6th Grade FUESD Study Plan - Week of May 11

Week 8 Monday/lunes	Tuesday/martes	Wednesday/miércoles	Thursday/thursday	Friday/viernes
ELA/ Science • Read 30 minutes independently (Reading Log Week 8) • 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson • Daily Journal Entry • Read Selfless Parrots **&** answer questions #1-2 • Complete: Human-Caused Change in Ecosystems • **Writing**: Only One Way to Win • LIM Habit 4: Win-Win or No Deal ELD Connection • ELD Monday Math • 1 Dreambox or ST Lesson • Monday's 5 Problems • Math Sprint: 410A First Half # 1-15 • Watch:Adding decimals: 9.087+15.31 • Watch: Adding decimals: 0.822+5.65 • Watch: Adding three decimals • Watch: Subtracting decimals: 39.1 - 0.794 • Watch: Subtracting decimals: 9.005 - 3.6 • Watch: Adding decimals word problem • Watch: Adding & subtracting decimals word problem • Practice: Lesson 9 - Exercises all *****All math can be completed here for Monday**	ELA/ Science • Read 30 minutes independently (Reading Log Week 8) • Thrively for Daily Dose of SEL from the counselors • Read Selfless Parrots **&** answer questions #3-4 • Complete: Human-Caused Change in Ecosystems ELD Connection • ELD Tuesday Math • 1 Dreambox or ST Lesson • Tuesday's 5 Problems • Math Sprint: 410A First Half # 16-30 • Watch: Intro to multiplying decimals • Practice: Lesson 10 - Problem Set all *****All math can be completed here for Tuesday** PE • PE Activities Week 8	ELA • Read 30 minutes independently (Reading Log Week 8) • 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: 410A Second Half # 1-15 • Watch: Multiplying decimals: place value • Watch: Multiplying challenging decimals • Practice: Lesson 11 - Exercises all **&** Lesson 11 - Exit Ticket *****All math can be completed here for Wednesday** PE • PE Activities Week 8	ELA/SS • Read 30 minutes independently (Reading Log Week 8) • Thrively for Daily Dose of SEL from the counselors • Read Selfless Parrots **&** answer questions #5-7 all • Read DE's: Geography and Economy of Ancient Rome ○ Complete: Geography and Economy of Ancient Rome Problems and Solutions ELD Connection • ELD Thursday Math • 1 Dreambox or ST Lesson • Thursday's 5 Problems • Math Sprint: 410A Second Half #16-30 • Watch: Dividing by 2-digits: 9815÷65 • Watch: Dividing by 2-digits: 7182÷42 • Practice: Lesson 12 - Exercises all *****All math can be completed here for Thursday** PE • PE Activities Week 8	ELA/SS • Read 30 minutes independently (Reading Log Week 8) • 1 Lexia/Lexia PowerUp/ or Reading Plus Lesson • Daily Journal Entry • Read Selfless Parrots **&** answer questions #9-10 • Complete: Roman Innovations • LIM Habit 7: Balance is Best ELD Connection • ELD Friday Math • 1 Dreambox or ST Lesson • Math Sprint: 410B First Half #1-15 • Watch: Dividing by 2-digits: 9815÷65 • Watch: Dividing by 2-digits: 7182÷42 • Practice: Lesson 13 - Exercises # 3-6 all *****All math can be completed here for Friday** PE • PE Activities Week 8

PE ● PE Activities Week 8 Extension Activities: ● How are you feeling? ● Kindness & Compassion ● Klutz Creative Kick Start Activities ● Finding a Solution ● FUESD's SEL Resources				

Sexto Grado FUESD Plan de estudios - Semana de 11 de mayo en Español

semana 8 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:* Pericos Desinteresados **&** contesta preguntas #1-2 • Completa: Causa humana en el cambio de Ecosistemas • **redacción:** Solamente una manera de ganar • LIM Habito 4: Gana-Gana o no hay trato Coneccion ELD • Lunes ELD Matematicas • 1 Dreambox o Leccion ST • 5 problemas de Lunes • Carrera de matemáticas: 410A Primera Mitad # 1-15 • Ve: Sumar decimales: 9.087+15.31 • Ve: Sumando decimales: 0.822+5.65 • Ve: Sumando tres decimales • Ve: Restando decimales: 39.1 - 0.794 • Ve: Restando decimales: 9.005 - 3.6 • Ve: Problema sumando decimales • Ve: Problema sumando y restando decimales • Practica: Lección 9 -	ELA/ Ciencia • Leer 30 minutos independiente (registro de lectura)) • Thrively para actividades de las consejeras SEL • *Leer:* Pericos Desinteresados **&** contesta preguntas #3-4 • Completa: Causa humana en el cambio de Ecosistemas Coneccion ELD • Martes ELD Matematicas • 1 Dreambox or ST Lesson • 5 problemas del marte • Carrera de matemáticas: 410A Primera Mitad # 16-30 • Ve: Introduction a multiplicación de decimales • Practica: Lección 10 - Grupo de problemas todos los problemas ******Toda la matemáticas puede ser hecha el martes*** PE • Actividades de Educación Física semana 8	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: 410A Segunda Mitad # 1-15 • Ve: Multiplicación de decimales: su valor posicional • Ve: Multiplicando decimales más complejos • Practica: Lección 11 - Ejercicio todos los problemas **&** Lección 11 - Extra boleto ******Toda la matemáticas puede ser hecha el Miércoles*** PE • Actividades de Educación Física semana 8	ELA/SS • Leer 30 minutos independiente (registro de lectura)) • Thrively para actividades de las consejeras SEL • *Leer:* Pericos Desinteresados **&** contesta preguntas #5-7 all • Leer DE's: Geografia y Economia de Roma Antigua • Completa: Problemas y Soluciones de la Geografia y Economia de Roma Antigua Coneccion ELD • Jueves ELD Matematicas • 1 Dreambox o Leccion ST • 5 problemas del jueves • Carrera de matemáticas: 410A Segunda Mitad # 16-30 • Ve: Division de 2-digitos: 9815÷65 • Ve: Division de 2-digitos: 7182÷42 • Practica: Lección 12 - Ejercicio todos los problemas • ******Toda la matemáticas puede ser hecha el jueves*** PE • Actividades de Educación Física semana 8	ELA/SS • Leer 30 minutos independiente (registro de lectura)) • 1 Lexia/Lexia PowerUp/ o Leccion Reading Plus • Entrada de diario • Leer: Pericos Desinteresados **&** contestar preguntas #9-10 • Completa: Innovacion de Roma • LIM Habito 7: Balance es Mejor Coneccion ELD • Viernes ELD Matematicas • 1 Dreambox o Leccion ST • Carrera de Matemáticas: 410B Primera mitad:#1-15 • Ve: Division de 2-digitos: 9815÷65 • Ve: Division de 2-digitos: 7182÷42 • Practica Lección 13 - Ejercicio #3-6 todos los problemas ******Toda la matemáticas puede ser hecha el viernes*** PE • Actividades de Educación Física semana 8

Ejercicio Todos los problemas ******Toda la matemáticas pueden ser hecha el lunes*** PE ● Actividades de Educación Física semana 8 Actividades de Extensión: ● Como te sientes? ● Amabilidad & Compasion ● Inicio de actividades Klutz Creative ● Encontrando un solución ● Recursos del distrito				

6th Grade Reading Log Week 8

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: _____

Goldfish

Writing Prompts Ideas

- In the distance, the goldfish could see…
- As I floated in the water with the sun shining on my back…
- Ready or not, here I come…

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.

Feathered friends: Study shows "selfless" parrots helping peers

By Nicola Davis, The Guardian, adapted by Newsela staff on 01.30.20
Word Count **837**
Level **1060L**

An African grey parrot sits on a branch in September 2010. African grey parrots have been discovered to exhibit selfless behavior. Photo: PanWoyteczek/Wikimedia Commons. Licensed under CC-BY-4.0

Researchers found that African grey parrots help their peers complete tasks. It was the first study to show that birds display such apparently "selfless" behavior. They show this behavior despite seeing no immediate benefit to themselves, the scientists said.

While other friendly behaviors have been seen in birds, the research team said helping peers to achieve a goal has only previously been shown, apart from humans, in orangutans and bonobos. Orangutans and bonobos are types of apes. The behavior is known as "instrumental helping."

Professor Désirée Brucks was a co-author of the study paper from Max Planck Institute for Ornithology in Germany. She said it was an obvious choice to try an experiment with parrots.

"Feathered Apes"

"Parrots and corvids, crows and ravens, are really known for being the brightest birds around. They are often referred to as 'feathered apes' and they have been tested in many studies on

problem-solving or word learning," she said.

However, the unselfish behavior does not extend to all birds, or even all parrots. A previous study has shown that ravens do not help their peers complete a task. The new research shows blue-headed macaws are also rather selfish.

Helpful Behavior Cropped Up Over Course Of Evolution

The team said their findings suggest the helpful behavior cropped up multiple times over the course of evolution. Evolution is the process by which types of life have developed over many, many years.

Similar social and ecological pressures on mammals and birds could lead to the development of similar behaviors, said Brucks.

Writing in the journal Current Biology, Brucks and other scientists report how they tested two parrot species. A task involved the birds passing a token, in the form of a metal ring, through a hole in their compartment to a neighboring bird of the same species. This token could then be passed by the second bird to a human, via another hole. The human would exchange it for a piece of walnut.

In total, eight African grey parrots and six blue-headed macaws were involved in the experiments. All were trained individually to exchange the tokens for food when a human held out their hand.

The team found African grey parrots helped their neighbors by passing tokens to their neighbor when a human held out their hand. This action allowed the second bird to drop a token through the hole and receive a treat.

The same behavior was seen when the roles of the birds were reversed. The more tokens a bird had previously given, the more they received in return.

However, the team stressed the birds did not know at the start that their favor would be returned. That suggests it is something of a "selfless" act.

Far fewer tokens were passed between birds when there was no human signal and no hole for them to exchange the token. This suggests the parrots did not simply pass tokens for fun. The parrots also passed fewer tokens to the second compartment when there was no neighbor present.

When the experiments were repeated with blue-headed macaws, the birds rarely passed tokens to a neighbor.

African Grey Parrots Help Peers To Achieve Their Task

The message, the team said, is that the African grey parrots were helping peers to achieve their task. They added that the behavior is more complex than simply sharing food with a neighbor. It involves understanding the needs of another bird for the latter to achieve their goal.

The team said the differences between the species may come from African grey parrots gathering in huge flocks at night but splitting into smaller groups during the day to look for food. Brucks said such behavior is thought to require strong social thinking abilities. She added that being helpful might help the birds gain a good standing with their peers. That could make it more likely they would team up for food searches and other tasks.

Blue-Headed Macaws Less Eager To Share

By contrast, standing might not be important to blue-headed macaws. They live in smaller, more stable flocks. They might have more defined leaders and a lower emphasis on sharing resources. In another task, the team found these birds were less eager than African grey parrots to share a bowl of food with their peers.

Manon Schweinfurth is an expert in animal behavior from the University of St. Andrews in Scotland. She was not involved in the work, but said evidence of reciprocal behavior, or returning favors, in African grey parrots is fascinating. "It has been thought that it is so cognitively demanding that only humans can show it." However, "we now get more and more evidence from other animals that they are able to show reciprocity," she said.

Schweinfurth has an idea about the finding that some birds, as well as some mammals, show instrumental helping. It might be rooted in the fact that birds feed their young, she said.

Handing things over to members of the same species is one of the things they do, she said.

Directions: Read the article "Selfless Parrots" and answer the questions.

1. In your own words, what does selfless mean?

2. Describe the last time you noticed someone being selfless? Include where you were and who was there. Describe someone's reaction to what happened.

3. Now that you've read about parrots, if you were to watch a flock of them, what 3 observations would let you know they were, in fact, acting selfless? Use and underline the transition words *first*, *second*, *finally* to help organize your explanation.

4. Which selection from this article supports the conclusion that African grey parrots behave selflessly? (Highlight 1)
   A. However, the unselfish behavior does not extend to all birds. It is not even seen among all parrots. A previous study showed that ravens do not help their peers with tasks.
   B. The team said their findings suggest the helpful behavior cropped up several times over the course of evolution. Evolution is an idea, or theory, about the way that types of life have developed over the years.
   C. Eight African grey parrots and six blue-headed macaws were in the experiments. They had been trained to give the rings for food when a person held out their hand.
   D. The team found African grey parrots passed rings to their neighbors when a human held out their hand. This allowed the second bird to drop a ring through the hole. The second bird got a treat.

5. Select the paragraph from the section that shows why scientists think African grey parrots might help each other complete tasks. (Highlight 1)
   A. Far fewer rings were passed between birds when there was no human signal and no hole to pass the ring. This suggests the parrots did not pass rings for fun. The parrots also passed fewer rings when there was no neighbor.
   B. The message, the team said, is that the African grey parrots were helping peers with a task. They added that the behavior is more complex than sharing food. It involves understanding the needs of another bird to reach a goal.
   C. The team said African grey parrots form huge flocks at night. Then they split into smaller groups during the day to look for food. Brucks said that being helpful might help the birds gain a good standing with others. That could make it more likely they would team up on tasks.

D. By contrast, blue-headed macaws might value other things. They live in smaller, more stable flocks. They might have more defined leaders and less emphasis on sharing. In another task, the team found these birds were less eager than African grey parrots to share food.

6. Which sentence from the article supports the main idea of the article?
   A. Parrots, crows and ravens are known as the smartest birds, she said.
   B. Similar pressures on birds could lead to similar behaviors, said Brucks.
   C. However, the team said the birds did not know at the start that their favor would be returned.
   D. However, she has an idea about some birds helping others.

7. Read the summary of the main ideas of the article below.

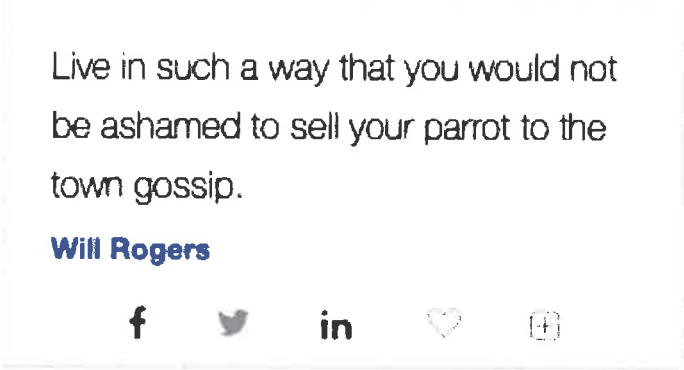
   Scientists have discovered that African grey parrots help others of their same species to complete tasks that have no direct benefit to themselves. They believe the behavior might originate in the way that African grey parrots team up to find food.

   Which answer choice would complete the summary?
   A. African grey parrots are the first non-mammals discovered to exhibit such behavior.
   B. African grey parrots are much more helpful to each other than other kinds of birds, such as ravens.
   C. The experiment showed that blue-headed macaws are much less likely to help other blue-headed macaws.
   D. The experiment involved one bird passing a ring to a second bird, who could then trade it for a treat.

8. Read this passage about one of the oldest parrots. What punctuation and capitalization can you add to help it make more sense.

cookie was one of the more beloved and known parrots in the world thanks to his adorable antics at chicagoland's zoo he became the world's oldest parrot according to the guinness gook of world records in 2014 cookie came to the brookfield zoo at the age of 1 year old sent over from the taronga zoo in australia he was one of the original group of animals at brookfield zoo from when it first opened in 1934 and as time went on he slowly gained an impressive amount of fans he was known for his adorable interactions with the zoo's handlers his beautiful pink and orange fur and his striking personality cookie passed away in August 2016 at 83 years old the parrot was the last of the creatures from brookfield zoo's original group of animals

9. What do you think this quotation means? Also, explain why or why not it is good Advice.



10. Journaling. Be specific with your observations and word choice.

    What does your neighborhood look like now that we are isolating? If there are people out and about, what are they doing?

Human-Caused Change in Ecosystems

From CA EEI

Directions: Choose Coastal Dunes, HIgh Desert, or Kelp Forest. Then, go to the section you chose to complete the below tasks.

1. Read background article
2. Make the correct match
3. Complete the chart
4. Answer three questions

I am choosing to complete _____ section.

Coastal Dunes

(Sample locations: Oceano Dunes [San Luis Obispo] and Humboldt Beach [Humboldt County])

Coastal Dunes: Background Article

Coastal Dunes

Coastal dunes usually contain two to three sets of dunes. The one closest to the water is called the foredune. The dunes farther back are called the back dunes. Sand blows from the foredune to build and support the back dunes.

Wind and water constantly move sand into, out of, and between the dunes. Winter storms erode, or wash away, the sand from the beach, forming sandbars offshore under the surface of the ocean. Rivers move water from land out into the ocean and move sand to the sandbars in the process; this makes the sandbars grow. These sands are washed back to shore by the tides and end up on the dunes in the calm summer season, creating a cycle of building and eroding of the dunes. Dams on rivers prevent much of the sand from flowing from land to the ocean to the coastal dunes, which reduces the amount of sand available to rebuild the dunes.

Native plants, such as dunegrass and beach strawberry, live on coastal dunes. The roots of these plants hold the sand in place and prevent erosion of the dunes, but the plants grow sparsely enough that wind still blows sand to the back dunes. The open sand of the foredune provides nesting habitat for the western snowy plover, a small endangered shorebird, which builds its nests in depressions in the sand and relies on the open habitat to see predators. The back dunes provide spaces for wildflowers to grow, which in turn provide habitat for butterflies, deer mice, and black legless lizards.

In the 1930s, people planted European beachgrass to prevent the dunes from eroding. This grass is highly invasive and outcompetes native plants for resources. Beachgrass grows very densely so that it covers the dunes, leaving few areas of open sand. With little open sand, the western snowy plover cannot find places to build its nests, while the dense grass allows its predators to hide. The density of the root system of this grass also holds the sand in place on the foredunes so it does not blow to the back dunes. When sand does not blow to the back dunes, they are not rebuilt and back dune habitat is also reduced.

The dune system has not been able to recover naturally from the human introduction of beachgrass. Efforts are now underway to remove beachgrass, which will allow the system to return to its natural state of constantly moving sand, open foredune habitat, and diverse back dunes which provide habitat for a wide variety of animals.

Coastal Dunes: Make the correct match

Directions: Match one star card to a card with no star.

How does European beachgrass affect the population of the snowy plover? ☆

How does European beachgrass affect the structure of the dunes? ☆

How does building a dam on a nearby river affect the structure of coastal dunes? ☆

Is the following statement true or false? Storms destroy the coastal dune ecosystem because the wind and waves erode the dunes. ☆

What happens to dunes if native plants are removed? ☆

Do hiking, horseback riding, or driving on sand affect the dunes? ☆

In some coastal dune areas, people are removing European beachgrass that was planted in the 1930s. How will the removal affect the snowy plover? ☆

In some areas, people are removing European beachgrass planted in the 1930s. How will the removal affect the ecosystem? ☆

Dunes naturally erode and rebuild. Sand brought by rivers is important for the rebuilding part of this cycle. Without the action of the rivers, dunes cannot rebuild.

Yes. Disturbing roots or destroying plants with these activities results in loss of the coastal dunes.

Roots of native plants loosely hold the sand in the dunes, allowing it to blow to the back dunes for rebuilding. Without the native plants, the sand could blow away and the dunes could be destroyed.

Removal of this plant will help the snowy plover's population to grow because it will provide more open spaces for nests and allow the plover to see and avoid predators.

The movement of sand is an important natural process of the ecosystem.

Blowing sand builds and maintains dune ecosystems. European beachgrass forms a dense mat and prevents sand from rebuilding dunes.

The plover nests in open spaces. European beachgrass reduces the population of the snowy plover because it covers up the dunes. By covering the dunes, the grass makes it hard for the plover to see predators and eliminates the plover's nesting habitat.

False. Part of the natural cycle of dunes is erosion from winter storms. Sand is returned to dunes during calm summers. A healthy dune system is not destroyed by storms, though they cause some erosion.

Coastal Dunes: Complete the chart

Ecosystem	Give an example of one human activity and why it could put a species at risk of extinction	Give an example of one human activity and why it could increase the population of a species	Describe one characteristic of the ecosystem that affects how it responds to one type of human change
Coastal Dunes			

Coastal Dunes: Answer three questions

1. What kinds of things do people do to this ecosystem that alter it?

2. Some ecosystems can recover from human actions better than others once those actions are stopped or reversed. What is one thing about this ecosystem that affects how it is able to recover from human actions?

3. How can people change their activities to help this ecosystem survive?

High Desert

(Sample location: the Mojave Desert northeast of Los Angeles County)

High Desert

The high desert is a dry environment with little biomass, which means the number of living things per area is small. This climate and lack of biomass makes natural processes in the desert occur slowly. It takes longer for something to rot or decay in the desert because that process requires water.

Decay also requires living organisms that can eat dead animals and plants. If people litter in the desert, it takes a long time for that trash to decay because there are not many decomposers living there.

The desert tortoise is a threatened species that lives in the high desert. It digs an underground burrow to keep away from the heat. It travels slowly through large areas to find food and water to survive. The tortoise has difficulty crossing roads safely because it travels slowly, so tortoises are sometimes killed by cars. When people drive off-highway vehicles through the desert they can crush tortoise burrows and sometimes the tortoises themselves. The raven is a newer arrival to the desert that is able to survive there because it eats the garbage left by humans. Ravens are attracted to the landfills and sewage plants people have built in the desert. However, in addition to human garbage, ravens also eat baby desert tortoises, contributing to the decline of this species. Ravens more easily find and eat tortoises because humans have built tall power line poles that the ravens use as perch sites for spotting food below.

Some areas of the high desert contain small amounts of water. Rare pools house fish, most of which are at risk of extinction because when the amount of water in these pools drops, the water becomes too hot for the fish. Trees, such as native cottonwoods and willows live near water sources. Occasional desert floods help the cottonwoods and willows survive by clearing the soil and spread seeds that can grow in the damp ground left by the flood waters. Humans have built dams that capture water upstream and reduce flooding in the desert. Cottonwoods and willows cannot survive when the soil gets dry.

In the 1800s, people brought nonnative tamarisk trees to the western United States. People used tamarisks for erosion control, as windbreaks, and as ornamentals (plants that look attractive). Tamarisks are well-adapted to the desert environment; they have long tap roots and consume large amounts of water from deep in the ground. This also means that tamarisk are able to dry up water sources and leave the soil around them too dry for the cottonwoods and willows to grow.

Humans also alter the desert environmental conditions. Driving off-highway vehicles through the desert compacts the soil and prevents plant roots from taking hold. Water does not seep into compacted soil so it runs off and is not available for plants and animals. In addition, people use the desert's limited water supply to meet their daily needs, reducing the amount of available water for other species.

High Desert: Make the correct match

Directions: Match one star card to a card with no star.

What would happen if people removed the nonnative tamarisk tree from the high desert? How would endangered fish populations change? ☆

People have planted tamarisk trees in the high desert. How has this practice changed the populations of willow and cottonwood trees? ☆

Which of these desert features change when humans drive offroad vehicles there? Select all that apply.
a. Population of desert tortoises goes down.
b. Population of ravens goes up.
c. Population of desert plants goes down.
d. Water seeps into the desert soil. ☆

If a person throws a piece of trash away in the desert, why will it take a long time to decay? ☆

As more humans move to the desert they pump more water out of the ground. How does this pumping affect endangered fish species? ☆

Humans have built dams that prevent seasonal flooding in the desert. How does dam building affect populations of willow and cottonwood trees? ☆

What happens to ravens when humans put open landfills in the desert? What happens to desert tortoises when humans put open landfills in the desert? ☆

Which of these species decreases when humans build roads? Select all that apply.
a. ravens
b. desert tortoises
c. tamarisk trees ☆

Their populations go down. They rely on seasonal flooding to survive.

The desert is dry (water is required for decay) and few decomposers live there.

Fish populations go down because the water supply goes down. Less water also means that the temperature of the water increases. The fish cannot survive the higher temperatures.

B. Building roads causes populations of desert tortoises to decrease. These animals get killed when they try to cross from one side of a road to the other.

a and c. Off-road vehicles can crush tortoise burrows and animals. They compact soil and damage plants.

The populations of cottonwoods and willows have gone down. The tamarisk trees outcompete the native trees for water.

The number of ravens goes up because ravens eat the food found in the landfills. The number of tortoises goes down because ravens eat baby tortoises.

Tamarisk trees use large amounts of water, often drying up water sources. Fish populations would increase if water supplies became more available.

High Desert: Complete the chart

Ecosystem	Give an example of one human activity and why it could put a species at risk of extinction	Give an example of one human activity and why it could increase the population of a species	Describe one characteristic of the ecosystem that affects how it responds to one type of human change
HIgh Desert			

High Desert: Answer three questions

1. What kinds of things do people do to this ecosystem that alter it?

2. Some ecosystems can recover from human actions better than others once those actions are stopped or reversed. What is one thing about this ecosystem that affects how it is able to recover from human actions?

3. How can people change their activities to help this ecosystem survive?

Kelp Forest

(Located along most of the coast of California)

Kelp Forest

The kelp forest is an ocean ecosystem located off the coast of California. Kelp are large algae that attach to the bottom of the ocean floor and grow to the surface of the ocean. Storms occasionally rip kelp from the floor, but algae grow fast and healthy forests often recover. Giant kelp can grow as many as two feet per day!

People harvest kelp by cutting off the tops of the algae, leaving the rest still attached to the ocean floor. The remaining kelp can continue to grow. People use kelp for food processing and making products, such as paints and cosmetics.

Many species make their home in the kelp forest. Thousands of invertebrates live on or near kelp, some of which graze on the kelp itself. Many species of rockfish live in the kelp forests, where their young eat the barnacles and snails that live on the kelp. Sea lions, sea otters, and harbor seals take shelter in the kelp forests and feed on species that live on or near the kelp. Gray whales use the kelp forest to hide from orcas (killer whales) during their annual migration. Seabirds and mammals use the kelp forest for protection during storms because the current is not as strong in the forests.

When humans affect one species in the kelp forest, they affect the entire ecosystem. For example, the sea otter eats sea urchins that graze on the kelp. Sea urchins can eat large amounts of kelp, although they also eat other foods, such as mussels and sponges. When the sea otter was hunted nearly to extinction, sea urchin populations went up. Large populations of sea urchins nearly destroyed entire kelp forests. A similar problem occurs when humans catch the rockfish that live in the kelp forest; when rockfish are not around to eat the barnacles and snails, the population of barnacles and snails goes up and these animals eat all the kelp. When most of a kelp plant has been eaten by urchins, barnacles, or snails, it has a harder time growing and is more likely to be ripped off the ocean floor by a storm.

When humans removed top predators, they changed the ecosystem. For example, efforts to help sea otter populations recover have led to a reduction in sea urchin populations and the return of the kelp forests. An increase in kelp forests have helped the populations of many other species recover. Unfortunately, humans continue to threaten the survival of sea otters; when oil is spilled in the ocean, it coats the otters' fur and prevents them from keeping warm. Some get sick and die, decreasing the otter population. Fewer otters can mean more sea urchins, which can cause a decrease in kelp forests.

Kelp Forest: Make the correct match

Directions: Match one star card to a card with no star.

Sea otters often get caught and drown in fishing nets. People have banned the use of these nets in some areas where sea otters live. How could this ban affect the kelp forest? ☆

How does overfishing of rockfish affect the kelp forest? ☆

How does a decline in the population of sea otters affect sea urchins? ☆

When oil tankers spill oil into the ocean, oiled otters often die of hypothermia (low body heat). How does this affect the kelp forest? ☆

Is the following statement true or false? Some storms rip kelp from the sea floor. This action severely damages healthy kelp forests ecosystems so they cannot grow back. ☆

Is the following statement true or false? Kelp forests can be weakened by the excessive grazing of sea urchins. If the kelp forest is not healthy, it may not easily recover from the damaging effects of a moderate storm. ☆

Is the following statement true or false? The kelp forest ecosystem can keep functioning with moderate amounts of kelp harvesting since only the top portions of the kelp are removed. ☆

If the population of kelp goes down, what other populations go down? Select all that apply.
a. sea urchins
b. gray whales
c. rockfish
d. sea otters ☆

The population of sea urchins increases. Otters hunt sea urchins; without otters, more sea urchins survive.

a, b, c, and d. During their long annual migration, gray whales feed in kelp forests and use them to hide from orcas. Rockfish and sea otters both find food and shelter in the kelp forest. Sea urchin populations could go down if they cannot find food sources to replace the kelp they eat.

The population of kelp goes up. Otters hunt sea urchins, which graze on kelp. When there are more otters, the sea urchin population goes down, and more kelp can grow.

True. Kelp grows rapidly, so moderate amounts can be removed and the ecosystem can still adapt.

The population of kelp goes down. Young rockfish eat the barnacles and snails that eat the kelp. Reducing the rockfish population increases the numbers of barnacles and snails, thus reducing the kelp population.

The population of kelp goes down. Otters hunt sea urchins, which graze on kelp. With few otters, the sea urchins consume the kelp.

True. Storms rip kelp from the sea floor. An unhealthy kelp forest may not be able to fully recover following a moderate storm.

False. A healthy kelp forest grows so quickly that it can grow back even after moderate storms. Some removal of kelp by storms is part of the natural cycle of the kelp forest ecosystem.

Kelp Forest: Complete the chart

Ecosystem	Give an example of one human activity and why it could put a species at risk of extinction	Give an example of one human activity and why it could increase the population of a species	Describe one characteristic of the ecosystem that affects how it responds to one type of human change
Kelp Forest			

Kelp Forest: Answer three questions

1. What kinds of things do people do to this ecosystem that alter it?

2. Some ecosystems can recover from human actions better than others once those actions are stopped or reversed. What is one thing about this ecosystem that affects how it is able to recover from human actions?

3. How can people change their activities to help this ecosystem survive?

Short Narrative Writing Directions

Attached you will find the beginning and part of the middle of a narrative titled "Only One Way to Win". You will read (and reread if necessary) the story.

You will pick up writing where the story left off. You will write the rest of the middle and the end of the story.

Your story MUST include DIALOGUE, even if the main character talks to herself until she meets the other character in the story.

The THEME of the story is THINK WIN-WIN. Your story MUST focus on the characters WORKING TOGETHER to solve their problem.

The LENGTH of YOUR writing should be at least FOUR PARAGRAPHS. It MAY BE LONGER, but should not be pages and pages. FIGURE ONE TO TWO PAGES.

READ THE STORY FIRST!

THEN, RETURN HERE FOR SOME IDEAS TO CONSIDER TO HELP YOU WRITE. YOU DO NOT HAVE TO USE THESE IDEAS, BUT THEY ARE THERE TO HELP YOU.

IDEAS:
Jayna will have to make a fairly difficult trek (journey) to reach the Gruug ship. What might she encounter on the way? What might be lurking under the sand?

Once she gets to the Gruug ship, how will the Gruug treat her at first? How will Jayna treat the Gruug? They need each other, but how will they build trust? How will Jayna communicate with the Gruug that they have to work together if they hope to survive and leave the desert planet? Does she have some kind of translator device to help her talk to the Gruug?

Remember: they will need to take the Gruug's one working engine back to Jayna's ship. How will they transport something that heavy? This is a desert world, and there isn't much around. Perhaps something on the Gruug ship?

What might Jayna and the Gruug encounter on their way back to Jayna's ship that they might have to problem solve together? What problems/attacks/situations might they have to face together to help them build trust with one another?

YOU DO NOT HAVE TO RETYPE THE STORY YOU SEE BELOW! WHEN YOU ARE READY TO WRITE, OPEN A GOOGLE DOC, AND SIMPLY PICK UP WHERE THIS STORY LEAVES OFF.

Only One Way to Win

Jayna fought desperately at the controls of her WC-1 Starfighter to keep the small, one-person starfighter ship from plummeting to the distant planet below her. Looking over her left shoulder, she could see the World Conquerer One's left engine sputter and spark, letting her know the hits she had taken from the Gruug enemy fighter that was still on her tail had been serious.

"That's not good," she muttered under her breath. She had broken away from the main fight, now many miles away, when an enemy Gruug fighter had damaged her ship in combat, the same fighter that now tailed her, looking to finish her off. She pursed her lips in frustration. They were too far away for any of her fellow human ships to notice that she was in trouble. And the Gruugs were not exactly known for their mercy. Jayna was trapped, and she knew it. Sensors and alarms blared, letting her know that the enemy fighter was locking its weapons on her again as she struggled to keep the WC-1 from spiraling downward. The alarm was now shrieking in her ears, and she knew her time was nearly up. She squeezed her eyes tight, anticipating the end. Then she remembered what her friend Carter at the Space Flight Academy back on earth had taught her. His voice took over in her mind.

"When a Gruug enemy pilot is following too closely because it thinks it has an easy target, it will slow down a bit too much trying to line you up for the perfect shot. That's your chance," Carter had said. "Hit the brake on the engines, pull up on the stick, and flip up and over your opponent. Doing a complete loop, you'll be perfectly behind your very surprised enemy," Carter had laughed.

The sirens in her WC-1 shrieked at the maximum, and Jayna's eyes flew open. Her hand stabbed at the brake control, and she pulled back on the stick.

She almost vomited as her ship flipped up and behind the Gruug enemy. And just like that, she was behind the Gruug ship.

"How do you like that, lizard face," she snarled, and pulled the trigger on the WC-1's laser cannons. It wasn't a perfect shot. At the last second, her ship's left engine finally went out, throwing her shot off. But it was good enough. The Gruug's right engine took a direct hit, and exploded. The ship was crippled, and began hurtling toward the planet below.

But Jayna's victory was short-lived. The World Conquerer One's engines finally failed, and her ship followed the Gruug ship, plummeting to the planet below. As her ship screamed through the planet's atmosphere, she blacked out.

Darkness. Nothing. As she came to, she felt like she had wasps nesting in her mouth. Dry. Brittle. Thirst! So thirsty! The ship's sensors, somehow still functioning, registered that the planet outside had a breathable atmosphere. That was a small miracle, she thought, as she unbuckled herself from the cockpit seat and climbed out of the WC-1 fighter.

"Uh oh," she mumbled, staring out across the barren sands. There was nothing but sand for as far as the eye could see. Desert. No trees, no green, no water. Nothing but sand.

"This is not good," she sighed heavily. She quickly checked the small water reserve she had in her suit. "One hundred percent," she said, and quickly calculated that her water reserve would last her three days.

"The human body can last three days without water," she said to herself. "So, I've got a total of maybe six days, at the most, before I'm dead. Great." The ship still had some power, so she set the scanners to look for water. There was none. None, on this entire planet. Her ship was not going to fly again. That

left engine was gone. She was going to live out her last six days on this planet. And then that would be it.

"Wait a minute," Jayna muttered aloud. "The rest of this ship is still in good shape. It's just the engine. The Gruug ship still has one good engine left! I saw it when the its ship went down! If I can somehow convince...." her voice trailed off.

"No, I'm not working with a GRUUG! I'm not working with a walking lizard!" she snapped aloud to herself.

Then a little voice in the back of her mind spoke up. "Then you'll die, here, alone, from thirst," the voice in her mind whispered.

"Then I'll just TAKE the Gruug's engine!" she snarled back.

And the little voice inside her head answered back. "You need the Gruug. You will never be able to understand the alien engineering. You will have to work together. It won't know your ship either so it can't simply take the one good engine you've got. You've no choice. Work together, or you lose your lives."

"That," Jayna said to the voice in her head, "will not be easy. We've been at war with Gruug's for a decade. Ten years is a lot of hate." But the voice in her head was long gone. It had said what it had to say.

Jayna sighed. She walked back to the WC-1. It did have two seats.

"One for me, one for...the lizard," she sighed. "I'm going to have to be very convincing. And hope it doesn't try to destroy me first." She activated the ship's sensors. It located the crashed Gruug ship, several miles away. She had quite a journey and task ahead of her.

"Better get going," Jayna mumbled. "Clock is ticking."

Scoring – see the Rubric below

Dialogue indented/punctuated	1	2	3	4
Plot (problem)	1	2	3	4
Characters richly described	1	2	3	4
Setting richly described	1	2	3	4
Showing not "telling"	1	2	3	4
Sentence Structure/Caps/Spelling	1	2	3	4
Eliminating Run-ons	1	2	3	4
Clear Beg/Middle/End	1	2	3	4

Roman Roads and Bridges

How did Roman roads and bridges impact the economy?

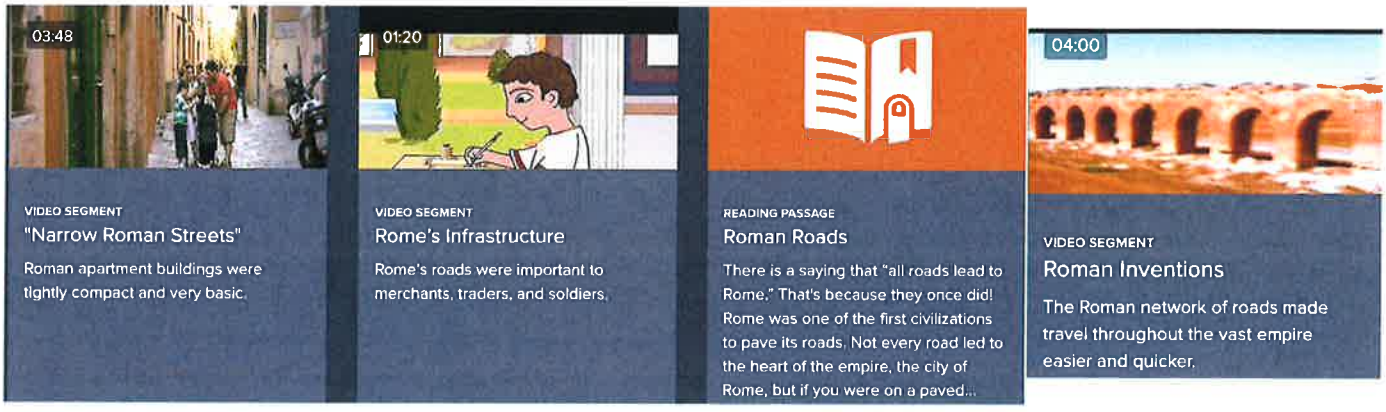
As Romans fought and conquered new territories on and beyond the Italian peninsula, they built paved roads which connected those territories back to Rome. Today's phrase "all roads lead to Rome" reflects the historical fact that Roman roads connected the capital of the empire to most of the distant territories that they conquered.

The strength of Roman engineering is reflected in the construction of these roads. The roads were built of several different layers, and the top layers were often paved. The Romans also built drainage ditches along the sides of the roads to prevent water from damaging them. Rome's work is so enduring that some parts of this original road system still exist today in Europe and the Middle East.

In addition to roads, Romans also built a network of bridges to create a land-based connection between the city and its territories across rivers and other bodies of water. These bridges were built out of stone and as a result were strong and durable. Many of the bridges included arches. This element of design helped to make the bridges strong, and also allowed boats to move in the water underneath the bridges.

Many of Rome's major construction projects, such as its roads, were built by soldiers. The roads were a priority for Rome's military, because it was important for troops to be able to move quickly and easily transport supplies from one part of the empire to another. However, traders, messengers, and others also benefited from these roads. Traders were able to bring spices, jewelry, furs, perfume, and food from North Africa, Asia, and Europe, so people all over the empire could buy goods they might not otherwise have had. Tax collectors also traveled on these roads, bringing wealth and

Many Roman roads, such as this one in Jordan, were built so well that parts of them still exist today.



Rome's Monetary System

What effect did the Roman monetary system have on Rome's economy?

Another accomplishment that helped the empire's trade-based economy was the development of metal coins. Romans were not the first people to create or use coins. In fact, early in their history, Romans used the same names for money that ancient Greeks had used. Although the Lydians, inhabitants of what is now modern-day Turkey, had first introduced the coin, by the third century BCE, the Romans had enhanced the usage of coins for money.

The Romans made coins out of gold, silver, and other metals. The coins were worth different amounts based on the different metals from which they were made. The Romans had several different denominations of coins. Like today, coins were given a monetary value that was guaranteed by the government.

Having a common monetary system throughout the empire made trade much easier and more efficient. Because the value of coins was agreed upon, it was easier to determine what price should be paid for goods. Coins were also easy to carry, which was important in larger empires such as the Roman empire. The coins also played a role in showing the culture of ancient Rome.

Rome: Exporter of Influence

A unified currency was only one of the many aspects of Roman culture that Romans spread throughout the empire.

The History of Money

What is the cultural and historical significance of Roman coins?

In addition to the important role Rome's monetary system played in its economy, it also reflected elements of Roman culture. Coins usually had images of either the ruler or the mint where the coins were made imprinted on them. Putting pictures of rulers on coins was important in a time when many people did not know how to read. Coin images allowed people to determine a coin's worth as well as recognize the authority of the ruler. The images gave the appearance of an emperor being like the gods. Additionally, coins often depicted images of Roman gods and goddesses or important events.

Archaeologists have found Roman coins throughout Europe. Today, when scholars examine Roman coins, they are able to learn about the people who ruled the empire and the deities that the Romans worshiped. The fact that these coins have been found far from Rome shows how much the Romans were able to expand their trade network based on their control of Mediterranean trade routes.

The expansion of the Roman Empire was influenced by its geography. Rome's location allowed for successful agriculture, which allowed the city to grow. It also provided the Romans with easy access to trade routes, which enabled the city to meet the demands of its growing population. Rome's location helped to protect it from outside forces while providing access to the sea that allowed for travel and conquest. Because of the location of ancient Rome, a collection of small towns was able to grow into a major city, and eventually become a powerful empire.

READING PASSAGE

Coin Minting

In ancient Rome, coins were very valuable. Instead of always trading one good for another good, people used coins to purchase goods. Because coins were so important to the Roman economy, the ancient Romans...

IMAGE

Roman Coins

Roman coins such as these showed images of Roman gods and goddesses, as well as images of rulers.

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: Use the graphic organizer below to describe the challenges that Rome faced as it expanded its territory (problems) and the ways in which Roman citizens met those challenges (solutions).

Problems	Solutions
Click here to type	Click here to type
Click here to type	Click here to type
Click here to type	Click here to type

Problems	Solutions
Click here to type	Click here to type
Click here to type	Click here to type
Click here to type	Click here to type

The ancient Romans created roads and coins and used them in ways the world had never seen before. Imagine you work for a company that has created a new innovation related to Roman roads or coins. Your boss has asked you to create an advertisement for your company's innovation. To do this, you must highlight why the innovation is important to Roman society and clearly explain its advantages. Before you begin, use the graphic organizer below to respond to some questions and plan your advertisement.

Name of Innovation: _____

What is the innovation's primary use?	**What problem is this innovation designed to solve?**
Who might need to use this innovation and why?	**What impact would the innovation have on civilization?**
What adjectives can be used to describe the innovation?	**How might you persuade someone to support the innovation?**

In the space provided below, create an advertisement that includes a drawing or diagram of the innovation (if possible), as well as a catchy slogan and brief description aimed at promoting the innovation. The advertisement must convince people of the advantages associated with using the innovation.

Advertisement

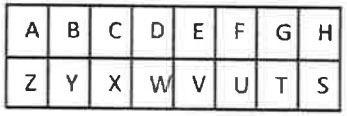
ESL At Home 6-8 Weeks I-2

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: A B C D E F G H Z Y X W V U T S	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 8
Monday: Show your work on separate paper. 1. $162 \times 63 =$ 2. $3{,}268 \div 38 =$ 3. $\frac{42}{8} - 4\frac{5}{9} =$ 4. $3\frac{1}{2} \times \frac{14}{8} =$? Will the product be more or less than $\frac{14}{8}$? 5. $66.18 + 31.183 =$

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

Sprints 410A First Half

Directions: Multiply

1.	2 x 3 =	
2.	2 x 6 =	
3.	2 x 12 =	
4.	3 x 3 =	
5.	3 x 6 =	
6.	3 x 9 =	
7.	3 x 12 =	
8.	4 x 4 =	
9.	4 x 8 =	
10.	4 x 12 =	
11.	4 x 13 =	
12.	4 x 14 =	
13.	4 x 10 =	
14.	4 x 20 =	
15.	5 x 2 =	

Lesson 9: SUMS AND DIFFERENCES OF DECIMALS (from EngageNY)

Examples

Use examples 1 and 2 to help you solve exercises 1-5 all.

1. $25\frac{3}{10} + 376\frac{77}{100}$

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	25.3 + 376.77
Step 2: Line up the addends appropriately using place value, and add.	$\begin{array}{r} 25.3 \\ +\ 376.77 \\ \hline 402.07 \end{array}$
Step 3: Convert answer to fraction form.	$402\frac{7}{100}$

2. $426\frac{1}{5} - 275\frac{1}{2}$

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	426.2 - 275.5
Step 2: Line up the addends appropriately using place value, and add.	$\begin{array}{r} 426.2 \\ -275.5 \\ \hline 150.7 \end{array}$
Step 3: Convert answer to fraction form.	$150\frac{7}{10}$

Lesson 9: SUMS AND DIFFERENCES OF DECIMALS (from EngageNY)

Exercises

1. Samantha and her friends are going on a road trip that is $245\frac{7}{50}$ miles long. They have already driven $128\frac{53}{100}$. How much farther do they have to drive?

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	
Step 2: Line up the addends appropriately using place value, and add.	

Step 3: Convert answer to fraction form.	

2. Ben needs to replace two sides of his fence. One side is $367\frac{9}{100}$ meters long, and the other is $329\frac{3}{10}$. How much fence does Ben need to buy?

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	
Step 2: Line up the addends appropriately using place value, and add.	
Step 3: Convert answer to fraction form.	

3. Mike wants to paint his new office with two different colors. If he needs $4\frac{4}{5}$ gallons of red paint and $3\frac{1}{10}$ gallons of brown paint, how much paint does he need in total?

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	
Step 2: Line up the addends appropriately using place value, and add.	
Step 3: Convert answer to fraction form.	

4. After Arianna completed some work, she figured she still had $78\frac{21}{100}$ pictures to paint. If she completed another $34\frac{23}{25}$ pictures, how many pictures does Arianna still have to paint?

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	
Step 2: Line up the addends appropriately using place value, and add.	
Step 3: Convert answer to fraction form.	

Use a calculator to convert the fractions into decimals before calculating the sum or difference.

5. Rahzel wants to determine how much gasoline he and his wife use in a month. He calculated that he used $78\frac{1}{3}$ gallons of gas last month. Rahzel's wife used $41\frac{3}{8}$ gallons of gas last month. How much total gas did Rahzel and his wife use last month? Round your answer to the nearest hundredth.

Steps	Answers
Step 1: Convert the mixed numbers into decimals.	
Step 2: Line up the addends appropriately using place value, and add.	
Step 3: Convert answer to fraction form.	

Tuesday's 5 Problems

Directions: Answer the below questions.

Tuesday: Show your work on separate paper.

1. 3,905 × 78 =
2. Carol is making bead necklaces. She wants to use nine hundred thirty beads to make forty-seven necklaces. If she wants each necklace to have the same number of beads, how many beads will she have left over?
3. Tiffany bought a bamboo plant that was $10\frac{2}{3}$ feet high. After a month it had grown another $3\frac{3}{10}$ feet. What was the total height of the plant after a month?
4. Isabel collected 2 times as many bags of cans as her friend. If her friend collected $\frac{3}{8}$ of a bag, how much did Isabel collect?
5. 76.13 - 62.664 =

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

Sprints 410A First Half

Directions: Multiply

16.	5 x 4 =	
17.	5 x 6 =	
18.	6 x 5 =	
19.	7 x 5 =	
20.	9 x 5 =	
21.	5 x 12 =	
22.	5 x 13 =	
23.	5 x 11 =	
24.	4 x 11 =	
25.	4 x 9 =	
26.	4 x 8 =	
27.	4 x 6 =	
28.	4 x 7 =	
29.	4 x 12 =	
30.	13 x 4 =	

Lesson 10: THE DISTRIBUTIVE PROPERTY AND THE PRODUCT OF DECIMALS
(from EngageNY)

Examples

Use examples 1-2 to help you answer problem set 1-5 all.

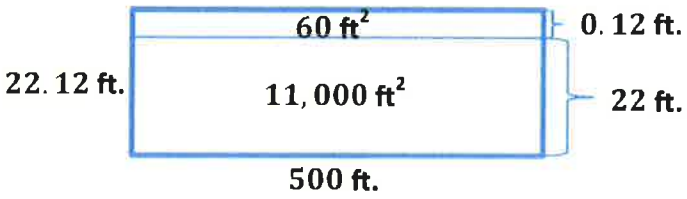
1. Use partial products and the distributive property to calculate the product.
   200×32.6

   Separate 32.6 into an addition expression with two addends, 32 and 0.6.

   $\mathbf{200(32) + 200(0.6) = 6{,}400 + 120 = 6{,}520}$

2. Use partial products and the distributive property to calculate the area of the rectangular patio shown below.

$\mathbf{500 \times 22.12 = 500(22 + 0.12) = 500(22) + 500(0.12) = 11{,}000 + 60 = 11{,}060}$ square feet



The area of the patio would be $\mathbf{11,060}$ square feet.

Lesson 10: THE DISTRIBUTIVE PROPERTY AND THE PRODUCT OF DECIMALS
(from EngageNY)

Problem Set

Calculate the product using partial products.

1. 400×45.2

2. 14.9×100

3. 200×38.4

4. 900×20.7

5. 76.2×200

Wednesday's 5 Problems

Directions: Answer the below questions.

Wednesday: Show your work on separate paper.

1. A cruise ship compartment can hold 241 pieces of luggage. If a ship has 84 compartments, how many pieces of luggage can it hold?
2. $1{,}960 \div 27 =$
3. $\frac{7}{3} + \frac{11}{5} =$
4. $\frac{1}{5} \div 4 =$
5. $57.2 \times 6.4 =$

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

Sprints 410A Second Half

Directions: Multiply

1.	2 x 2 =	
2.	2 x 4 =	
3.	2 x 8 =	
4.	3 x 2 =	
5.	3 x 4 =	
6.	3 x 8 =	
7.	3 x 10 =	
8.	4 x 3 =	
9.	4 x 6 =	
10.	4 x 9 =	
11.	4 x 12 =	
12.	4 x 13 =	
13.	4 x 10 =	
14.	4 x 20 =	
15.	5 x 2 =	

Lesson 11: FRACTION MULTIPLICATION AND THE PRODUCTS OF DECIMALS
(from EngageNY)

Exercises

1. Calculate the product: 324.56 × 54.82

2. Kevin spends $11.25 on lunch every week during the school year. If there are 35.5 weeks during the school year, how much does Kevin spend on lunch over the entire school year? Remember to round to the nearest penny.

3. Gunnar's car gets 22.4 miles per gallon, and his gas tank can hold 17.82 gallons of gas. How many miles can Gunnar travel if he uses all of the gas in the gas tank?

4. The principal of East High School wants to buy a new cover for the sand pit used in the long jump competition. He measured the sand pit and found that the length is 29.2 feet and the width is 9.8 feet. What will the area of the new cover be?

Lesson 11: FRACTION MULTIPLICATION AND THE PRODUCTS OF DECIMALS
(from EngageNY)

Exit Ticket

1. Paint costs $29.95 per gallon. Nikki needs 12.25 gallons to complete a painting project. How much will Nikki spend on paint? Remember to round to the nearest penny.

Thursday's 5 Problems

Directions: Answer the below questions.

Thursday: Show your work on separate paper.

1. A candy store had 598 empty shelves. If each shelf can hold 308 pieces of candy, how many pieces would they need total to fill up all the shelves?

2. A flash drive could hold thirty-nine gigs of data. If you needed to store eight hundred forty-nine gigs, how many flash drives would you need?

3. A large box of nails weighs $8\frac{2}{3}$ ounces. A small box of nails weighs $6\frac{4}{7}$ ounces. What is the difference in weight between the two boxes?

4. $\frac{1}{3} \times \frac{1}{6} = ?$ Will the product be more or less than $\frac{1}{3}$?

5. $9.01 \div 0.5 =$

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

Sprints 410A Second Half

Directions: Multiply

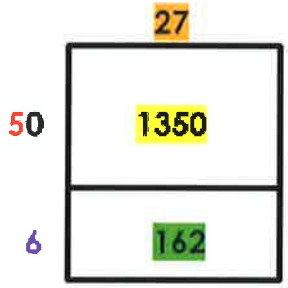
16.	5 x 3 =	
17.	5 x 4 =	
18.	6 x 5 =	
19.	7 x 5 =	
20.	9 x 5 =	
21.	5 x 11 =	
22.	5 x 12 =	
23.	5 x 13 =	
24.	4 x 10 =	
25.	4 x 8 =	
26.	4 x 7 =	
27.	4 x 6 =	
28.	4 x 4 =	
29.	4 x 12 =	
30.	13 x 4 =	

Lesson 12: ESTIMATING DIGITS IN A QUOTIENT (from EngageNY)

Examples

Use this example to help you answer exercises 1-4 all.

1. Use the standard algorithm and a model to divide: 1,512 ÷27.

Steps	Answers
Step 1: Estimate the quotient.	1,500 ÷ 30 = 50.
Step 2: Use the division algorithm to solve.	56 27 √1512 -1350 162 -162 0
Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	27 × 56 = 1,512

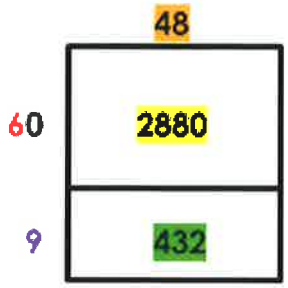
Lesson 12: ESTIMATING DIGITS IN A QUOTIENT (from EngageNY)

Problem Set

Use this example to help you answer exercises 1-4 all.

1. 3,312 ÷ 48

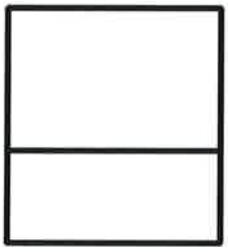
Steps	Answers
Step 1: Estimate the quotient.	13,500 ÷ 50 = 70.
Step 2: Use the division algorithm to solve.	69 48 √3312 -2880 432 -432 0

Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	48 × 69 = 3,312

Lesson 12: ESTIMATING DIGITS IN A QUOTIENT (from EngageNY)

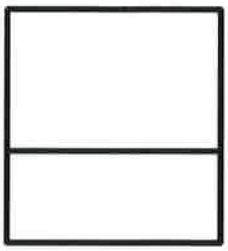
Exercises

1. 1,008 ÷ 48

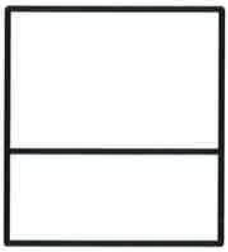
Steps	Answers
Step 1: Estimate the quotient.	
Step 2: Use the division algorithm to solve.	$48\overline{)1008}$
Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	

2. 2,508 ÷ 33

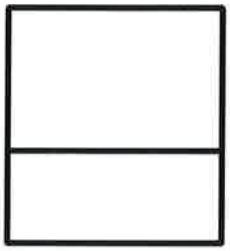
Steps	Answers
Step 1: Estimate the quotient.	
Step 2: Use the division algorithm to solve.	$33\overline{)2508}$

Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	

3. 2,156 ÷ 28

Steps	Answers
Step 1: Estimate the quotient.	
Step 2: Use the division algorithm to solve.	$28\overline{)2156}$
Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	

4. 4,732 ÷ 52

Steps	Answers
Step 1: Estimate the quotient.	
Step 2: Use the division algorithm to solve.	$52\overline{)4732}$
Step 3: Show a model that supports your work with the division algorithm.	
Step 4: Check your work.	

Friday

Sprints 410B First Half

Directions: Multiply

1.	12 ÷ 2 =	
2.	24 ÷ 2 =	
3.	48 ÷ 2 =	
4.	18 ÷ 2 =	
5.	36 ÷ 2 =	
6.	54 ÷ 2 =	
7.	72 ÷ 2 =	
8.	48 ÷ 3 =	
9.	64 ÷ 2 =	
10.	96 ÷ 2 =	
11.	104 ÷ 2 =	
12.	112 ÷ 2 =	
13.	120 ÷ 3 =	
14.	160 ÷ 2 =	
15.	60 ÷ 6 =	

Lesson 13: DIVIDING MULTI-DIGIT NUMBERS USING THE ALGORITHM (from EngageNY)

Exercises

Use these exercises 1-2 to help you answer exercises 3-6 all.

1. 891,156 ÷ 12

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
74263 12 $\overline{)891156}$ -84 51 -48 31 -24 75 -72 36 -36 0	**89** ten thousands ÷ **12**: **7** ten thousands **51** thousands ÷ **12**: **4** thousands **31** hundreds ÷ **12**: **2** hundreds **75** tens ÷ **12**: **6** tens **36** ones ÷ **12**: **3** ones	74,263 × 12 = 891,156

2. 484,692 ÷ 78

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
6214 78 $\overline{)484692}$ -468 166 -156 109 - 78 312 -312 0	**484** thousands ÷ **78**: **6** thousands **166** hundreds ÷ **78**: **2** hundreds **109** tens ÷ **78**: **1** ten **312** ones ÷ **78**: **4** ones	6214 × 78 = 484,692

3. 281,886÷ 33

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
33 $\overline{)281886}$		

4. 2,295,517 ÷37

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
$37\overline{)2295517}$		

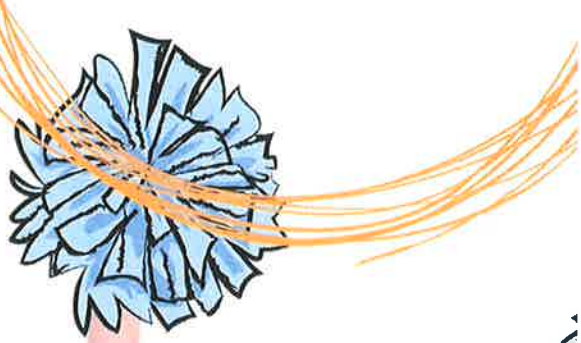
5. 952,448÷ 112

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
$112\overline{)952448}$		

6. 1,823,535 ÷245

Solve the question	Next to each line, explain your work using place value.	Evaluate the reasonableness of your answer.
$245\overline{)1823535}$		

Win-Win or No Deal



WIN-WIN solutions are the ultimate goal of leaders. "No deal" is better than a decision that does not benefit both people.

A THINK WIN-WIN ATTITUDE MEANS:

- Being happy when good things happen to other people.
- Not making someone else feel bad to make yourself feel good.
- Your sense of self-worth comes from inside you, not from other people.

OPPOSITE ATTITUDES:

- Win-lose says there is only so much success and if you get any, there is less for me.
- Lose-win says be a doormat and let people walk all over you.
- Lose-lose says if you're going down, bring others down with you.

NO DEAL

- If we can't find a win-win then let's agree to disagree..

ATTITUDE CHECK

Which attitude do you have most of the time with your best friend? Circle one.

Click here to write your answer

Lose-Lose Lose-Win Win-Lose Win-Win

Which attitude do you have most of the time with your favorite teacher?

Click here to write your answer

Lose-Lose Lose-Win Win-Lose Win-Win

Which attitude do you have most of the time with your mom?

Click here to write your answer

Lose-Lose Lose-Win Win-Lose Win-Win

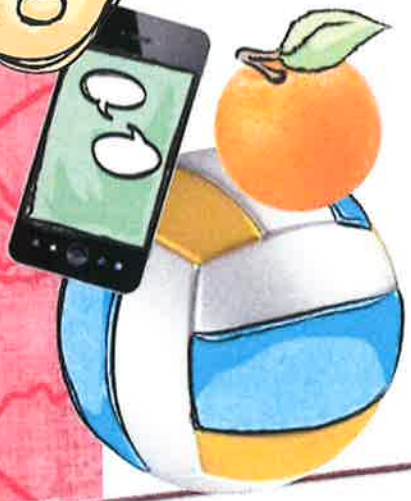
If you were going to write a blog post about win-win or no deal, what would it say?

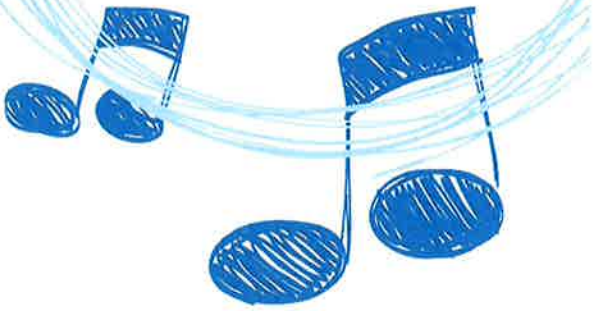
Click here to type

HABIT 7

SHARPEN THE SAW

Balance is Best





Habit 7: SHARPEN THE SAW encourages you to find balance. Just as a car cannot operate well if its four wheels are out of balance, you cannot operate well if your four parts (BODY, BRAIN, HEART, and SOUL) are out of balance.

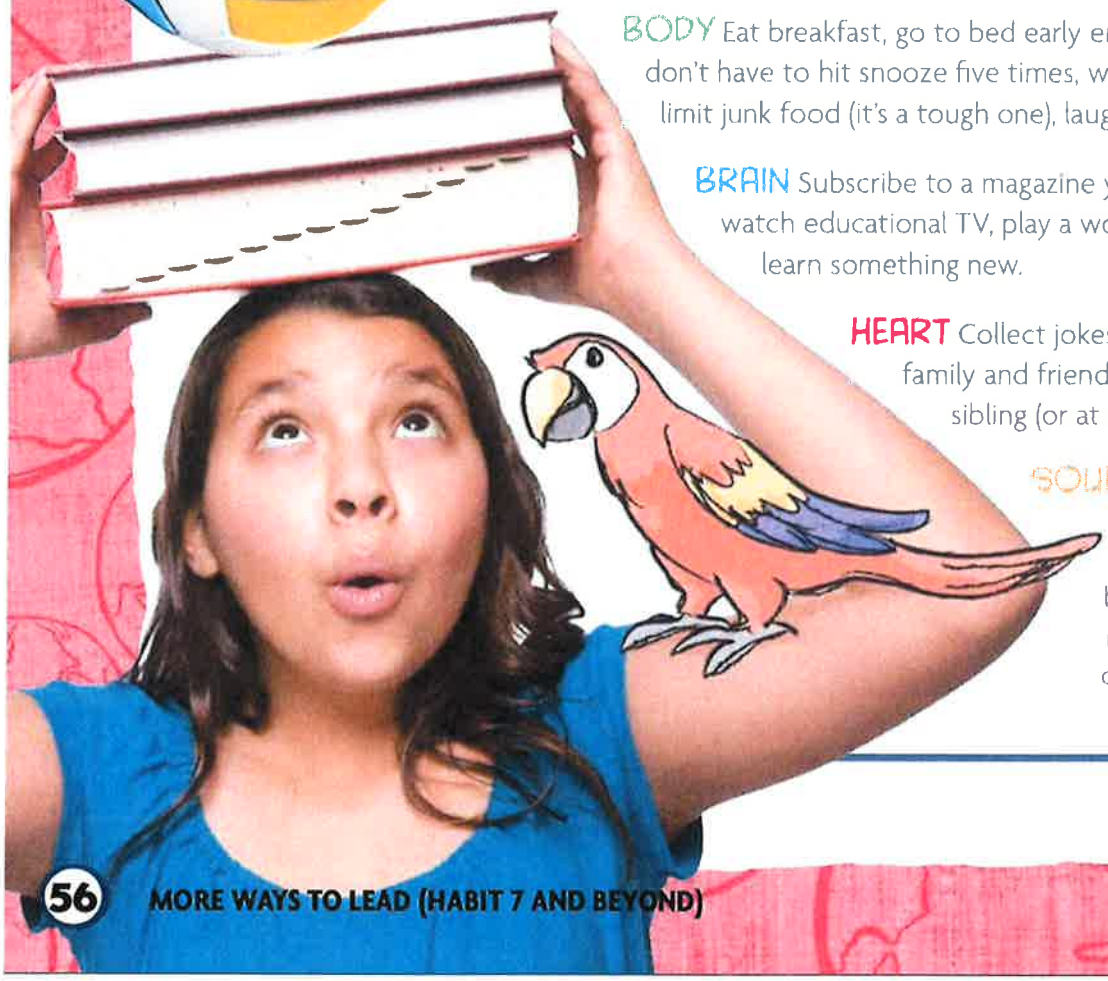
BALANCE IS BEST

BODY Eat breakfast, go to bed early enough that you don't have to hit snooze five times, walk to a friend's house, limit junk food (it's a tough one), laugh, smile.

BRAIN Subscribe to a magazine you enjoy, watch educational TV, play a word game, learn something new.

HEART Collect jokes, spend time with family and friends, play with a younger sibling (or at least be nice).

SOUL Reflect on your mission statement, help someone, listen to music, make a meaningful contribution.



Balance is the key. Things like video games and TV are fine as long as they don't take over. Spending too much time in any of the four areas leaves less time for the others.

Use the **Bar Chart** to show the number of activities you did to sharpen your body, brain, heart, or soul last week.

EXAMPLE: I practiced soccer, played at the park, and walked to my friend's house so I drew a bar up to "2-4 Activities" for "Body."

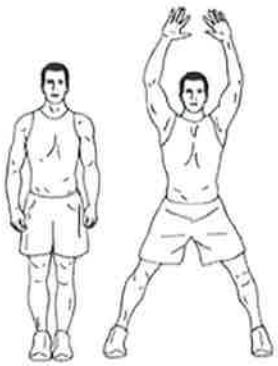
More than 8 Activities					
5-8 Activities					
2-4 Activities					
None	Example: Body	Body	**Brain**	**Heart**	Soul

What did you learn from the Bar Chart?

Click here to type

beginner circuit

WORKOUT
by DAREBEE
© darebee.com
Level I 3 sets
Level II 5 sets
Level III 7 sets
2 minutes rest

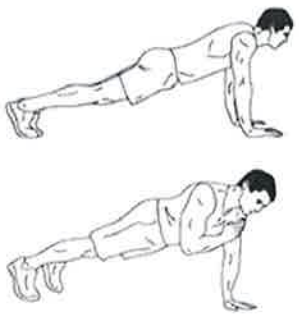


12 jumping jacks

6 squats

6 calf raises

12 raised arm circles



6 shoulder taps

6 plank rotations

100%

DAREBEE HIIT WORKOUT © darebee.com

Level I 3 sets **Level II** 5 sets **Level III** 7 sets | 2 minutes rest

20sec high knees

20sec shoulder taps

20sec high knees

20sec shoulder taps

20sec plank hold

20sec shoulder taps

20sec high knees

20sec shoulder taps

20sec high knees

¿Hablas español? Haga clic aquí para resolver

May 2020

Selected from: One Minute Mysteries: 65 MORE Short Mysteries You Solve With Science!

Finding A Solution

Spring had turned the corner and twins Frances and Fiona were pleased that they could start spending time outside in their backyard. The family's yard was sheltered by trees with long branches, perfect for the girls' hobby of bird watching.

Frances had the job of mixing sugar in water for their hummingbird feeder. In the past, the girls noticed that more hummingbirds came to the feeder when they used a more sugary mix. This year Frances had decided to make the mix as sweet as possible. In the kitchen, she added sugar to hot water until sugar started collecting in the bottom of the pot even while she was stirring it. Then she filled the feeder with the water solution.

"I just love it when we get to see so many hummingbirds!" Frances said as she screwed the lid onto the feeder.

The girls hung the feeder on a tree branch where they could watch from their deck. It took a few days for the hummingbirds to start coming, and when they did, the birds left almost instantly each time.

The girls went out to check the feeder.

"I think I see the problem," Fiona said, scraping powder from the feeding holes.

"Where did that come from?" Frances asked.

"The birds can't get the mix out of the feeder," Fiona said. "This powder clogging the holes is sugar."

"I didn't put any sugar on the outside," Frances protested. "And I stopped adding sugar to the water when the sugar started collecting at the bottom of the water even when I was stirring it. I know that when there's as much sugar as the water can hold, the water is saturated and can't dissolve any more sugar. Isn't that right?"