

6th Grade

May 18 - 29

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Plan of Action: 6th Grade Team May 18-29

6th Grade
<p>Morning Message:</p> <p>“Do what you have to do until you can do what you want to do.” – Oprah Winfrey</p> <p>“It is never too late to be what you might have been.” – George Eliot</p> <p>“What feels like the end is often the beginning.” – Unknown</p> <p>“Although no one can go back and make a brand new start, anyone can start from now and make a brand new ending.” – Carl Bard</p> <p><i>The 6th grade team wishes your family a safe, healthy and happy summer.</i></p>
Morning Check-in: Please email your teachers with any questions.

ELA					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	<p>“I can” statement</p> <ol style="list-style-type: none"> 1. I can read independently and understand the plot structure, literary elements, and information given in a text using close reading and annotation skills. 2. I can use text evidence to support my answer. 3. I can use inferencing skills to determine the meaning of a word. <p>Essential Standards:</p> <p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>				

	<p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p>				
Learning Experiences	Read (Audio) chapters 13-15 in Freak The Mighty. Summarize all chapters together.	Work on the ornithopter project.	Read (Audio) chapters 16-18 in Freak The Mighty. Summarize all chapters together.	Work on the ornithopter project.	Read (Audio) chapters 19-21 in Freak The Mighty. Summarize all chapters together.
Directions					
How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email or on Google Classroom. If no tech, the teacher will call and talk about the summary page				

ELA					
Day	Memorial Day. No School	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time		30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	<p>“I can” statement</p> <p>4. I can read independently and understand the plot structure, literary elements, and information given in a text using close reading and annotation skills.</p> <p>5. I can use text evidence to support my answer.</p> <p>6. I can use inferencing skills to determine the meaning of a word.</p> <p>Essential Standards:</p> <p>RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</p>				
Learning Experiences	No School Today. Enjoy your day off!	Work on Ornithopter Project.	Read (Audio) chapter 22-25 in Freak The Mighty. Summarize all chapters together.	Work on Ornithopter Project.	Complete Ornithopter Project.
Directions					Watch Freak The Mighty Movie.

How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email or Google Classroom. If no tech, the teacher will call and talk about the summary page
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MATH					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes
Learning Target/ Standard	I can divide whole numbers and decimals. I can add, subtract, and multiply decimals. I can follow order of operations. I can find the mean of a data set. I can write and evaluate algebraic expressions. Essential Standards: 6.NS.B.2 Fluently divide multi-digit numbers using a standard algorithm. 6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals. 6.EE.A.1 Write and evaluate numerical expressions with whole number exponents. 6.EE.A.2 Write, read, and evaluate expressions with variables. 6.EE.A.3 Apply the properties of operations to generate equivalent expressions. 6.SP.A.3 Recognize a center of measure summarizes the numerical data in a set.				
Learning Experiences Directions	Four for Fun Problem Practice	Problems to Ponder Solve Column 1 6 problems	Problems to Ponder Solve Column 2 6 problems	Donut Shop Decimal Problems Complete problems 1-5	Donut Shop Decimal Problems Complete problems 6-10
How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email If no tech, the teacher will call and talk about the summary page				

MATH					
Day	Memorial Day. No School	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29

Time		15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes
Learning Target/ Standard	I can graph fractions on a number line. Essential Standards: 6.NS.C.6 Understand a rational number as a point on a number line.. 6.NS.C.7 Understand ordering of rational numbers.				
Learning Experiences		Fraction Timeline Project	Fraction Timeline Project	Fraction Timeline Project	Complete the box for math on the weekly summary learning log.
Directions		Figure out the spacing with your age	Come up with 5 different dates	Complete and Label your Project	
How will my teacher know that I have learned this?	Take a picture of your summary page and send it to your teacher by email If no tech, the teacher will call and talk about the summary page				

SCIENCE					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15-20 minutes	15-20 minutes	15-20 minutes	30 minutes	15-20 minutes
Learning Target/ Standard	NGSS Standard: MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. I Can Statements: I can model and explain how convection currents in the mantle cause the movement of tectonic plates. I can describe the movement and interaction of the 3 primary types of plate boundaries (convergent, divergent, transform). I can design and construct an earthquake safe building.				
Learning Experiences	#1 ReadWorks Plate Tectonics article and questions	#2 Vocabulary Review Assignment	#3 Outdoor Nature Observation	#4 Convection Current Lab	#5 Convection Current Assignment
Directions					
How will my teacher know that I have	Take a picture of your learning log and send it to your teacher by email or Google Classroom. If no tech, the teacher will call and talk about the 6th Grade Summary of Learning Log.				

learned this?	
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SCIENCE					
Day	Memorial Day. No School	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time		15-20 minutes	15-20 minutes	30 minutes	15-20 minutes
Learning Target/ Standard	NGSS Standard: MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. I Can Statements: I can model and explain how convection currents in the mantle cause the movement of tectonic plates. I can describe the movement and interaction of the 3 primary types of plate boundaries (convergent, divergent, transform). I can design and construct an earthquake safe building.				
Learning Experiences Directions	Memorial Day- Spend the day outside enjoying nature!	#6 ReadWorks Cracking Up article and questions	#7 Outdoor Nature Observation	#9 Earthquake Resistant Building Design and Construct	Complete any unfinished work and submit the 6th Grade Summary of Learning Log through Google, phone, or email.
How will my teacher know that I have learned this?	Take a picture of your learning log and send it to your teacher by email or Google Classroom. If no tech, the teacher will call and talk about the 6th Grade Summary of Learning Log.				

SOCIAL STUDIES					
Day	Monday, May 18	Tuesday, May 19	Wednesday, May 20	Thursday, May 21	Friday, May 22
Time	15-30 minutes	15-30 minutes	15-30 minutes	15-30 minutes	30 minutes
Learning Tar get/ Standard	I can determine what Hammurabi's Code can teach me about Babylonia. I can determine if Cleopatra died by snakebite. Essential Standard: Using historical thinking skills: Close Reading, Sourcing, adn Corroborating to determine reliability of historical sources.				
Learning Experiences Directions	Hammurabi Day 1 Read Docs A and B and answer Guiding Questions.	Hammurabi Day 2 Read Doc C and answer guiding questions.	Hammurabi Day 3 Answer Summary Questions.	Cleopatra Day 1 Examine Docs A and B. Answer Guiding Questions.	Cleopatra Day 2 Read Docs C, D, and E and answer guiding questions.
How will my teacher know that I have	Take a picture of your summary page and send it to your teacher by email or Google Classroom. If no tech, teacher will call and talk about the summary page				

learned this?	
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SOCIAL STUDIES					
Day	Memorial Day. No School	Tuesday, May 26	Wednesday, May 27	Thursday, May 28	Friday, May 29
Time		30 minutes	30 minutes	30 minutes	60 minutes
Learning Target/ Standard	<p>I can understand how to use sourcing, close reading, and corroboration to examine present day issues and sources.</p> <p>Essential Standard: Using historical thinking skills: Close Reading, Sourcing, and Corroborating to determine reliability of historical sources.</p> <p>Determine the value of sources by evaluating their relevance and intended use.</p>				
Learning Experiences Directions		Sourcing: Read sources A, B, and C about present day issue. Answer Guiding Questions.	Close Read: Read the sources and answer the Guiding Questions.	Corroboration: Read the sources and answer the guiding questions.	Follow directions provided on page.
How will my teacher know that I have learned this?	<p>Take a picture of your summary page and send it to your teacher by email or Google Classroom.</p> <p>If no tech, the teacher will call and talk about the summary page</p>				

Movement Break, Art Activity, Music- Choose one activity- 10 minutes
Follow the Choice Board directions

6th Grade English Language Arts Remote Learning Packet

Date Range: May 18th through May May 29th

This Remote Learning Packet covers the following teacher courses:

Mr. Maple
Mrs. Anaclerio
Ms. Dziadon

This Remote Learning Packet covers the following Common Core State Standards/Essential Standards:

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

This Remote Learning Packet covers the following "I Can..." Statements:

1. I can read independently and understand the plot structure, literary elements, and information given in a text using close reading and annotation skills.
2. I can write fluently using the A.C.E. extended writing response format to cite textual evidence to prove my responses are accurate to the text and my answer.
3. I can summarize what was read in my own words using inferences from the text.

Instructional Page

This remote learning packet will cover the following educational items:

1. Independent reading of the student novel *Freak The Mighty* Chapters 4-7.
2. Summarization of chapters read (audio) within the novel.
3. Writing in different formats.

Directions:

For this remote learning packet students will listen to the remainder of their novel *Freak The Mighty* and summarize multiple chapters at a time. They will also complete the Ornithopter project that is attached with this at home learning packet. There will be supplemental activities for students who can not listen to the remainder of the novel on audio, or do not have access to the audio version.

Helpful Information:

How to Summarize:

https://www.youtube.com/watch?v=dsB73dRuGcE&list=PLQ9JMknNsN_dUPZk2PKjqe87F_vlyVwMV

Link to ALL audio book chapters:

<https://www.youtube.com/watch?v=Pn3bLqfd4D4&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41>

Day 1: Monday May 18th

Instructions: Follow the links below to listen to the chapters of Freak The Mighty that are assigned. Create a summary of the chapters that you have listened to on the summary page provided.

Chapter 13:

<https://www.youtube.com/watch?v=WL-k7BsScMY&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=13>

Chapter 14:

<https://www.youtube.com/watch?v=F5DBpIGYHhU&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=14>

Chapter 15:

<https://www.youtube.com/watch?v=HZNnYx-s81Y&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=15>

[illegible]

Day 2: Tuesday May 19th

Directions: Read over the Ornithopter directions that are attached to this at home learning packet. Begin working on the construction of your ornithopter.

Day 3: Wednesday May 20th

Instructions: Follow the links below to listen to the chapters of Freak The Mighty that are assigned. Create a summary of the chapters that you have listened to on the summary page provided.

Chapter 16:

<https://www.youtube.com/watch?v=5HoavbpQj3I&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=16>

Chapter 17:

<https://www.youtube.com/watch?v=ekmC3R6mH30&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=17>

Chapter 18:

<https://www.youtube.com/watch?v=8IViOJTDpWs&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=18>

[illegible]

Day 4: Thursday May 21st

Directions: Continue working on your ornithopter project. Make sure to follow all of the directions that were attached in the project packet.

Day 5: Friday May 22nd

Instructions: Follow the links below to listen to the chapters of Freak The Mighty that are assigned. Create a summary of the chapters that you have listened to on the summary page provided.

Chapter 19:

<https://www.youtube.com/watch?v=i9FzHjazByk&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=19>

Chapter 20:

<https://www.youtube.com/watch?v=OtKH8eWDq6c&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=20>

Chapter 21:

<https://www.youtube.com/watch?v=JeXx6G8Q56k&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=21>

[illegible]

Day 6: Tuesday May 26th

Directions: Continue working on your ornithopter project. Make sure to follow all of the directions that were attached in the project packet.

Day 7: Wednesday May 27th

Instructions: Follow the links below to listen to the chapters of Freak The Mighty that are assigned. Create a summary of the chapters that you have listened to on the summary page provided.

Chapter 22:

https://www.youtube.com/watch?v=y_EGZWX_cD4&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=22

Chapter 23:

<https://www.youtube.com/watch?v=JV2x27Aq7oY&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=23>

Chapter 24:

https://www.youtube.com/watch?v=Rx_CUWLvT6E&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=24

Chapter 25:

<https://www.youtube.com/watch?v=ZfToJYP3v2k&list=PLg-J652UZsr1tcnI4ADcahqMLXb405v41&index=25>

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Day 8: Thursday May 28th

Directions: Continue working on your ornithopter project; you should be nearing the end of the construction and creation of your ornithopter project. Make sure to follow all of the directions that were attached in the project packet.

Day 9: Friday May 29th

1. **Take a picture of, or a video of your ornithopter! Send it to your teachers!**
Complete all of the project directions and finalize any last minute work on the ornithopter project.
2. **Watch the Freak the Mighty movie titled *The Mighty*. If the given link does not work, you can also purchase or watch *The Mighty* on Amazon Prime or Vudu.**

Freak The Mighty Movie Link:

<https://www.youtube.com/watch?v=Ef82Zn6Vb3A>

Ornithopter Project

In *Freak the Mighty* one of the first events that link Max and Freak in a friendship is when Max helps get Freak's ornithopter out of the tree. An ornithopter is a machine designed to achieve flight by means of flapping wings. This is a project that we would normally do as a group if we were still in our regular school format. However, even though we are doing remote learning and social distancing, we still wanted to have everyone complete this project. It is one of our favorites!

You are not going to be creating an actual "machine" with working parts like Freak had, but you will be trying to create something that flies and has wings. We will provide you with a list of possible materials that you can use to create your ornithopter. These are items that hopefully everyone has around the house. You can pick and choose which items you would like to use for your project from the list. Your final project should be designed to fly similar to a paper airplane. You will be throwing your ornithopter and measuring the distance that it flew. This is where the fun competition comes in. We will see which student's flying ornithopter flew the farthest from the data you submit to us.

Step 1: Choose from the possible materials allowed based on what you have access to in your home. Please make sure you ask your parent/guardian's permission too before taking items in the house to use. You will gather the materials and do a **sketch** of what you have in mind for the design of your ornithopter. Think about the things you have learned in your science classes to help design your project in the best way to achieve a long flight. Think about the design and weight of your items.

Step 2: **Create** your ornithopter, making any needed accommodations or modifications as needed. Be creative and also always keep in mind that your goal is to have it fly far. Do some test flights and make any needed adjustments or repairs along the way.

Step 3: Once you have made all needed modifications and you are truly ready, **fly** your ornithopter for the competition. In school, we usually allowed two throws and we took your best flight number. We would like you to do the same. Use a tape measure to **measure** how far it flew or simply walk it off in feet if you don't have the tape measure to use. If you can take a picture or video of your ornithopter and its flight and can email it to your teacher or upload it to your Google classroom then please do so. We would love to see them. You will **record** the length of your two flights.

Step 4: This is your reflection on your project. Please write 1-2 paragraphs using these bullet points to guide you:

- Describe how you designed your ornithopter
- What materials did you use?
- Was your ornithopter successful in your eyes or did it not go as far as you had hoped?
- What would you change, if anything, if you did this project over again?

Below are some pictures of a similar project for some inspiration. However, your ornithopter does not have to look like these examples. Be creative. Explore. Repair. Modify. Have fun!



Materials to choose from:

- Paper
- Construction paper
- Cardboard
- Paper towel roll or toilet paper rolls
- Popsicle sticks
- Tape
- Glue
- crayons/markers/paints
- Garbage bag
- Straws
- Kleenex or paper towels
- Newspaper
- feathers

Sketch of your ornithopter design

Ornithopter Flight:

Throw 1: Length of flight (in feet or inches) _____

Throw 2: Length of flight (in feet or inches) _____

Reflection:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NAME: _____

DATE: _____

NARRATIVE WRITING TASK

Please read the three texts silently to yourself.

TEXT 1 – Newspaper Article

Giving is Better Than Receiving

In December 2009, award-winning author Stephen King and his wife Tabitha donated \$13,000 so that 150 soldiers could spend the winter holidays with their families. The soldiers were on a training mission before they were to deploy to Afghanistan a month after the holidays.

The money King and his wife donated was put toward the cost of two bus trips. The transportation allowed members of the Maine National Guard to travel from Indiana to Maine for the winter holidays. Mr. and Mrs. King worked together with Operation Community Support, a Maine-based military assistance agency, and the Family Assistance Center of the Maine Army National Guard to make this happen.

TEXT 2 – References

ex·traor·di·nar·y [ik-strawr-dn-er-ee, ek-struh-awr-]

ADJ.

1. An act, occurrence, or event that is beyond what is usual, expected, or ordinary
2. An act, person, place, occurrence, or event incomparable in character, amount, extent, magnitude, etc.; remarkable.

TEXT 3 – Quotes

“That best portion of a good man's life; His little, nameless, unremembered acts Of kindness and of love.”

William Wordsworth (1770-1850)

“Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you.”

Princess Diana (1961-1997)

DIRECTIONS:

The three texts you read share a common theme. Think about what that theme is before you begin to plan your narrative essay.

Write a narrative essay on separate, lined paper that recounts a time when you were able to perform an extraordinary deed. Your essay can be realistic fiction (if you feel you have no schema for this topic) or a true story. It should also show why this was an astonishing task, what took place before and after the deed, how it affected your life in a positive way, and how it affected the other person's life, whether it be a very small or large impact. When creating your narrative essay, you must use specific information from at least two of the texts from this page. Your incorporation of this information should flow naturally in your story and make sense in the context of your story. Remember to begin your story with a creative title that hints at the theme or main idea of the story and have a catchy opening to keep the readers' attention. When concluding your writing piece, you should create a memorable ending that leaves the readers with an understanding of theme or main idea.



Four For Fun

Dividing four easily

Do you hate to divide numbers by 4? Well this is FOR you. Easy does it if you can divide by 2!

First easiest step: **look** at the problem:

$$76 \div 4 = ?$$

Step 2: Divide (Cut) the number 76 in half. ($76 \div 2 = 38$)

Step 3: Now divide 38 by 2. ($38 \div 2 = 19$)

Last step: The answer is 19

Don't panic, but all the answers to problems won't always be a whole number. Here's an example:

Look: $75 \div 4 = ?$

Step 2: $75 \div 2 = 37.5$

Step 3: $37.5 \div 2 = 18.5$

Last step : The answer is 18.5

You can solve Large numbers this way also.

Look: $345 \div 4 = ?$

#1. $345 \div 2 = 172.5$

#2. $172.5 \div 2 = 86.25$

#3: Answer is 86.25!!!

Do the problems on the following page. Work step by step and see how easy it will be.

Do not use a calculator

$408 \div 4 =$ Step 1: $408 \div 2 = 204$ Step 2: $204 \div 2 = 102$ Answer: 102 Example	$186 \div 4 =$
$96 \div 4 =$	$326 \div 4 =$
$11.2 \div 4 =$	$98.85 \div 4 =$
$5782 \div 4 =$	$6,230,200 \div 4 =$
$38 \div 4 =$	$287 \div 4 =$

*Can you answer: Do you like this way or the 4 steps:
Divide, Multiply, Subtract, Bring Down and why?*

Problems to Ponder**Grade 6**

Instructions: Each column has 6 problems. Each week you should pick 5 problems from one column to do. At the end of the 2 weeks you should have done 10 problems in total.

Make sure to show your work.

Day 1 Column	My work	Day 2 Column	My work
Evaluate the expression $(9) \times (8-3) =$		Lamar has to pay a plumber \$65 to come to his house and \$40 per hour after that. Write an equation for the cost if the plumber is at his house for 4 hours.	
What time is 7 $\frac{1}{2}$ hours before 2:00?		$\square + \bigcirc = 10$ $\triangle + \triangle = 6$ $\bigcirc + \square =$ Find the numbers that add up to 10 Each shape is a specific number.	
What factors do 28 and 44 have in common?		Over the course of 4 weeks, the price of eggs were as follows: Week 1 \$0.99 Week 2 \$1.39 Week 3 \$2.39	

		<p>Week 4 \$2.15</p> <p>What was the average price?</p>	
<p>Jonelle needs to Pay \$6.50 admission to the Special movie being shown. She also needs to have \$10.00 to cover her refreshments. Write an equation for the cost of her entire entertainment event.</p>		<p>Multiply the following</p> <p>$2a \times 6 =$</p> <p>When the value of a is 13</p>	
<p>It was 42 degrees out on Monday morning. In the afternoon the temperature had dropped 6 degrees. What is the difference between the high temperature that day?</p>		<p>Samson's weight loss for each week of the month is 4 pounds, 3.5 lbs, and 2 lbs. If Samson originally weighed 153 lbs, how much does he weigh now?</p>	
<p>Solve:</p> <p>$\frac{3}{3} =$</p> <p>$\frac{5}{5} =$</p>		<p>Draw a circle. Divide it into 10 equal parts. Color in $\frac{7}{10}$ of the circle</p>	

Donut Shop Problem Solving

At a local donut shop, glazed donuts cost \$0.65. If Samantha wanted to buy a dozen glazed donuts, how much will she spend in all?



© Let's be Franco

Donut Shop Problem Solving

For her 9th birthday, Cindy wanted to buy her class number nine donuts. If each number donut costs \$1.09 and she has 22 students in her class, how much will she spend on donuts?



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Donut Shop Problem Solving

Chocolate frosted donuts are Mr. Franco's favorite donuts. Each chocolate frosted donut costs \$1.50. He wants to buy enough for his 24 students. How much will he spend in all?



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Donut Shop Problem Solving

Mr. Beverly wants to buy 2 chocolate frosted donuts that cost \$1.50 each and a coffee that costs \$2.75 for breakfast. How much did Mr. Beverly's breakfast cost?



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Donut Shop Problem Solving

Henry buys 3 donuts that cost \$1.30 each. How much change will he receive from a \$5.00 bill?



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Donut Shop Problem Solving

Donut holes are Justine's favorite bite-sized treat. Each donut hole costs \$0.12. She wants to buy 100 to share in the teacher's room. What was her total?



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Donut Shop Problem Solving

Mrs. Perdek ordered 2 dozen donuts that each cost \$10.50 each. She also bought 1 box of hot chocolate that cost \$13.50 for her class before the holiday break. What was her total?



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Donut Shop Problem Solving

Nick wanted to treat his teacher to a donut and a latte for her birthday. The donut cost \$1.50 and the latte was \$3.95. What was his total?



Donut Shop Problem Solving

Jeremy loves jelly filled donuts! Each jelly donut cost \$1.95. If he buys 5 to share with his coworkers, what was his total?



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Donut Shop Problem Solving

Luke wants to buy a dozen donuts at \$10.00 and a lemonade that costs \$1.75. He hands the cashier a \$20.00 bill, how much change will he receive?



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Fraction Timeline Project

Directions: You will be creating a timeline (number line) about your life. Follow the steps below to complete your timeline.

1) Divide your number line into equal pieces that represent how old you are. Your number line will represent 1 whole, with each interval representing a year of your life. (For example, if you are 11, your number line should be split into elevenths).

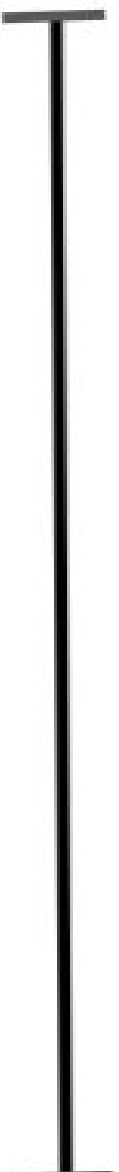
2) Choose at least 5 events to chart on your number line. Each event should be represented by a different color. Think about events that are significant in your life (sports, school, family, etc.) Write when each event started and ended. (For example, if you learned how to walk at 2 years old, you would mark $2/11 \rightarrow 11/11$ on your number line as "walked". The fraction on your chart would be $9/11$ because you have been walking for 9 out of 11 years of your life).

Write each event and the fraction it represents below.

EVENT	Fraction Started	Fraction ended	Total fraction of life

Example: Learned to walk	2/11	11/11	9/11
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_____ 's Life



Key:

6th Grade Science Remote Learning
May 18th - May 29th

Hello students! We hope you and your families are all doing well and you are staying curious during this time. If you have any questions or concerns, please feel free to contact us through email or Google Classroom. We are here for you!

Mrs. Koenig skoenig@sd194.org

Ms. Cahill bcahill@sd194.org

Ms. Kamp skamp@sd194.org

Directions:

Complete the reading and learning activities for science. You can complete the work in a Google doc and submit it to your teacher or keep a written form. Make sure each activity has your name, activity name, and packet dates for your heading.

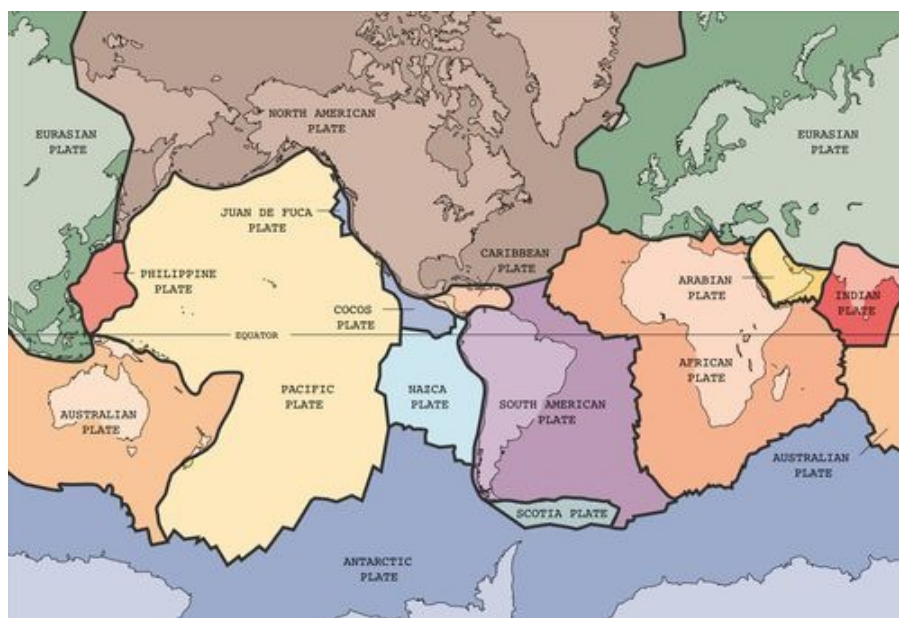
Example: Mrs. Koenig
 Outdoor Scavenger Hunt
 5/18-5/29

Assignment Schedule: Each day should require between 15-20 minutes to complete.

5/18 - Monday	1. ReadWorks Plate Tectonic article and questions
5/19 - Tuesday	2. Vocabulary - convection current, divergent boundary, convergent boundary, transform boundary, Pangaea
5/20 - Wednesday	3. Weekly Outdoor Observation

5/21 - Thursday	4. Convection Current Lab
5/22 - Friday	5. Convection Current Assignment
5/25 - Monday	Memorial Day
5/26 - Tuesday	6. Readworks Cracking Up article and questions
5/27 - Wednesday	7. Weekly Outdoor Observation
5/28- Thursday	8. Earthquake Resistant Building Activity
5/29 - Friday	9. Finish up with any work and complete Summary Learning Log

Plate Tectonics



As solid as the earth may seem, there are always parts of its crust that are moving at an incredibly slow rate. Since the 1940s and 1950s, steady advancement in technology has allowed geologists to better understand the movement of the earth's plates and how these plates work.

The surface of the earth is made up of several crustal plates. Think of a massive puzzle. Instead of little cardboard cutouts, the puzzle pieces are gigantic slabs of rock that cover the earth. This "puzzle" sits right on top of the mantle's fluid and extremely hot layer, which is made up of several elements, the most prevalent being oxygen, silicon, and magnesium. The crust is divided into two types: oceanic crust and continental crust. As you can guess, the oceanic crust is composed of the pieces that cover the ocean floor, and the continental crust forms our continents.

Oceanic Crust

You may think that the ocean floor is stationary, meaning it doesn't move. However, that's not the case at all. The ocean floor is always moving, though at a very slow rate. In the past, geologists have mapped the ocean floor. By doing so, they discovered a large mountain range that lies underwater in between continents. This mountain range is called the *mid-oceanic ridge*.

As we learned before, the mantle is found directly underneath crustal plates. Since the mantle is made of very hot material, we find "convection currents" within this layer of the earth. Hot material at the deepest part of the mantle rises, then cools once it reaches the surface, then sinks back into the mantle, only to be reheated and rise again, repeating the cycle. Convection currents in the mantle cause the oceanic ridges to rise and form mountains. This is where many scientists say new crust is being generated. The hot magma from the mantle rises up between tectonic plates and spreads outward. So, as this happens, the earth's crust moves very slowly, carrying the continents with it. How slowly? Scientists measure the "spreading rate" in units of millimeters per year, with the faster rates measuring about 80 to 120 millimeters per year.

Types of Boundaries

Convergent boundaries are points at which tectonic plates move into one another. This can result in the formation of mountain ranges (like the Himalayas) as continental plates push against one another. Or it can result in something called subduction, where one plate rises over another as they collide, and the other sinks underneath. This also can form a mountain range, just in a different process. The plate that slowly slips underneath the other plate then melts in the mantle.

Divergent boundaries, on the other hand, are boundaries at which plates are pushed away from one another. These occur both in the ocean and on land. In the ocean, hot magma from within the earth rises out from deep-sea trenches where the plates are pushed farther away from each other. On land, plates are pulled apart as part of a chain reaction beginning with the movements happening in the ocean. The Great Rift Valley in Africa is an example of this. If the plates continue to be pulled apart there, eastern Africa can split from the continent to form a new landmass. But that won't take place for millions of years since the process happens so slowly.

The last type is a transform boundary, one that involves plates sliding against each other. The San Andreas Fault in California is an example of this. The motion of tectonic plates sliding against one another can sometimes cause earthquakes, some quite large and devastating. Transform boundaries are also called strike-slip faults due to the motion they make. This type of relatively fast plate movement that causes earthquakes is the only one we can really feel. Since the other plate shifts are so slow and gradual, we don't feel them.

Pangaea

Scientists have discovered that our continents were not always the same shape or in the locations they are in now. Our continents have changed and drifted closer together or farther apart over the course of billions of years. The most recent time when all the continents were part of the same landmass happened about 300 million years ago. Scientists have named this huge landmass Pangaea, calling it a "super-continent." It existed when dinosaurs roamed our planet. Seventy million years later, Pangaea started to shift apart. When this happened, it broke into two pieces: Laurasia and Gondwana. Laurasia later broke up into Eurasia and North America, while Gondwana separated into Australia, South America, Africa, and Antarctica to make our earth look like it does today. And since our continents are still drifting, it is very possible that we will have another super-continent hundreds of millions of years from now.

What information supports all of this? If you look closely at a map of the earth, you can kind of see where the continents possibly used to fit together. South America looks like it could slide right into Africa and the two would fit together. So scientists began to speculate. But it wasn't enough to assume our continents were once a single landmass just because they look like they could fit together. Therefore, scientists began looking at fossils on different continents. They found similar fossils on Australia and southern Asia. They also found that there were very similar types of rock on the western coast of Africa and the eastern coast of South America. The support lay in the fossils of the animals and plants on the different continents. We can only wonder what the earth will look like in another hundred million years!

Name: _____ Date: _____

1. What are the two types of crust on the earth's surface?

- A. continental and silicon
- B. transform and oceanic
- C. oceanic and continental
- D. divergent and convergent

2. What does the author compare the earth's surface to?

- A. dinner plates
- B. a massive puzzle
- C. the ocean
- D. an earthquake

3. Crustal movements can be dangerous to humans.

What evidence from the text supports this conclusion?

- A. Plate movement at transform boundaries can sometimes cause earthquakes, some quite large and devastating.
- B. Plate movement at convergent boundaries can result in the formation of mountain ranges like the Himalayas.
- C. The spreading rate of some continents can reach 120 millimeters per year.
- D. As solid as the earth may seem, there are always parts of its crust moving at incredibly slow rates.

4. Crustal movements in one location can affect locations far away.

What evidence from the text supports this conclusion?

- A. Steady advancement in technology has allowed geologists to better understand plate tectonics.
- B. The mantle is made up of elements like oxygen, silicon, and magnesium.
- C. Geologists mapped the ocean floor and discovered the mid-oceanic ridge.
- D. Divergent boundaries in the ocean create a chain reaction that pulls plates apart on land.

5. What is the main idea of this text?

- A. Pangaea was a "super-continent" that existed about 300 million years ago.
- B. Plate tectonics cause the earth's surface to shift and change in various ways.
- C. Scientists discovered similar fossil types and rock types on different continents.
- D. Crustal movements create convergent, divergent, and transform boundaries.

6. Read this sentence from the text.

"As you can guess, the oceanic crust is composed of the pieces that cover the ocean floor, and the continental crust forms our continents."

As used in the text, what does the word "composed" mean?

- A. studied
- B. divided
- C. made up
- D. shifted

7. Choose the answer that best completes the sentence.

The continents are slowly but constantly changing in location. _____, the continents used to form a single landmass called Pangaea but gradually drifted apart.

- A. For example
- B. Currently
- C. Including
- D. Above all

8. What are convection currents?

9. How do convection currents help form underwater mountains?

10. Explain two ways in which changes on the earth's surface are connected to changes below the earth's surface.

Support your answer with evidence from the text.

Name:

Plate Tectonics vocabulary

#2 - 5/19

Directions: Provide a definition and create a complete sentence using the science terms listed below. Your sentence must have a minimum of 8 words and clearly display your understanding of the term.

Example: **abiotic factor** Definition: all the nonliving parts of an ecosystem

Sentence: The rocks in the stream are considered abiotic factors because they are nonliving.

Convection Current

Definition: _____

Sentence: _____

Divergent Boundary

Definition: _____

Sentence: _____

Convergent Boundary

Definition: _____

Sentence: _____

Transform Boundary

Definition: _____

Sentence: _____

Pangaea

Definition: _____

Sentence: _____

Name:

#3 May 20th

Weekly Nature Observations

Directions: If you created a journal from last week's observations, you can add to that nature journal. Think about how you will be able to tell which notes and drawing you made during which observations. Are you going to record the date, time, and weather to help you remember? How will you be able to tell where you were making the observations? How will you represent your observations? Will you write, draw, or list the observations? How will you show the details of your observations or nature object? How can you communicate the senses you observed?

As you are making the observations, try and observe the same area you made observations in from the last packet. Record any changes you noticed since the last observation or add to an illustration you created from the last observation. Why have those changes occurred? What is different?

It's time to head outside or if you are unable to go outside try and find a window that has a view of the outdoors. Remember to observe by looking upward or towards the ground. If you are outside, don't hesitate to investigate further by going under a log or unearthing some of the ground.

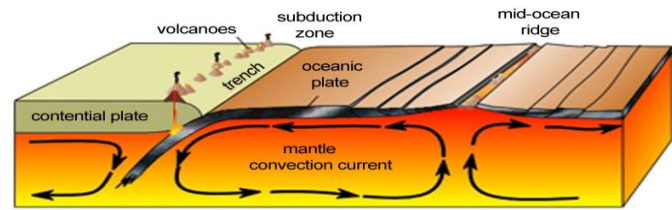
NOW LET'S START EXPLORING NATURE!

Name:

#4 May 21st

CONVECTION CURRENT LAB

Large convection currents in the asthenosphere transfer heat to the surface, where the less dense magma breaks apart the plates at the mid-ocean ridge, creating divergent plate boundaries.



As the plates move away from the ridge, they cool, and the higher density basalt rocks that make up oceanic crust get consumed at the ocean trenches/subduction zones. The crust is recycled back into the asthenosphere.

Heat affects the density of water as well. You can create your own convection current with water that will allow you to see the currents caused by the density difference of water at different temperatures. If you do not have the necessary supplies, you can click on the following link to observe a convection current demonstration. Feel free to try and improvise with the supplies. [Convection Current Demo](#)

Supplies:

Ice cube tray

Water

Food coloring (red, green or blue)

Clear drinking glass or jar

Procedure:

1. Mix water and food coloring and pour into an ice cube tray or tiny container.
2. Freeze the colored water.
3. Fill a clear glass with very warm water.
4. Add one ice cube to the glass of water.
5. Observe what happens.

Reflections:

How is what you observed in this lab similar to what happens in the Earth's mantle?

Explain how the movement of the convection currents in the mantle affect the plates of the Earth's crust.

Student Sheet 5.GS: Convection in the Mantle (page 2 of 2)

2. Use the following terms to label the illustration shown in Figure 2:

convection cell lower mantle spreading ridge trench upper mantle

Under the illustration, write a description of what is happening in the convection cells, the cells' impact on the oceanic plates, and how you think it will change the appearance of the ocean floor in this area over time.

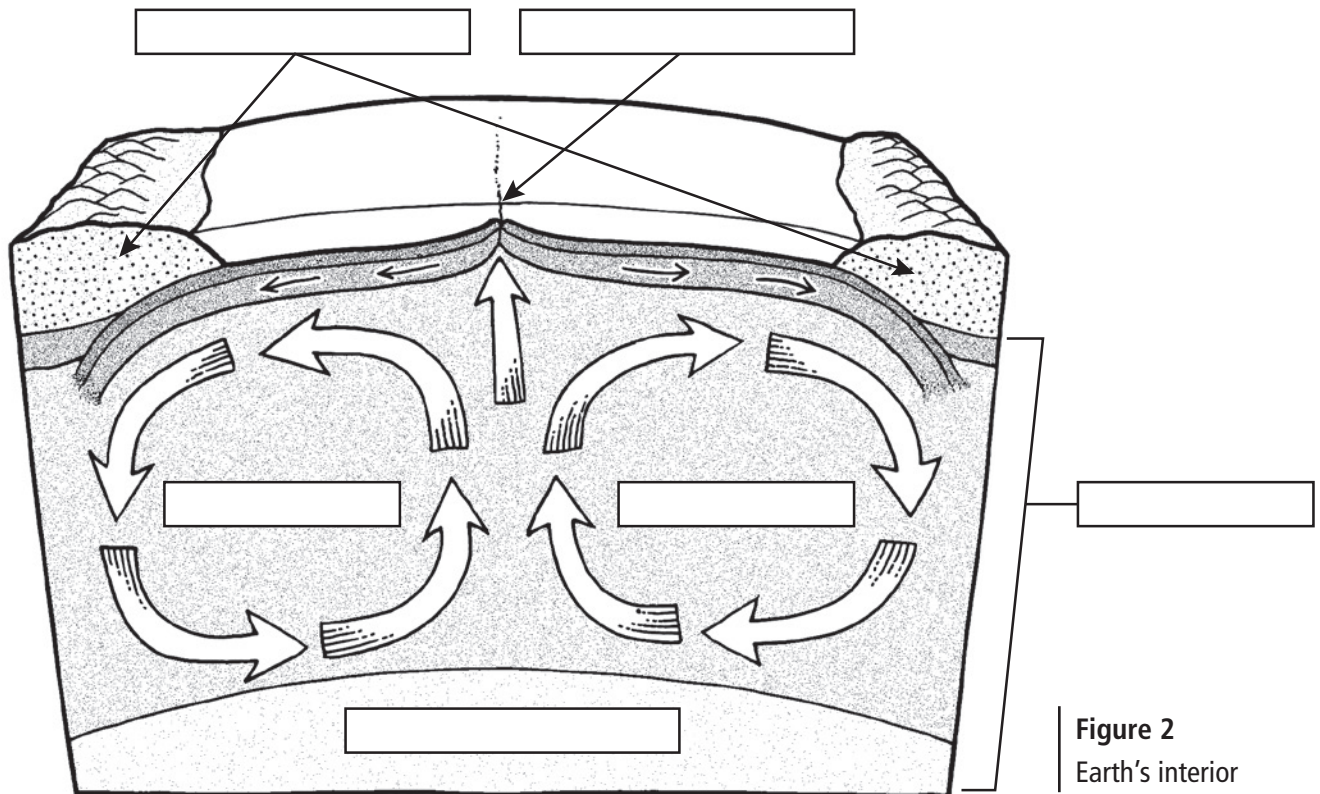


Figure 2
Earth's interior

Cracking Up

Splitting Up

A new ocean will one day separate Africa.

A group of nomads got a shock several years ago in a desert in Ethiopia. A series of earthquakes rattled the ground one night, making a deafening noise. The next morning, the nomads discovered that a 3-foot cliff had risen from the ground behind them.



C. Ebinger/University of Rochester

A scientist inspects one of many fissures, or narrow cracks, that opened during a series of earthquakes in Ethiopia several years ago.

The event wasn't just any earthquake. It was one step in a geological process that is slowly building a new ocean in eastern Africa.

Spreading Apart

Earth's shell is made up of enormous pieces that fit together like those in a jigsaw puzzle. Called **tectonic plates**, the pieces are moving very slowly. Some plates are crashing together. Some are pulling apart. In the long course of Earth's history, the movements of plates have created mountains, oceans, and continents.

In eastern Africa, two large tectonic plates-the African Plate and the Arabian Plate-are pulling away from each other. "There's true plate spreading going on there," Cindy Ebinger, an Earth scientist at the University of Rochester in New York, told *ScienceSpin*.

That's not all. As the two plates pull apart, the African Plate is splitting into two pieces. One tectonic plate is becoming two plates.



Joe LeMonnier

An ocean will one day fill the Great Rift Valley, where Africa is pulling apart.

Recently, that tectonic activity has gotten dramatic. In 2005, the cracking of the African Plate triggered a volcanic eruption in Ethiopia. That was followed by a series of earthquakes-the same ones the nomads felt. The earthquakes occurred as **magma** (liquid rock) rose from deep within Earth, splitting the ground wide open. A series of crevices, some as wide as 10 feet, opened along a 35-mile stretch of desert in Ethiopia. Since then, the cracks have continued to grow.

A Natural Lab

Africa's tectonic activity has been going on for 30 million years. The spreading and cracking is what formed the Red Sea, as well as a deep depression known as the Great Rift Valley. The rift runs south from the bottom of the Red Sea through eastern Africa.

As the two sides of the rift valley pull even farther apart, the entire area will someday fall below sea level. Eventually, water from the Red Sea will rush in to fill the rift, spawning a new body of water. A million years from now-possibly sooner-the Great Rift Valley will lie at the bottom of an ocean that divides Africa in two.

Name: _____ Date: _____

1. According to the text, what created mountains, oceans, and continents in Earth's history?

- A. a series of earthquakes
- B. plates crashing together
- C. plates pulling apart
- D. the movements of plates

2. Based on the sequence of the geological process described in the text, when will the Great Rift Valley fill with water?

- A. after 30 million years
- B. after the area falls below sea level
- C. after the area is flooded by rain
- D. never

3. Read this paragraph from the text.

A group of nomads got a shock several years ago in a desert in Ethiopia. A series of earthquakes rattled the ground one night, making a deafening noise. The next morning, the nomads discovered that a 3-foot cliff had risen from the ground behind them.

What can you conclude about earthquakes based on this information?

- A. Earthquakes are always strong enough to create cracks or cliffs in the earth that weren't there before.
- B. Earthquakes can sometimes cause disruptions so big in earth that they form new cliffs.
- C. Earthquakes typically only happen in the desert, so they rarely impact people in any serious way.
- D. When an earthquake occurs, it takes several days for a new cliff to appear.

4. Based on the text, how often are new oceans created?

- A. whenever an earthquake happens
- B. every year
- C. very often, because tectonic plates move fast
- D. not often, because it takes millions of years

5. What is this text mostly about?

- A. tectonic plates creating a new African ocean
- B. how nomads live in Ethiopia
- C. continents and how they are created
- D. how tectonic plates move under the ocean

6. Read this sentence from the text.

A series of **crevices**, some as wide as 10 feet, opened along a 35-mile stretch of desert in Ethiopia.

As used in the sentence, what are **crevices**?

- A. liquid magma from volcanic eruptions
- B. shaking during earthquakes
- C. large cracks in the ground
- D. open spaces in the desert

7. Choose the word that best completes the sentence.

One day the Great Rift Valley will become an ocean, _____ it falls below sea level.

- A. after
- B. finally
- C. although
- D. before

8. According to the text, what are two ways tectonic plates move?

9. Why don't we usually feel it when tectonic plates are crashing together and pulling apart? Use evidence from the text to support your answer.

Name:

#7 May 27th

Weekly Nature Observations

Directions: Hey naturalists! It is the Weekly Wednesday Nature Observation Day! As you are making the observations, try and observe the same area you made observations in from the last week. Record any changes you noticed since the last observation or add to an illustration you created from the last observation. Why have those changes occurred? What is different? Any new organisms appearing this week? Any new interactions?

NOW LET'S START EXPLORING NATURE!

Earthquakes can cause devastation and loss of life when they strike, but earthquake-resistant buildings can stay standing and keep people safe. In this project, you will build a model of an earthquake-resistant building and make observations of the building during your trials.

Materials:

- Piece of cardboard that is larger than the base of the building
- Materials to build an earthquake-resistant base:
 - Assorted building materials: cardboard, straws, sticks, toothpicks, paper, etc.
 - Assorted round objects to use as rollers: markers, marbles, pens, pencils, etc.
 - Assorted shock-absorbing objects: rubber bands, cotton balls, erasers, springs (you can get springs at a hardware store or by disassembling ballpoint click pens--with parent permission first!), etc.
 - Assorted attachment materials: pushpins, binder clips, paper clips, straws, string, stapler, etc.
- Masking tape or Scotch® tape
- Scissors
- Ruler
- Stopwatch or timer



Instructions:

1. Using the larger piece of cardboard as the base, build your house using your various supplies. Think about how tall and wide you want your building to be. Leave some space around the edges, as you will be moving the base back and forth during your trials. You will need a place to put your hands to do so.
2. When you have completed your building, get your stopwatch or timer ready.
3. Slide the cardboard base back and forth, in a shaking motion, across a smooth surface. Observe what happens to the building. How long does it take to start to collapse? Is there one side that appears to be weaker than the other? What happens if you shake the building with more or less force?
4. Run several trials and record your data. Modify your building as needed. Did you have to change out any materials completely? What if you added some rollers (pens or markers) under the base of your building? Does that change how it reacts to the “earthquake?”

Data Collection		
Trial #	Observations	Notes

Questions:

1. How was your lower level designed to resist collapse or damage in an earthquake?
2. How was your middle level designed to resist collapse or damage in an earthquake?
3. How was your top level designed to resist collapse or damage in an earthquake?
4. What were some ways that you had to modify your building between trials?
5. Did your original idea stand up to the tests or are you now working with a completely different design?

Name _____

Week of May 18- May 29, 2020

Weekly Summary Learning Log

*******This is an additional copy and an extra reminder to complete. You receive one at the end of your packet also. Please only submit one to your homeroom teacher.**

	<p>Activity Reflection: Tell us how your learning experience went for the week</p> <p style="text-align: center;">OR</p> <p>Send a PHOTO of your completed work to the teacher who assigned you the work</p>
<p>Math: Mrs. Killeen kkilleen@sd194.org Mrs. DeGeorge sdegeorge@sd194.org Mrs. Marvin MMarvin@sd194.org</p>	
<p>ELA: Mr. Maple mmaple@sd194.org Ms. Dziadon bdziadon@sd194.org Mrs. Anaclerio ganaclerio@sd194.org</p>	
<p>Social Studies: Mr. Coleman tcoleman@sd194.org</p>	
<p>Science: Mrs. Koenig skoenig@sd194.org Ms. Cahill bcahill@sd194.org Ms. Kamp skamp@sd194.org</p>	

Social Studies Packet Directions

The assignments in this packet will review our first trimester essential standard: Using historical thinking skills: Close Reading, Sourcing, and Corroborating to determine reliability of historical sources and our 2nd trimester Essential Standards Determine the value of sources by evaluating their relevance and intended use. If you need help, email me at tcoleman@sd194.org or ask in the Google Classroom. Parents can email me or get messages/updates from me on Remind. Parents can search class code ccss6 and join the class for reminders.

Monday May 18th – Hammurabi Day 1: Read documents A and B and answer guiding questions for Documents A and B.

Tuesday May 19th – Hammurabi Day 2: Read Document C and answer guiding questions for Document C.

Wednesday May 20th – Hammurabi Day 3: Using Documents A, B, and C, answer the summary questions.

Thursday May 21st – Cleopatra Day 1: Examine Documents A and B and answer the Guiding Questions.

Friday May 22nd – Cleopatra Day 2: Read Documents C, D, and E and answer the Guiding Questions.

Tuesday May 26th – Saturday School-Whose behind the Information? Take our historical thinking skills to the present and examine an issue that matters to you: Mandatory School on Saturdays!! DUN DUN DUN: Read the documents and answer the guiding questions using your historical thinking skills.

Wednesday May 27th – Saturday School what the evidence? Read the documents and answer the guiding questions using your historical thinking skills.

Thursday May 28th – Saturday School what do other sources say Read the documents and answer the guiding questions using your historical thinking skills.

Friday May 29th – Summary: Read directions on final page and follow directions.

Monday May 18th – Using Historical Thinking Skills to answer: What can we learn about Babylonia from Hammurabi's Code?

Read Documents A and B and answer Guiding Questions for Documents A and B.

Document A: Hammurabi's Code—Religion (Modified)

The following selection is from the introduction of Hammurabi's Code. As you read, pay attention to the religion of Babylonia. What did people believe in? Who were their gods?

When Anu the Sublime . . . and Bel, the lord of Heaven and earth, who decreed the fate of the land, assigned to Marduk, the over-ruling son of Ea, God of righteousness, power over earthly man, and made him great . . . they called Babylon by his celebrated name, made it great on earth, and founded an everlasting kingdom in it. Then Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the black-headed people like Shamash, and enlighten the land, to further the well-being of mankind.

Source: "Code of Hammurabi," 1780 BCE

Document B: Hammurabi's Code—Economy

The following selections from Hammurabi's Code discuss the economy in Babylonia. As you read, pay attention to what was important to Babylonians as they tried to make a living.

42. If any one take over a field to till it, and obtain no harvest from it, it must be proved that he did no work on the field, and he must deliver grain, just as his neighbor raised, to the owner of the field.

43. If he do not till the field, but let it lie fallow, he shall give grain like his neighbor's to the owner of the field, and the field which he let lie fallow he must plow and sow and return to its owner.

53. If any one be too lazy to keep his dam in proper condition . . . if then the dam break and all the fields be flooded, then shall he in whose dam the break occurred be sold for money, and the money shall replace the corn which he has caused to be ruined.

54. If he be not able to replace the corn, then he and his possessions shall be divided among the farmers whose corn he has flooded.

59. If any man, without the knowledge of the owner of a garden, fell a tree in a garden he shall pay half a mina in money.

Source: "Code of Hammurabi," 1780 BCE.

Guiding Questions Central Historical Question: What can we learn about Babylonia from Hammurabi's Code?

Document A: Religion

1. According to this document, where did Hammurabi get his power as king?
2. According to this document, was Babylonia a monotheistic society (belief in one god) or a polytheistic society (belief in many gods)?
3. According to this document, what is the goal of Hammurabi's Code?

Document B: Economy

1. Working the fields: Summarize laws 42-43 in your own words.
2. The dams: Summarize laws 53-54 in your own words.
3. According to this document, do you think most people in Babylonia made money in cities or in the country?

Tuesday May 19th – Using Historical Thinking Skills to answer: What can we learn about Babylonia from Hammurabi’s Code?

Read Document C and answer guiding questions for Document C.

Document C: Hammurabi’s Code—Society

The following selections from Hammurabi’s Code discuss rules for Babylonian society. As you read, pay attention to how society was structured. Was everyone treated equally?

117. If any one fails to pay a debt, and sells himself, his wife, his son, or daughter for money or give them away for forced labor: they shall work for three years in the house of the man who bought them and in the fourth year they shall be set free.

138. If a man wishes to separate from his wife who has borne him no children, he shall give her the amount of her purchase money and the dowry which she brought from her father's house, and let her go.

141. If a man's wife ... wishes to leave it: if her husband offer her release, she may go on her way, and he gives her nothing as a gift of release. If her husband does not wish to release her, and if he take another wife, she shall remain as servant in her husband's house.

196. If a man put out the eye of another man, his eye shall be put out.

199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value.

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

203. If a free-born man strike the body of another free-born man or equal rank, he shall pay one gold mina.

Source: “Code of Hammurabi,” 1780 BCE.

Guiding Questions Central Historical Question: What can we learn about Babylonia from Hammurabi's Code?

Document C: Society

1. Code 196: What is the punishment for putting out the eye of "another man"?
2. How might code 196 be seen as an attempt to promote "equality"?
3. Code 199 describes a different punishment for putting out the eye of an enslaved person. What might this suggest about equality in Babylonia?
4. What do codes 117, 138, & 141 suggest about the status of women in Babylonian society?

Wednesday May 20th – Using Historical Thinking Skills to answer: What can we learn about Babylonia from Hammurabi’s Code?

Answer the Summary Questions using Documents A, B, and C to help.

Summary Questions

What are some of the limitations of Hammurabi’s Code as evidence of life in Babylonia?

What other sources might help us to better understand life in Babylonia?

Use evidence from the historical documents you read to answer the central historical question by completing the sentences below:

What can we learn about Babylonia from Hammurabi’s Code?

According to the Code, Babylonian religion was_____

According to the Code, the Babylonian economy was based on _____

According to the Code, Babylonian society was structured around_____

Thursday May 21st – Using Historical Thinking Skills to answer: Did Cleopatra die by snakebite?

Examine Documents A and B. Answer Guiding Questions based on Documents A and B.

Document A



Cleopatra by Michelangelo, 1534

Document B: Shakespeare Play, Antony and Cleopatra

CLEOPATRA: To an asp, which she applies to her breast With thy sharp teeth this knot
intrinsicate Of life at once untie: poor venomous fool Be angry, and dispatch. O, couldst thou
speak, That I might hear thee call great Caesar ass Unpolicied!

CHARMIAN: O eastern star!

CLEOPATRA: Peace, peace! Dost thou not see my baby at my breast, That sucks the nurse
asleep?

CHARMIAN: O, break! O, break!

CLEOPATRA: As sweet as balm, as soft as air, as gentle,-- O Antony!—Nay, I will take thee
too. Applying another asp to her arm What should I stay—

Dies

Source: Antony and Cleopatra, a tragedy by William Shakespeare, first printed in 1623.

Guiding Questions for Documents A and B

1. Source: Who made Document A? When? Is it reliable? Explain.
2. According to Document A, did Cleopatra die by snakebite? Explain.
3. Source: Who made Document B? When? Is it reliable? Explain.
4. According to Document B, did Cleopatra die by snakebite? Explain.
5. Based on Documents A and B, did Cleopatra die by snakebite?

Friday May 22nd – Using Historical Thinking Skills to answer: Did Cleopatra die by snakebite?

Read Documents C, D, and E. Answer Guiding Questions based on Documents C, D, and E.

Document C: Plutarch, Life of Antony (Modified)

Plutarch was a Greek historian who lived approximately between 50 CE – 120 CE. He was a wealthy aristocrat who wrote about famous Greeks and Romans. His biographies focused on people's moral strengths and weaknesses. Here is an excerpt from his biography of Mark Antony.

There came a man from the country carrying a basket; and when the guards asked him what he was bringing there, he opened the basket, took away the leaves, and showed them that the dish inside was full of figs. The guards were amazed at the great size and beauty of the figs. The man smiled and asked them to take some; so they felt no mistrust.

It is said that a snake was brought with those figs and leaves and lay hidden beneath them. When she took away some of the figs and saw it, she held her arm out for the bite. But the truth of the matter no one knows; for it was also said that she carried about poison in a comb hidden in her hair; and yet neither spot nor other sign of poison broke out upon her body. Some also say that Cleopatra's arm was seen to have two slight and indistinct punctures; and this Octavian also seems to have believed. An image of Cleopatra herself with the snake clinging to her was carried in his victory parade.

Document D: Cassius Dio (Modified)

Cassius Dio lived approximately between 164 CE and 230 CE. He was a wealthy Greek who was consul twice and also held important governorships. He wrote eighty books on Roman History, and his position is often sympathetic with emperors, though he is sometimes critical of Octavian. Here is an excerpt from his book Roman History.

Octavian, however, feared that she might kill herself. He did not remove any of her servants and asked that they take special care of her, that she might add brilliance to his triumph. But as soon as the others neglected to keep a careful watch, she prepared to die as painlessly as possible. She put on her most beautiful clothing, took in her hands all the symbols of royalty, and so died.

No one knows clearly in what way she perished, for the only marks on her body were slight pricks on the arm. Some say she hid a poisonous snake in a water-jar, or perhaps it hidden in some flowers. Others declare that she had smeared a pin, with which she fastened her hair, with a poison that if came into contact with even a drop of blood would destroy the body very quietly and painlessly. In this or in some very similar way she perished, and her two handmaidens with her. When Octavian heard of Cleopatra's death, he was astounded, and not only viewed her body but also tried to revive her. But when he could not in any way resuscitate Cleopatra, felt both admiration and pity for her, and was excessively grieved on his own account, as if he had been deprived of all the glory of his victory.

Document E: Scholarly Journal (Modified)

The excerpt below is from an article on Cleopatra's death published in 2005 in *Acta Theologica*, a South African journal that publishes articles on religion and theology.

One scholar has argued convincingly that the snakebite theory is unlikely. Various North African snakes could have been used. However, in the case of each of these species the area surrounding the bite is characterized by severe pain, swelling and bleeding. Cleopatra had no significant bite marks. On the other hand, if the snake were a cobra, a small bite could swiftly lead to paralysis and death. However, in order to bring about the speedy deaths of three adults, the cobra would have had to be at least 5 to 6.5 feet in length.

Another scholar thinks the snakebite theory could have originated as a result of popular misunderstanding at the time of Octavian's victory parade through Rome. An image of Cleopatra was displayed in the procession, wearing the robes of Isis and with the goddess's traditional armlet (a coiled snake) on her forearm. Roman spectators ignorant of Egyptian religious symbolism might have interpreted this as suggesting that her death had been caused by a snake.

There is also a possibility that Cleopatra and her handmaidens could have died of poison hidden in a hollow hairpin. A very deadly poison, taken first by Cleopatra and then by Charmian and Iras, could then explain how they died so swiftly and without any wounds. In many ways this simpler explanation is more acceptable than the exotic theories concerning snakebite. The Egyptian royal house was probably well-informed about the effects of various poisons. Roman authors claimed that Cleopatra had a superior knowledge of poison and its effect on human victims.

Guiding Questions for Documents C, D, and E

1. Source: Who made Document C? When? Is it reliable? Explain.
2. According to Document C, did Cleopatra die by snakebite? Explain.
3. Source: Who made Document D? When? Is it reliable? Explain.

4. According to Document D, did Cleopatra die by snakebite? Explain.

5. Source: Who made Document E? When? Is it reliable? Explain.

6. According to Document E, did Cleopatra die by snakebite? Explain.

7. Based on Documents C, D, and E, did Cleopatra die by snakebite?

8. Based on all the documents, do **you** think Cleopatra died by snakebite? Explain, citing evidence from the documents.

Tuesday May 26th – Civic Online Reasoning: We will use our historical thinking skills to address a question about adding Saturday as another school day. Don't worry, take a breath, it's not happening in Steger. For today, we're going to read sources and answer questions about where the information is coming from.

Read Sources A, B, and C, then answer the Guiding Questions.

Source A

The Project for More Learning is an organization that advocates for extended learning time. The following Tweets appeared on their Twitter page.



Source B

The Community Sports Alliance is a local organization that coordinates all the community sports that share fields and venues. Its members include local football, basketball, volleyball, soccer, track & field, swimming, and water polo clubs. The following message was posted by the current president of the Alliance on the Alliance's Facebook group page.

The screenshot shows a Facebook group page for 'The Community Sports Alliance'. The header features the group name, a search bar, and navigation links for Cheryl, Home, and Create. A large cover photo shows a coach in a blue jacket addressing a group of young athletes in blue jerseys sitting on a baseball field. The left sidebar contains navigation links: About, Discussion (selected), Members, Events, and Photos, along with a search bar. The main content area displays a post by Greg Coffey, 20 minutes ago, with 36 likes. The post text discusses a proposal for mandatory Saturday school and expresses concern from the perspective of the Community Sports Alliance president. To the right of the post, there is a 'DESCRIPTION' section with a welcome message and guidelines, a 'LOCATION' section showing a map of Winston-Salem, North Carolina, and a 'A SPACE FOR JUST THE PEOPLE YOU WANT' section with a 'Create a Group' button.

The Community Sports Alliance
Public Group

About
Discussion
Members
Events
Photos

Search this group

The Community Sports Alliance

+ Join Group ... More Join this group to post and comment.

RECENT ACTIVITY

Greg Coffey
20 mins

I just heard that the school district is considering making Saturday school mandatory for everyone. As the president of the Community Sports Alliance, I am incredibly worried about this proposal and I'm writing to ask you to join me in opposing it.

As you probably know, the vast majority of our games, matches, and meets—across sports—happen on Saturdays. Yes, we play on weeknights and sometimes on Sundays, but Saturdays are by far the most popular game time and the easiest time to schedule. If Saturday school became mandatory for everyone in the district, I'm not sure our league could survive.

Please consider joining me in opposing mandatory Saturday school.

36

Like Share

DESCRIPTION
Welcome to the Community Sports Alliance! Before you post, please make sure you read our guidelines:

LOCATION
Winston-Salem, North Carolina

A SPACE FOR JUST THE PEOPLE YOU WANT
Groups are great for getting things done and staying in touch with just the people you want.

Create a Group

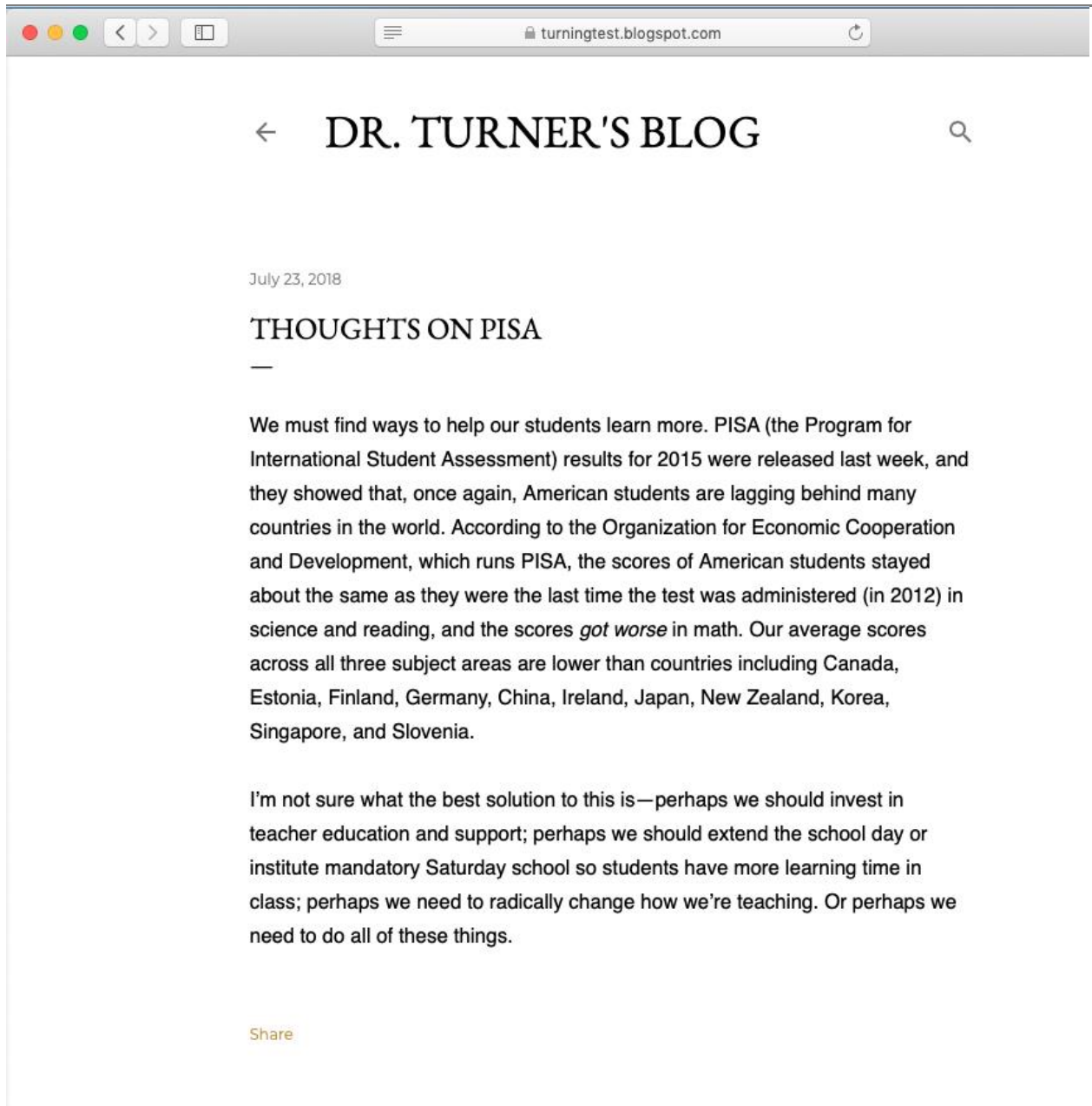
The Facebook post states: “I just heard the school district is considering making Saturday school mandatory for everyone. As the president of the Community Sports Alliance, I am incredibly worried about this proposal and I’m writing to ask you to join me in opposing it.

As you probably know, the vast majority of our games, matches, and meets—across sports—happen on Saturdays. Yes, we play on weeknights and sometimes on Sundays, but Saturdays are by far the most popular game times and easiest time to schedule. If Saturday school became mandatory for everyone in the district, I’m not sure our league could survive.

Please consider joining me in opposing mandatory Saturday school.”

Source C

Dr. Turner is a Professor of Education at a local university. She posted the following on her personal blog.



Guiding Questions
Who is behind this information?

Directions: Read the source and answer the questions below.

Source A

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether there should be mandatory Saturday school?

Source B

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether we should have mandatory Saturday school?

Source C

1. What argument does this source make about Saturday school?

2. What qualifications or expertise does this source have on the topic of Saturday school? Explain.

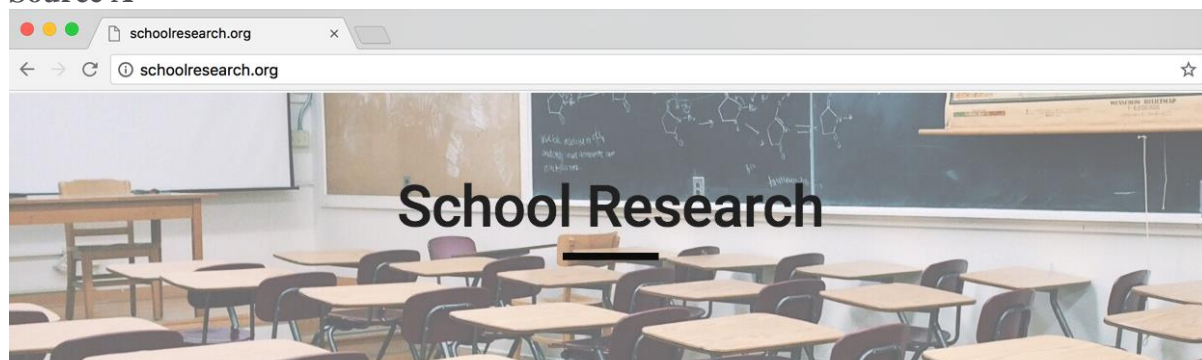
3. Why might the source want to make this argument about Saturday school? (Remember that there can be multiple motivations!)

4. Overall, how much do you trust this as a source about whether we should have mandatory Saturday school?

Wednesday May 27th – Civic Online Reasoning: We will use our historical thinking skills to address a question about adding Saturday as another school day. Don't worry, take a breath, it's not happening in Steger. Yesterday, we practiced sourcing in examining who was behind the information presented. Today we will analyze the evidence (close read).

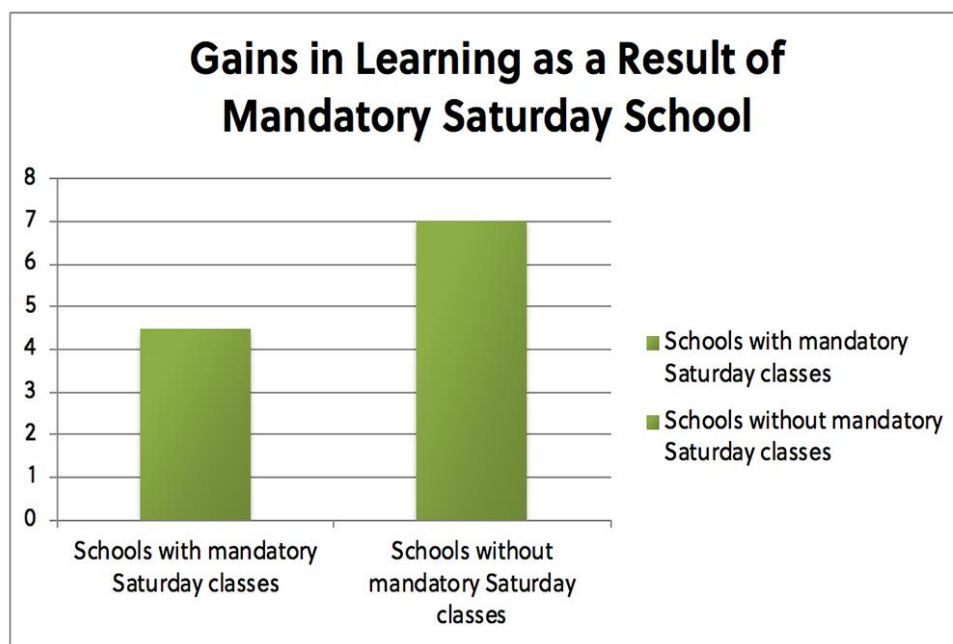
Read Sources A, B, and C, then answer the Guiding Questions.

Source A



New Study Shows Negative Impact of Saturday School on Learning

The following graph, excerpted from a study our organization will release soon, shows shocking results. We expected to see larger gains in learning in schools that had mandatory Saturday school. Instead, schools that do not require students to attend classes on Saturday showed larger gains in learning than schools that require students to attend classes on Saturday.



Source B



Source C



Kayla Silver

Yesterday at 6:25pm · 🌐

According to the National Center for Time and Learning, increased instructional time helps students learn. One study showed that adding 300 hours to the typical school year is one of the best predictors of higher student achievement.

When I read about research like this, I can't help but support Saturday school. Sending all our students to school every Saturday would drastically increase the amount of instructional hours they have—and hopefully, according to these studies, the amount that they will learn.

(Here's the article summarizing the studies:
www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf)

Like · Comment · Share

👍 12 people like this.

↪ 3 shares



Write a comment ...



Guiding Questions
What is the evidence?

Directions: Read sources A-C and answer the questions below.

Source A

1. Where is this source from? Based on this, how much do you trust the source?

2. What argument does this source make?

3. Describe the evidence used to support the argument.

4. What are the **strengths** of the evidence provided?

5. What are the **weaknesses** of the evidence provided?

6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.

Source B

1. Where is this source from? Based on this, how much do you trust the source?
2. What argument does this source make?
3. Describe the evidence used to support the argument.
4. What are the **strengths** of the evidence provided?
5. What are the **weaknesses** of the evidence provided?
6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.

Source C

1. Where is this source from? Based on this, how much do you trust the source?
2. What argument does this source make?
3. Describe the evidence used to support the argument.
4. What are the **strengths** of the evidence provided?
5. What are the **weaknesses** of the evidence provided?
6. Overall, how convincing do you find this evidence? Try to set aside your opinion on Saturday school and just focus on the strength of the evidence.

Thursday May 28th – Civic Online Reasoning: We will use our historical thinking skills to address a question about adding Saturday as another school day. Don't worry, take a breath, it's not happening in Steger. On Tuesday, we did our sourcing and yesterday we did our close reading. Today we will corroborate by seeing what other sources say.

Read Sources A, B, and C, then answer the Guiding Questions.

Source A

(originally Source C in the "What's the evidence?" lesson)



Kayla Silver

Yesterday at 6:25pm · 🌐

According to the National Center for Time and Learning, increased instructional time helps students learn. One study showed that adding 300 hours to the typical school year is one of the best predictors of higher student achievement.

When I read about research like this, I can't help but support Saturday school. Sending all our students to school every Saturday would drastically increase the amount of instructional hours they have—and hopefully, according to these studies, the amount that they will learn.

(Here's the article summarizing the studies:

www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf)

Like · Comment · Share

👍 12 people like this.

➦ 3 shares






Write a comment ...



Source B

The Benefits of Extending Learning Time, Local News, by science reporter, November 13, 2018



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The Benefits of Extended Learning Time

Research suggests students would benefit from spending more time in school.

By [Claudine Snow](#)
November 13, 2018 1:00pm | [Science News](#)

What should we do to improve student achievement across our city? A report recently released by the National Center for Time & Learning might have some answers. This report, “The Case for Improving and Expanding Time in School: A Review of Key Research and Practice” concludes that increasing the amount of time spent in school improves student learning.

But how much do we need to increase time in school? The report summarized research by Ronald Fryer, a Harvard University professor. Based on a study of charter schools in New York City, Fryer found that adding at least 300 more hours of instruction to the school year was one of the best ways to improve student achievement.

In order to add 300 hours to the school year, a district would have to add between 7 and 8 hours of instruction each week. This could be done by extending each school day or by adding an additional day of instruction (like Saturdays) each week. Or, schools could shorten summer breaks. Many school districts are extending school days or shortening summer breaks. We know less about the potential impact of extending the school week by making Saturday school mandatory.

Source C

Is more time in school really better for students? Local teacher union newsletter, January 2019

Is More Time in School Really Better for Students?

More schools are extending their school days, weeks, or years as a way to improve student achievement. Eventually, a proposal to add time to the school year will come to our district. Would our union support such a proposal? First, we need to ask whether extended learning really works.

Districts and schools that have extended learning time (most often through extended school days or shorter summer breaks) have mixed results. A study of New York City charter schools completed by a Harvard professor showed students in schools with extended time learned more, and so did a study of Massachusetts schools. But other studies, such as one of schools in Washington, D.C., did not show any improvement in student learning.

Since it's not totally clear that extended learning time always leads to more learning, what else should be considered? People against extending learning time argue that countries that do better than the U.S. on international achievement tests (like Finland) have *not* expanded their school days, weeks, or years. They also argue that extended learning time could be hard on students—many of whom are already stressed out by the amount of work they have. Finally, we cannot ignore the argument that many teachers are already overwhelmed by the amount of time they spend teaching, planning, and grading. Extended learning time would only make this worse.

Guiding Questions

What do other sources say?

Directions: Read sources B and C and answer the questions below.

Source B

1. What is this source? Is there a relationship between this source and Source A? Explain.
2. How much do you trust this as a source of information about Saturday school?
3. What argument(s) does this source make? How do these compare to the argument made in Source A?
4. What evidence does this source provide? How does that compare to the evidence presented in Source A?

Source C

1. What is this source? How much do you trust it as a source of information about Saturday school?
2. What argument(s) does this source make? How do these compare to the argument made in Source A? Source B?
3. What evidence does this source provide? How does that compare to the evidence presented in Source A? Source B?

Friday May 29th – Summary

I hope you have seen that the skills we develop for historical thinking such as Sourcing, Close Reading, and Corroborating can be used for more than just investigating historical events way before you were born. In fact, these skills are of the utmost importance (history is importanter than English according to this Social Studies teacher). As you continue to grow up through your middle school and high school years and into your life as an adult these skills can help you make informed decisions that could protect your self-interests as well as your community and even the country. You will need to use these skills to decipher the countless “fake news” articles out there. It is easy to fool an uneducated citizenry, but if you are equipped with the proper tools and learn how to use them, you’ll never be fooled by the likes of fake news, one of democracy’s great threats. You can use these tools to stay educated, informed, and active in your life as citizens of this amazing country. I hope that we Social Studies teachers here at Columbia Central continue to interest you in our country’s fascinating history, but also suffice in preparing you with these historical thinking skills to take on this ever-changing world ahead of you. Who knows? The fate of this grand democracy may just depend on it one day. I know that might feel like a lot of pressure, so today’s assignment is a simple one: be a kid. Go outside and play.

Social Skill: Self-Esteem **(Strengths and Qualities)**

Choose your **favorite**: Celebrity, Artist, Musician, Athlete or Famous Person (Draw a picture of them)

Who is this person? **Why** did you choose this person? What **good qualities** do he/she have?

Everyone has strengths (things you are good at) and good qualities. **What are yours? Do you know?**

Ask a family member to help you discover what makes you special by completing the boxes together.

(3) Things I am good at	(3) Compliments I have received:	(3) Challenges I have overcome:
What I like about my appearance:	(3) Talents/Skills that I have:	(3) ways I've helped others by:
(3) Things that make me unique/special?	What I value the most: What are my inner qualities?	Times I've made others happy:

RTI Reading

Home Learning

May 18 - 29

Learning Target

- I can read a fictional play with fluency and understanding.
- I can understand the meaning of words and phrases.

Directions

1. Read the play:
Sea Turtle Summer - A fictional sea turtle rescue teaches real-life lessons
2. Complete the Vocabulary
3. Complete the Practice Quiz

Sea Turtle Summer



When Marco's best friend moves away, an injured turtle helps him learn some important lessons

By Spencer Kayden



Fact vs. Fiction This play is a work of fiction, but it also includes many facts about sea turtles. Look for these as you read.

LOOK FOR WORD NERD'S
9 WORDS IN BOLD



LEARN
MORE WITH
OUR PODCAST
PAIRING
ONLINE!

CHARACTERS

Circle the character you will play. *Indicates large speaking role

*Narrators 1, 2, and 3

(N1, N2, N3)

*Mel, an 11-year-old girl

*Marco, Mel's best friend

Lita, Marco's grandma

Lolo, Marco's grandpa

Operator

Rescuer

Dr. Hayes

*Megan, a sea turtle specialist

Crowd, to be read by a group

Scene 1

The Florida Keys, mid-August

N1: Marco, Mel, Lita, and Lolo are on a boat.

N2: Marco is at the back, his hat pulled down low.

N3: Mel tilts her chin toward the sun and enjoys the warm breeze.

Mel: I'm going to miss this.

Marco: Then maybe you shouldn't go.

Mel: It's not like I have a choice. My mom got a new job, so I have to move to Boston.

N1: Mel points her Polaroid camera at him.

Mel: Smile.

Marco: Why do you like Polaroids so much?

Mel: Seeing the picture appear is like magic. And I'd rather hold a photo than see it on a screen.

N2: Mel positions the camera again.

Mel: Move your hat so I can see your face.

N3: As Marco lifts his hat, a gust of wind blows it away.

Marco (*shouting*): My hat! Lolo, can we go back?

Lita: You have many hats.

Marco: But it's a Red Sox cap! Mel got me that one in Boston.

Mel: I can get you another.

Marco: It's not the same. *Por favor*, Lolo?

Lolo: Sí, capitán.

N1: Lolo swings the boat around.

Lolo: Do you see it?

N2: Marco points at something in the water.

Marco: Is that it?

N3: Lolo steers the boat toward the object.

Mel: That's not a hat. It's a turtle!

Marco: It's just floating there.

Lolo: That is *no bueno*.

N1: Lolo makes a call.

Operator: Emergency Stranding Hotline.

Lolo: We're about 10 miles east of Sombbrero Beach, and we found a green turtle. It's not swimming.

Operator: Is it coming up for air?

Lolo: No.

Operator: Can you gently poke it with something and see if it reacts?

Lolo: OK.

N2: Lolo takes a long piece of tubing, leans over, and pokes the turtle's flipper.

Lolo: It lifted its head a little!

Operator: Good. It's still alive. Can you wait there? I'll send the Coast Guard.

Lolo: Yes, we'll wait.

Marco (*to the turtle*): Hold on, little dude. Help is coming.

Scene 2

The same spot, 30 minutes later

N3: The Coast Guard boat arrives.

Mel (*waving*): Over here!

N1: The rescuers **maneuver** their boat closer.

N2: One rescuer carefully lifts it out of the water.

N3: The turtle's legs and neck are thin and shriveled, its eyes sunken.

Rescuer: Poor guy looks close to starving.

N1: Mel snaps a picture of the turtle.

N2: The rescuers scoop some seawater into a shallow plastic tub lined with towels.

N3: Then they **gingerly** place the turtle into it.

Marco: Where are you taking him?

Rescuer: To the Turtle Hospital in Marathon. If anyone can save his life, they can.

Scene 3

The Turtle Hospital, the next day

N1: A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.

N2: Marco and Mel stand with Dr. Hayes outside an exam room.

N3: Through a window, they see the rescued turtle hooked up to beeping machines.

Dr. Hayes: We weren't sure he would make it through the night.

Marco: Is he . . . is he going to die?

Dr. Hayes: It's too soon to tell.

Mel: What's wrong with him?

Dr. Hayes: The X-ray shows there's something blocking his intestines. We won't know what it is until it comes out.

Marco: How do you get it out?

Dr. Hayes: We give him vegetable oil and fiber and hope that moves it along naturally.

Marco: Does this happen a lot?

Dr. Hayes: When trash gets stuck in turtles, it can cause their bodies to fill up with gas. Then they can't dive down and feed themselves.

Mel: If they can't eat, they can't survive.

Dr. Hayes: Exactly. Trash causes millions of **marine** animals to die every year.

N1: A smiling woman walks up.

Megan: You must be Marco and Mel. I'm Megan. (*looking at the turtle*) Would you like to name him? Since you found him, you can name him.

Mel: Let's name him Marco. You saw him first.

Marco: What if we combine our names?

Mel: Mel Marco?

Marco: Or the end of your name and the start of mine.

Mel: Elmar.

Marco: *El mar* means "the sea" in Spanish.

Mel: That's perfect!

Scene 4

The Turtle Hospital,

two weeks later

N2: Marco sits with Elmar, lightly running his fingers over the turtle's green-and-black shell.

N3: The turtle swims around slowly.

N1: Marco shows Elmar some Polaroids.

Marco: This is Mel in her new room. This is Mel eating ramen in Boston.

N2: Megan enters.

Marco: Elmar is still so skinny.

Megan: He's eating on his own now. Turns out he loves cucumber.

Marco: That's great!

Megan: But the blockage in his intestines hasn't moved. He may need surgery.

N3: Marco bites his lip.

Megan: Come with me.

N1: Megan leads him outside to an open space covered in shade.

N2: There are a dozen large round tanks filled with seawater.

Megan: Go on. Look inside.

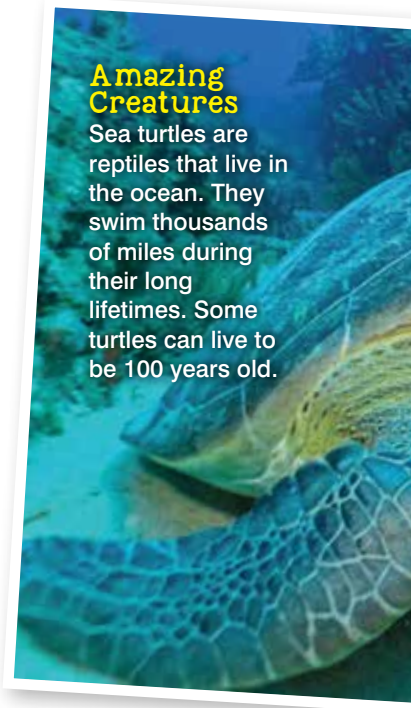
N3: Marco looks in one and sees tiny turtles the size of baseballs swimming around.

Megan: Those are Kemp's ridleys—the most endangered sea turtle species in the world.

N1: Another tank contains a huge turtle with a missing flipper.

Amazing Creatures

Sea turtles are reptiles that live in the ocean. They swim thousands of miles during their long lifetimes. Some turtles can live to be 100 years old.





A green sea turtle can grow to be about 4 feet long and weigh about 300 pounds.

Megan: That's Hazel. She's a 200-pound loggerhead.

Marco: What happened to her?

Megan: She was caught in a fishing line. It cut off the **circulation** in her flipper. We had to **amputate** it.

Marco: Will she be OK?

Megan: More than OK. We're releasing her back into the wild this weekend.

Marco: How will she survive without a flipper?

Megan: She learned to adapt. Turtles are amazing creatures.

N2: Marco's eyes suddenly well up.

Marco: Are Elmar's friends out there in the water, wondering where he is?

Megan: No. Turtles are **solitary** animals. They don't form attachments to others.

N3: Marco glances down at the Polaroids.

Megan: They don't need each other the way humans do.

Scene 5

The beach, the following week

N1: Marco sits on a woven blanket picking loose threads.

N2: Lita sits in a chair beside him.

Lita: Why so sad, *mijo*?

Marco: Elmar's surgery is tomorrow. It's really risky.

Lita: It will be OK.

Marco: But what if it's not? He could die.

Lita: It's hard when someone *muy importante* goes away.

N3: Lita puts her hand on his back.

Lita: Have you written to Mel?

Marco: No. I keep meaning to.

N1: They look out at the setting sun. Streaks of pale pink, fuchsia [FYOO-shuh], and orange are painted across the sky.

Marco: I don't know what to say. Nothing is the same without her here.

Lita: You must remember: You can't have a glorious sunset like this without the clouds.

Scene 6

The Turtle Hospital, the next day

N2: Marco paces around the outdoor tanks.

N3: Finally, Dr. Hayes comes out.

Dr. Hayes: Good news! We got it out. It was a party balloon.

Marco: Why would a turtle eat a balloon?

Dr. Hayes: To him, it looks a lot like a jellyfish.

Marco: He's going to be OK?

Dr. Hayes: We'll have to wait and see.

Scene 7

The Turtle Hospital, two months later

N1: Marco tosses cucumber pieces into Elmar's tank.

N2: Elmar dives down. He has grown strong.

Marco: Isn't it weird, Elmar? If Mel hadn't moved, we never would have gone for one last boat ride.

N3: Elmar nibbles on a piece of cucumber.

Marco: And she never would have taken my picture, and I never would have lost my hat, and we never would have found you.

N1: Elmar comes up for a breath of air.



Each year, the team in Marathon rescues and treats about 100 turtles. Most are able to return to the wild.

Crowd: El-mar! El-mar! El-mar!

N3: They set him down, and immediately, his

flippers glide through the water.

N1: Marco snaps a picture.

N2: They watch the turtle swim farther and farther away, until at last, he dives under and disappears.

N3: Marco holds the photograph and watches the image of Elmar slowly appear.

Marco (smiling): It's like magic.

N1: Marco goes and sits down on a blanket. He takes out a notebook and starts writing.

Marco: *Dear Mel . . .* ■

The Turtle Hospital

The turtle hospital in the story is based on a real turtle hospital in Marathon, Florida. The character of Megan is inspired by Megan Mertssock, one of the hospital's **conservationists**.

Marco: Maybe everything happens for a reason.

N2: Elmar swims around the tank.

Marco: I'm going to miss you, Elmar.

Scene 8

The beach, two days later

N3: Marco, Lita, and Lolo gather by the water with a small, cheerful crowd.

Marco: Today's the day!

Lita: I have something for you.

N1: Lita hands Marco a Polaroid camera.

Marco: *Gracias*, Lita!

N2: The Turtle Hospital van drives up.

Lolo: *La tortuga* is here.

N3: Megan climbs out.

Megan: Hi, everyone! Elmar is fully healed and ready for release!

Crowd: Yay! Woo! Woo!

N1: Members of the release team bring Elmar out. He is wriggling around.

Marco: Look how **feisty** he is!

N2: They carry the turtle down to the water.

From Sand to Sea

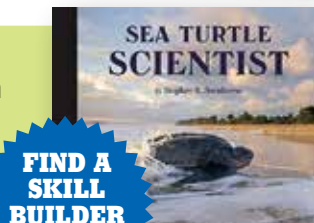
To lay their eggs, many females return to the beach where they were born. After about 60 days buried in the sand, the eggs hatch and the babies head to the sea.



A hatchling makes its way to the sea.

WRITE TO WIN!

Use the facts you learned from the play, photos, and captions in a speech that informs people about sea turtles' special qualities and why they're in danger. Send it to "Turtle Contest" by June 1. Ten winners will receive *Sea Turtle Scientist* by Stephen R. Swinburne. See page 2 for details.



FIND A SKILL BUILDER ONLINE!

Vocabulary Skill Builder

Sea Turtle Summer

Words to Know

Before Reading: As you come across words in bold in *Sea Turtle Summer*, ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. maneuver: “The rescuers **maneuver** their boat closer.” (p. 23)

Meaning: move skillfully

2. gingerly: “Then they **gingerly** place the turtle into it.” (p. 24)

Meaning: very cautiously or carefully

3. algae: “A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway.” (p. 24)

Meaning: simple water plants, such as seaweed or pond scum

4. marine: “Trash causes millions of **marine** animals to die every year.” (p. 24)

Meaning: having to do with the sea

5. circulation: “She was caught in a fishing line. It cut off the **circulation** in her flipper.” (p. 25)

Meaning: movement of blood through the body

6. amputate: “We had to **amputate** it.” (p. 25)

Meaning: to cut off a body part

7. solitary: “Turtles are **solitary** animals. They don’t form attachments to others.” (p. 25)

Meaning: living or spending time alone

8. conservationists: “The character of Megan is inspired by Megan Mertsock, one of the hospital’s **conservationists**.” (p. 26) *Meaning:* people who work to protect animals, plants, and other parts of the natural world

9. feisty: “He is wriggling around. Look how **feisty** he is!” (p. 26)

Meaning: playful or lively

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct word from the Word Box to answer each question below.

Word Box

maneuver

algae

circulation

solitary

gingerly

marine

amputate

conservationists

feisty

1. Which word describes the plants and animals that live in the Atlantic Ocean?

2. What kind of people would help organize the rescue of ocean birds after an oil spill?

3. All morning the frisky puppy raced around the yard chasing his ball. What is another word that describes the puppy? _____

4. What might you see if you were to go scuba diving in the ocean? _____

5. Jake prefers to hike the mountain trails by himself, rather than with a group. Which word best describes Jake? _____

6. Fortunately, the surgeon did not have to cut off the badly injured patient's arm. Which word would you use to replace "cut off"? _____

7. Your broken leg took six weeks to heal. How might you first step on it after the cast is removed? _____

8. The runner's blood flow increased during a race. Which word could you use instead of "blood flow"? _____

9. During snowstorms, drivers steer their cars carefully on the icy road to avoid causing an accident. What is another word for what the drivers do? _____

Sea Turtle Summer Quiz

Directions: Read the play *Sea Turtle Summer*. Then choose the best answer for each question below.

1. What would be the best choice for a new title for *Sea Turtle Summer*?
 - A. Season of Goodbyes
 - B. The Lost Cap
 - C. Learning to Love Polaroids
 - D. How to Make New FriendsAnswer: _____
2. The play says that Marco's eyes suddenly well up. The words "well up" show that . . .
 - A. Marco hurt his eyes.
 - B. Marco has been sleeping.
 - C. Marco feels sad.
 - D. Marco feels sick.Answer: _____
3. Which sentence from the story supports the answer to question 2?
 - A. "Are Elmar's friends out there in the water, wondering where he is?"
 - B. "They look at the setting sun."
 - C. "A smell like rotting leaves, fish, and algae fills the hallway."
 - D. "Marco sits on a woven blanket picking loose threads."Answer: _____
4. Megan says that turtles are solitary animals. Solitary means _____.
 - A. mean
 - B. alone
 - C. slow
 - D. heavyAnswer: _____
5. Why had Elmar been starving?
 - A. He couldn't find food where he was looking for it.
 - B. He had a disease, so he wasn't hungry.
 - C. He couldn't swim.
 - D. He swallowed a balloon, which prevented him from diving for food.Answer: _____
6. Based on what you learned in the play, you can infer that turtles . . .
 - A. live in large groups.
 - B. can eat plants and animals.
 - C. breathe under water.
 - D. are hurt very easily.Answer: _____

Constructed Response

Directions: Write your answer to each question in a well-organized response. Make sure you support your answers with details from the play.

7. How did Elmar get his name? How does Elmar's name show how Marco feels about Mel?
8. At the end, why do you think Lita gives Marco a Polaroid camera?

This week's RTI Instructions:

This week all grades will do the assignment Four for Fun.

In addition to Four for Fun,

5th grade will complete Multiplying 1 digit by digit. This should be attempted mentally first, then checked by doing the division.

6th grade will complete the multiplying 2 digits by 3 digits. Do not use a calculator until you finish your work. Then you may check and look back at what you may have done wrong.

7th grade will complete the worksheet Adding by Inversion.

8th grade will complete the worksheet Dividing by $\frac{1}{2}$.

RTI Instructions:

This worksheet is for everyone. It is a different, fun way to think about dividing by 4. 5th grade students may find this easier than the way we usually do it, and also help you understand how math solutions may be found in many ways. Other grades will find that it is just another tool for them to use, and develop different ways of thinking about math that make sense.



Four For Fun

Dividing four easily

Do you hate to divide numbers by 4? Well this is FOR you. Easy does it if you can divide by 2!

First easiest step: **look** at the problem:

$$76 \div 4 = ?$$

Step 2: Divide (Cut) the number 76 in half. ($76 \div 2 = 38$)

Step 3: Now divide 38 by 2. ($38 \div 2 = 19$)

Last step: The answer is 19

Don't panic, but all the answers to problems won't always be a whole number. Here's an example:

Look: $75 \div 4 = ?$

Step 2: $75 \div 2 = 37.5$

Step 3: $37.5 \div 2 = 18.5$

Last step : The answer is 18.5

You can solve Large numbers this way also.

Look: $345 \div 4 = ?$

#1. $345 \div 2 = 172.5$

#2. $172.5 \div 2 = 86.25$

#3: Answer is 86.25!!!

Do the problems on the following page. Work step by step and see how easy it will be.

Do not use a calculator

$408 \div 4 =$ Step 1: $408 \div 2 = 204$ Step 2: $204 \div 2 = 102$ Answer: 102 Example	$186 \div 4 =$
$96 \div 4 =$	$326 \div 4 =$
$11.2 \div 4 =$	$98.85 \div 4 =$
$5782 \div 4 =$	$6,230,200 \div 4 =$

$38 \div 4 +$	$287 \div 4 =$
---------------	----------------

*Can you answer: Do you like this way or the 4 steps:
Divide, Multiply, Subtract, Bring Down and why?*

Logic, multiplying by 1/2s to enforce the commutative property of multiplication.

Multiplying by a number that ends in 1/2?

Hey, doing this kind of multiplication is not too hard. But here is another way to solve a problem when the number that you are dividing by ends in $\frac{1}{2}$. Remember $\frac{1}{2}$ can be written as .50 ! Give it a try.

Problem: $12 \times 4 \frac{1}{2} = ?$

Try this:

If we double the $4 \frac{1}{2}$ we get an even number9

But then we have to cut the 12 by 2.....we end up with 6

We multiply the 9 x the 6 and we get 54.

But what happens if the problem says $4 \frac{1}{2} \times 12$? Can we follow those steps in the exact order? Can we say $4 \frac{1}{2} \times 12 =$ the same answer? Your turn to think.

Do you think the answer will be the same?

Circle: YES NO

Why or why not? EXPLAIN:

Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

If you said YES , you are right. It is because we apply the principle that we learned a long time ago:

Commutative property of multiplication!

This means that changing the order in which two numbers are multiplied does not change the product!

It is also sometimes called the order property of multiplication. In algebra it is written as $a \times b = b \times a$. Addition also works like this, but NOT subtraction or division.

So:

The secret to this problem is to **always double** the number with the $\frac{1}{2}$ attached to it, then **always divide** the other number by

$$4 \frac{1}{2} \times 12 =$$

Double the number with the $\frac{1}{2}$ ($4 \frac{1}{2}$) attached...9

Divide the other number (12) by 2 6

Then multiply those two numbers

Multiply: $6 \times 9 = 54$

$12 \times 4 \frac{1}{2}$ is the same problem as $4 \frac{1}{2} \times 12$. But don't get mixed up and try $12 \frac{1}{2} \times 4$. That does not work.

Try these now:

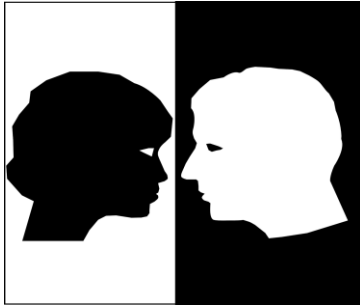
Logic, multiplying by $\frac{1}{2}$ s to enforce the commutative property of multiplication.

$6 \frac{1}{2} \times 12 =$	$2 \frac{1}{2} \times 22 =$
$9 \frac{1}{2} \times 4 =$	$4 \times 6 \frac{1}{2} =$
$7 \frac{1}{2} \times 6 =$	$5 \frac{1}{2} \times 24 =$
$9 \times 3 \frac{1}{2} =$	$3 \frac{1}{2} \times 2 =$

Just to warn you: sometimes there are problems where you divide the whole number by 2 that your answer will have a final answer that contains the .5 or $\frac{1}{2}$ in it. If you can find one, write it here:

Review of math concepts:

Subtraction is the Opposite (Inverse) of Addition.



Inverse is a word that means something that is the reverse of .

Adding combines things, Subtraction pulls them apart. In math we use inversion to help us solve problems.

Subtraction is the inverse of Addition, so addition is the inverse of subtraction. This lets us turn problems around.

For example: if $22 + 7 = 29$, then $29 - 7 = 22$. That's not hard is it?
(Remember it does not matter what order you add in, but it does matter when you subtract.)

Show how you invert the following expressions:

Example: $76 + 39 =$ 115 $115 - 76 = 39$ $115 - 39 =$	$14 + 8 = 22$ $22 - ? = 8$ $32 - ? = 22$	$54 + 16 = 70$	$952 + 410 =$ 1,362	$321 + 11 =$
$104 + 16 =$	$55.3 + 17.7 = 73$	$23 + 2.5 = 25.5$	$.18 + 101 = 101.18$	$56.3 + .7 = 54$

--	--	--	--	--

Do you have any questions? If so write them here:

Algebraic equations also follow this rule concerning subtraction. This is the formula:

$$\underline{A + B = C, \text{ so } C - A = B \text{ or } C - B = A}$$

If $A = 56$

$B = 22$

Then $C = 78$

$A + B = C$

$C - B = A$

$C - A = B$

$56 + 22 = 78$

$78 - 22 = 56$

$78 - 56 = 22$

(We want to remember these rules later when we look at negative numbers.)

Using the given values for A, B, and C, Write the inverse of the addition problem.

Example	Values: $A = 11$ $B = 2$ $C = 13$	$A + B = C$ $11 + 2 = 13$	$C - B = A$ $13 - 2 = 11$	$C - A = B$ $13 - 11 = 2$
Follow The pattern	$A = 71$ $B = 05$ $C = 76$	$A + B = C$	$C - B = A$	$C - A = B$
Write the missing pattern then follow it	$A = 111$ $B = 208$ $C = 319$	$A + B = C$	$C - B = A$	
Write the missing pattern then follow it	$A = 15$ $B = 773$ $C = 788$	$A + B = C$		
Write the Problem Without The formula	$A = 531$ $B = 15$ $C = 546$			
Write the Problem Without The formula	$A = 341$ $B = 12$ $C = 353$			

Multiply 2 digit by 3 digit
Worksheet

Grade 6 Multiplication
Find the product:.

$24 \times 352 =$	
$37 \times 953 =$	
$46 \times 329 =$	
$58 \times 235 =$	
$65 \times 404 =$	
$75 \times 153 =$	
$83 \times 842 =$	
$99 \times 495 =$	
$62 \times 124 =$	
$88 \times 231 =$	

Multiply 1 digit by 3 digit
Worksheet

Grade 5 Multiplication
Find the product:.

$4 \times 352 =$	
$3 \times 953 =$	
$6 \times 329 =$	
$8 \times 235 =$	
$5 \times 404 =$	
$5 \times 153 =$	
$8 \times 842 =$	
$9 \times 495 =$	
$6 \times 124 =$	
$6 \times 231 =$	

Name _____

Week of **May 18-29, 2020**

Weekly Summary Learning Log

	<p>Activity Reflection: Tell us how your learning experience went for the week</p> <p style="text-align: center;">OR</p> <p>Send a PHOTO of your completed work to the teacher who assigned you the work</p>
<p>Math: Mrs. Killeen kkilleen@sd194.org Mrs. DeGeorge sdegeorge@sd194.org Mrs. Marvin MMarvin@sd194.org</p>	
<p>ELA: Mr. Maple mmaple@sd194.org Ms. Dziadon bdziadon@sd194.org Mrs. Anaclerio ganaclerio@sd194.org</p>	
<p>Social Studies: Mr. Coleman tcoleman@sd194.org</p>	
<p>Science: Mrs. Koenig skoenig@sd194.org Ms. Cahill bcahill@sd194.org Ms. Kamp skamp@sd194.org</p>	

Overall

One question I still have...

Math:

ELA:

Social Studies:

Science:

Here is what I know about this week's topic:

Math:

ELA:

Social Studies:

Science:

Daily Remote Learning
BREAK PACKET TIC TAC TOE
Board
For week of 5/18-5/29

Students can choose any two activities each learning day from this Tic Tac Toe board to be completed on a remote Learning Day. Please place an x in the activity box after completing an activity. The packet information/lesson is on the pages indicated inside the squares. Refer to each packet for information regarding grades.

Technology Packet is on page 2	Music Packet is on pages 12 thru 24.	P.E. Your packet is on Page 25.
Stem Packet is on Pages 9 thru 11.	Counselors Free Space No grade given for this	Band See Music
Art Packet starts on page 3 thru 8.	Choir See Music	Speech / OT Students should simply describe two objects in their house.

Attached to this packet is information for any 5th Grade students wishing on joining Choir (page 26) and Band (Pages 27-29) for next school (2020/2021) year.

Technology Packet 4 for Remote Learning.

Students will be able to use technology tools safely while online. Students will understand the importance of safe internet usage and how it affects them and others.

ISTE 2a,2b,2d,3b

Directions

Read the scenario below and answer the questions that follow.

Keet was riding the bus and saw a man wearing a new pair of shoes from his favorite brand. He liked them but thought they'd look better in black. When he got home, he went online and found them in black at an online store, Zaps. They were pretty expensive, so he decided to post a picture of them on his social media account to see what his friends would think. The next day, he started seeing ads for the exact shoes and for the online store he had visited. He saw the ads appear when he typed in a search, when he went to his favorite news site, and when he was scrolling through his social media feed. At first he thought it might've just been a coincidence, but when it kept happening, he started to wonder, why am I seeing this everywhere?

1. How did the advertising company know he was interested in those shoes? Or in that store?

2. If Keet didn't want to be tracked by the advertising company, what could he have done differently?

3. Are you OK with using apps or websites that collect and share information about you? Does it matter what information they collect? Or whom it gets shared with? Why, or why not?

COLUMBIA CENTRAL ART

Hi Columbia Friends,

I hope you and your families are safe and healthy. This week we're going to explore my favorite element of art: color! While color is part of our everyday lives, understanding the science of color and the relationships between colors are essential to creating art.

While this lesson can absolutely be completed outside of Google Classroom, I hope you'll join Columbia Central Art on Google Classroom if you're able. Visit classroom.google.com, log in using your SD 194 ID and password, and then join using the code **ap4enfb**. Everyone in grades 5-8 is welcome, even if you are not in art during trimester 3. On Google Classroom, you'll find additional resources, information, and examples to help you with this lesson and other fun activities. You'll even be able to share your work with others. I love seeing what you're creating at home.

Have a fun and safe summer!

Ms. Whalen
mwhalen@sd194.org

Visual Arts Standards

VA: Cr2.1.5 a. Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA: Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, art-making approaches, and contextual information.

I Can Statements

I can create a color wheel using the primary, secondary, and intermediate colors.

I can use the color wheel to identify relationships between colors.

I can make inferences, recall details, and interpret feelings in a story.

I can write a letter persuasive letter using feelings and evidence.

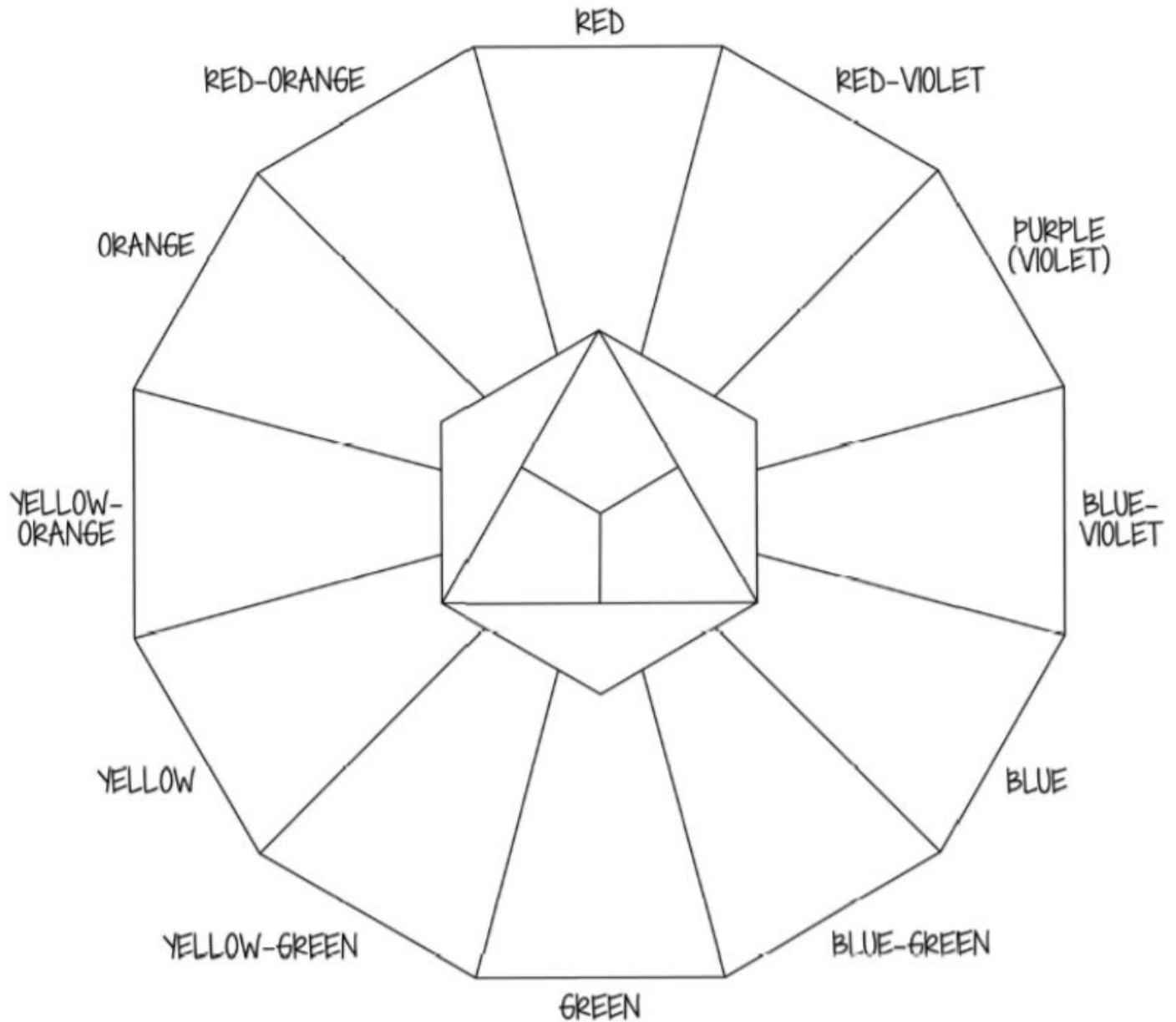
I can create a color wheel using found objects.

I can reflect on and critique my artwork.

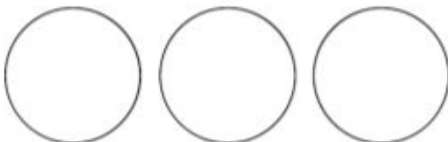
COLOR

Color is an element of art, which refers to the light reflected off of objects (which appears to us as "color"). A color wheel is a tool that artists use to help them make choices about color. It includes the hues red, orange, yellow, green, blue, and purple.

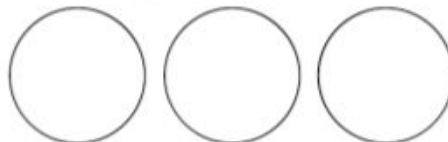
Using colored pencils or crayons, fill in the color wheel below.



Primary Colors



Secondary Colors

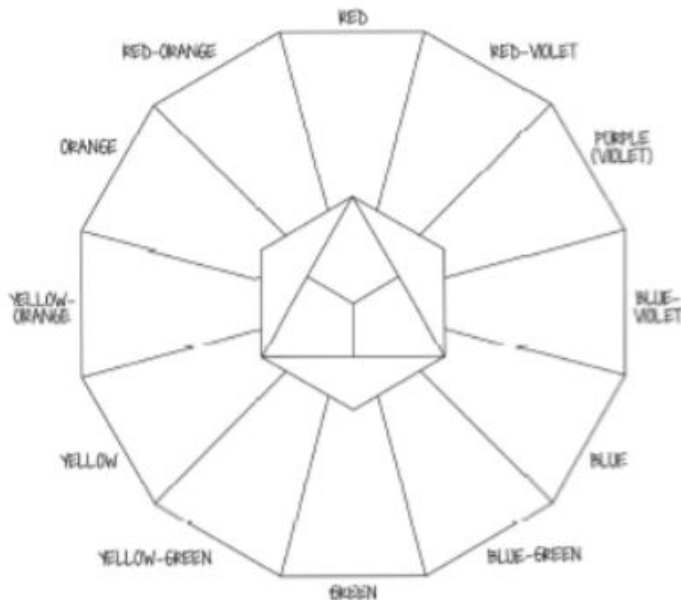


In art there are many different ways of choosing colors. Sometimes artists make choices based on how they see things with their eyes (realistically), but sometimes they choose to use color schemes.

A color scheme is a group of colors chosen to work together in a design.

For example, if an artist wanted to use a primary color scheme, he or she would use the colors red, yellow, and blue.

If an artist wanted to use a secondary color scheme, he or she would use purple, orange, and green.



Another color schemes that artists often use are complementary colors. Complementary colors sit **ACROSS** from each other on the color wheel. They create a lot of contrast.

The complement of blue is:

The complement of yellow is:

The complement of red is:

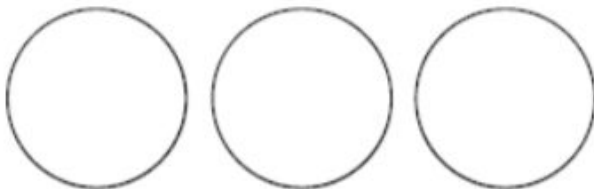
Many sports teams take advantage of the amount of contrast and energy that complementary colors create. Can you think of any teams that use complementary colors to represent their team? What colors do they use?

Another color scheme that artists also commonly use are warm and cool colors. These colors are grouped next to each other on the color wheel.

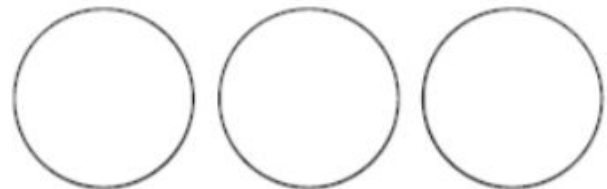
Warm colors advance in space and create the illusion of heat and active energy.

Cool colors recede in space and create the illusion of cold or soothing energy.

Warm Colors



Cool Colors



The Day the Crayons Quit

Read the story *The Day the Crayons Quit* by Drew Daywalt.
Scan this code or visit <https://youtu.be/1IFXuDlothA> to hear the story.



Answer the following questions below or on Google Classroom

1. Why was the purple crayon so unhappy?
A. He was broken. B. Duncan colored outside the lines.
C. Duncan never used him. D. He was tired.
2. Which word best describes the way the beige crayon is feeling?
A. Overlooked B. Surprised
C. Angry D. Excited
3. Name two things that the red and gray crayons have in common.

Name two ways they are different.

4. How does the black crayon encourage Duncan to be more creative?

5. Why did Duncan get an A on his final picture?



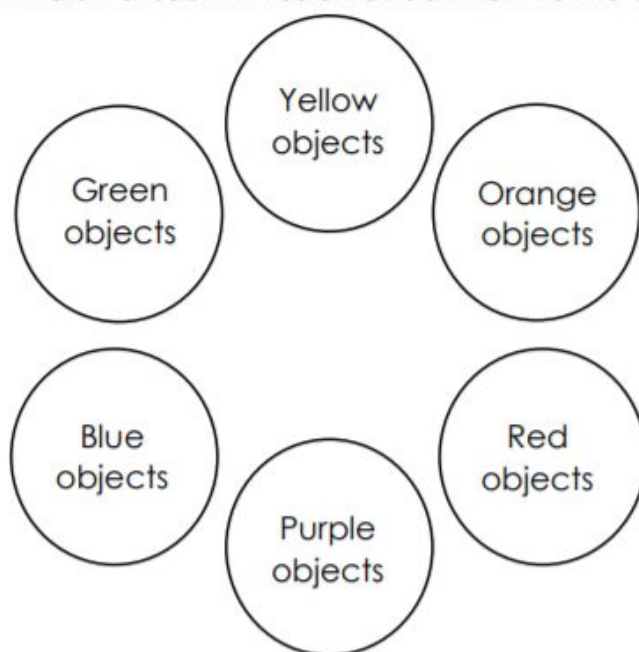
Write a letter to Duncan from the viewpoint of a crayon from your crayon box. Your letter should be addressed to Duncan, include the crayon's name, and how the crayon is feeling. Support the crayon's feelings with at least three examples of why it's feeling that way. Request that Duncan do something differently and conclude your letter by signing the name of your crayon. Illustrate your letter.

If you enjoyed this story, you might like the sequel, *The Day the Crayons Came Home*.
Scan this code or visit <https://youtu.be/9FEGyPeaAnE> to hear the story.



Found Object Color Wheel

Gather items from around the house to create a found object color wheel. You'll need at least one object for each color, but you may choose to use more than one object to create a bigger color wheel. You may choose to use a variety of objects or select a theme (books, food, toys, art supplies, etc.). Look back the practice color wheel you colored earlier. Take a photograph of your color wheel. E-mail it to Ms. Whalen or submit it as an attachment to the assignment in Google Classroom.



Reflecting on Your Work

Reflect on your work and the things you've learned during this lesson.

- 3: Share three facts you know about color.
- 2: Share two things you did well when creating your found object color wheel.
- 1: Share one thing you could improve or change if you were to do this project again.

STEM Remote Learning

May 18-29, 2020

Hello! I hope you and your families are all doing well! If you have any questions or concerns, please feel free to reach out through email or Google Classroom.

Ms. Cahill bcahill@sd194.org

****You can also call my room phone (708-753-4726). I won't be able to answer, but you can leave a message with a number and time you would like me to call and I will be able to call you back.**

Essential Standards

MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

"I Can..." Statements

I can:

- Ask questions to define an engineering problem.
- Identify criteria needed for a successful solution.
- Identify constraints of the design or process.
- Carry out the Engineering Design Process when working through a design solution.

Engineering Design Process

1. Identify the Problem
2. Identify the Criteria and Constraints
3. Brainstorm and Research
4. Develop Ideas
5. Build or Create
6. Test and Evaluate
7. Improve Design
8. Share and Discuss

Directions:

Complete the STEM challenges of your choice below. Each activity should take about 30 minutes to complete. You can complete the work online and submit it to your teacher through email or by sharing it in Google Drive/Classroom. You may also decide to keep a separate sheet of paper and complete the activities in written form. Be as specific as possible and include any drawings, descriptions, and/or photos as needed.

I ask that whatever way you choose to submit work, please: make sure each activity has your full name, activity name, and packet dates for your heading. If submitting a Google document, please name the file with your name and the challenge title and include the heading in the document.

EXAMPLE: Columbia Cardinal
Remote Learning
May 18-29

OR

Columbia Cardinal Remote Learning5/18-29.doc

"If you find a path with no obstacles, it probably doesn't lead anywhere."
--Frank A. Clark

Challenge #1: Paper Airplane Launcher (adapted from: Science Buddies)

Suggested Materials: paper, pencil or pen, rubber band, paperclip, scissors, stapler or tape, *craft supplies, an open area like a backyard or hallway

*These will be used to build the launcher, so your items will vary depending on what you have at home.

Procedure:

1. Build several paper airplanes to test. Because paper airplanes can get bent or destroyed easily, it's a good idea to build more than one. Ensure that they are all built the same for this activity.
2. Tape or staple a paperclip to the nose of each paper airplane. The outer straight part of the paperclip should point backward parallel to the bottom of the plane, so it can serve as a hook to attach to the rubber band. There will be some pull on the hook, so make sure it's secure.
3. Practice throwing your paper airplane using your entire arm. Now try to throw your airplane only using your wrist. How did your results differ?
4. Next try launching your airplane using a very simple "catapult." Hook one end of a rubber band around the end of a pencil or pen (such as around the metal ring by the eraser). Hook the paperclip on the nose of a plane around the other end of the rubber band, and pull it back to stretch the rubber band. Aim the plane forward and release.
5. Now use the engineering design process to build a more permanent launcher for your airplane. Think about the criteria for your design. You will need to build a device to support the rubber band. It will need to be strong enough that it does not collapse when you pull back on the rubber band. You will also need to make sure the paper airplane does not get caught or snagged on the device when you launch it. Draw a few sketches of your design ideas, and pick one to build.
6. Build a prototype of your design. The picture below shows three different design examples:.



7. Test your airplane launcher. It probably won't work perfectly on the first try. What changes can you make to your design to make it better?
8. Keep improving your launcher and testing it again (and, if necessary, again). This process is called iteration, and designers and engineers use it often in their work. How does the plane's flight distance compare to when you threw with your arm or with your wrist?

Challenge #2: Think Like a Scientist

Anyone who is curious about how the world works can be a scientist! Take a moment to give a close look to the world around you. Find something interesting to you, either an inanimate object or something in nature. Maybe it is a pencil, a cell phone, or even your pet dog. Make sure to note the object you chose in your answer.

Now let's think like a scientist. **Write 5 WHY or WHAT questions to better understand this item.** For example, a scientist interested in the sky would ask: Why is the sky blue? What are clouds made of? Why do clouds have different shapes?

Challenge #3: Straw Rocket (adapted from: NASA)

Suggested Materials: paper, pencil or pen, tape, ruler, scissors, straw, an open area like a backyard or hallway

Procedure:

1. Carefully cut out a rectangle (about 1" x 4") from a sheet of paper. This will be your rocket body. Wrap the rectangle lengthwise around a pencil or pen and tape the long edge close to form a tube.
2. Sketch and cut out 2-4 fins (these can be any shape). Watch the size, as they have to fit on the body evenly.
3. Tape your fins to the rocket body. NOTHING SHOULD STICK OUT PAST THE BOTTOM OF THE ROCKET BODY.
4. twist and pinch the top of the rocket body around the tip of the pencil to create a "nose cone" for the rocket. Tape the nose cone to prevent air from escaping and to keep it from untwisting.
5. Remove the pencil and replace it with the soda straw.
6. It is now time to test! In the designated launch area, away from people and other hazards, blow into the straw to launch the rocket.
7. Try improving your design! Try different rocket lengths, fin shapes, fin angles or the amount of force you put behind the rocket.

Challenge #4: Games from the Garbage

You are done with your assignments, you have finished all your chores, and now you are bored! Design a game that you can play with your family from household items you would otherwise throw away--bottle caps, plastic containers, string, newspaper, boxes, etc.

1. What is the name of your game?
2. How many players can participate?
3. What is the objective or goal of your game?
4. What happens when you play your game?
5. What does the playing area look like? You can either describe or draw it.
6. What are the rules?
7. How is the game scored or won?

End of the Year Choice Board

CHOIR/BAND/MUSIC

Directions: Choose any 4 activities from the choice board to complete.

Memories Made

Create a memory page about all of the fun and memorable experience you've had this year.

Advice Column

What advice do you have for next year's students? Give them the inside scoop on how to have a great year.

Success Guide

Write a success guide for future students. What can they do to be successful at school.

Top 10 List

Make a list of the top 10 **BEST** things that happened this school year. What's in your top 10?

Thank You Letter

Write a thank you letter to a parent, teacher, friend, or family member that has helped you this year.

Bucket List

Create a summer bucket list of all of the things you want to do or accomplish this summer.

Self Reflection

Reflect on everything that has happened this school year. What will you do differently next year?

Before and After

How have you changed from the beginning of the year until now? Draw a before and after selfie.

Learned Lots

What were your favorite things to learn about this year? What do you want to learn more about?

Classroom Redesign

How would you design the classroom. Draw a design plan showing how you would arrange the room.

Teacher Tips

What tips do you have for your teacher? What can they do to make next year even better?

Letter to Me

Write a letter to yourself to opened in the future. Be encouraging, positive, and write a motivation motto.

Memories Made

Choir/Band/Music

Name: _____

What is something you're proud of from this school year?

What was the BEST thing that happened this school year?

Who is your teacher?

Who is your best friend?

Favorite Subject?

Future Career?

Favorite Song?

Favorite Movie?

Favorite Food?

Favorite Hobby?

*Don't Cry
Because it's Over-*
Smile
*Because it
HAPPENED!*

Sum up this school year in FIVE words:

If this school year was a song, what would its title be?

What was the funniest thing that happened this year?

Success Guide

Choir/Band/Music

Name: _____

My success story ...

Quick Tips for Success ...

- 1.
- 2.
- 3.



Synonyms for SUCCESS ...

My advice for being successful in

band/choir/music...

My Top 10 List

Choir/Band/Music

Name: _____

Top 10 List

1

2

3

4

5

#1 was the BEST because ...



This year would have been better if ...

Top 10 List

6

7

8

9

10

I Thank You Letter

i'm thankful for you because ...

Top 3 things you've helped me accomplish are ...

۱. ۲. ۳.

**I THANK
YOU FOR
YOUR PART
IN MY
JOURNEY**

PictureQuotes.com

I will show my gratitude to you by ...

Choir/Band/Music

Name:

Dear

Bucket List

Choir/Band/Music

Name: _____

My Summer Bucket List ...

1

2

3

4

5

6

7

8

This summer will be AWESOME because ...



THE
BUCKET
LIST

The BEST part of summer break is ...

One thing I'll miss
about school is ...

Self-Reflection

Choir/Band/Music

Name: _____

5 things I'm good at are ...

1. _____
2. _____
3. _____
4. _____
5. _____

My reflection of this
school year ...

Next year I want to ...

Something
I'm proud of
is ...

Something
I'm NOT
proud of is ...

One thing I
wish I'd done
differently is
...

Something I
need to work
on is ...

My greatest
strength is ...

BE THE
TYPE OF
PERSON
YOU WANT TO
MEET

Before & After] Choir/Band/Music

Name: _____

Before and After Selfies!

BEFORE Selfie	AFTER Selfie

One way I have grown this year is ...

This year changed me because ...

One thing that surprised me this year is ...

Learning is the
measurement of knowledge
before and AFTER.

I learned Lots

Choir/Band/Music

Name: _____

My favorite thing to learn about was ...

My LEAST favorite thing to learn about was ...

One question I still have is ...

One thing I hope to learn next year is ...

If you are not willing to learn, no one can help you.
If you are **determined** to learn, no one can stop you.

Something I want to learn more about is ...

This summer, I hope to learn ...

My 5 favorite lessons were ...

1.

2.

3.

4.

5.

Classroom Redesign

Choir/Band/Music

Name: _____

MY Classroom Design Floor Plan

My design is BEST because ...

**Creativity is
intelligence having
fun.**

Albert Einstein

Shopping List:

Teacher Tips

Choir/Band/Music


Name: _____

This is what I would change ...

10 Tips for Next Year ...

To my teacher,

This is what I would NOT change ...

 Tips

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Letter to Me

Choir/Band/Music

Name: _____

Dear Future Me,

By the time I read this, I hope to have accomplished ...

*You get
what you
work for,
not
what you
wish for.*

One thing I hope I never change
about myself is ...

One area I hope I've
improved in is ...

My motivation motto ...

P.E. Checklist

Directions: Choose 2-3 activities to do each day of the week for ten minutes. Try not to repeat an activity until you have completed each one once.

State Standard: 19a Students can demonstrate physical competency in a variety of motor skills and movement patterns.

I can work on exercising my upper body for 10 minutes each day of the week.

Activities

1. 15 burpees
2. 50 jump ropes (if you don't have a jump rope, go through the motion)
3. 50 second plank
4. Arm circles 20 forward/backwards
5. Running in place / around the yard 2 minutes
6. Ski Jumps (find a line and go side to side and then up and back)
7. 50 Bicycle crunches
8. 40 Russian twists (use weights or resistance if you can)
9. Step ups 30 each leg
10. 20 Leg raises (<https://youtu.be/JB2oyawG9KI>)

If you are uncertain about a specific activity/exercise please feel free to email your teacher, reach out via google classroom or use Youtube to see an example.

Upon completion email your teacher or hold onto the packet until we return to school. You can also show completion via Google Classroom. The classroom code is below, everyone will use this classroom code. Once you have joined, please submit your work along with any questions you may have in the classroom.

Google Classroom "Columbia Central Physical Education" use Code: 24sowg3

Students and parents you are encouraged to follow our Columbia Central Instagram @columbiacentralcardinals

May 12, 2020



Dear Parent/Guardian;

At this time we are inviting any interested 5th grade student to join the choir program at Columbia Central. Any student who does not enroll in band is eligible to start in the fall.

Columbia Central School's Choral Program is dedicated to helping each student achieve his/her highest musical potential. Students will be exposed to music theory, sight singing, music of other cultures, folk music, music history, and the fundamentals of healthy singing through a wide variety of choral literature. It is our desire that the music classes should be enjoyable, and that students will learn and grow as developing musicians. Students should also appreciate how and why music and the arts are important to our society.

Because a choir's success is built by students' attitudes and participation, choir members at Columbia Central should exhibit a desire to actively contribute to the group. Students will be expected to perform leadership and membership responsibilities within the choir when appropriate. Students will develop, maintain, and demonstrate a positive attitude toward themselves, the ensemble, its members, and the director. Although the choir requires hard work and dedication, it is a great experience that is sure to enrich your child's life and it's fun! I hope you will consider it!

Ensemble Descriptions (6th Grade)

Curricular Choirs meet during explore class periods throughout the day. They are graded classes that require a year-long commitment. Students enrolled in band cannot participate in the curricular choirs.

6th Grade Choir Auditions are not required for participation in this choir. Members of this group will perform in three evening concerts throughout the year. Classes will be taught by Miss Olsen and Mrs. Kinsella.

Extra-Curricular Choir

Show Choir meets Thursdays after school from 2:30-4:30, beginning in January. It is open to all students enrolled in band or choir at Columbia Central who pass a qualifying audition. Students in 5th grade must be part of the 5th grade choir to audition for Show Choir. This ensemble will focus primarily on music from the "pop" genre. Students in this ensemble will perform at one evening concert, recruitment concerts, and the SSJHSA festival.

Although making great music requires hard work and dedication, it is a great experience that is sure to enrich your child's life – and it is fun! I hope you will consider it!

Sincerely,

Larkin Kinsella
Choir Director
Columbia Central School
753-4733
lkinsella@sd194.org

Heather Olsen
Choir Director
Columbia Central School
753-4734
holsen@sd194.org

Columbia Central Beginning Band

May 13, 2020

Dear Fifth Grade Parent,

Hello! My name is Ed Fitzgerald, and I am the Band Director at Columbia Central School. As this very unusual school year draws to a close, I would like to provide you with information about our Band Program at Columbia. Normally, it is at this time of the school year that we begin the band registration process. Due to our current school closure this, of course, will not be possible. **Instead, our 6th Grade Beginning Band registration activities will be moved to late-August.** What follows is a brief description of those activities and the projected dates on which they will be taking place.

Band Program

Our band program at Columbia Central consists 130 students in grades 6-8, and there are 4 curricular bands and 3 extra-curricular bands. The Beginning Band is the ensemble in which all 6th Grade band students will participate. **For those students that choose to participate in the band, it will be their Explore class for the school year.** In addition to this daily full-band rehearsal class, all band students also receive one weekly small-group lesson. We will have 3 evening school band concerts throughout the school year. Aside from the expectation that band students will practice their instrument at home in the evenings, there are no regular before-school or after-school band commitments. This means that students can participate in sports, clubs, and activities and still participate in the band.

Band Instrument Fittings Days

If your child wishes to participate in band as a 6th Grade student, the first step on their journey is to come to Band Instrument Fittings. All participating students will have the opportunity to try 3 different instruments as they (and we) try to determine which instrument would be the best fit for each student. Physical characteristics such as tooth/jaw alignment, arm length, hand size, and ability to keep a beat are taken into account. After careful consideration of the results, each child will receive an instrument recommendation. While many students do not go into this process with a particular instrument in mind, some already have an idea of what they would like to play. Please know that each instrument assignment is made with your child's, as well as the band's, best interest in mind.

This year, there are 2 dates set aside for instrument fittings. If these dates change at some point during the spring or summer, the change(s) will be publicized on the school district website and social media accounts.

Thursday, August 20 – 4:00 pm – 6:00 pm at Columbia Central

Friday, August 28 – 8:00 am – 2:30 pm at Columbia Central

Band Sign-Up Night

Once all the students that wished to participate in Instrument Fittings have done so, the next step is to decide whether you would like to continue with band registration. **If your child wishes to participate in band as a 6th Grade student, the next step on their journey is to come to Band Sign-Up Night.** The date for Band Sign-Up Night is Wednesday, September 2 at Columbia Central. Please bring your child to the Cafeteria any time that you are available between 5:00 p.m. – 7:30 p.m. It should only take 20 minutes

or so to complete the process. Any student that already owns or has inherited the instrument that they were selected to play in the band should bring it to Sign-Up Night. It will be examined, and I will be able to let you know if it will need to be cleaned and/or repaired prior to the child playing it in the band.

Instrument Rental

Probably the primary concern of most parents whose children wish to join the band is the cost of participation. If you do decide to enroll your child in band, you may purchase or rent an instrument from a number of sources. **A reputable music store is strongly encouraged!!** Many retail stores and online marketplaces are now carrying instruments that are NOT of high quality and have demonstrated many problems. A student with a “cheap” instrument will not be able to have it repaired due to the poor quality of the materials and craftsmanship. These instruments also tend to suffer from intonation problems that cause the student’s sound to stick out from the rest of their peers. The music shops will not touch them!

Easily the most popular choice for the majority of parents has been the Rent-to-Own program. We have partnered with *Quinlan & Fabish Music Company* (<http://www.QandF.com>) for many years to help parents with instrument rentals and the purchase of instruments and supplies. Q&F has been a proven leader in the business, and they have been dependable and fair in their dealings with parents, students, and me. The instruments that you can rent or purchase from Q&F include brands that have gained the respect of teachers and students over the years due to their consistent quality and reliability. Members of Quinlan & Fabish’s instrument rental team will be on hand at Band Sign-Up Night, ready to answer your questions and help facilitate instrument rentals, purchases, and the purchasing of necessary supplies. Please come prepared to make a payment toward an instrument rental and the supplies your child will need to be successful.

Rental Prices

Quinlan & Fabish, like many other music stores, will start students off with a **4 Month Introductory Rental Period**. The 4 months begins at the beginning of the school year when the child receives the instrument, and it concludes around the holidays in December. The down payment that would need to be made on Sign-Up Night for this 4 Month Introductory Rental is:

- \$72 – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$119 – Alto Saxophone
- *Please contact me* if your child was selected to play the **Baritone** or the **Tuba**.

You will not need to make another payment after Sign-Up Night until January 2021. Once the introductory rental period is over, the Regular Monthly Payment is:

- \$39 per month – Flute, Clarinet, Trumpet, Trombone, Percussion
- \$53 per month – Alto Saxophone

These prices include their Maintenance and Replacement Coverage for the instrument. This covers the instrument of all repairs, and it guarantees a free replacement if it is lost or stolen.

If you make the decision to purchase an instrument from another source **please check with me** about the brand and make of instrument. Your child will be highly disappointed when their instrument does not play like everyone else's, is constantly being repaired or worse yet – **cannot** be repaired. We have had many students in the past that have been "stuck" with these so-called "bargains."

Instruments that are available to students include flute, clarinet, trumpet, trombone, baritone, alto saxophone, and percussion. Due to the needs of the band, your child's first preference is not necessarily the instrument that he/she will play. If you have questions about the band program please contact Mr. Fitzgerald. **Although the band requires hard work and time, it is a great experience that your child will enjoy for years to come!**

Please feel free to contact me with any questions that you may have prior to Instrument Fittings!

Sincerely,

Ed Fitzgerald
Band Director
Columbia Central School
753-4734
efitzgerald@sd194.org