

Positive Journal

Thursday
1
2
3

Friday
1
2
3

Saturday
1
2
3

Sunday
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: _____

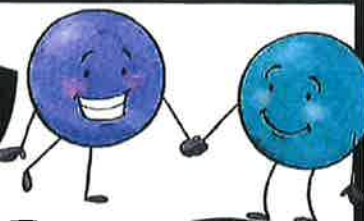
MY POSITIVE THOUGHTS & AFFIRMATIONS

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

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

30

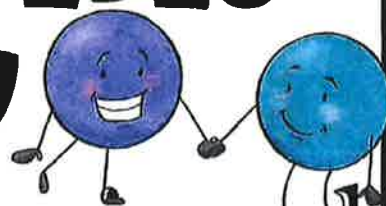
Things **YOU** can do for **YOUR** Emotional Health



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 respiración.	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 refréscalol	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.