6th Grade FUESD Study Plan - Week of May 4

Week 7 Monday/lunes	Tuesday/martes	Wednesday/miércoles	Thursday/thursday	Friday/viernes
ELA/ Science • Read 30 minutes independently (Reading Log Week 7) • 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson • Daily Journal Entry • Read Finding Wilbur and answer Monday's Questions • Complete: Responding to Environmental Change ○ Resource Reading • **Informational Writing**: --complete writing (all materials are posted under Week 6)Endangered Animals--complete writing (all materials are posted under Week 6) • LIM Habit 3: Make the Correct Match Activity ELD Connection • ELD Monday Math • 1 Dreambox or ST Lesson • Monday's 5 Problems • Math Sprint: 406A Second Half # 1-12 • Watch:Dividing a whole number by a unit fraction • Practice: Lesson 2 - Example 2 **&** Lesson 2 - Exercises all ******All math can be completed here for Monday***	ELA/ Science • Read 30 minutes independently (Reading Log Week 7) • Thrively for SEL activities from the counselors • Read Finding Wilbur and answer Tuesday's Questions • Complete: Responding to Environmental Change ○ Resource Reading • ELD Connection • ELD Tuesday Math • 1 Dreambox or ST Lesson • Tuesday's 5 Problems • Math Sprint: 406A Second Half # 13-24 • Watch: Understanding division of fractions • Watch: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Watch: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practice: Lesson 3 - Opening Exercise, Lesson 3 - Examples all **&** Lesson 3 - Exercises #s 1-2 ******All math can be completed here for Tuesday*** PE • PE Activities Week 7	ELA • Read 30 minutes independently (Reading Log Week 7) • 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson • Daily Journal Entry • **Work on the Extension activities.** They can be found after the P.E section.. ELD Connection • ELD Wednesday Math • 1 Dreambox or ST Lesson • Wednesday's 5 Problems • Math Sprint: 406B First Half # 1-12 • Watch: Understanding division of fractions • Watch: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Watch: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practice: Lesson 4 - Opening Exercise, Lesson 4 - Examples all **&** Lesson 4 - Exercises #s 1-2 ******All math can be completed here for Wednesday*** PE • PE Activities Week 7	ELA/SS • Read 30 minutes independently (Reading Log Week 7) • Thrively for SEL activities from the counselors • Read Finding Wilbur and answer Thursday's Questions • Read DE's: Geography and Economy of Ancient Rome ○ Complete: Geography and Economy of Ancient Rome Web Diagram ELD Connection • ELD Thursday Math • 1 Dreambox or ST Lesson • Thursday's 5 Problems • Math Sprint: 406B First Half #13-24 • Watch: Understanding division of fractions • Watch: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Watch: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practice: Lesson 5 - Examples all, Lesson 5 - Problem Set all **&** Lesson 5 - Exit Ticket all ******All math can be completed here for Thursday*** PE • PE Activities Week 7	ELA/SS • Read 30 minutes independently (Reading Log Week 7) • 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson • Daily Journal Entry • Read Finding Wilbur and answer Friday's Questions • Complete: Read DE's: Geography and Economy of Ancient Rome ○ Complete: Geography and Economy of Ancient Rome Questions • LIM Habit 7: Sharpen the Heart Activity ELD Connection • ELD Friday Math • 1 Dreambox or ST Lesson • Math Sprint: 406B Second Half #1-12 • Watch: Dividing whole numbers & fractions: t-shirts • Practice: Lesson 6 - Examples all, Lesson 6- Problem Set all **&** Lesson 6 - Exit Ticket ******All math can be completed here for Friday*** PE • PE Activities Week 7

PE ● PE Activities Week 7 Extension Activities: ● How are you feeling? ● Explore the school counselors website ● FUESD's SEL Resources				

Sexto Grado FUESD Plan de estudios - Semana de 4 de mayo en Español

semana 7 lunes	martes	miércoles	jueves	viernes
ELA/ Ciencia • Leer 30 minutos independiente (registro de lectura) • 1 Lexia/Lexia PowerUp/ or Lección Reading Plus • Entrada de diario • *Leer:* Finding Wilbur y contesta las preguntas del lunes. • Completa: Respondiendo a los cambios del ambiente. ○ Recursos de Lecura • **redacción informativa:** Animales en peligro--completa la escritura (todo el material está en la semana 6)) • LIM Habito 3: Haz la actividad correspondiente al hábito. Coneccion ELD • Lunes ELD Matematicas • 1 Dreambox o Leccion ST • 5 problemas de Lunes • Carrera de matemáticas: 406A Segunda Mitad # 1-12 • Ve: Divide números enteros por una fracción • Practica: Lección 2 - Ejemplo 2 **&** Lección 2 - Ejercicio Todos los problemas ***Toda la matemáticas pueden ser hecha el lunes**	ELA/ Ciencia • Leer 30 minutos independiente (registro de lectura)) • Thrively para actividades de las consejeras SEL • *Leer:* Finding Wilbur y contestar las preguntas del martes. • Completa: Respondiendo a los cambios del ambiente ○ Recursos de Lectura Coneccion ELD • Martes ELD Matematicas • 1 Dreambox or ST Lesson • 5 problemas del marte • Carrera de matemáticas: 406A Segunda Mitad # 13-24 • Ve: Entendiendo división de fracciones • Ve: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Ve: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practica: Lección 3 - Ejercicio abierto Lección 3 - Ejemplo todos los problemas, **&** Lección 3 - Ejercicio # 1-2 ***Toda la matemáticas puede ser hecha el martes** PE • Actividades de Educación Física semana 7	ELA • Leer 30 minutos independiente (registro de lectura)) • 1 Lexia/Lexia PowerUp/ or Leccion Reading Plus • Entrada de diario • **Trabaja en las actividades de extensión.** Estas pueden encontrarse después de la sección de Educación Física Coneccion ELD • Miercoles ELD Matematicas • 1 Dreambox o Leccion ST • 5 problemas del miercoles • Carrera de matemáticas: 406B Primera Mitad # 1-12 • Ve: Entendiendo división de fracciones • Ve: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Ve: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practica: Lección 4 - Ejercicio abierto • Lección 4 - Ejemplo todos los problemas **&** Lección 4 - Ejercicio # 1-2 ***Toda la matemáticas puede ser hecha el Miércoles** PE • Actividades de Educación Física semana 7	ELA/SS • Leer 30 minutos independiente (registro de lectura)) • Thrively para actividades de las consejeras SEL • *Leer:* Finding Wilbur y contestar las preguntas del jueves • Read DE's: Geografia y Economia de Roma Antigua ○ Completa: Diagrama de Geografia y Economia de Roma Antigua Coneccion ELD • Jueves ELD Matematicas • 1 Dreambox o Leccion ST • 5 problemas del jueves • Carrera de matemáticas: 406B Primera Mitad # 13-24 • Ve: Entendimiento la división de fracciones • Ve: Dividing fractions: $\frac{2}{5} \div \frac{7}{3}$ • Ve: Dividing fractions: $\frac{3}{5} \div \frac{1}{2}$ • Practica: Lección 5 - Ejemplo todos los problemas, Lección 5 - Grupo de problemas. todos los problemas **&** Lección 5 - Extra boleto todos los problemas ***Toda la matemáticas puede ser hecha el jueves**	ELA/SS • Leer 30 minutos independiente (registro de lectura)) • 1 Lexia/Lexia PowerUp/ o Leccion Reading Plus • Entrada de diario • Leer: Finding Wilbur y contestar las preguntas del viernes • Complete: Lee DE's: Geografia y Economia de Roma Antigua ○ Completa: Preguntas de Geografia y Economia de Roma Antigua • LIM Habito 7: Actividad Afila el corazón Coneccion ELD Viernes ELD Matematicas • 1 Dreambox o Leccion ST • Carrera de Matemáticas: 406B Segunda mitad:#1-12 • Ve: Dividiendo números enteros y fracciones: playeras • Practica Lección 6 - Ejemplo todos los problemas, Lección 6 - Grupo de problemas todos los problemas **&** Lección 6 - Extra boleto todos los problemas ***Toda la matemáticas puede ser hecha el viernes**

PE ● Actividades de Educación Física semana 7 Actividades de Extensión: ● Como te sientes? ● Explore the school counselors website ● Recursos del distrito			PE ● Actividades de Educación Física semana 7	PE ● Actividades de Educación Física semana 7

6th Grade Reading Log Week 7

Monday:

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

Tuesday:

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

Wednesday:

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

Thursday:

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

Friday:

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

Parent Signature:_____ Date: _____

Name: Fiction: Theme & Summarizing – Q2:1 Date:

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

Finding Wilbur

Li-Jun buried his head beneath his pillow in a futile attempt to drown out the ringing telephone. Who could be calling before 8 AM on a Saturday? Through the wall, he heard his mother's groggy voice answer the phone.

"Hello...Oh my, Mrs. Kowalski...Yes, yes, I'll tell Li-Jun. I'm sure your kitten couldn't have gotten very far," Mom said. "Fifty dollars is so much. You don't need to do that."

Fifty dollars? Li-Jun bolted straight up. He'd been **coveting** the new baseball he'd seen in the sports store. Now he wouldn't have to wait until his birthday to get it. As he threw on his clothes, he called through the wall, "Mrs. Kowalski's cat is missing?"

"Wilbur, her black and white kitten," said mom. "He slipped out while she was feeding the birds."

"I'm on it," Li-Jun said.

"Ask your friends in the neighborhood to help. The more people who look, the better chance you have of finding him," suggested Dad.

No way, Li-Jun thought. I must keep this search secret. The more people who look, the less chance I have of being the one to find him...and to collect the reward.

Li-Jun scoured the yards around Mrs. Kowalski's house. He was on his hands and knees, peering under some bushes when a voice called from across the street.

"You lose something?" Jayla hollered from her bedroom window.

"No," answered Li-Jun. Technically, he wasn't lying. It wasn't him who lost Wilbur.

Unassuaged by his one-word answer, Jayla pressed on. "You're obviously looking for something. What is it?"

Jayla's **nosey** inquisition was delaying his search. He'd known Jayla all his life, and she'd never been one to let things go. Li Jun told her about Wilbur being lost, but he didn't divulge the part about the $50 reward.

"It's supposed to snow tonight. We have to find Wilbur. I'll get dressed and meet you outside in fifteen." Jayla shut her window.

Ugh, fifty divided by two is twenty-five.

Ten minutes later, he saw Ty coming down the sidewalk to his right, and Elinor approaching from the left.

"What are you guys doing here?" Li-Jun asked.

"Jayla texted us," said Elinor. "About the missing kitten."

"We want to help," said Ty.

Ugh, fifty divided by four is...hmm...less.

Jayla ran over from across the street and joined them. She had four pillowcases slung over her shoulder. "Let's get this kitten search party started. Everyone wearing thick gloves?"

Li-Jun stuffed his bare hands in his pockets. "What do we need those for?"

"Kittens' claws are little but incredibly sharp. You might want to run home and get some," Jayla suggested.

And give you a chance to find Wilbur without me? Fat chance. "I'll be fine," said Li-Jun. "What's with the pillowcases?"

"To carry Wilbur in. We don't want to drop him." Jayla distributed the pillowcases.

Elinor unzipped her teal backpack. "I brought some supplies. A laser pointer, a long piece of yarn, and some cat treats."

"I printed off some quick posters," said Ty.

"If we put up posters, then anyone can find Wilbur," said Li-Jun.

Ty looked at him strangely, "That's kind of the point."

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

Li-Jun perused the "Missing Kitten" poster. There was no mention of the reward. Li-Jun had not imparted that information. The gnawing feeling in his stomach told him that maybe he should have.

"Let's spread out," said Jayla. "Ty, you hang the posters. Elinor and I will knock on doors, and Li-Jun, you continue your search outdoors."

Li-Jun closed his eyes, too embarrassed to look at them when he admitted his omission. "Guys, I'm really sorry. I didn't tell you, before, but there's a $50 reward." He opened his eyes to gauge his friends' reaction, but they'd already taken off in search of Wilbur.

The girls split the houses, odd and even, knocking on doors. Ty affixed the posters to telephone poles and signposts. Li-Jun combed the neighborhood, looking under parked vehicles and hedges.

A man, walking his dog, spotted Li-Jun. "You looking for that lost kitten on the poster?"

"Yes sir," answered Li-Jun.

"I just saw it run into that carport. Thought Buster might scare him, so I didn't go after him myself." The man scratched his large dog behind the ear.

"Thank you so much." Li-Jun dashed to the carport. Wilbur was tucked underneath a tricycle.

"Got you." Li-Jun lunged for Wilbur. The scared kitten scratched him and ran away. Li-Jun sped after him, calling to his friends "I found him, but he got away!"

"Stop chasing him!" directed Elinor, adamantly. "He'll just run away."

"He just slipped under there." Ty pointed to a backyard tool shed.

Elinor laid out a trail of cat treats, leading from the tool shed to Jayla. "Li-Jun, flash this laser pointer under the shed to draw Wilbur out. Ty, once you see him, wiggle this yarn. And Jayla, you call to Wilbur, softly and sweetly."

They all did as Elinor directed, and little by little, Wilbur crept cautiously toward Jayla.

Elinor whispered to Li-Jun, "Move slowly and scoop Wilbur up in your pillowcase."

The hungry kitten was focused on the treats and didn't notice Li-Jun moving in on him until the boy already had him in hand. Gently, Li-Jun slid Wilbur into the pillowcase.

"We did it," Jayla cheered. "Let's bring Wilbur home."

They made their way back to Mrs. Kowalski's and rang the doorbell. Mrs. Kowalski opened the door and saw Li-Jun holding the squirming pillowcase. "Is that...?"

Jayla reached inside the pillowcase and revealed the **fluffy fugitive.**

"Oh, Li-Jun, you found Wilbur!" Mrs. Kowalski nestled the kitten to her chest.

"Actually," Li-Jun smiled at his friends, "It was a team effort."

"Oh, if I pull money from my emergency envelope I should have enough for a $50 reward for each of you," said Mrs. Kowalski.

Jayla, Elinor, and Ty looked perplexed.

"Sorry, I didn't mention the reward earlier. Selfishly, I didn't want to share it," Li-Jun admitted, "But, keep your money, Mrs. Kowalski. Seeing you and Wilbur together is all the reward we need."

His friends all agreed.

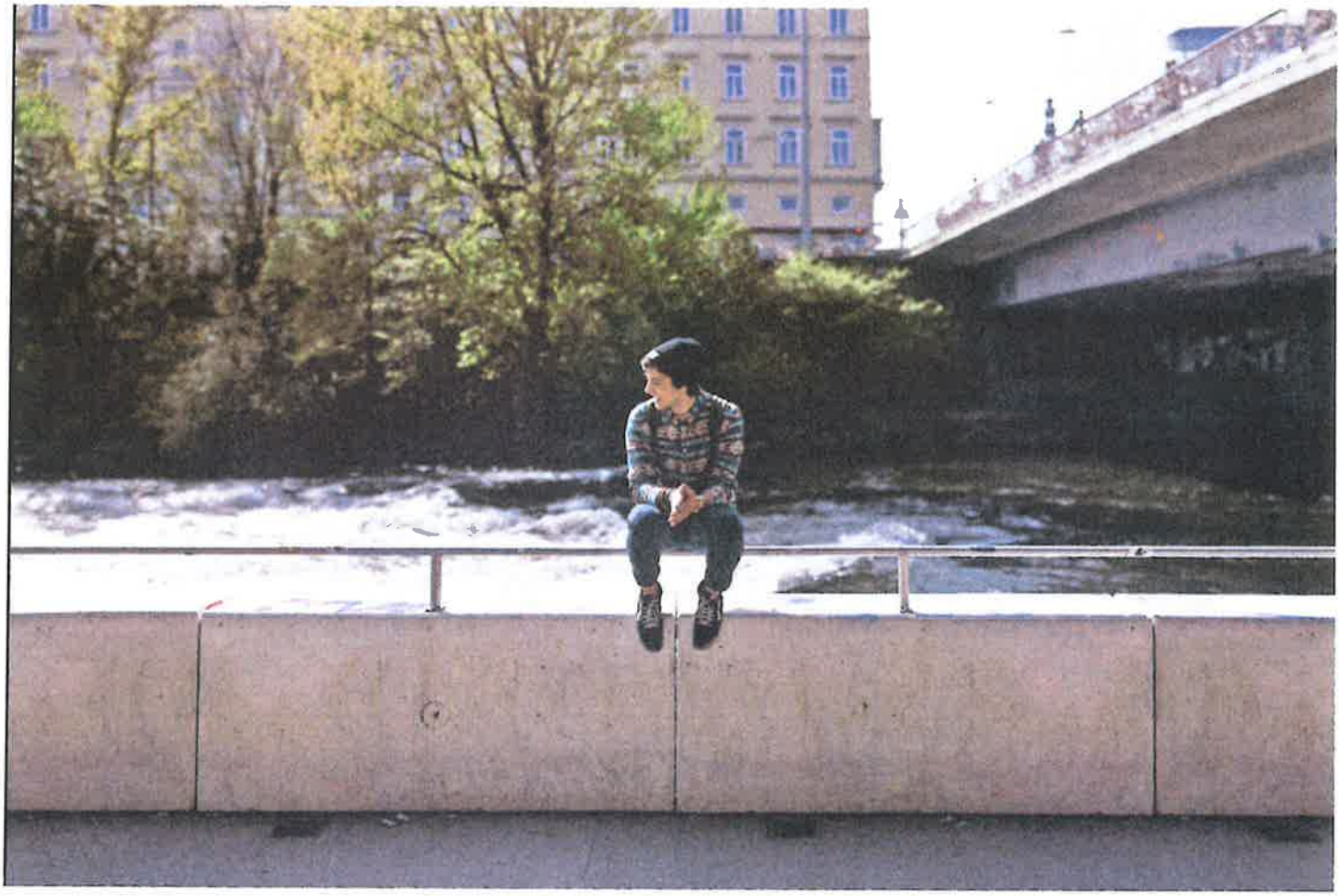
Name: Fiction: Theme & Summarizing – Q2:1 Date:

Monday	Tuesday
What made Li-Jun get out of bed at the beginning of the story?	*Ugh, fifty divided by two is twenty-five.* What does this detail tell you about Li-Jun?
Why does Li-Jun prefer to search for the missing kitten alone?	Why does Li-Jun decide not to get gloves?
What might be another good name for this story?	According to the text, what is the meaning of the word **coveting**?
At the beginning of the story, what is Li-Jun's motive for searching for Wilbur?	Based on the clues in the text, how did Li-Jun feel after seeing the "Missing Kitten" poster?

Thursday	Friday
Does the word **nosey** have a positive or negative connotation, as it is used in the text?	Which character trait best describes Li-Jun at the end of the story? hardworking honest polite clever
What is the central message of the text?	What is the overarching theme of the text?
Would Li-Jun have been able to catch Wilbur without the help of his friends? Support your answer.	Of all the details in the text, which do you think best contributes to the theme?
Joyce reached inside the pillowcase and revealed the ***fluffy fugitive***. What form of figurative language is being used by the author?	On a separate sheet of paper, write a brief summary of the story. Include key details and exclude personal opinions.

More of My Thinking

Monday	Tuesday
Wednesday	**Thursday**



Waiting

Writing Prompts Ideas

- I waited for my friend…
- I couldn't wait for Dad to finish work! I was so excited to…
- As I sat waiting by the river…

Five Ws and One H

Who...

- Who is the character?

Where…

- Where is the character?

When…

- When did the event take place?

Why...

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

What...

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

How...

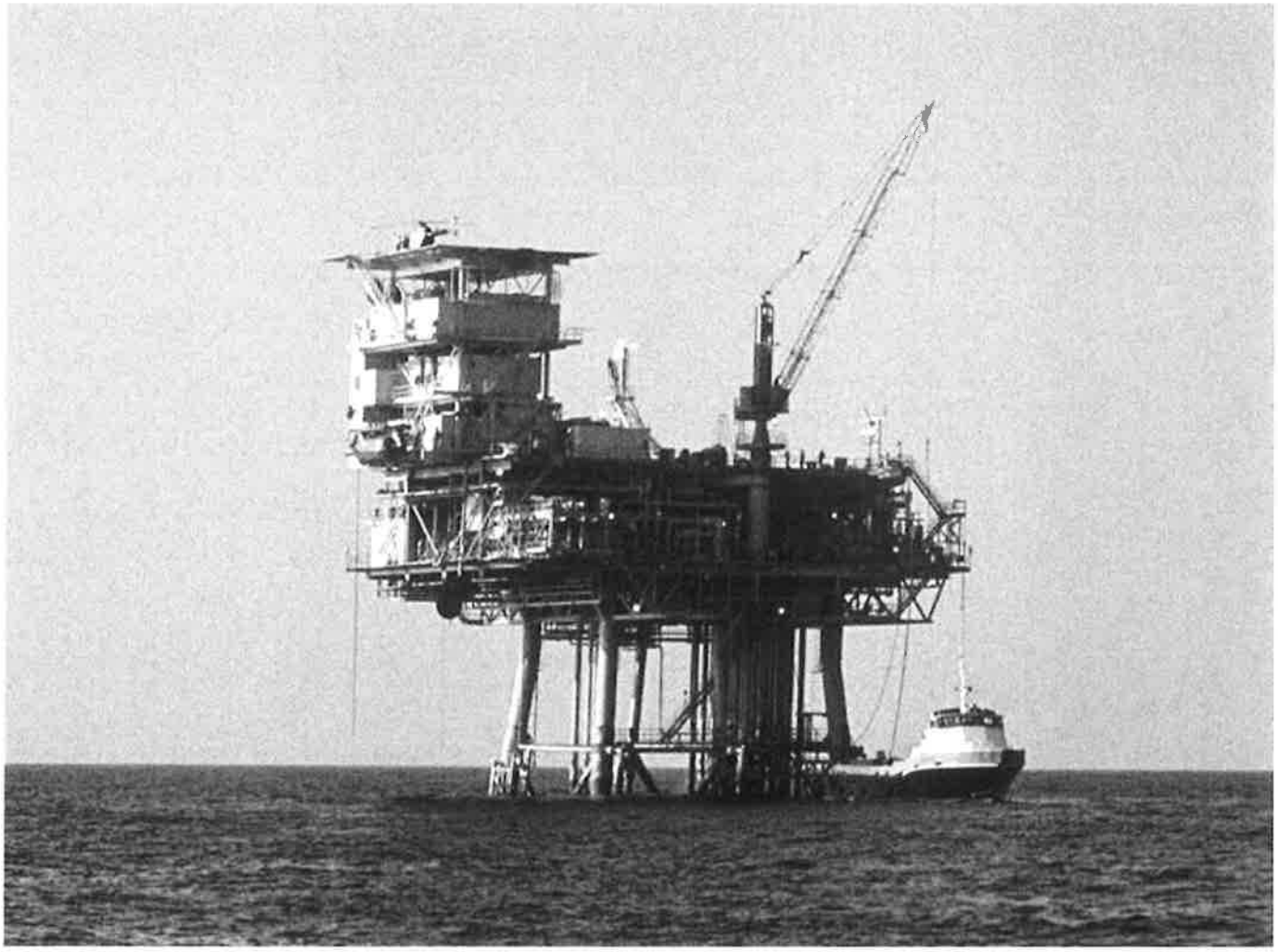
- How did the character get there?
- How did the character get out of their situation?

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

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

Wednesday: Write the middle of the story.

Friday: Write the end of the story.



Offshore oil drilling rig

Crude Oil

Millions of years ago, animal and plant life filled the oceans. When organisms died, their bodies fell to the bottom of the ocean floor where they were covered with mud. Heat and pressure slowly turned these remains into crude oil. Humans now drill deep wells underground to retrieve this important natural resource.

Once crude oil is pumped out of the ground, pipelines, oil tankers, and barges transport it to refineries, where it is separated into different materials. Refineries produce gasoline, diesel fuel, and jet fuel for transportation, and propane to heat people's homes. Other products created from crude oil include plastics, tires, and medicines.

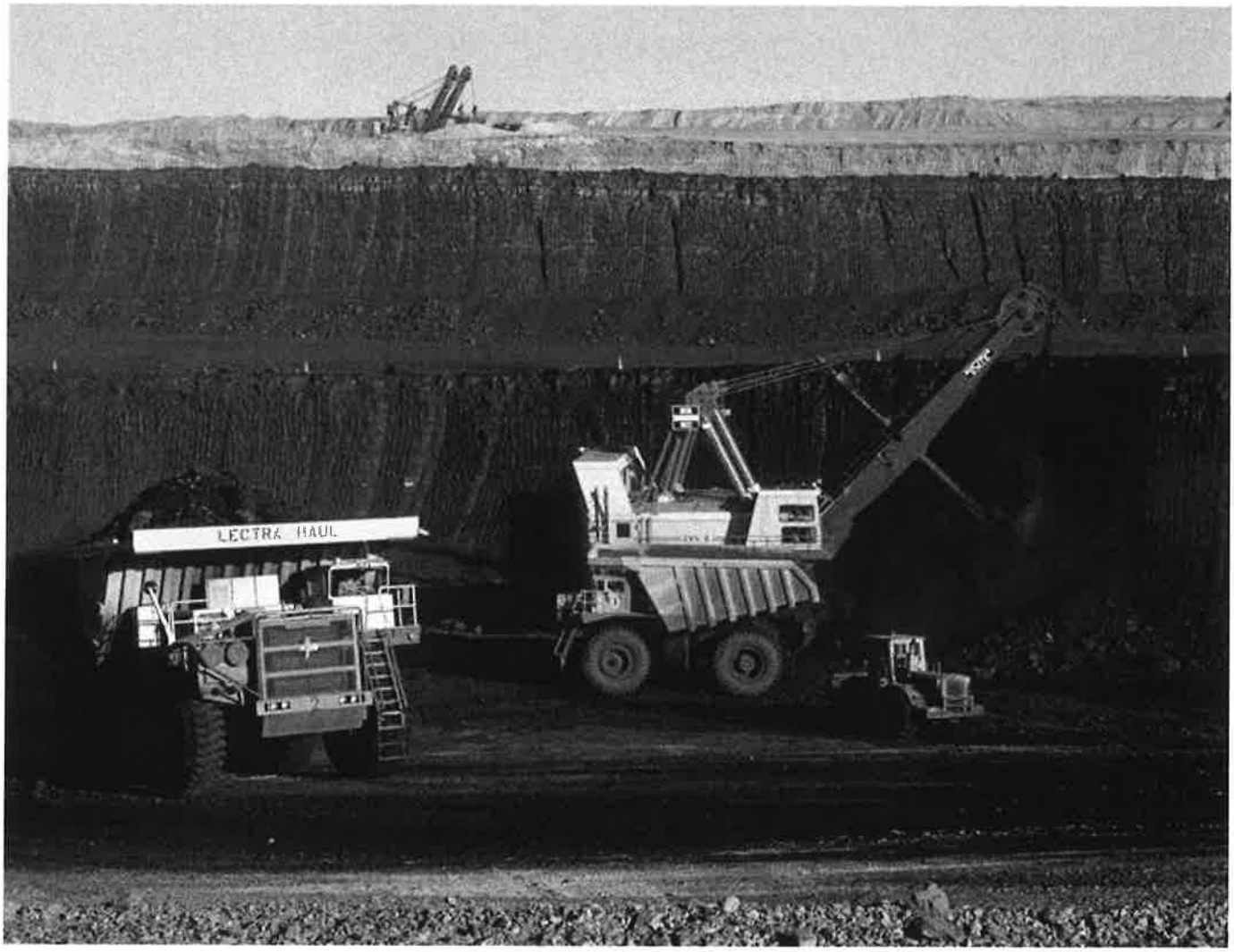
The methods humans use to find, remove, and process crude oil alter ecosystems and can put species at risk of extinction. Drilling for oil can disturb both ocean and land habitats. For example, underwater testing for oil creates loud noises, which can affect whales' ability to find food or mates because they use sound to find their way through the ocean. Searching for oil on land often requires building new roads, putting in power lines, and creating oil wells in places where animals and plants live. These activities can destroy birds' nesting sites and food supplies, and cause individuals to die before they can reproduce. In Kern County, oil companies have purchased and protected land as natural spaces. The companies aim to protect some individuals of endangered species in these preserves to make up for the ones that die as oil companies search for oil.

Transporting oil also affects the environment. When oil tankers spill their contents, oil can coat sea birds and otters. When birds, such as the California brown pelican, get crude oil on their wings, they become too heavy to fly. When they try to clean their wings with their bills they may consume the oil, which can poison and kill them. Oil spills have decreased in recent years since laws have been created that requires ships to have double hulls. These thicker tankers are stronger and less likely to leak in an accident.

How people use oil-based products also influences ecosystems. When fuel is burned to make cars run or to warm homes, carbon dioxide gas is emitted into the atmosphere. This gas traps heat in the atmosphere, increasing the average temperature at the surface of Earth and potentially causing global climate change. Significant changes in global climate may put some species at risk of extinction. For example, polar bears raise their young and rest between feedings on large icebergs. If global warming causes icebergs to melt, polar bears, which cannot swim far enough to reach other food sources, will drown. If polar bears cannot survive and reproduce, the species will go extinct. Similarly, corals in the ocean die when the temperature changes a few degrees.

Oil tanker

Scientists and politicians are debating how to change our use of oil to reduce global warming. Some are working on resource conservation, making more efficient engines so cars and trucks use less oil and give off less carbon dioxide gas. Others are inventing better ways to recycle plastics, which are made from crude oil. Another idea is to reduce the need for crude oil products by switching from nonrenewable resources and using more solar energy. Such changes would reduce the effects on ecosystems, thereby preventing the extinction of many species and preventing an increase in the rate of extinctions.



Surface coal mining

Coal

Hundreds of millions of years ago, large swampy forests covered parts of Earth. Over millions of years, layers of dead plants on these swamp floors became covered with mud and water. Heat and pressure slowly turned these remains into coal.

Humans obtain coal from the ground using two methods: surface mining and underground mining. Surface mining uses large machines to dig up the dirt and rock that covers coal. People use this method when coal is close to the ground's surface. To reach coal that lies several hundred feet below the surface, miners build underground mines with deep elevators and tunnels that burrow into Earth. Once miners remove the coal, they take it to a preparation plant for cleaning. People primarily

use this coal in power plants to make electricity, though a small amount of coal provides energy to make goods, such as steel, iron, and paper.

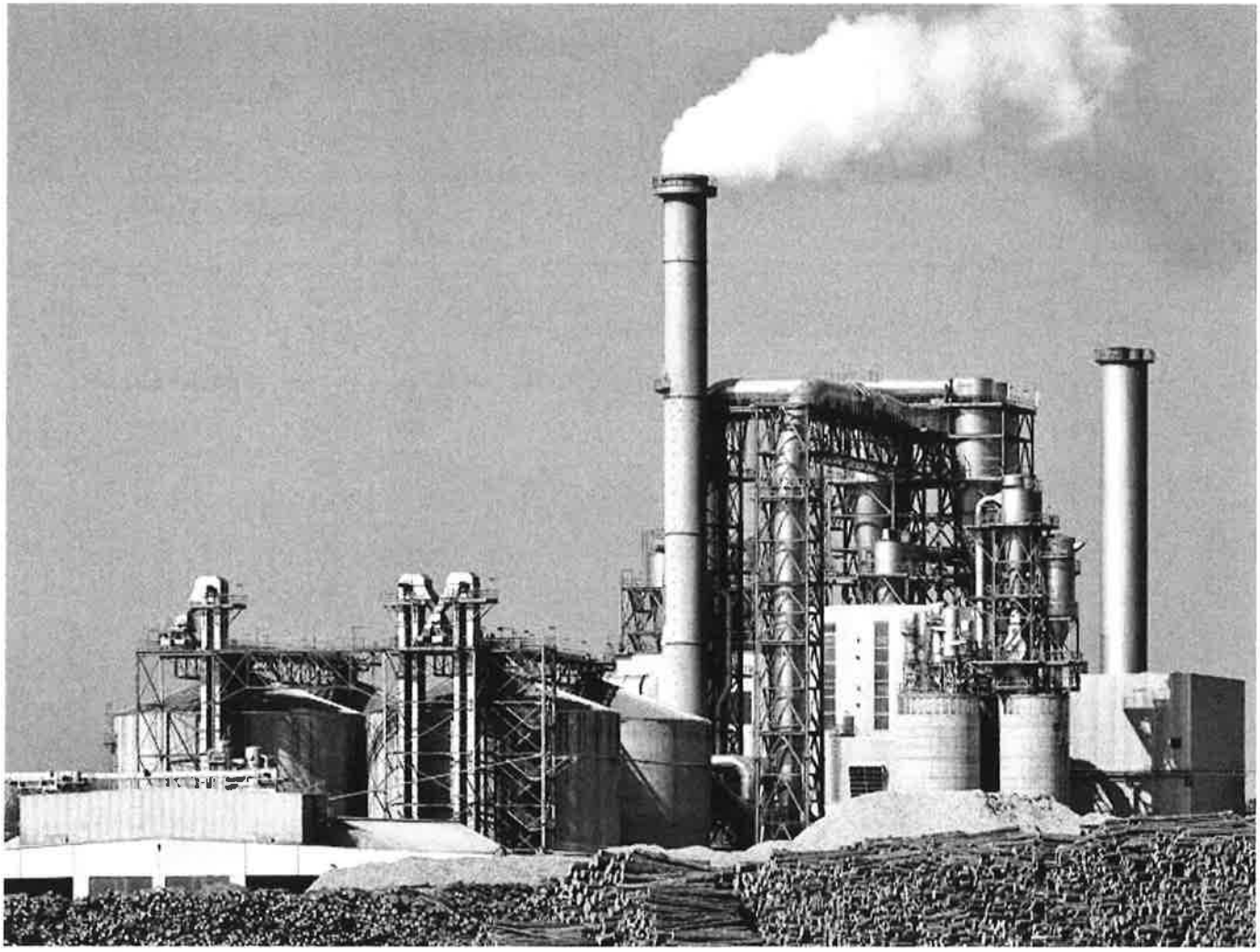
The methods humans use to remove, process, and burn coal alter ecosystems and can put some species at risk of extinction. Historically, surface mining has altered large amounts of land, because this technique removes entire ground surfaces to access the coal underneath. Mountaintop removal mining, a newer example of surface mining, uses explosives to blast off as many as 1,000 feet of land covering the coal. Miners dump the leftover dirt and rock into valleys below, which introduces more minerals into streams in the valleys. Such changes affect many different species and habitats. By the time the mining is done, trees, songbirds, and amphibians have often disappeared from the mined area. The diversity of species found in nearby streams is reduced to the species of fish that can tolerate high levels of minerals in the water.

The ways people use coal also affect ecosystems. When coal is burned to make electricity, it emits carbon dioxide into the atmosphere. This gas traps heat in the atmosphere, causing global warming. The warming of many parts of the planet puts some species at risk of extinction. For example, corals in the ocean often die when the temperature changes even a few degrees. Penguin populations are also declining as rising temperatures cause their food sources to move to different areas. Many other species may not be able to survive temperature changes. Of course, other species may increase in number as their competitors or predators die out.

Burning coal for electricity also releases other gases into the air. These gases cause nitric and sulfuric acids to mix with precipitation, such as rain, snow, or fog resulting in acid rain. Acid rain can kill trees. When acid rain falls into lakes and streams, it poisons many species, such as crayfish, clams, and fish. When species, such as birds, eat poisoned animals they are affected as well.

Many scientists and politicians are debating ways to change the way people use coal to reduce global warming. Some are working to increase energy efficiency. Others are investigating new energy sources to reduce human demand for coal. Such changes would reduce the effects on ecosystems, thereby preventing the extinction of many species and preventing an increase in the rate of extinctions.

Diver with bleached coral



Paper processing plant

Paper

The average American uses nearly half a ton of paper each year. Think of all the things made of paper: shopping bags, newspapers, printer paper, food packaging, and more. The ways people get wood to make paper affects many forest ecosystems and the species in them.

Paper comes from trees. To make paper, people cut trees, grind wood, mix it with chemicals, dry it, and bleach it. In the past, natural forests were clearcut—logged completely—to make paper, which altered forest ecosystems and removed the habitat and food sources for many animal species. In addition, clearcutting leaves the soil exposed and easy to erode, which further affects habitats and waterways downstream. For example, loggers in eastern Tennessee have cut approximately

200,000 acres of natural forests to make paper, destroying the habitat of animals, such as the eastern cougar and the Virginia big-eared bat—increasing their risk of extinction.

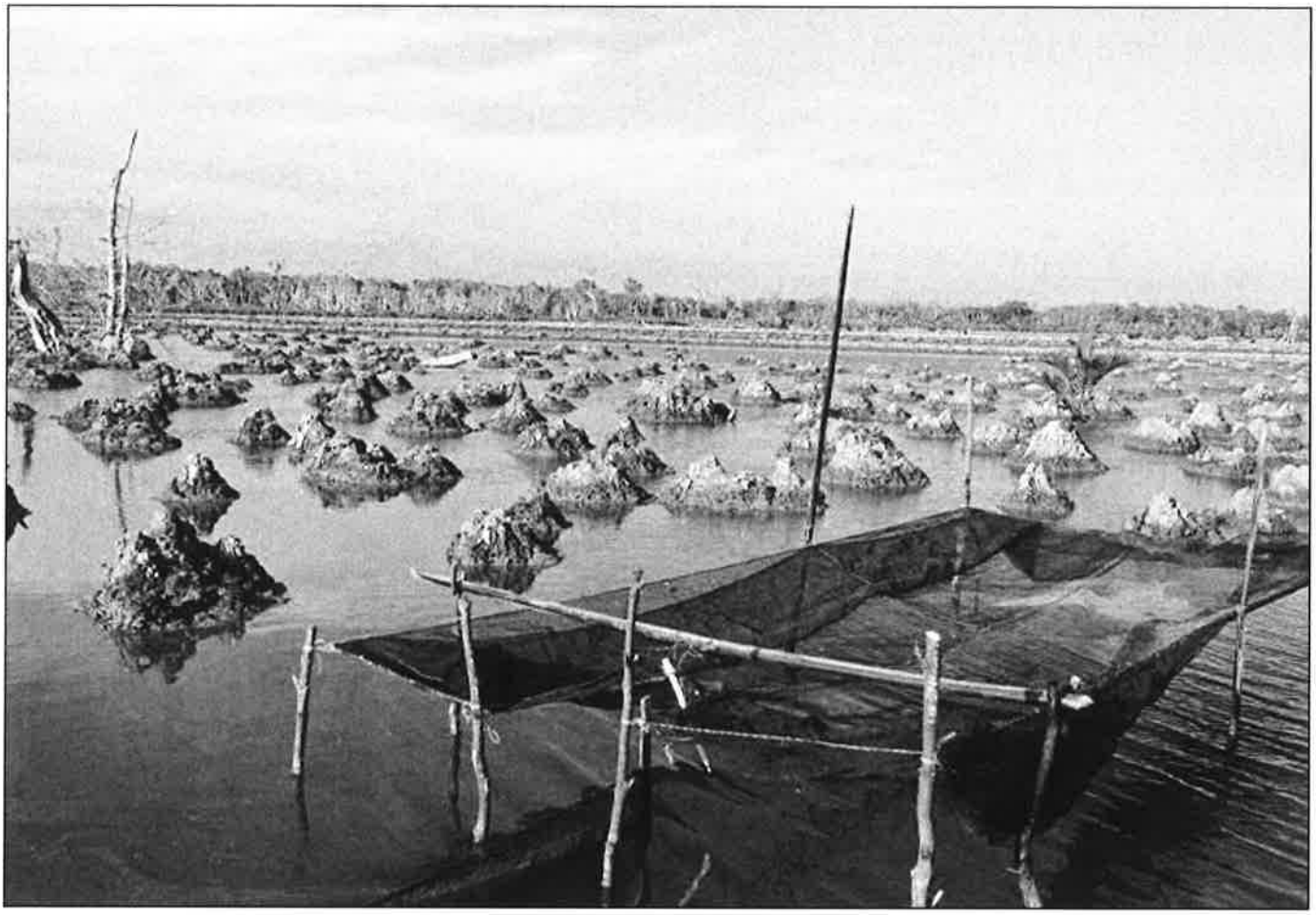
Now most trees used for paper come from tree farms planted by people. Tennessee forests used to support many species of trees, but after the natural forests were cut, the areas were replanted with just one species of tree: the loblolly pine. This pine grows faster and provides more pulp for paper than other trees; however, this species is also susceptible to the southern pine beetle. When pines were part of a diverse forest, there were not enough pines to cause a massive outbreak of beetles. When Tennessee forests were transformed into pine farms, the beetle population grew dramatically. Over the past decade, the southern pine beetle has eaten more than half of the planted loblolly pines in the region. Beetle outbreaks have resulted in loss of many pines in the remaining natural forests as well, further altering habitats for the cougar and big-eared bat. This example shows how harvesting trees for paper can change the population numbers of many different species.

After people harvest trees, they turn the wood into paper. This process requires large amounts of energy. Burning fuel to obtain the energy to make paper emits gases, such as carbon dioxide, into the atmosphere. The gas traps heat in the atmosphere, causing global warming, which alters environments and places many species at risk of extinction. For example, many harlequin frog species in Central and South America, where heavy logging of rainforests occurs, have disappeared over the past few decades because global warming has created perfect conditions for a fungus that kills the frogs.

Many people now choose to use paper that comes from sources other than newly-growing trees, such as recycled paper. Americans recycle approximately 50% of the paper they use. Making new paper from old paper instead of from trees requires less energy and reduces the number of trees cut down in forests. Reducing the unnecessary use of paper is another way to conserve forest resources.

By not cutting trees, humans reduce the effects on ecosystems, thereby preventing the extinction of many species and preventing an increase in the rate of extinctions.

Tree farm harvesting



Shrimp farm in mangrove swamp

Fish

People catch more than 90 million metric tons of fish a year to eat. They catch another 30 million metric tons to feed fish and shrimp on aquatic farms (called aquaculture). Humans are now catching fish faster than the populations are able to recover, and overfishing has become one of the biggest threats to many species in the ocean.

For example, people have fished so many bluefin tuna from the ocean that this fish is now endangered and may become extinct. Overfishing also affects other species in the food web: when humans take most of one species of fish, the larger fish and mammals that relied on that species for food no longer have enough food to survive and reproduce. Consequently, these larger species may also go extinct. Overfishing may cause the extinction of most fish and mammals in the ocean within 50 years.

Fishing methods also affect ecosystems. Some

professional fishermen use explosives to kill fish; these explosives also kill other species and destroy habitats. Some fishermen leave longlines (fishing lines up to 50 miles in length with many hooks) in the water, which can catch seabirds, turtles, and other animals, killing them. Both of these methods reduce populations of some species, either directly by killing individuals of those species, or indirectly, by altering habitat or disrupting the food web so many individuals fail to survive and reproduce. When populations decline, the risk of species becoming extinct increases. In some countries, the government sets limits on the number and size of fish that can be caught. These governments hope the limits will leave enough fish in the ocean to reproduce successfully and produce future generations.

Humans have farmed fish for nearly 4,000 years. In the last decade, fish farming has increased dramatically. Now aquaculture provides about one-third of all the seafood people eat. Creating farms to raise fish and shrimp requires changing coastal habitats. For example, in Africa and Southeast Asia, farmers clear mangrove swamps to make room for shrimp farms. Mangrove swamps provide habitat for many species, such as birds, fish, and turtles. Without this habitat, many of these species no longer have a place to protect their offspring and find food. Consequently, fewer individuals of these species survive and reproduce, and the species is more likely to go extinct. Other species thrive around shrimp farms. For example, some kinds of algae grow well in water mixed with the waste that comes from shrimp farms. When the algae dies, it becomes food for bacteria. The bacteria thrive, consuming the oxygen in the water in the process. Without oxygen, fish and other marine animals die.

Fishing boat with purse seine net

The types of fish that people buy also affect ecosystems. Some types, such as Alaskan salmon, are not overfished, so that the population size remains relatively constant, despite fishing. Some people choose fish based on how they were caught: "Dolphin-safe" tuna are caught in nets that are designed to avoid catching dolphins. By choosing to purchase fish from populations that are not declining and from fishermen who do not harm other animals when they fish, we reduce the likelihood that species will go extinct due to human effects on ecosystems.

Responding to Environmental Change

From CA EEI

Information: You will learn about how humans obtain and consume different natural resources and how these activities affect extinction rates. There are four resources, you will **choose one resource** to research. Refer to the vocabulary page found in Week 6's Days 1 and 2 Human Geography & California Population Maps for any help with unknown words.

Research resources:

Crude Oil

Coal

Paper

Fish

The resource you chose is _____.

What is this resource used for?

Directions: In the chart below, describe the different methods that people use to acquire and process this resource, and how these actions affect ecosystems. Use a new row for each method you describe.

Methods people use to acquire and process this resource	How this activity affects ecosystems	How this activity affects species

Directions: In the chart below, describe the different ways that people consume this resource, and how consumption affects ecosystems. Use a new row for each type of consumption you describe.

Ways people consume this resource	How this activity affects ecosystems	How this activity affects species

Directions: In the chart below, describe the different ways people that people can reduce resource use. Use a new row for each conservation activity you describe.

Ways people conserve this resource	How this activity affects ecosystems	How this activity affects species

Write a summary: Using the above information. Write a summary about what you learned about your resource, and the ways people can conserve in order to reduce the negative impacts it has on ecosystems and species.

The Founding of Rome

Where was ancient Rome?

At its height, the Roman Empire was one of largest and most prosperous empires in the world. It lasted for approximately 1,000 years. However, this powerful empire had simple beginnings.

Historians have determined that Rome began as a collection of small towns located on seven hills near the shore of the Tiber River in Italy around 753 BCE. Rome is located in the center of modern-day Italy on a peninsula, which is a piece of land surrounded by water on three sides. This peninsula stretches into the Mediterranean Sea.

These early towns were influenced by the nearby Greeks. The townspeople lived in houses that had stone foundations, as the Greek houses did. They used an alphabet that was adapted from the Greek alphabet. They adopted Greek history, education, and philosophy. Their religion was also based on the Greeks' religion, as they believed in similar gods and goddesses.

Over time, the towns joined together to form the city of Rome. In 509 BCE, the Roman Republic formed, and the city eventually became the political center of a large empire that at its height extended from Great Britain to Spain and from North Africa to Southwest Asia. This means that at its peak, the Roman Empire spanned from 60° to 20° latitude north and from 10° longitude west to 50° longitude east. Can you believe it?

Natural Benefits

What benefits did Rome's location provide the city and its inhabitants?

Rome's location offered several advantages. One of the advantages provided by the Italian peninsula was the protection offered by the hills and mountains found throughout the region.

Two major mountain chains found in Italy had a significant impact on the development of ancient Rome. The Alps , Europe's highest mountains, separated the Italian peninsula from the rest of the continent. The Apennine Mountains run north to south along the length of the Italian peninsula. The Apennine Mountains made it difficult for people to cross from one side of the peninsula to the other. These two mountain chains helped to protect Rome from outside attacks. The seven hills of Rome were also used to protect the city.

The climate of central Italy, where the city of Rome was located, also helped the people of Rome. The region had mild, rainy winters and hot, dry summers. This climate made it possible for the region to develop a strong agricultural base. The mild climate enabled Romans to grow wheat, grapes, and olives and build a consistent food supply. This food supply supported the people and allowed Rome to prosper.

While the climate made year-long farming possible, Rome was also strengthened by close access to water. The growing agricultural system was aided by the presence of the nearby Tiber River. Along with supporting Rome's farmers, the Tiber River also provided several other benefits to ancient Rome.

IMAGE

Italian Mountains

The Dolomite Mountains, part of the Italian Alps, helped prevent Rome from invasions from the north.

IMAGE

Tiber River

The Tiber provided a source of fresh water to Romans and was also an important route for trade and transportation.

The Importance of Rome's Waterways

How did Rome's geography help it to prosper?

Like many other ancient civilizations, the agricultural system of ancient Rome was supported by the presence of a major river. The Tiber provided a reliable source of fresh water which the Romans used for irrigating their farms, as well as drinking water for humans and animals. However, unlike many other civilizations, Rome did not develop in the river's delta.

Instead, Rome developed about 15 miles from where the Tiber River empties into the Mediterranean Sea. This distance provided Rome with additional protection, because invaders had to move inland from the coast to reach the city. However, Rome was still close enough to the sea that Romans were able to use the river as an easy access point to the Mediterranean.

Rome's location on the Italian peninsula, and its closeness to the Tiber River, provided access to trade routes on the Mediterranean Sea. As a result, trade was an important part of life in ancient Rome. Rome developed several trade routes throughout the Mediterranean Sea and established trade with other civilizations throughout the Eastern Hemisphere, especially the Greeks. Through this trade, the Romans continued to adapt Greek culture and technology. Later, the Roman armies used these same routes to conquer large amounts of territory and expand the empire along the Mediterranean.

As more trade moved through Rome, merchants gained power and wealth. One famous merchant, Marcus Gavius Apicius, used his wealth to travel the world looking for rare foods for enormous feasts. A cookbook of his recipes became legendary, but he eventually bankrupted himself with his lavish parties. Trade created opportunities for lower-class Romans to become rich. An early Roman law did not allow senators, who were usually wealthy and politically powerful Romans, to own ships for trading. While many senators ignored the law, it showed that merchants were sometimes regarded as less respectable than Romans whose wealth came from their large land holdings.
As the empire continued to expand, it became difficult for farmers in Rome to produce enough food to meet the demand of the growing population. Wheat was imported from North Africa and olive oil was imported from Spain. The need to provide enough for its people meant that trade became increasingly important throughout the empire.

The Tiber provided a source of fresh water to Romans and was also an important route for trade and transportation.

IMAGE
The Port City of Tipasa in North Africa

Rome established port cities along the Mediterranean, such as Tipasa in North Africa, as part of their vast trade network. Rome's easy access to waterways made trade an important part of the Roman economy.

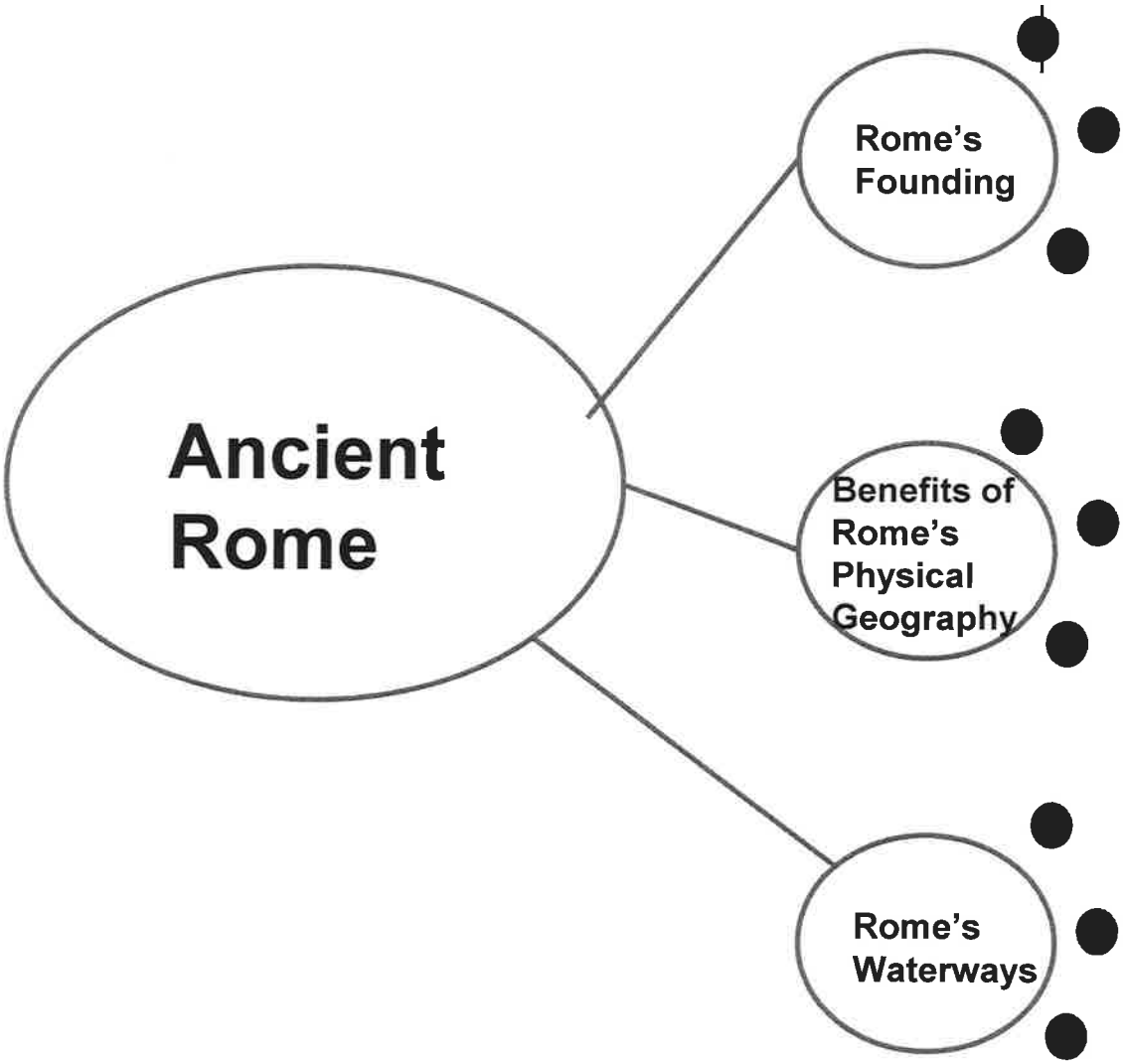
Directions: Re-read "Geography and Economy of Ancient Rome" and your web diagram to answer the below questions in complete sentences. Use evidence to support your answers.

1. Where was ancient Rome?

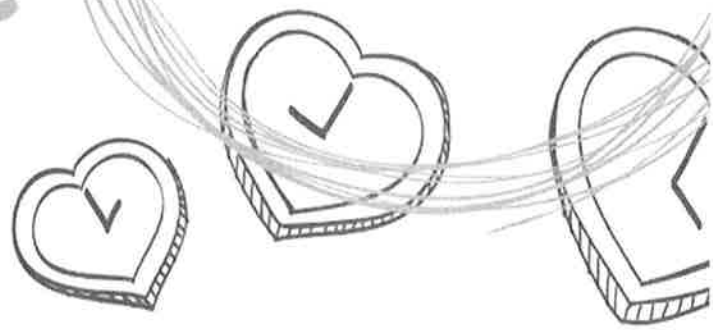
2. What benefits did Rome's location provide the city and its inhabitants?

3. How did Rome's geography help it to prosper?

Gods and Goddesses Web Diagram



Sharpen the Heart



Relaxing and having fun is an important and a healthy part of life. Fun helps you stay positive and upbeat.

How many minutes each day did you spend laughing when you were seven-years-old? Plot it on the chart.

How many minutes each day do you spend laughing now? Plot it on the chart.

Several Hours		
90 Minutes		
60 Minutes		
30 Minutes		
	Laughing at seven-years-old.	**Laughing now.**

Work with everyone in your group to list ways to have fun. You will have two minutes.

Type here

Type here

Type here

Type here

Type here

Type here

How do you feel after having fun?

Type here

RIDDLE

I PASS BEFORE THE SUN, YET MAKE NO SHADOW. WHAT AM I?

The wind.

Directions: Match the correct situation to the correct response. There should be one yellow and one green squares in each match.

You have a project due tomorrow that you haven't started on. Your best friend calls and asks you to go to the mall with her.

Your piano recital is tomorrow evening. You haven't practiced all week. The neighborhood kids have a game of kickball going on outside that you really want to join.

You record the movie and get up off the couch to vacuum the floor for your mom because you know how hard she works and all she does for you.

Today is Monday. You have a math test on Friday.

You see that a movie you love is coming on TV tonight and you get comfortable on the couch ready to watch it. Your mom, who is tired from working all day, asks you to help her clean the house by vacuuming the living room.

After breakfast you decide to put off procrastinating and start cleaning your closet. You make a plan to clean first and then call a friend to do something fun with later in the day.

Today is a teacher workday. Your closet is a messy, disorganized place. For several weeks, you have been planning to clean it out so you can find your clothes easier.

You tell her "I would love to go with you but I have to stay home and finish a project that's due tomorrow. Let's plan to go tomorrow afternoon."

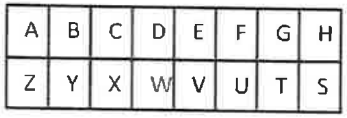
You come home from school every afternoon and study a little bit for the test so you don't have to cram it all into one night on Thursday.

You decide that practicing your recital piece is more important than playing kickball. Besides, the kids are usually out there playing it every day. You can catch another game.

Activity from LIM online.

ESL At Home 6-8 Weeks I-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Choose any book, TV show or movie. Write a 1 paragraph summary, and then write and illustrate an alternate ending.	Use things you can find in your house to invent something new. Illustrate and label it. Write about how you would use this invention to solve a problem.	Create a cipher code, then write a message to a family member. See if they can unlock the code. EX: 	For each letter of the alphabet, find four objects in your house that begin with the letter. Example: **A**: airplane toy, animal crackers.. **B**: bread **C:** **D:**	Choose something in your house to use as a measuring tool, like a water bottle or a spoon. Measure 10 things with that tool and make a list. Example: My bed = 12 water bottles by 16 water bottles.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Observe the cars that pass by your home in 1 hour. Tally the color of each car. Create ratios to explain the probability of a certain color car passing by.	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.

ESL en Casa 6-8 Semanas I-2

Usar una hoja de libreta para completer las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
Escoge cualquier libro, pelicula o programa de television. Escribo un parafo resumido, y despues escribe escribe y dibuja un final alterno.	Usar cosas que puedas encontrar en tu casa para inventar algo nuevo. Dibujalo y etiquetalo. Escribe como este invento va hacer de ayuda.	Crear un codigo de cifrado, despues escribe un mensaje a un familiar. Ve si ellos pueden descifarlo. EX: 	Encontrar cosas en casa que empiecen con las letras del abecedario. Dar 4 ejemplos de cada uno Ejemplo: **A**: anillo, agua... **B**: basura, bote .. **C:** **D:**	Escoge algo en tu casa para usar de herramienta para medir, como una botella de agua o una cucharra. Medir 10 cosas con tu herramiento y hacer una lista. **Ejemplo**: Mi cama mide 12 botellas de agua por 16 botellas de agua.
Lunes	Martes	Miercoles	Jueves	Viernes
Encontrar 30 cosas en tu casa. Acomodarlos por listas. Ejemplo: cosas que son rojas, cosas que son de plastico, cosas que tienen iman.	Enrollar 3 pedazos de papel para hacer tubos. Paralas y mira cuantas cosas puedes poner encima. Hacer una lista de todo lo que pusiste encima.	Crear una busqueda de tesoros para tu familia. Esconde cosas alrededor de tu casa y escribe pistas para que los demas los encuentren.	Observar los carros que pasan por tu hogar en una hora. Cuenta los coloroes de cada carro. Crear proporciones de cada color para determinar la probabilidad.	Piensa en dos diferentes personajes de distinos libros o peliculas. Escribe una historia de como pudieran llegar a conocerse.

Monday's 5 Problems

Directions: Answer the below questions.

Trimester 1, Week 7
Monday: Show your work on separate paper. 1. $532 \times 13 =$ 2. $1{,}200 \div 75 =$ 3. $3\frac{7}{8} - \frac{19}{7} =$ 4. $3\frac{5}{7} \times \frac{1}{7} =$? Will the product be more or less than $3\frac{5}{7}$? 5. $65.2 + 6.18 =$

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

Sprints 406A Second Half

Directions: Write true or false.

1.	3 is a factor of 6.	
2.	4 is a factor of 12.	
3.	6 is a factor of 36.	
4.	6 is a factor of 6.	
5.	6 is a factor of 3.	
6.	8 is a factor of 4.	
7.	8 is a factor of 8.	
8.	2, 7 and 9 are factors of 54.	
9.	2, 3, 6 and 15 are factors of 30.	
10.	4 and 8 are factors of 80.	
11.	15 is a factor of 3.	
12.	3, 6 and 8 are factors of 18.	

Lesson 2: INTERPRETING DIVISION OF A WHOLE NUMBER BY A FRACTION—VISUAL MODELS (from EngageNY)

Example 2

Molly uses 9 cups of flour to bake bread. If this is $\frac{3}{4}$ of the total amount of flour she started with, what was the original amount of flour?

a. Create a model to represent what the question is asking. (**Hint**: you will have to insert a drawing to make your model.)

b. Explain how you would determine the answer using the model.

Lesson 2: INTERPRETING DIVISION OF A WHOLE NUMBER BY A FRACTION—VISUAL MODELS (from EngageNY)

Exercises

1. A construction company is setting up signs on 4 miles of the road. If the company places a sign every $\frac{1}{8}$ of a mile, how many signs will it need?

2. George bought 12 pizzas for a birthday party. If each person will eat $\frac{3}{8}$ of a pizza, how many people can George feed with 12 pizzas?

3. The Lopez family adopted 6 miles of trail on the Erie Canal. If each family member can clean up $\frac{3}{4}$ of a mile, how many family members are needed to clean the adopted section?

4. Margo is freezing 8 cups of strawberries. If this is $\frac{2}{3}$ of the total strawberries that were picked, how many cups of strawberries did Margo pick?

5. Regina is chopping up wood. She has chopped 10 logs so far. If the 10 logs represent $\frac{5}{8}$ of all the logs that need to be chopped, how many logs need to be chopped in all?

Tuesday's 5 Problems

Directions: Answer the below questions.

Tuesday: Show your work on separate paper.

1. 1,379 × 21 =
2. Kaleb is trying to earn one hundred fifty-three dollars for some new video games. If he charges forty-four dollars to mow a lawn, how many lawns will he need to mow to earn the money?
3. A small box of nails was $7\frac{3}{6}$ inches tall. If the large box of nails was $5\frac{2}{4}$ inches taller, how tall is the large box of nails?
4. A single box of thumb tacks weighed $3\frac{7}{8}$ ounces. If a teacher had $4\frac{5}{7}$ boxes, how much would their combined weight be?
5. 27 - 24.53 =

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

Directions: Write true or false.

13.	6 and 3 are factors of 18.	
14.	24 and 32 are common factors of 4.	
15.	3,4, 6 and 12 are the only factors of 12.	
16.	3 and 6 are common factors of 63.	
17.	1 and 13 are all of the factors of 13.	
18.	2 and 3 are factors of 36.	
19.	3 and 4 are factors of 96.	
20.	3 and 7 are factors of 84.	
21.	3 is a factor of 602.	
22.	9 is a factor of 108.	
23.	9 is a factor of 333.	
24.	9 is a factor of 7,011.	

Lesson 3: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Opening Exercise

Draw a model to represent $12 \div 3$.

How could we reword this question?

Lesson 3: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Examples

1. $\frac{8}{9} \div \frac{2}{9}$

   Draw a model to show the division problem. (**Hint**: you will have to insert a drawing to make your model.)

2. $\frac{9}{12} \div \frac{3}{12}$

   Be sure to draw a model to support your answer. (**Hint**: you will have to insert a drawing to make your model.)

3. $\frac{7}{9} \div \frac{3}{9}$

   Be sure to draw a model to support your answer. (**Hint**: you will have to insert a drawing to make your model.)

Lesson 3: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Exercises

For the following exercises, rewrite the division problem. Then, be sure to draw a model to support your answer.

1. a. How many fourths are in three fourths?

   b. Draw a model to support your answer. (**Hint**: you will have to insert a drawing to make your model.)

   c. How are Example 2 and Exercise 1 similar?

   d. How are the divisors and dividends related?

   e. What conclusions can you draw from these observations?

2. $\frac{4}{5} \div \frac{2}{5}$

Wednesday's 5 Problems

Directions: Answer the below questions.

Wednesday: Show your work on separate paper.

1. A coat manufacturer puts 104 coats in a shipment. If they sent out 41 shipments, how many coats did they send out?
2. $4{,}757 \div 71 =$
3. $\frac{1}{2} + \frac{3}{9} =$
4. $\frac{1}{5} \div 3 =$
5. $41.60 \times 4.64 =$

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

Sprints 406B First Half

Directions: Write true or false.

1.	3 is a factor of 9.	
2.	4 is a factor of 48.	
3.	6 is a factor of 72.	
4.	6 is a factor of 6.	
5.	600 is a factor of 150.	
6.	8 is a factor of 2.	
7.	80 is a factor of 80.	
8.	2, 7 and 9 are factors of 56.	
9.	2, 3, 6 and 15 are factors of 30.	
10.	4 and 8 are factors of 296.	
11.	15 is a factor of 5.	
12.	3, 6 and 8 are factors of 160.	

Lesson 4: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Opening Exercise

Write at least three equivalent fractions for each fraction below. Be sure to show how the two fractions are related.

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

b. $\frac{10}{12}$

Lesson 4: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Examples

1. Molly purchased $\frac{11}{8}$ cups of strawberries. If she eats $\frac{2}{8}$ cups per serving, how many servings does Molly have? Use a model to prove your answer. (**Hint**: you will have to insert a drawing to make your model.)

2. Now imagine that Xavier, Molly's friend, purchased $\frac{11}{8}$ cups of strawberries. If he eats $\frac{3}{4}$ cups of strawberries per serving, how many servings will he have? Use a model to prove your answer. (**Hint**: First, make the fractions equivalent fractions. Then, you will be able to make a model to prove your answer. Also, you will have to insert a drawing to make your model.)

3. Find the quotient: $\frac{3}{4} \div \frac{2}{3}$. Use a model to show your answer. (**Hint**: First, make the fractions equivalent fractions. Then, you will be able to make a model to prove your answer. Also, you will have to insert a drawing to make your model.)

Lesson 4: INTERPRETING AND COMPUTING DIVISION OF A FRACTION BY A FRACTION—MORE MODELS (from EngageNY)

Exercises

A model should be included in your solution.

1. $\frac{6}{2} \div \frac{3}{4}$

   (**Hint**: First, make the fractions equivalent fractions. Then, you will be able to make a model to prove your answer. Also, you will have to insert a drawing to make your model.)

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

   (**Hint**: First, make the fractions equivalent fractions. Then, you will be able to make a model to prove your answer. Also, you will have to insert a drawing to make your model.)

Thursday's 5 Problems

Directions: Answer the below questions.

Thursday: Show your work on separate paper.

1. A vat of orange juice contains the juice from 191 oranges. If a company has 528 vats, how many oranges would they use to fill them all?

2. A machine in a candy company creates three hundred thirty-nine pieces of candy a minute. If a small box of candy has fourteen pieces in it, how many full boxes does the machine make in a minute?

3. An architect built a road $8\frac{1}{2}$ miles long. The next road he built was $9\frac{1}{2}$ miles long. What is the combined length of the two roads?

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

5. $7.30 \div 0.3 =$

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

Sprints 406B First Half

Directions: Write true or false.

13.	6 and 3 are factors of 120.	
14.	24 and 32 are common factors of 8.	
15.	3,6,9 and 18 are the only factors of 18.	
16.	4 and 9 are factors of 49.	
17.	1 and 11 are all of the factors of 11.	
18.	2 and 3 are factors of 132.	
19.	3 and 4 are factors of 192.	
20.	3 and 7 are factors of 336.	
21.	3 is a factor of 602.	
22.	9 is a factor of 2106.	
23.	9 is a factor of 333.	
24.	9 is a factor of 7,011.	

Lesson 5: CREATING DIVISION STORIES (from EngageNY)

Examples

1. $\frac{1}{2} \div \frac{1}{8}$

Steps	Answers
Step 1: Decide on an interpretation.	
Step 2: Draw a model.	
Step 3: Find the answer.	
Step 4: Choose a unit.	
Step 5: Set up a situation.	

2. $\frac{3}{4} \div \frac{1}{2}$

Steps	Answers
Step 1: Decide on an interpretation.	
Step 2: Draw a model.	
Step 3: Find the answer.	
Step 4: Choose a unit.	
Step 5: Set up a situation.	

Lesson 5: CREATING DIVISION STORIES (from EngageNY)

Problem Set

Lesson Summary

The method of creating division stories includes five steps:

Step 1: Decide on an interpretation (measurement or partitive). Today we used measurement division.

Step 2: Draw a model.

Step 3: Find the answer.

Step 4: Choose a unit.

Step 5: Set up a situation. This means writing a story problem that is interesting, realistic, and short. It may take several attempts before you find a story that works well with the given dividend and divisor.

Please use each of the five steps of the process you learned. Label each step.

1. Write a division story problem for $6 \div \frac{3}{4}$.

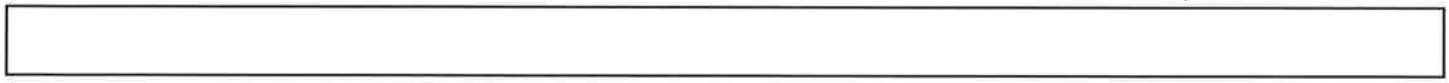
2. Write a division story problem for $\frac{5}{12} \div \frac{1}{6}$.

Lesson 5: CREATING DIVISION STORIES (from EngageNY)

Exit Ticket

Write a story problem for the following division: $\frac{3}{4} \div \frac{1}{8} = 6$.

Please use each of the five steps of the process you learned. Label each step.



Friday

Sprints 406B Second Half

Directions: Write true or false.

1.	3 is a factor of 6.	
2.	4 is a factor of 24.	
3.	6 is a factor of 54.	
4.	6 is a factor of 6.	
5.	450 is a factor of 150.	
6.	8 is a factor of 4.	
7.	70 is a factor of 70.	
8.	2, 7 and 9 are factors of 54.	
9.	2, 3, 6 and 15 are factors of 60.	
10.	4 and 8 are factors of 592.	
11.	20 is a factor of 5.	
12.	3, 6 and 8 are factors of 150.	

Lesson 6: MORE DIVISION STORIES (from EngageNY)

Examples

1. $50 \div \frac{2}{3}$

Steps	Answers
Step 1: Decide on an interpretation.	
Step 2: Draw a model.	
Step 3: Find the answer.	
Step 4: Choose a unit.	
Step 5: Set up a situation.	

2. $45 \div \frac{3}{8}$

Steps	Answers
Step 1: Decide on an interpretation.	
Step 2: Draw a model.	
Step 3: Find the answer.	
Step 4: Choose a unit.	
Step 5: Set up a situation.	

Lesson 6: MORE DIVISION STORIES (from EngageNY)

Problem Set

Please use each of the five steps of the process you learned. Label each step.

1. Write a division story problem for $45 \div \frac{3}{5}$.

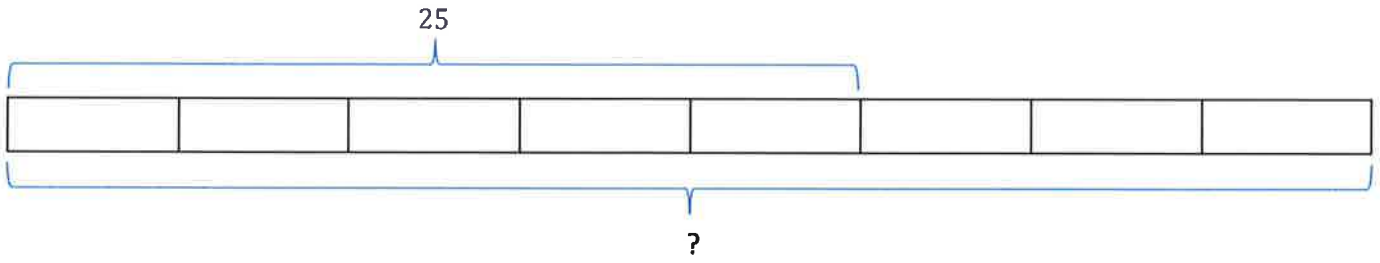
2. Write a division story problem for $100 \div \frac{2}{5}$.

Lesson 6: MORE DIVISION STORIES (from EngageNY)

Exit Ticket

Write a word problem for the following division: $25 \div \frac{5}{8} = 40$.

Please use each of the five steps of the process you learned. Label each step.



TIC TAC TOE #1

Find some tokens and complete three games with a family member if you can! (Or, videochat a friend and challenge them to a game!)

Tic Tac Toe

20 Arm Rotations 	8 Straddle Jumps 	12 Standing Toe Touches 
Hold a Sit & Reach for 15 Seconds 	10 Curl Ups 	15 Sec. Butterfly Stretch 
10 Push Ups 	Hold a Plank for 15 Seconds 	15 Mountain Climbers 

FITNESS

TIC TAC TOE #2

Find some tokens and complete three games with a family member if you can! (Or, videochat a friend and challenge them to a game!)

Tic Tac Toe

20 Sec. Wall Sit 	Hold a Plank for 15 Seconds 	Tricep Stretch for 12 seconds 
8 Reachers 	Runners Stretch for 15 Sec 	8 Burpees 
12 Skier Jumps 	7 Star Jumps 	10 Lunges 

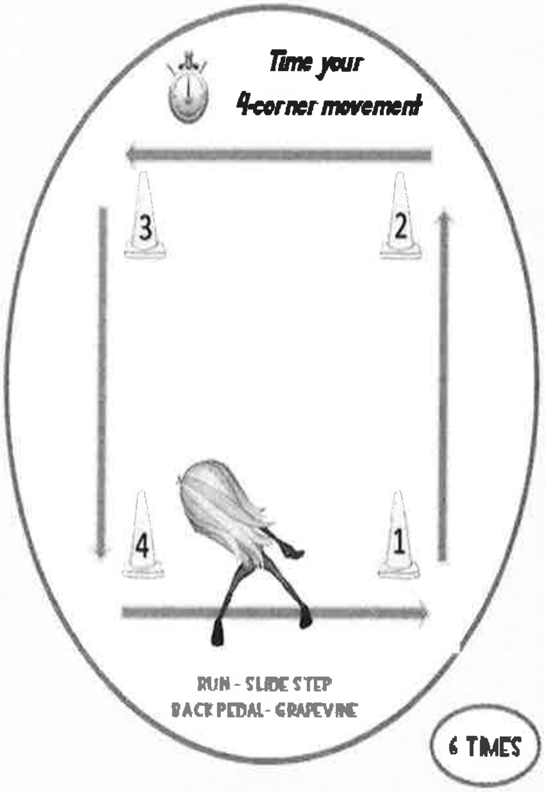
FITNESS

CHALLENGE COURSES

Choose one to complete or alternate between the two!

(You could use cardboard boxes for cones and number them!

FOUR CORNER DRILL



Start at cone 1- Run Forward to cone 2.

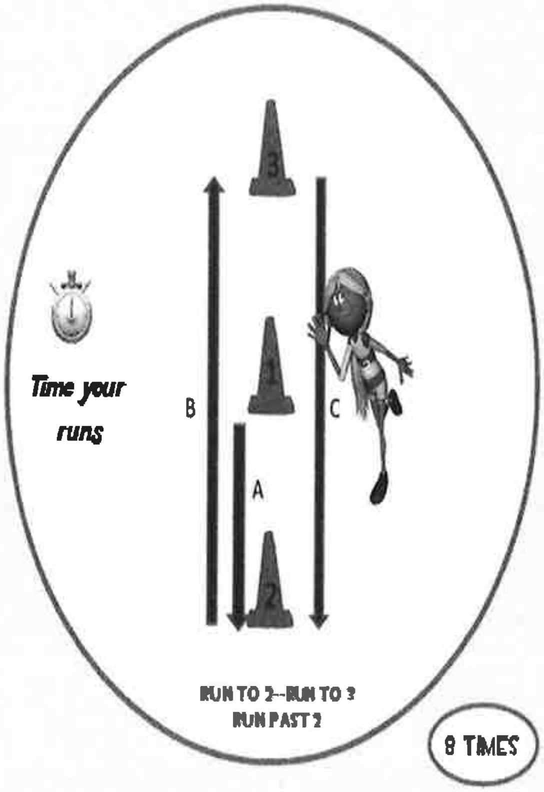
Slide step facing out to cone 3.

Back pedal to cone 4.

Grapevine step back to cone 1.

1 CONES AND POLYSPOTS

TURN AND SPRINT



Start at cone 1 in an "athletic stance."

A. Run Forward to cone 2.

B. Turn quickly and run to cone 3.

C. Turn and sprint past cone 2.

2 CONES AND POLYSPOTS

HOKEY POKEY AEROBICS
(SING ALONG WITH FAMILY MEMBERS)

HOKEY POKEY AEROBICS (WITH FAMILY MEMBERS)

Hokey Pokey Song by Maximo - Sing while doing the corresponding movement:

- Put your right foot in (lunge forward on the right leg)
- Put your right foot out (return to standing position)
- Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up in down in lunge position)
- Do the Hokey Pokey and turn yourself around (do jumping jacks while turning in a circle)
- Repeat above but do the opposite for the left leg.
- Continue to sing while working the following body parts
- Right arm and left arm (in-extend arm at the elbow,out-flex arm at the elbow,shake- bicep curls)
- Head (in-slowly touch chin to chest, out-back to starting position, shake- slowly side to side)
- Right hip and left hip (in-side jump in, outside jump out, shake- jump side to side)
- Whole self (in- forward jump, out- backward jump, shake-jump in and out)
- Finish with "Do the Hokey Pokey and turn yourself around, that's what it's all about!"

Variation(s) - Each time your turn yourself around you can incorporate different movements:

- Hopping on one foot - Leg squats
- Running in place

Directions: Explore the school counselors website, and then answer the questions below. Click here for the website.

1. Why would students or adults visit this website?

2. Why do you think this website was made?

3. Name three things that you like about the website. Explain your answers.

4. Name one thing you would recommend to someone else. Explain your answer.

SELF CONTROL

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

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

I CAN CONTROL

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

make goals for improving these things!

Add to this list and give specific examples.

I CANNOT CONTROL

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

Say "good-bye" to these things!

Add to this list and give specific examples.

BREATHING

MINDFUL BREATHING:

Think of something that you love or that is a blessing in your life. Use your 5 senses to think about it more deeply. Does it have a smell, a taste, or a feeling? Can you hear or see it? Think of those things for a moment.
Now, take in a deep breathe while repeating the name of this blessing.
Breathe out slowly while imagining this thing that brings you joy.
Repeat this each day with a new blessing

IN - HOLD - OUT BREATHING

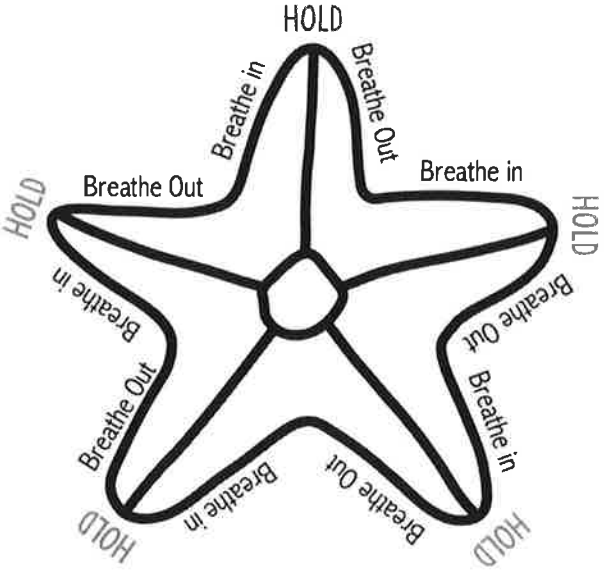
Inhale through your nose while counting to 5
Hold it while counting to 6
Exhale through your mouth while counting to 7

SQUEEZE AND BREATHE

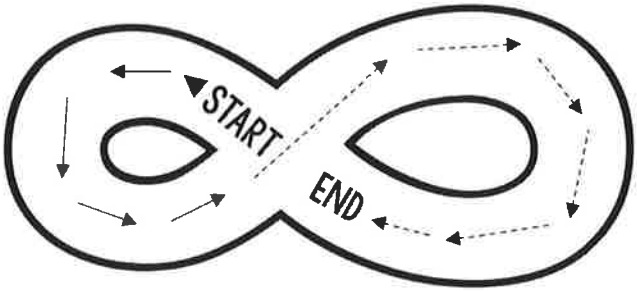
1. Find a stress ball, play doh, or other soft object to squeeze.
2. Take in a deep breath as you squeeze.
3. Breathe out slowly as you let go.

STARFISH BREATHING:

Breathe in as you trace up the star. Hold at the tip. Breathe out as you trace down. Go slowly.



Trace your finger around the race track. Breathe in while tracing the left side and out slowly while tracing the right side. (repeat daily)



BREATHE IN BREATHE OUT

BELLY BREATHING:

Switch the focus of your breathing from your chest to your belly. Place one hand on your chest and one on your belly. Take a deep breathe. Notice your belly rise. Breathe out. Notice your belly fall.

BREATHE THE RAINBOW

Imagine the color of the rainbow.
Take a deep breath while imagining you are breathing in each color.

Red: Breathe deeply through your nose, the warming calm of the color red. Hold it and feel the warmth in your chest. Blow that warmth back into the room, slowly with your mouth.

Orange: Breathe in the zesty excitement of the color orange in through your nose.. Hold it and feel the tingling joy in your heart. Blow that joy slowly back into the room with your mouth.

Yellow: Breathe deeply through your nose, the glowing rays of the color yellow. Hold it like sunshine beaming down on your face. Blow those rays back into the room, slowly with your mouth.

Green: Breathe in the morning dew of the color green through your nose.. Hold it and feel the feeling of a new morning in my arms. Blow the freshness of a new start back into the room with your mouth.

Blue: Breathe in the calming waves of the color blue. Hold it like you are floating on the top of that wave. Let that wave crash as you blow it's calmness back into the room with your mouth.

Purple. Breathe in the loving embrace of the color purple. Hold it like a tight hug for a moment. Blow the love of that hug slowly out of your mouth, back into the room.