

8th Grade FUESD Study Plan Week of April 27th

Week 6 Monday/ lunes	Tuesday/ martes	Wednesday/ miércoles	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 Story of Prometheus and Pandora's Box</i> • Complete Monday's Work <hr/> <p>Science Lesson 1: Newton's Third Law by Ck-12: Students will read, watch videos, and answer questions on the Student Guide.</p> <p>https://www.ck12.org/c/physical-science/newtons-third-law/lesson/Newtons-Third-Law-MS-PS/?referrer=teacher_dashboard_new</p> <p>Student Guide to answer "Review" and "Explore More" Questions:</p> <p>Complete Student Guide for Ck-12: Newton's Third Law: Monday, April 27, 2020 "Review Section" only.</p> <hr/>	<p>ELA</p> <ul style="list-style-type: none"> • Read 30 minutes independently • 1 Lexia/or Reading Plus Lesson • Read: <i>The Story of Prometheus and Pandora's Box</i> • Complete Tuesday's Work <hr/> <p>Science Continue working on yesterday's lessons.</p> <p>Lesson 1: Newton's Third Law by Ck-12: Students will read, watch videos, and answer questions on the Student Guide.</p> <p>https://www.ck12.org/c/physical-science/newtons-third-law/lesson/Newtons-Third-Law-MS-PS/?referrer=teacher_dashboard_new</p> <p>Student Guide to answer "Review" and "Explore More" Questions:</p> <p>Student Guide for Ck-12: Complete the "Explore More" section</p> <hr/>	<p>ELA</p> <ul style="list-style-type: none"> • Read 30 minutes independently • 1 Lexia/or Reading Plus Lesson • Read: <i>The Fiction Partner Challenge</i> • Answer <i>The Fiction Partner Challenge</i> Comprehension Questions #1-7 <hr/> <p>Science Lesson 2: Hula Hooping with a Rubber Band:</p> <p>Lab Activity: Students will try this activity at home and complete the Student Guide:</p> <p>HULA HOOPING WITH A RUBBER BAND: Student Guide</p> <hr/> <p>ELD Connection/SS</p> <ul style="list-style-type: none"> • ELD Wednesday • Read <i>The Electoral College</i> • Answer <i>The Electoral College</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/>	<p>ELA</p> <ul style="list-style-type: none"> • Read 30 minutes independently • 1 Lexia/or Reading Plus Lesson • Read <i>The Fiction Partner Challenge</i> • Answer <i>The Fiction Partner Challenge</i> Comprehension Questions #8-10 <hr/> <p>Science Continue working on yesterday's lessons.</p> <p>Lesson 2: Hula Hooping with a Rubber Band: Lab Activity: Students will try this activity at home and complete the Student Guide:</p> <p>HULA HOOPING WITH A RUBBER BAND: Student Guide</p> <hr/> <p>ELD Connection/SS</p> <ul style="list-style-type: none"> • ELD Thursday • Read <i>Eligibility for President</i> • Answer <i>Eligibility for President</i> Comprehension Questions or work on Google Slides <hr/>	<p>ELA</p> <ul style="list-style-type: none"> • Read 30 minutes independently • 1 Lexia/or Reading Plus Lesson • Complete Friday's Writing Prompt <hr/> <p>Science Extension Lesson:</p> <p>Challenge: Newton's Third Law: Action-Reaction: Interactive Lesson: Students will read, write, watch videos, and conclude with an essay.</p> <p>Student Link: https://ca.pbslearningmedia.org/resource/midlit10.sci.splspace/newtons-third-law-actionreaction/</p> <hr/> <p>ELD Connection/SS</p> <ul style="list-style-type: none"> • ELD Friday • Read <i>Advice and Consent</i> <ul style="list-style-type: none"> • Answer <i>Advice and Consent</i> Comprehension Questions or work on Google Slides presentation (not both) <hr/>

<p>ELD Connection/SS</p> <ul style="list-style-type: none"> ELD Monday <ul style="list-style-type: none"> Read <i>The House of Representatives</i> Answer <i>The House of Representatives</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 Number Systems <ul style="list-style-type: none"> Rational Numbers Notes Part 1 Rational Numbers Notes Part 2 Rational Number Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 - Tabata <hr/> <p>"Leadership" Activities:</p> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<hr/> <p>ELD Connection/SS</p> <ul style="list-style-type: none"> ELD Tuesday Read <i>The Commerce Clause</i> <ul style="list-style-type: none"> Answer <i>The Commerce Clause</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 Number Systems <ul style="list-style-type: none"> Fractions to Decimals Practice <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 - AMRAP <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Number Systems <ul style="list-style-type: none"> What Kind of Number Are You? Part 1 <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 - AMRAP <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> Positive Thoughts /Affirmations 	<p>presentation (not both)</p> <hr/> <p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Number Systems <ul style="list-style-type: none"> What Kind of Number Are You? Part 2 <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 - free choice <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> 30 things for Emotional Health Positive Journal 	<p>Math</p> <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Number Systems <ul style="list-style-type: none"> What Kind of Number Are You? Part 3 <p>Math Challenge Yourself</p> <p>Killing Germs</p> <p>Killing Germs Answer Key</p> <hr/> <p>PE</p> <ul style="list-style-type: none"> PE Week 6 - free choice <hr/> <p>Leadership Activities:</p> <ul style="list-style-type: none"> Sharpen the Saw
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8 Grado - Plan de Estudio de FUESD - 27 de abril

Semana 6 lunes	martes	miércoles	jueves	viernes
<p>ELA/ SS</p> <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lección del programa Lexia/o Reading Plus en la computadora Leer <i>The Story of Prometheus and Pandora's Box</i> Completar el trabajo del lunes 	<p>ELA/ SS</p> <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lección del programa Lexia/o Reading Plus en la computadora Leer <i>The Story of Prometheus and Pandora's Box</i> Completar el trabajo del martes 	<p>ELA</p> <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lección del programa Lexia/o Reading Plus en la computadora Leer <i>The Fiction Partner Challenge</i> Completar las preguntas #1-7 	<p>ELA</p> <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lección del programa Lexia/o Reading Plus en la computadora Leer <i>The Fiction Partner Challenge</i> Completar las preguntas #8-10 	<p>ELA</p> <ul style="list-style-type: none"> Leer 30 minutos independiente 1 Lección del programa Lexia/o Reading Plus en la computadora Escribir en su diario de entrada de todos los días Complete la escritura del viernes
<p>Ciencias Lección 1: Newton's Third Law by Ck-12:</p> <ul style="list-style-type: none"> Los estudiantes leerán, mirarán videos y responderán preguntas en la Guía del el estudiante <p>https://www.ck12.org/c/physical-science/newtons-third-law/lesson/Newtons-Third-Law-MS-PS/?referrer=teacher_dashboard_new</p> <p>Student Guide to answer "Review" and "Explore More" Questions:</p> <p>Completar la guía de estudiante: Ck-12: Newton's Third Law: Monday, April 27, 2020 "Review Section" only.</p> <hr/> <p>Coneccion de ELD/SS</p> <ul style="list-style-type: none"> ELD lunes 	<p>Ciencias Continúa trabajando en las lecciones de ayer</p> <p>Lección 1: Newton's Third Law by Ck-12: Los estudiantes leerán, mirarán videos y responderán preguntas en la Guía del el estudiante</p> <p>https://www.ck12.org/c/physical-science/newtons-third-law/lesson/Newtons-Third-Law-MS-PS/?referrer=teacher_dashboard_new</p> <p>Completar la guía del estudiante: Ck-12: Newton's Third Law: "Explore More" section</p> <hr/> <p>Coneccion de ELD/SS</p> <ul style="list-style-type: none"> ELD martes 	<p>Ciencias Lesson 2: Hula Hooping with a Rubber Band:</p> <p>Actividad de laboratorio: los estudiantes probarán esta actividad en casa y completarán la guía del estudiante:</p> <p>HULA HOOPING WITH A RUBBER BAND: Guía del estudiante</p> <hr/> <p>Coneccion de ELD/SS</p> <ul style="list-style-type: none"> ELD miércoles Leer <i>The Electoral College</i> Contestar las preguntas de comprensión para <i>The Electoral College</i> o trabajar en la presentación de Google Slides (no las dos cosas) 	<p>Ciencias Continúa trabajando en las lecciones de ayer</p> <p>Lección 2: Hula Hooping with a Rubber Band:</p> <p>Actividad de laboratorio: los estudiantes probarán esta actividad en casa y completarán la guía del estudiante:</p> <ul style="list-style-type: none"> HULA HOOPING WITH A RUBBER BAND: Student Guide <hr/> <p>Coneccion de ELD/SS</p> <ul style="list-style-type: none"> ELD jueves Leer <i>Eligibility for President</i> Contestar las preguntas de comprensión para 	<p>Ciencias Extension Lesson:</p> <p>Reto: Newton's Third Law: Action-Reaction: Los estudiantes leerán, mirarán videos y concluirán con un ensayo</p> <p>Enlace estudiantil: https://ca.pbslearningmedia.org/resource/midl10.sci.splspace/newtons-third-law-actionreaction/</p> <hr/> <p>Coneccion de ELD/SS</p> <ul style="list-style-type: none"> ELD viernes Leer <i>Advice and Consent</i> Contestar las preguntas de comprensión para <i>Advice and Consent</i> o trabajar en la

<ul style="list-style-type: none"> • Leer <i>The House of Representatives</i> • Contestar las preguntas de comprensión para <i>The House of Representatives</i> o trabajar en la presentación de Google Slides (no las dos cosas) <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 leccion del programa Dreambox o ST Math Number Systems • Rational Numbers Notes Part 1 • Rational Numbers Notes Part 2 • Rational Number Practice • Rational Number Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> • PE semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> • diario positivo • 30 cosas para la salud emocional 	<ul style="list-style-type: none"> • Leer <i>The Commerce Clause</i> • Contestar las preguntas de comprensión para <i>The Commerce Clause</i> o trabajar en la presentación de Google Slides (no las dos cosas) <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 leccion del programa Dreambox o ST Math Number Systems • Fractions to Decimals Practice • Fractions to Decimals Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> • PE semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> • diario positivo • 30 cosas para la salud emocional 	<hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 leccion del programa Dreambox o ST Math Number Systems • What Kind of Number Are You? Part 1 • What Kind of Number Are You? Part 1 Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> • PE semana 6 - AMRAP <hr/> <p>Actividades de "Leadership":</p> <p>pensamientos positivos y afirmaciones</p>	<p><i>Eligibility for President</i> o trabajar en la presentación de Google Slides (no las dos cosas)</p> <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 leccion del programa Dreambox o ST Math Number Systems • What Kind of Number Are You? Part 2 • What Kind of Number Are You? Part 2 Answer Key <hr/> <p>PE</p> <ul style="list-style-type: none"> • PE semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> • diario positivo • 30 cosas para la salud emocional 	<p>presentación de Google Slides (no las dos cosas)</p> <ul style="list-style-type: none"> • <hr/> <p>Matematicas</p> <ul style="list-style-type: none"> • 1 leccion del programa Dreambox o ST Math Number Systems • What Kind of Number Are You? Part 3 • What Kind of Number Are You? Part 3 Answer Key <p>Math Challenge Yourself</p> <p>Killing Germs</p> <p>Killing Germs Answer Key</p> <hr/> <p>PE</p> <ul style="list-style-type: none"> • PE semana 6 <hr/> <p>Actividades de "Leadership":</p> <ul style="list-style-type: none"> • Afila la sierra
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Name: _____ Class: _____

The Story of Prometheus and Pandora's Box

By James Baldwin
1895

James Baldwin (1841-1925) was an educator and prolific children's book author who re-wrote many classic legends and myths for young readers. In almost every culture, there are myths and folktales that explain how the world got to be the way it is today and that ask important questions about the human condition. Greek mythology in particular has been read widely in the West and retold in sophisticated high poetry. In this version, however, James Baldwin adopts a more accessible tone, turning revered Greek Mythology into old Greek stories. As you read, take notes on how Baldwin reveals the themes of these myths.

I. How Fire Was Given to Men

- [1] In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top.¹ They were the sons of one of those Titans² who had fought against Jupiter³ and been sent in chains to the strong prison-house⁴ of the Lower World.⁵

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen to-morrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.



"Torch" by J.E. Theriot is licensed under CC BY 2.0.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

1. The "Mighty Ones" is a reference to the gods and goddesses of Greek mythology who lived atop Mount Olympus, led by Zeus (or, in Roman mythology, Jupiter), god of sky and thunder and king of the gods.
2. In classical Greek mythology, the Titans were members of the second order of divine beings, born from the first god and goddess Gaia and Uranus. The Titans were giants of incredible strength who ruled during the legendary Golden Age.
3. Jupiter (also called Jove) is the god of sky and thunder and king of the gods in Ancient Roman religion and mythology.
4. This is a reference to Tartarus, a deep abyss in ancient Greek mythology that is used as a dungeon of torment and suffering for the wicked. Zeus/Jupiter sent most of the Titans there after he and the other gods of Olympus defeated the Titans in a power struggle.
5. In mythology, the Lower World – also known as the Underworld – is an otherworld where souls go after death.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness,⁶ drinking nectar and eating ambrosia,⁷ he was intent upon plans for making the world wiser and better than it had ever been before.

- [5] He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn was king.⁸ Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another-the most miserable of all living creatures.

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, that so they might have a little comfort through the long, dreary months of winter.

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, that so we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

- [10] As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel,⁹ growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith¹⁰ which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling of the sun in the far east.

"Mankind shall have fire in spite of the tyrant¹¹ who sits on the mountain top," he said.

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened¹² back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude¹³ home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

6. **Idleness (noun):** a state of inactivity; not doing anything productive

7. Nectar and ambrosia are the food and drink of the "Mighty Folk" in Greek mythology.

8. "Saturn" is the Roman name for the Greek god Cronus (also spelled Kronos), the leader and youngest of the first generation of Titans. He overthrew his father and ruled during the mythological Golden Age, until he was overthrown by his own son Zeus/Jupiter and imprisoned in Tartarus.

9. a kind of plant

10. the white strings inside a plant or fruit like an orange

11. **Tyrant (noun):** an unjust or oppressive ruler

12. **Hasten (verb):** to hurry

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

- [15] After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,¹⁴ and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore,¹⁵ and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!"

II. How Diseases and Cares Came Among Men

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

- [20] "What! That young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk.¹⁶ But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way.

In the first place, he ordered his blacksmith Vulcan, whose forge¹⁷ was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden; and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

13. In this context, "rude" means roughly made or done; lacking subtlety or sophistication

14. These are skills used in farming.

15. a type of rock used to create iron

16. family; relatives

17. a blacksmith's workshop

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

- [25] Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling¹⁸ for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife."

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,¹⁹ which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

- [30] The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know."

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt²⁰ and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without any one seeing them, nestled down in the bosoms²¹ of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

18. **Toil (verb):** to work extremely hard and continuously

19. a small box

20. **Gaunt (adjective):** excessively thin, especially because of suffering or hunger

21. hearts

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

- [35] And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

The Story of Prometheus and Pandora's Box by James Baldwin is in the public domain.

Monday's Work

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.

Tuesday Work:

Answer the questions using complete sentences. Type your answers in the boxes below. The boxes will expand as you type in them.

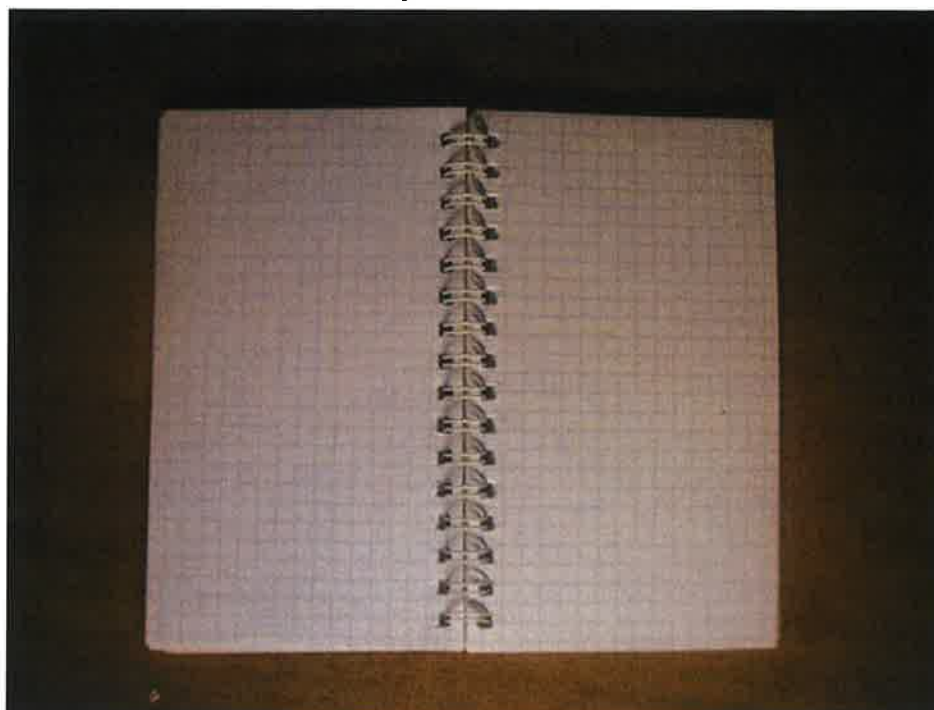
1. Would it have been better if Prometheus never came and gave the people fire? Was humanity better off because it had fire and civilization, or worse off because the cost was misery and disease?

2. Why did Jupiter want people to be miserable and why does Prometheus disobey him? Should people with power help the weak?

3. Is it fair for some people in society to have more power than others? Is it fair for those who disobey to be punished greatly? In the context of this text, what is fair? Cite evidence from this text, your own experience, and other literature, or history in your answer.

The Fiction Partner Challenge

by W.M. Akers



Brian looked at his teacher, Mrs. Applegate. He looked at the girl sitting next to him, whose name he was pretty sure was Stacey. He looked back at his teacher and then squeezed his face into the most horrified expression he could manage.

"What do you mean we're going to write a story together?"

"Just what I said," said Mrs. Applegate, whose eyes said she was tired of having that discussion. "You write one sentence, then Stacey writes one sentence. In fifteen minutes, you have a two-page story, and you've both learned something about teamwork."

"What if I don't care about teamwork?"

"This is school, Brian. You're required to care about teamwork."

"Do I get a say in this?" asked Stacey. "Because I'm opposed to it as well."

"Just listen to her!" said Brian. "She says stuff like 'opposed to' and 'as well.' I don't want to write with anybody who talks like that. She'll probably make us write a story about ponies who have a tea party and argue about grammar."

"Well I bet you're going to want to write about ninjas who ride around on robots and fight other ninjas who ride on dinosaurs."

"That is a pretty awesome idea."

"Forget it. We're not doing this."

"Uh, Stacey?"

"What?!"

"Mrs. Applegate left. I think we *are* doing this."

Stacey took her glasses case out of her book bag, handling it like it was as delicate as TNT. She unfolded her glasses and pushed them onto her nose, hoping her precise movements would convey how dissatisfied she was with the state of education in America. Responding to her precision, her tidy clothes and good posture, Brian slumped as low as he could and scratched his knee through the hole in his jeans.

"This stinks," he said.

"Yes. Yes, it does."

She took out a pencil, a ruler and a sheet of paper. Brian's jaw dropped as he watched her draw a border on the page labeled:

Stacey Whitfield and Brian Cantor

Mrs. Applegate's Class

Wilmington Elementary

Eighth Grade

"I haven't seen anybody make a heading on a paper since third grade," he said. "Are you a robot?"

"Why do you want to know? So you can put me in some stupid science-fiction story?" Before he could answer, she put up her hand to silence him. "Forget it. We need to get to work. What are we going to call this masterpiece?"

"I liked your idea. We'll call it, 'The Ninjas That Rode Around On Robots And Fought Other Ninjas Who Rode Around on Dinosaurs.' Whoa! Are you really writing that?"

"No."

Stacey pursed her lips as she wrote out the title in graceful cursive font.

Autumn In Vermont

"That's a terrible title."

"It's a neutral title. What we do in the story will either make it great or terrible. I'll get us started with a little scene setting."

She wrote: *Gold, crimson, orange and brown-the leaves of the forest glimmered in the crisp morning*

sun.

"Now you write a sentence. Don't screw it up."

"I don't see how I could possibly make that worse."

Brian wrote: *Gold, crimson, orange and brown is also what the ninjas were wearing, to camouflage themselves in the trees.*

"I thought we weren't writing about ninjas," said Stacey.

"I know. I fixed that."

"Well that's not even how you spell camouflage."

"How do you spell it?"

"I don't know, but that's not right. Go look it up." While Brian fumbled with the dictionary, Stacey quickly scratched out another sentence, trying to make it as long as possible.

Far below the ninjas, newlyweds Glenda and Bertram walked arm-in-arm, looking so happy and content and joyous that the ninjas hearts melted, convincing them to leave the woods forever and never ever ever return-but what the ninjas didn't know, and the husband didn't know either, was that the wife was hiding a terrible secret.

"This is lousy writing," said Brian.

"Excuse me?!"

"You say that they're happy and content and joyous. Those all mean basically the same thing. It's redundant."

"I like adjectives."

"Then you must like bad writing, too."

"Be quiet and take your turn."

Brian took the paper, scowled at what Stacey had written, and set about fixing it.

The secret was that Glenda's name wasn't Glenda, because nobody is named Glenda, and also that she was a robot who was programmed to kill anything that tried to kiss her-which was a problem, because Bertram was leaning in for a big ol' smooch, which would put him out of the misery anyone would feel if their name was something as stupid and awful as Bertram.

"At least his name isn't Brian," Stacey said. She ripped the paper away from her partner, clutched the pencil in her fist, and scrawled, her handwriting getting sloppier with every word.

Luckily, Bertram (whose name was much better than something idiotic like Brian) was a master robot scientist and had no trouble disarming his beloved's ticking time bomb, right before embracing her and delivering the most exquisite, fantastic, superb, amazing, magnificent kiss of their entire lives.

Brian wrote: *It was also the last kiss of their entire lives, because just when they were finishing their disgusting kiss, Bertram and "Glenda" were both run over by a herd of stampeding woolly mammoths that were being chased by dinosaurs and a bunch of flying sharks and some pirates.*

Stacey wrote: *The whole herd of moronic creatures kept stampeding, right off a cliff where they fell and died, much to the amusement of the group of picnicking girls on the rock above, a trio of sisters who liked to solve mysteries in their spare time, and who were currently working on the mystery of The Boy Who Was So Immature He Couldn't Even Write A Simple Story.*

Brian wrote: *'The only real mystery,' said one of the girls as she snacked on something gross like cucumber sandwiches or ants on a log, 'is how anybody could think that boy was immature, since the stories he writes are totally awesome and have lots of different kinds of robots.'*

Stacey wrote: *'Be quiet, Hilda,' said one of her sisters (who only kept Hilda around because they felt bad about how she was wrong all the time) 'and listen: This boy is so immature, so wrong about everything, and so totally impossible to deal with that if he doesn't be quiet and follow the teacher's instructions, we're both going to get F's and the whole world is going to end.'*

With an evil grin, Brian took the pencil and began to write: *And then, before Hilda, who was actually right about everything, could even finish her awful snack, the entire world blew up and the story ended forever.*

THE END!!!!!!!!!!!!!!!!!!!!

As Mrs. Applegate picked up everyone's stories, Stacey squeezed her fists so hard her fingernails made imprints in her palms. Sweat poured down her neck as their teacher read, and she braced herself for the first F of her entire academic career. And then she heard something strange—a sound so unfamiliar that it took her a few moments to recognize: laughter.

Mrs. Applegate's shoulders were still shaking as she set the paper down onto Stacey's desk. She had written:

This is a laugh riot! A+!

Name: _____ Date: _____

1. What does Mrs. Applegate want her students to learn something about by writing a story together?

- A. writing fiction
- B. patience
- C. teamwork
- D. manners

2. Who are the two main characters in this text?

- A. Bertram and Glenda
- B. Brian and Stacey
- C. Brian and Mrs. Applegate
- D. Stacey and Mrs. Applegate

3. In the passage, both Brian and Stacy object to the assignment from Mrs. Applegate. Based on this evidence, what conclusion can be made?

- A. They work on projects together every day.
- B. Neither wants to work with the other.
- C. They're looking forward to working together.
- D. They won't have to work together at all.

4. In the passage, Stacey tells Brian "don't screw it up" when it's his turn to write a sentence. Based on this evidence, what conclusion can be made?

- A. Brian does not trust Stacey's writing.
- B. Brian and Stacey are working well together.
- C. Stacey does not trust Brian's writing.
- D. Brian and Stacey have the same story ideas.

5. What is this story mainly about?

- A. two students writing a story together
- B. how Mrs. Applegate runs her classroom
- C. ninjas and robots being part of a wedding
- D. the best way to name a story's characters

6. Read the following sentences: "You say that they're happy and content and joyous. Those all mean basically the same thing. It's redundant." As used in this sentence, what does "redundant" mean?

- A. simple
- B. useful
- C. repetitive
- D. necessary

7. _____ Brian and Stacy don't want to work together, they still have to complete the assignment.

Choose the answer that best completes the sentence below.

- A. In contrast
- B. Especially
- C. Because
- D. Even though

8. What does Mrs. Applegate think about the story Stacey and Brian wrote together?

9. How does Brian feel about working with Stacey on the story? Use evidence from the text to support your answer.

10. Did Brian and Stacey make a good story-writing team? Use evidence from the text to support your argument.

The Fiction Partner Challenge Answer Sheet

Type your answers for The Fiction Partner Challenge Comprehension Questions. The boxes will expand as you type in them.

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

Writing Prompt

In the story *The Fiction Partner Challenge*, you read about two students who had a difficult time working together. Write about a time that you had to work with someone that you didn't work well with. If you can't think of a time, make it up. Be sure to include a beginning, middle, and end. Use dialogue to make your story more interesting. Be sure to use complete sentences. Proofread your work before turning it in. Type your narrative in the box. It will expand as you type.

--

Independent Study Week 6 Science (Printed Version)

Please complete both lessons for science week six.

Lesson 1: Newton's Third Law

Chapter 1. Newton's Third Law (www.ck12.org)



This is a sketch of Jerod on his skateboard. He's on his way to Newton's Skate Park. When he pushes his foot against the ground, what happens next? He moves on his skateboard in the opposite direction. How does this happen?

Action and Reaction

Newton's third law of motion explains how Jerod starts his skateboard moving. This law states that every action has an equal and opposite reaction. This means that forces always act in pairs. First an action occurs—Jerod pushes against the ground with his foot. Then a reaction occurs—Jerod moves forward on his skateboard. The reaction is always equal in strength to the action but in the opposite direction.

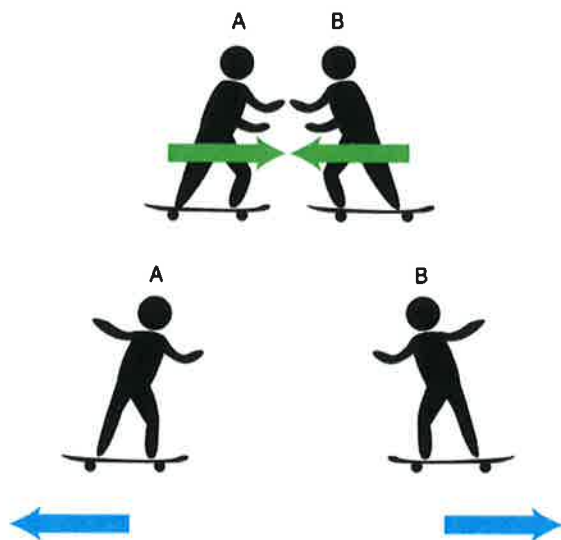
Q: If Jerod pushes against the ground with greater force, how will this affect his forward motion?

A: His action force will be greater, so the reaction force will be greater as well. Jerod will be pushed forward with more force, and this will make him go faster and farther.

Equal and Opposite Forces

The forces involved in actions and reactions can be represented with arrows. The way an arrow points shows the direction of the force, and the size of the arrow represents the strength of the force. Look at the skateboarders in Figure 1.1. In the top row, the arrows represent the forces with which the skateboarders push against each other.

This is the action. In the bottom row, the arrows represent the forces with which the skateboarders move apart. This is the reaction. Compare the top and bottom arrows. They point in different directions, but they are the same size. This shows that the reaction forces are equal and opposite to the action forces.

FIGURE 1.1**Equal and Opposite but Not Balanced**

Because action and reaction forces are equal and opposite, you might think they would cancel out, as balanced forces do. But you would be wrong. Balanced forces are equal and opposite forces that act on the same object. That's why they cancel out. Action-reaction forces are equal and opposite forces that act on different objects, so they don't cancel out. In fact, they often result in motion. Think about Jerod again. He applies force with his foot to the ground, whereas the ground applies force to Jerod and the skateboard, causing them to move forward.

Q: Actions and reactions occur all the time. Can you think of an example in your daily life?

A: Here's one example. If you lean on something like a wall or your locker, you are applying force to it. The wall or locker applies an equal and opposite force to you. If it didn't, you would go right through it or else it would tip over.

After reading the document answer the Review Questions below.

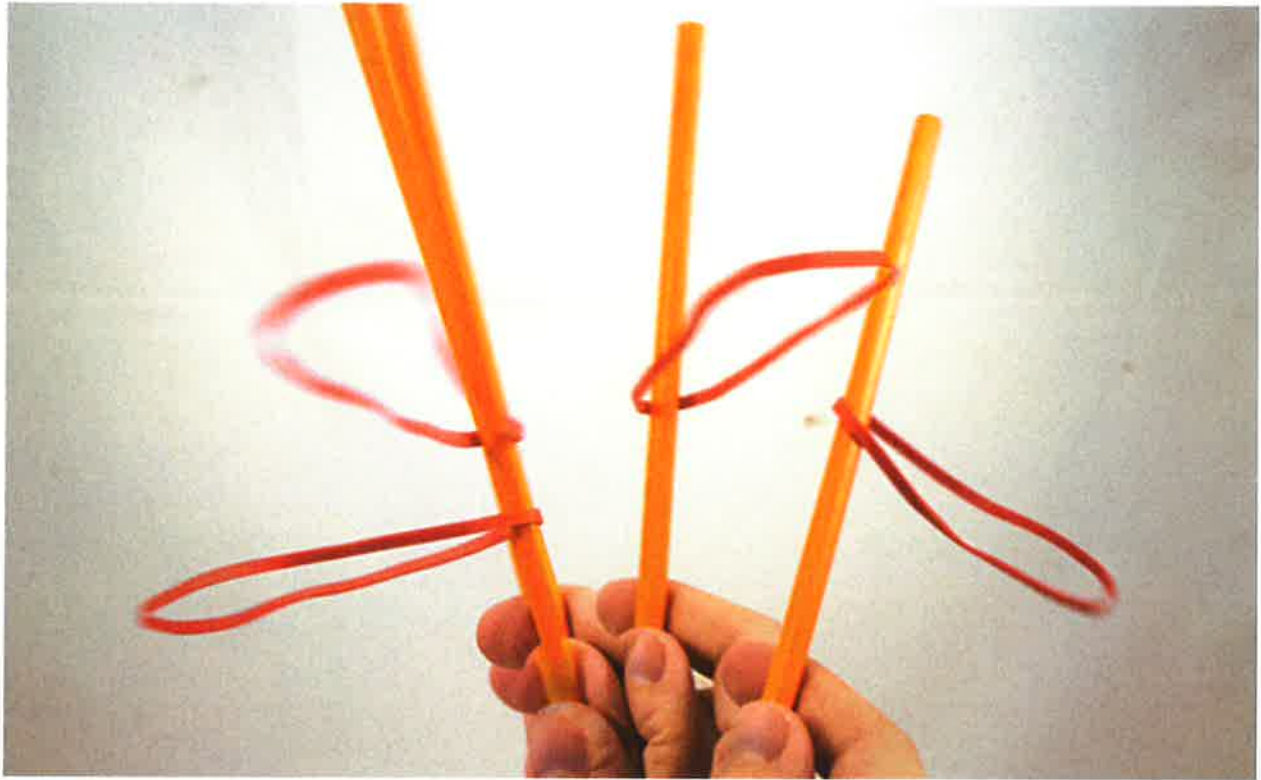
1. State Newton's third law of motion: _____

2. Describe an example of an action and reaction. Identify the forces and their directions:

3. Explain why action and reaction forces **are not** balanced forces: _____

Lesson 2: HULA HOOPING WITH A RUBBER BAND:

A Review of Forces, Gravity, Friction, and Newton's Laws of Motion



Introduction:

Are you any good at hula hooping? If not, there is good news: you can do this fun project without any hula hooping experience! You will examine some of the fascinating physics behind hula hooping using just a pencil and a rubber band.

Materials:

- Pencil (or a pen with no cap, a chop stick, or a stick from your yard; anything pencil shaped)
- Rubber band (or a hair band, piece of elastic, a bracelet, etc.)

Procedure:

- 1) Hold the pencil by the eraser end and point the tip up.
- 2) Loop the rubber band over the pencil so it falls down to your fingers.
- 3) Slowly start to twirl the pencil.
- 4) Keep twirling the pencil faster and faster.
- 5) Try to twirl the pencil so fast that you get the rubber band to fly off the tip of the pencil.

Result #1: How fast do you have to twirl the pencil before the rubber band starts moving up?

Name: _____

Period: _____ Date: _____

Procedure, Continued:

- 6) Try changing the angle of the pencil as you twirl it. (Hint: you probably will not keep the pencil perfectly vertical as you twirl it). Pinch the eraser end with your finger and thumb, and spin the tip around in a circle, tracing out a three-dimensional cone.

Result #2: What happens if you make this “cone” wider (or move your hand in a larger circle while twirling the pencil and rubber band)? Does it make it easier or harder for the rubber band to move upward? _____

- 7) Now try rotating your wrist as you twirl the pencil, so the pencil becomes horizontal and eventually even upside down (so the pencil tip points down).

Result #3: Can you keep the rubber band on the pencil even when it is upside down? _____

Conclusion:

In this activity, the pencil acts like a person's body and the rubber band acts like a hula hoop. Just as a real hula hoop, you should have found that if you did not spin the pencil fast enough, the rubber band would FALL DOWN. As you spin the pencil faster and/or make the cone you trace with the pencil wider, the rubber band should start to MOVE UP and eventually fly off the tip of the pencil!

Hula hooping is all about **forces**! You might not think about physics when you play with a hula hoop, but there are many different forces at work that help keep a hula hoop spinning and prevent it from falling to the ground. A **force** is a push or a pull. Forces can make things move, but just because something isn't moving does not mean that it has no forces acting on it. For example, if you are sitting in a chair as you read this, the chair is exerting an upward force on you that prevents you from falling to the ground. On the other hand, just because something is moving does not necessarily mean a force is acting on it. **Newton's First Law of Motion** states that an object moving at a **constant velocity** (speed with direction) will keep moving in a straight line forever if there is no force to slow it down.

Newton's Second Law of Motion states that the greater the mass of an object, the more force it will take to accelerate the object. It is a combination of forces that determines the motion of the rubber band in the activity or a hula hoop in real life.

Complete the following to predict what impact each force would have on a hula hoop - see the Example:

	<u>Force</u>	<u>Effect</u>
Example:	Normal Force	The hula hoop naturally “wants” to move upward as you spin.
	Friction	_____
	Mass of hula hoop	_____
	Gravity	_____

Based on “Hula Hooping with a Rubber Band” by Ben Finio, PhD, Science Buddies at <https://www.sciencebuddies.org/stem-activities/hula-hoop-rubber-band#summary>.

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

THE HOUSE OF REPRESENTATIVES

Key concepts you will learn about at this station:

Republicanism

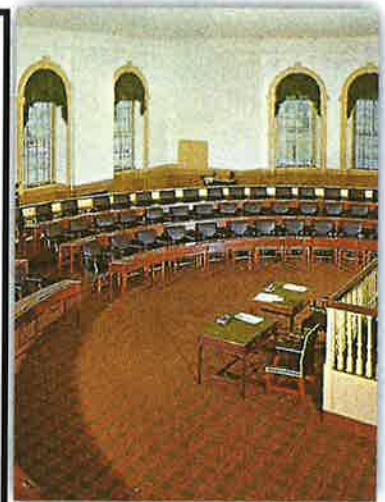
THE US CONSTITUTION: ARTICLE I, SECTION 2

"The House of Representatives shall be composed of Members chosen every second Year by the People of the several States . . . Representatives . . . shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons . . . three fifths of all other Persons . . ."

WHY?

So why did our founding fathers write it that way?

Historical background: When the original states were British colonies, their people were not directly represented in Parliament. The framers believed that the citizens of a republic must have a direct voice in choosing lawmakers, and they believed frequent elections were necessary to ensure that elected officials would be responsive to the people they represented. Thus, elections for the House were scheduled every two years. The composition of the House was based on population. More populous states like Pennsylvania received more representatives than Delaware. When the Constitution was written, slavery was legal in nearly all the states. Leaders from states with large numbers of slaves wanted slaves to be counted as full persons in order to increase their numbers in the House. Leaders from states with few or no slaves argued that slaves, as property, should not be counted. The "Three-Fifths Compromise" resolved that debate, though deeper questions about slavery and citizenship for African Americans would not be addressed for many years to come.



The original House of Representatives

OUR CONSTITUTION IN ACTION!

A modern example: The 3/5 Clause became obsolete after the nation abolished slavery in 1865. But the composition of the House is still based on population, and every ten years, the numbers shift slightly. The apportioning of seats in the House of Representatives is based on the United States Census, which is conducted every decade to determine the overall national population. Following the 2010 census, Texas and Florida (where the population had grown larger) gained seats, while Ohio and Illinois (where the population had shrunk) lost seats. When the next Census takes place in 2020, the same process will occur.

CONSIDER!

1. *Why did the Founders believe frequent elections were necessary?*
2. *Why do you think leaders from states with few slaves (or none at all) argued that only free citizens should be counted?*

The House of Representatives Question

1. Why did the Founders believe frequent elections were necessary?

2. Why do you think leaders from states with few slaves (or none at all) argued that only free citizens should be counted?

THE COMMERCE CLAUSE

Key concepts you will learn about at this station:

Federalism; Free Enterprise/Trade

THE US CONSTITUTION: ARTICLE I, SECTION 8

"The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States . . . ; To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes . . . "

WHY?

So why did our founding fathers write it that way?

Historical Background: Following the War for Independence from Britain, the United States was governed by a document known as "The Articles of Confederation." Under the Articles, the power of the national government was not great. The government could not raise taxes to pay its debts, and it could not prevent states from interfering with each other's economic affairs. As a result, the national government was unable to deal with a variety of problems that plagued the nation. When the Constitution was drafted, the framers expanded the powers of Congress so that a stronger national government could address these questions. One of the powers given to Congress was the power to regulate trade between states, otherwise known as "interstate commerce." This meant that one state could not prohibit someone from another state from doing business there; only Congress could regulate those activities. The Commerce Clause has been used over the years to regulate railroads, the telegraph, the telephone, and the internet, among other activities that crossed state lines.



The commerce clause helped fuel railroads

OUR CONSTITUTION IN ACTION!

A modern example: Because so much business is conducted today through the internet, a number of states have attempted to raise revenue by taxing online sales. Many companies, however, have argued that because internet "traffic" takes place across state lines, only Congress can tax or otherwise regulate online business. Many online businesses have filed suits against states like Ohio and Colorado, which have passed laws that those companies insist are unconstitutional.

CONSIDER!

1. *Select a portion of the text that explains why the Constitution gave more power to Congress. Place your answer in quotation marks.*
2. *If states could regulate interstate commerce, why might this be confusing for businesses? Explain your answer.*

The Commerce Clause Comprehension Questions

1. Select a portion of the text that explains why the Constitution gave more power to Congress. Place your answer in quotation marks.

2. If states could regulate interstate commerce, why might this be confusing for businesses? Explain your answer.

THE ELECTORAL COLLEGE

Key concepts you will learn about at this station:

Republicanism; Federalism

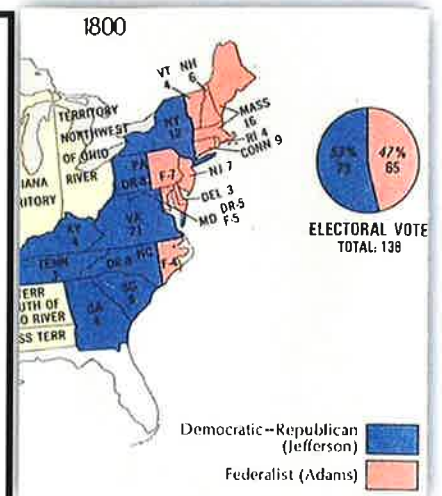
THE US CONSTITUTION: ARTICLE II, SECTION 1

"Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector...."

WHY?

So why did our founding fathers write it that way?

Historical Background: Although the Constitutional framers believed that government must represent the interests of the people, they did not necessarily believe that ordinary citizens possessed the wisdom to choose the President directly. Consequently, they created a system of "Electors," who would be chosen by the individual states every four years to act on behalf of the country's best interests. Each state would receive a different number of electors based on their representation in Congress, with larger states receiving more votes than smaller ones. Whoever received a majority of the votes in the so-called Electoral College would thereby become the President. At the time, some states chose their electors by holding a popular vote, while some electors were chosen by the legislatures. Eventually, nearly all states awarded their electoral votes on the basis of a popular referendum. But because the President is not chosen by a *national* popular vote, it is actually possible for a candidate to win a majority of electoral votes (270 out of 538) while earning fewer popular votes nationwide. This has happened five times, most recently in 2016.



The electoral map from 1800

OUR CONSTITUTION IN ACTION!

A modern example: The Electoral College has been criticized over the years for being confusing and outdated. Many Americans believe a national popular vote would be simpler and would make more sense. In response to these criticisms, a number of states have passed bills that would potentially award their electoral votes to the winner of the national popular vote (rather than the winner of the state vote). These laws would take effect once states with electoral votes totaling 270 — enough to win the election — have passed similar measures. This would guarantee that the winner of the national popular vote would become president.

CONSIDER!

1. *Citing evidence from the text, explain why the founders created the Electoral College.*
2. *Would a national popular vote be a more fair way of choosing the President? Explain your answer.*

The Electoral College Comprehension Questions

1. Citing evidence from the text, explain why the founders created the Electoral College.

2. Would a national popular vote be a more fair way of choosing the President? Explain your answer.

ELIGIBILITY FOR PRESIDENT

Key concepts you will learn about at this station:

Federalism; Republicanism

THE US CONSTITUTION: ARTICLE II, SECTION I

"No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States..."

WHY?

So why did our founding fathers write it that way?

Historical Background: Following the struggle for independence from Great Britain, American leaders frequently worried that the young nation might somehow fall under the influence of foreign governments. They not only worried that England might seek to re-establish its lost supremacy over much of North America, but they also expressed concerns about France and Spain, which still possessed colonies in the Western Hemisphere and would have eagerly acquired more if given the chance. The authors of the Constitution believed that a strong executive branch, with a strong president at its head, would facilitate greater national unity. To insulate that office from foreign influence, they restricted presidential eligibility to those who were "natural born" citizens — that is, born in the United States (or overseas to at least one parent who was an American citizen) — and who had lived in the country for a substantial portion of their lives.



Abraham Lincoln taking the oath of office

OUR CONSTITUTION IN ACTION!

A modern example: From time to time, presidential candidates face accusations that they do not meet the "natural born citizen" requirement. In 2008, for example, false rumors began to circulate that Barack Obama had been born in Kenya (rather than Hawaii), and was ineligible for the presidency. In 2016, Texas Senator Ted Cruz ran for president, even though he was born in Canada. Because his mother was an American citizen, however, there was no serious doubt that he was legally eligible to serve if elected.

CONSIDER!

1. *Why did the authors of the Constitution believe the president must be a natural born citizen?*
2. *Why do you think the Constitution included an age requirement for the office of president? Explain your answer.*

Eligibility for President Comprehension Question

1. Why did the authors of the Constitution believe the president must be a natural born citizen?

2. Why do you think the Constitution included an age requirement for the office of president?
Explain your answer.

"ADVICE AND CONSENT"

Key concepts you will learn about at this station:

Federalism; Republicanism

THE US CONSTITUTION: ARTICLE II, SECTION 3

"...[the President] shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law..."

WHY?

So why did our founding fathers write it that way?

Historical Background: Under the Articles of Confederation, the national government consisted of a single house of Congress. There were no independent executive or judicial branches with distinct responsibilities and powers to carry out or interpret the law. The Constitution altered that framework by creating three separate branches of government, but it also provided the means for each branch to exercise "checks and balances" over the others. In this section of the Constitution, for example, the president is granted the authority to appoint federal officers (including judges), but it specifies that he or she must do so with the "Advice and Consent" of the Senate. Although the Constitution does not provide any detail about what "Advice and Consent" actually meant, over time it became standard practice for the Senate to hold formal hearings to review presidential nominees before voting to approve or deny them. The Senate usually confirms the president's nominees, but on occasion it has rejected them for one reason or another.



*Senate hearing for Supreme Court
Nominee John Roberts (2005)*

OUR CONSTITUTION IN ACTION!

A modern example: When a new president is inaugurated in January 2021, he or she will have to fill numerous positions in the executive branch. The Senate will conduct hearings to examine the qualifications of these nominees. In addition, several Supreme Court justices are expected to retire in the next few years, which means that the new president and Senate will spend a lot of time reviewing candidates for important positions.

CONSIDER!

1. *How does the appointment process allow Congress to supervise the president's decisions?*
2. *For what reasons might the Senate reject someone who had been nominated for office?*

Advice and Consent Comprehension Questions

1. How does the appointment process allow Congress to supervise the president's decisions?

2. For what reasons might the Senate reject someone who had been nominated for office?

Key Concept

Rational Numbers

Words

A rational number is a number that can be written as the ratio of two integers in which the denominator is not zero.

Symbols

$\frac{a}{b}$, where a and b are integers and $b \neq 0$

Model



Bar Notation

Bar notation is often used to indicate that a digit or group of digits repeats. The bar is placed above the repeating part. To write $1.5353\ldots$, in bar notation, write $1.\overline{53}$, not $\overline{15}$ or $\overline{153}$. To write $0.555\ldots$, in bar notation, write $0.\overline{5}$, not $\overline{05}$.

Every rational number can be expressed as a decimal by dividing the numerator by the denominator. The decimal form of a rational number is called a **repeating decimal**. If the repeating digit is zero, then the decimal is a **terminating decimal**.

Rational Number	Repeating Decimal	Terminating Decimal
$\frac{1}{2}$	0.5000...	0.5
$\frac{2}{3}$	0.400...	0.4
$\frac{5}{6}$	0.833...	does not terminate

Examples

Write each fraction or mixed number as a decimal.

1. $\frac{5}{8}$

$\frac{5}{8}$ means $5 \div 8$.

$$\begin{array}{r} 0.625 \\ 8 \overline{) 5.000} \end{array}$$

Divide 5 by 8.

$-\frac{4}{20}$

$-\frac{16}{40}$

$-\frac{40}{0}$

2. $-1\frac{2}{3}$

$-1\frac{2}{3}$ can be rewritten as $-\frac{5}{3}$.

Divide 5 by 3 and add a negative sign.

The mixed number $-1\frac{2}{3}$ can be written as $-1.\overline{6}$.

Got It? Do these problems to find out.

a. $\frac{3}{4}$

c. $4\frac{13}{25}$

b. $-\frac{2}{9}$

d. $3\frac{1}{11}$

Example

3. In a recent season, St. Louis Cardinals first baseman Albert Pujols had 175 hits in 530 at bats. To the nearest thousandth, find his batting average.

To find his batting average, divide the number of hits, 175, by the number of at bats, 530.

$175 \div 530 \rightarrow 0.3301886792$

Look at the digit to the right of the thousandths place. Since $1 < 5$, round down.

Albert Pujols's batting average was 0.330.

Got It? Do this problem to find out.

e. In a recent season, NASCAR driver Jimmie Johnson won 6 of the 36 total races held. To the nearest thousandth, find the part of races he won.

Examples

4. Write 0.45 as a fraction.

$0.45 = \frac{45}{100}$

$= \frac{9}{20}$

0.45 is 45 hundredths.

Simplify.

5. Write $0.\overline{5}$ as a fraction in simplest form.

Assign a variable to the value $0.\overline{5}$. Let $N = 0.555\ldots$. Then perform operations on N to determine its fractional value.

$N = 0.555\ldots$

$10(N) = 10(0.555\ldots)$

$10N = 5.555\ldots$

$-N = 0.555\ldots$

$9N = 5$

$N = \frac{5}{9}$

The decimal $0.\overline{5}$ can be written as $\frac{5}{9}$.

6. Write $2.\overline{18}$ as a mixed number in simplest form.

Assign a variable to the value $2.\overline{18}$. Let $N = 2.181818\dots$. Then perform operations on N to determine its fractional value.

$$N = 2.181818\dots$$

$$100(N) = 100(2.181818\dots)$$

$$100N = 218.181818$$

$$-N = 2.181818\dots$$

$$99N = 216$$

$$N = \frac{216}{99} \text{ or } 2\frac{2}{11}$$

The decimal $2.\overline{18}$ can be written as $2\frac{2}{11}$.

Got It? Do these problems to find out.

f. _____

g. _____

Write each decimal as a fraction or mixed number in simplest form.

f. -0.14

g. $0.\overline{27}$



Lesson 1 Homework Practice

Rational Numbers

Write each fraction or mixed number as a decimal.

1. $\frac{3}{5}$

2. $\frac{5}{8}$

3. $\frac{9}{20}$

4. $\frac{37}{50}$

5. $-\frac{11}{16}$

6. $-\frac{9}{32}$

7. $3\frac{1}{5}$

8. $4\frac{3}{8}$

9. $\frac{5}{33}$

10. $-\frac{7}{9}$

11. $-8\frac{11}{18}$

12. $-9\frac{11}{30}$

Write each decimal as a fraction or mixed number in simplest form.

13. -0.8

14. 0.44

15. -1.35

16. $0.\overline{8}$

17. $-1.\overline{5}$

18. $4.\overline{45}$

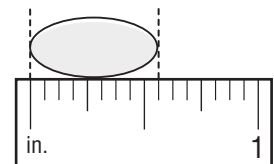
19. **POPULATION** Refer to the table at the right.

- Express the fraction for Asian as a decimal.
- Find the decimal equivalent for the fraction of the population that is African American.
- Write the fraction for Hispanic as a decimal.


Population of Florida by Race	
Race	Fraction of Total Population
Asian	$\frac{1}{50}$
African American	$\frac{4}{25}$
Hispanic	$\frac{1}{5}$

20. **MEASUREMENTS** Use the figure at the right.

- Write the width of the jellybean as a fraction.
- Write the width of the jellybean as a decimal.



Why Did Karjam Get a Flat Tire?

Write the letter of each correct answer in the box containing the number of the exercise. If the answer has a , shade in the box instead of writing a letter.

Write each fraction as a decimal.

① $\frac{3}{10}$

② $\frac{7}{10}$

③ $\frac{1}{2}$

④ $\frac{1}{5}$

⑤ $2\frac{3}{5}$

⑥ $2\frac{1}{10}$

Answers

Ⓢ 0.2

Ⓛ 0.4

 2.1

Ⓝ 2.2

Ⓞ 2.6

Ⓐ 0.7

Ⓡ 0.3

ⓔ 0.5

Ⓥ 0.8

Write each decimal as a lowest-terms fraction or mixed number.

⑦ 0.7

⑧ 0.4

⑨ 3.5

⑩ 8.2

⑪ 8.9

⑫ 3.8

Answers


Ⓟ $8\frac{2}{5}$

Ⓐ $\frac{7}{10}$

Ⓛ $3\frac{4}{5}$

ⓔ $3\frac{1}{2}$

Ⓨ $\frac{3}{10}$

 $8\frac{1}{5}$

ⓖ $3\frac{3}{5}$

ⓗ $8\frac{9}{10}$

Ⓣ $\frac{2}{5}$

Write each fraction as a decimal.

⑬ $\frac{43}{100}$

⑭ $\frac{7}{100}$

⑮ $\frac{1}{4}$

⑯ $\frac{9}{25}$

⑰ $\frac{13}{50}$

⑱ $\frac{17}{20}$

⑲ $5\frac{16}{25}$

⑳ $5\frac{3}{4}$

Answers

Ⓡ 0.36

ⓗ 5.75

 0.85

Ⓒ 5.36

Ⓜ 0.65

Ⓝ 0.25

Ⓞ 0.43

Ⓐ 0.26

Ⓚ 0.44

Ⓣ 5.64

 0.07

Ⓑ 5.72

Write each decimal as a lowest-terms fraction or mixed number.

⑳ 0.67

㉒ 0.09

㉓ 0.25

㉔ 0.62

㉕ 4.35

㉖ 9.75

㉗ 4.48


㉘ 9.06


Answers

Ⓤ $9\frac{43}{50}$

Ⓡ $4\frac{12}{25}$

Ⓟ $\frac{14}{25}$

 $\frac{31}{50}$

 $\frac{67}{100}$

ⓕ $9\frac{3}{4}$

Ⓛ $\frac{3}{10}$

ⓓ $\frac{1}{4}$

Ⓐ $4\frac{11}{20}$

Ⓦ $4\frac{7}{20}$

Ⓚ $9\frac{3}{50}$

ⓔ $\frac{9}{100}$

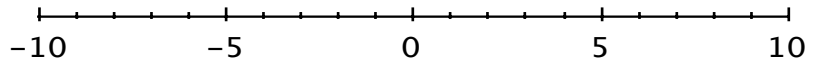
19	11	22	16	9	14	25	7	4	21	2	6	26	13	1	28	24	12	15	18	8	20	3	10	27	5	17	23
----	----	----	----	---	----	----	---	---	----	---	---	----	----	---	----	----	----	----	----	---	----	---	----	----	---	----	----

What Kind of Number Are You?

Task 1

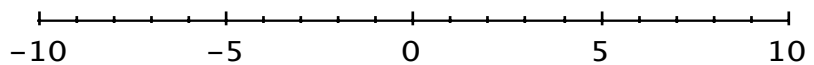
Place each of the numbers listed on the number line.

Set 1: $\{0, 1, 2, 4, 7\}$



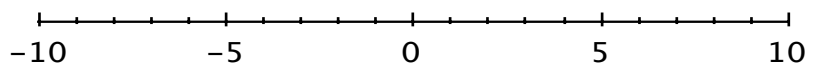
These numbers are examples of _____ numbers in the real number system.

Set 2: $\{-8, -3, 0, 1, 5, 9\}$



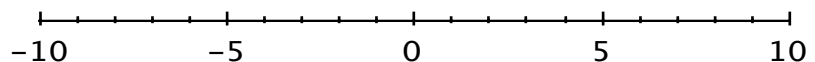
These numbers are examples of numbers that are known as _____ in the real number system.

Set 3: $\{-4.75, -2\frac{1}{2}, \frac{3}{8}, -1.0, \frac{5}{2}, 5.0, \sqrt{36}, 8\frac{1}{3}, 3\frac{3}{7}\}$



These numbers are examples of numbers that are known as _____ numbers in the real number system.

Set 4: $\{\sqrt{2}, \pi, \sqrt{18}, 1.01001000100001...\}$



These numbers are examples of numbers that are known as _____ numbers in the real number system.

5. For which set(s) above was it more difficult to know exactly where to place the numbers? Why?

It was difficult for me to place the numbers in problem(s) _____ because

_____.



What Kind of Number Are You?

Task 2: What Defines a Number as Rational?

Number Sets 1, 2 and 3 are all examples of **Rational Numbers**. Set 4 contains examples of **Irrational Numbers**. Sets 3 and 4 BOTH had decimals, so we need to study what it is that makes a decimal a **Rational number** vs. an **Irrational number**. To do so, we need to look at the decimal equivalents of fractions.

Use long division to find the decimal equivalent of each fraction.

1. $\frac{1}{2}$

2. $\frac{3}{8}$ $\begin{array}{r} 0.375 \\ 8 \overline{) 3.00} \\ \underline{24} \\ 60 \\ \underline{56} \\ 40 \\ \underline{40} \\ 0 \end{array}$

3. $\frac{5}{2}$

STOP! Fill in the fractions and their decimal equivalents from #1, 2 and 3 above into the appropriate column in the table that your teacher will give you.

Fractions That Do Not Terminate

4. Look at the following decimal equivalents found when using long division.

a.) $\frac{1}{3}$ $\begin{array}{r} 0.333 \\ 3 \overline{) 1.000} \\ \underline{-9} \downarrow \\ 10 \downarrow \\ \underline{-9} \downarrow \\ 10 \downarrow \\ \underline{-9} \downarrow \\ 1 \end{array}$

b.) $\frac{9}{11}$ $\begin{array}{r} 0.8181 \\ 11 \overline{) 9.0000} \\ \underline{-88} \downarrow \\ 20 \downarrow \\ \underline{-11} \downarrow \\ 90 \downarrow \\ \underline{-88} \downarrow \\ 20 \downarrow \\ \underline{-11} \downarrow \\ 9 \end{array}$

c.) $\frac{1}{3}$ can be written as $0.\overline{3}$; $\frac{9}{11}$ can be written as $0.\overline{81}$. What does the bar above the decimal indicate?



STOP! Fill in the fractions, and their decimal equivalents from #4a and 4b above into the appropriate column in the table that your teacher gave you.

5a.) Study the long division problem. Look at the last step. Have you seen a remainder of 2 (and therefore a dividend of 20) before in this problem? If so, **circle** the previous remainder of 2.

b.) Continue the long division problem to find the decimal equivalent of fraction. Answer each question after each next step is completed.

c.) Have you seen a remainder of 6 (and therefore a dividend of 60) before in this problem? If so, **circle** the previous remainder of 6.

d.) Have you seen a remainder of 4 (and therefore a dividend of 40) before in this problem? If so, **circle** the previous remainder of 4.

e.) Have you seen a remainder of 5 (and therefore a dividend of 50) before in this problem? If so, **circle** the previous remainder of 5.

f.) Have you seen a remainder of 1 (and therefore a dividend of 10) before in this problem? If so, **circle** the previous remainder of 1.

g.) Do you see a 3 in the **original** problem (and therefore a dividend of 30?) **Circle** the 3 in the **original** problem.

h.) What can you conclude knowing that there's a 3 as the original dividend and a 3 again as a remainder?

i.) Will there ever be a remainder of zero? Explain.

j.) How many possible remainders could there be for a division problem whose divisor was 7 and whose quotient was an integer? Explain.

k.) When I divide a by b, where a and b are whole numbers, the rational number that I get will always have a repeating part of length no longer than _____ digits. Explain.

$$\begin{array}{r} 0.4285714 \\ 7 \overline{) 3.0000000} \end{array}$$

the

$$\begin{array}{r} 28 \\ 20 \\ 14 \\ 60 \\ 56 \\ 40 \\ 35 \\ 50 \\ 49 \\ 10 \\ 7 \\ 30 \\ 28 \\ 2 \end{array}$$



l.) Write the decimal by showing one set of numbers with a line over them.

$$\frac{3}{7} = 0.\underline{\hspace{2cm}}$$

Big Idea : From the examples in #4 and #5, what can you say about the decimal representation of a *rational number*?

Let's recap what we have learned so far about types of *rational numbers*. They include the following:

- **Whole Numbers**, such as $\{1, 2, 3, 4, 8, \dots\}$
- **Integers**, such as $\{\dots, -5, -4, -3, -2, -1, 0, 1, 2, 3, 4, 5, \dots\}$
- **Terminating Decimals**, such as $-5.00, -3.13, -1.275, 2.375, 6.25, 12.5000$
- **Repeating Decimals**, such as $\frac{5}{7} = 0.714285714285714 \dots$ or $0.\overline{714285}$ and $\frac{1}{3} = 0.3333 \dots$ or $0.\overline{3}$



What Kind of Number Are You?

Task 3: What about the Numbers from Set 4?

1. What about the numbers such as $\sqrt{2}$ and $\sqrt{18}$ in set #4? Predict: Are square roots rational or irrational numbers?

I think that *square roots* are _____ numbers because _____

Let's find out!

2. Evaluate the following using a calculator.

a.) $\sqrt{2}$ b.) $\sqrt{3}$ c.) $\sqrt{4}$ d.) $\sqrt{8}$ e.) $\sqrt{9}$ f.) $\sqrt{13}$ g.) $\sqrt{16}$

3. What interesting pattern do you notice?

4. Using the examples of **rational numbers** on page 3, sort the above radicals into *rational* or *irrational* numbers. Once you have sorted them, place problems (a) through (g) in the table that your teacher gave you.

Rational

Irrational

Conclusions

5. By sorting the square roots we can generalize that:

a.) Any square root of a *perfect square* is a _____ number.

b.) Any square root of a *non-perfect square* is a _____ number.

6. Look at the numbers in your table.

a.) What types of numbers are **irrational numbers**? Give a few examples.



b.) Another well-known *irrational number* is _____. (Hint: We generally use this when working with area and circumference of circles.) Place this in the *irrational number* column.

Challenging Extension Questions

1. Explain why the decimal equivalent of a fraction with a 7 in the denominator contains at most 6 digits in its repeating pattern.

2. The decimal equivalent of a fraction with a denominator of n may contain, at most, how many digits in its repeating pattern?





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)

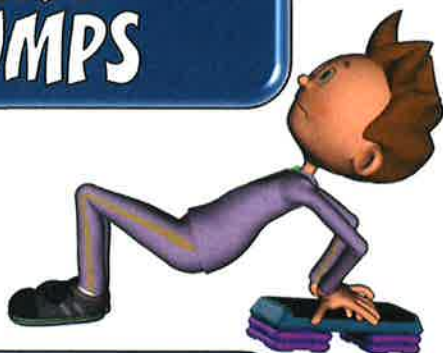


20
SKIER
JUMPS

12 PUSH
UPS



20
ARM CIRCLES



15 TRICEP
DIPS

R
E
P
E
A
T

20 VERTICAL
JUMPS



JOG
3 LAPS

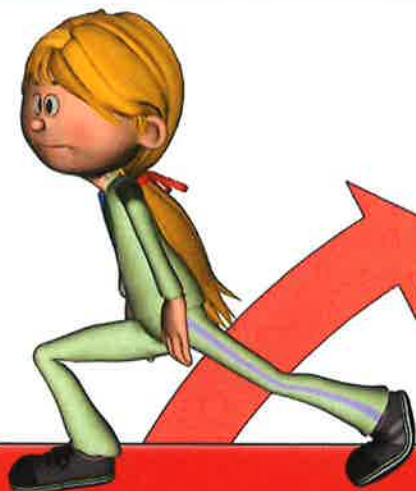


NAVY BLUE WORKOUT

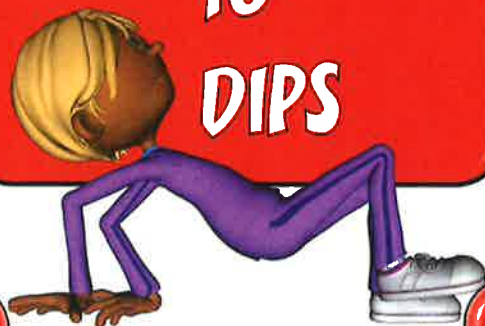


AMRAP

(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: _____

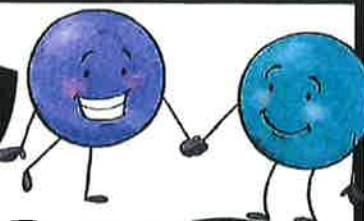
MY POSITIVE THOUGHTS & AFFIRMATIONS

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

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

30

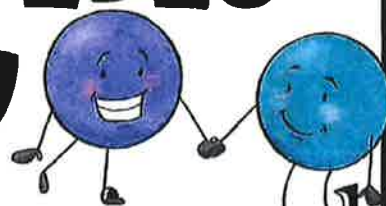
Things **YOU** can do for **YOUR** Emotional Health



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.