

LINWOOD

PUBLIC SCHOOLS

Belhaven Middle School
Seaview Elementary School

51 Belhaven Avenue
Linwood, NJ 08221

609.926.6720
@linwoodschools

March 13, 2020

Dear Linwood Schools' Families:

These are challenging times and uncharted territory for our schools, our community, our state, and the world. The health and well-being of all our students is of the utmost importance, and we are closely monitoring the current COVID-19 situation. We will continue to keep you up to date on any new information that we receive.

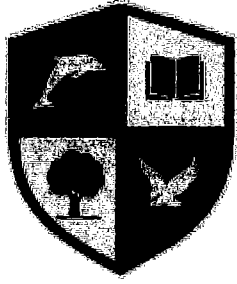
Attached are three days worth of lessons intended to be used in case of a school closure. Please take note of the cover page and headers for each section to identify the work to follow. If your child does not have a particular course in their current school schedule, they may skip the work for that area. The work provided covers standards that have been previously taught and should be able to be completed independently. These activities are academic maintenance activities to reinforce skills covered to this point in the year. The chart below indicates the approximate amount of time students should be expected to work daily.

Grade Levels	Time (Total Time to work on all areas combined)	Additional Daily Reading or Read To
Pre- K	Varies	20-30 minutes
K-2	45 minutes total per day (cumulative)	20-30 minutes
3-4	75 minutes total per day (cumulative)	20-30 minutes
5-8	90-120 minutes total per day (cumulative)	30-45 minutes

Please have your child do their best to complete all work for each day. If your child is unable to complete portions of the work or has questions, teachers may be contacted by email. If there is a closure, teachers and staff will be available via email. Please allow time for teachers to check their email and respond.

Thank you for your cooperation and support during this time.

♥ Dr. Luff



LINWOOD

PUBLIC SCHOOLS

Belhaven Middle School
Seaview Elementary School

51 Belhaven Avenue
Linwood, NJ 08221

609.926.6720
@linwoodschoos

Instructional Continuity Progress Monitoring Checklist

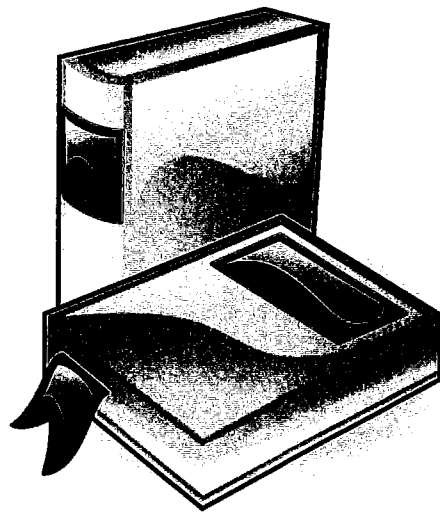
As daily work is completed for each subject area, please check the appropriate box. Once all work is complete for a given day, both student and parent/guardian will sign. By signing the checklist, you acknowledge that work has been completed to the best of the student's ability. Please return this checklist along with the completed work when school resumes.

Date	Core Areas	R.A.	Read	Other	Student Signature	Parent Signature
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Core Areas= Language Arts, Math, Science, Social Studies. **R.A.**= Related Arts. **Read**= Independent reading in addition to the core area work. **Other**= If your child has completed extension activities or work from related service providers, please check the "Other" box. Not all students are expected to have the "Other" box checked daily.

Sixth Grade

Language Arts



Directions for "Write a Response to Literature" packet

1. Read the Getting the Idea (pages 176-178)
2. Highlight the important details in each section.
3. Read over the questions first before reading.
4. Read "Oliver Twist" for a first read.
5. On the second read, highlight the important details of the passage.
6. Answer the questions for the story.
7. Read "Anne of Green Gables" for a first read.
8. On the second read, highlight the important details of the passage.
9. Answer the questions.
10. Finally, read the writing prompt and respond to it by writing a compare and contrast essay.
11. Remember to follow the correct format and refer to the bullet points to organize your essay.
12. This is a five (5) paragraph essay.
13. Remember:
 - a. Introduction
 - b. Body paragraph 1
 - c. Body paragraph 2
 - d. Body paragraph 3
 - e. Concluding paragraph

Write a Response to Literature

1 GETTING THE IDEA

When you write a **response to literature**, you analyze one aspect of a story, play, or poem. Your central idea should be based on close reading and thoughtful reflection upon one or more literary texts. You then support your central idea with evidence from the text.

Understanding the Prompt

In class, you will often be asked to respond to a writing prompt that asks you to analyze a text you have read. For example, you might be asked to analyze character, plot, setting, or author's style. Or you might be asked to explain how one or more of these elements contributes to the text's theme, or central meaning.

Read this example. Circle the title of the story it asks you to write about. Then, underline the verb in the prompt that tells you the writing task.

Explain how Sandra Cisneros, the author of the short story "Eleven," uses similes to show how the narrator feels about turning eleven.

Develop a Thesis Statement

In the writing task above, you are asked to explain how the author uses similes to show the narrator's feelings.

To write a thesis statement that satisfies all parts of a prompt, it can be helpful to break down the prompt into questions that guide your writing.

- What similes does the author use?
- What two things are compared in each simile?
- How do these comparisons show what the narrator is feeling?

Your answer to these questions is your thesis statement. A **thesis statement** expresses the central idea of a piece of writing. For example, a student may address the questions above with the following thesis statement. This statement will be the central idea in the student's response to the prompt.

The author of the short story "Eleven" uses similes to show that the narrator feels she is every age from one to eleven all at once.

Organize Your Ideas

Once you have a thesis, you need to develop **reasons** that support it. To begin listing reasons, identify what you read in the text that led you to make this claim in the first place. Your reasons should walk your reader through your line of thought in a logical way:

You will need to back up each reason with evidence from the text. Your evidence might be a specific plot event or a quote from the text. Think about how much evidence you have for each reason. If you can easily write a paragraph to support a reason, it is likely a strong one.

Using a graphic organizer or creating an outline is a good way to plan and organize your ideas.

Thesis Statement/Claim	The author of the short story "Eleven" uses similes to show that the narrator feels she is every age from one to eleven all at once.
Reason 1	The narrator compares her age to an onion that has many layers, which helps her explain why an eleven-year-old can feel like a much younger child.
Reason 2	A second simile compares people to tree trunks with rings for each year, showing that all of a person's years are stored inside him or her.
Conclusion	The author uses similes to explain the idea that people carry all the ages of their life with them, no matter how old they become.

Develop Your Response

If your preparation has been thorough, you can follow your writing plan. State your thesis clearly in your introduction. This helps your readers understand your purpose for writing by showing them what main point you will make.

Reasons supported by evidence will help make this point convincing. Present your reasons in a logical order, and make sure they are supported by evidence from the text. Return to the text often while you write to look for details that can support your reasons.

Use **transitions**, or connecting words, such as *because*, *consequently*, and *specifically*, to show readers the connections between ideas in your writing. This will help your writing flow logically. Read the example below.

The narrator uses similes to explain her views about getting older. For example, the narrator says she carries all her ages inside like layers of an onion. Likewise, she feels like it is the three-year-old version of her that comes out when she cries in response to her bad day.

The student uses the transition *for example* to focus the reader's attention on an example from the story. This example supports the student's thesis statement, which is that the narrator uses similes to express her feelings about being all ages from one to eleven at once. The transition *likewise* shows that the next sentence about feeling like a three-year-old relates to the overall theory of being all ages inside.

The last paragraph of your writing is the conclusion or the summary. The conclusion restates your thesis in a different way and summarizes the most important ideas.

Revise and Edit

Reread your writing to check that your thesis statement is clear and your claims are logically organized. Make sure you have written your response using formal language. Proofread your work for errors in grammar, punctuation, capitalization, and spelling. Make any changes needed.

Use the following checklist to guide your revision.

- ☐ Does my response answer all parts of the prompt?
- ☐ Do I present my thesis statement clearly?
- ☐ Do my reasons support my thesis statement?
- ☐ Do I include sufficient evidence to support my reasons?
- ☐ Is all of my evidence relevant?
- ☐ Do I use a formal style?
- ☐ Is my writing free of grammar and mechanical errors?

Language Spotlight • Pronouns

When you use pronouns, make sure you use the right case—subjective, objective, or possessive. **Subjective pronouns** include *I*, *you*, *we*, and *he/she*. **Objective pronouns** include *me*, *you*, *us*, and *him/her*. **Possessive pronouns**, such as *my*, *your*, *our*, and *his/her*, show who something belongs to.

Identify the case of the underlined pronoun in each sentence.

I am eleven years old today.

That cake is for me.

That is my cake.

Rewrite each sentence below, replacing the incorrect pronoun.

Him will come over tomorrow.

That is he hat.

Give the hat back to his.

Read the passage.

excerpted from
Oliver Twist

by Charles Dickens

For some time, Mr. Bumble drew Oliver along, without notice or remark; for the beadle carried his head very erect, as a beadle always should: and, it being a windy day, little Oliver was completely enshrouded by the skirts of Mr. Bumble's coat as they blew open, and disclosed to great advantage his flapped waistcoat and drab plush knee-breeches. As they drew near to their destination, however, Mr. Bumble thought it expedient to look down and see that the boy was in good order for inspection by his new master: which he accordingly did, with a fit and becoming air of gracious patronage. . . .

The undertaker, who had just put up the shutters of his shop, was making some entries in his day-book by the light of a most appropriate dismal candle, when Mr. Bumble entered. . . .

"Oh! that's the boy, is it?" said the undertaker: raising the candle above his head, to get a better view of Oliver. "Mrs. Sowerberry, will you have the goodness to come here a moment, my dear?"

Mrs. Sowerberry emerged from a little room behind the shop, and presented the form of a short, thin, squeezed-up woman, with a vixenish countenance.

"My dear," said Mr. Sowerberry, deferentially, "this is the boy from the workhouse that I told you of." Oliver bowed again.

"Dear me!" said the undertaker's wife, "he's very small."

"Why, he *is* rather small," replied Mr. Bumble: looking at Oliver as if it were his fault that he was no bigger; "he is small. There's no denying it. But he'll grow, Mrs. Sowerberry—he'll grow."

"Ah! I dare say he will," replied the lady pettishly, "on our victuals and our drink. I see no saving in parish children, not I; for they always cost more to keep, than they're worth. However, men always think they know best. There! Get downstairs, little bag o' bones." With this, the undertaker's wife opened a side door, and pushed Oliver down a steep flight of stairs into a stone cell, damp and dark: forming the ante-room to the coal-cellar, and denominated "kitchen"; wherein sat a slatternly girl, in shoes down at heel, and blue worsted stockings very much out of repair.

"Here, Charlotte," said Mr. Sowerberry, who had followed Oliver down, "give this boy some of the cold bits that were put by for Trip. He hasn't come home since the morning, so he may go without 'em. I dare say the boy isn't too dainty to eat 'em—are you, boy?"

Oliver, whose eyes had glistened at the mention of meat, and who was trembling with eagerness to devour it, replied in the negative; and a plateful of coarse broken victuals was set before him.

I wish some well-fed philosopher, whose meat and drink turn to gall within him, whose blood is ice, and whose heart is iron, could have seen Oliver Twist clutching at the dainty viands that the dog had neglected. I wish he could have witnessed the horrible avidity with which Oliver tore the bits asunder with all the ferocity of famine. . . .

"Well," said the undertaker's wife, when Oliver had finished his supper, which she had regarded in silent horror, and with fearful auguries of his future appetite, "have you done?"

There being nothing eatable within his reach, Oliver replied in the affirmative.

"Then come with me," said Mrs. Sowerberry, taking up a dim and dirty lamp, and leading the way upstairs; "your bed's under the counter. You don't mind sleeping among the coffins, I suppose? But it doesn't much matter whether you do or don't, for you can't sleep anywhere else. Come; don't keep me here all night!"

Oliver lingered no longer, but meekly followed his new mistress.

Answer the following questions.

- 1** A student made the following claim about the passage you read. In the chart, write a sentence from the passage that the student could use as textual evidence to support her claim.

Claim
The author uses descriptions of Oliver to show that he has not had an easy life so far.
Textual Evidence

Hint Part of the student's claim is that Oliver has not had an easy life. What descriptions from the story show this to be true?

- 2** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

A student is writing a character analysis based on the passage you just read. Which of these traits should the student include to describe Oliver's character? Circle **all** that apply.

- A. lazy
- B. hungry
- C. proud
- D. strong
- E. obedient

Part B

Underline a detail from the text that gives evidence for **each** character trait you chose in Part A.

Hint How does Oliver greet Mr. and Mrs. Sowerberry? How does he react when he is offered scraps meant for a dog? These and other actions are clues to his character.

- 3** A student is writing a literary response about *Oliver Twist* based on the passage you read. Read these sentences from her literary response. Then, answer the question.

Mrs. Sowerberry gives Oliver food and a place to sleep. I think the author is showing readers that Oliver is lucky that Mr. Bumble brought him to Mrs. Sowerberry.

Do you agree with the student about the author's intended meaning? Use textual evidence to explain why or why not.

Hint Look at the places in the text where Mrs. Sowerberry talks to, or about, Oliver. Use these as evidence for your response.

- 4** The author developed Mrs. Sowerberry's character through what she says to other characters in the passage. Reread the example of her dialogue below.

I see no saving in parish children, not I; for they always cost more to keep than they're worth.

What do you think the author was trying to say about Mrs. Sowerberry by including this piece of dialogue?

- A. She is generous.
- B. She is stingy.
- C. She likes to make jokes.
- D. She thinks charity is important.

Hint Look closely at the author's word choice in the sentence. How might you describe someone who thinks children "cost more" than they are worth?

Use the Reading Guide to help you understand the passage.

excerpted from

Anne of Green Gables

by Lucy Maud Montgomery

Reading Guide

What does the author tell readers about Anne in the first paragraph?

How does the author use dialogue in this section to show the differences between Anne and Marilla?

Interactions between characters show their relationship and give readers a sense of each character's feelings.

How does Anne react to Marilla's hand on her shoulder? Why does she react this way?

Anne's beauty-loving eyes lingered on it all, taking everything greedily in. She had looked on so many unlovely places in her life, poor child; but this was as lovely as anything she had ever dreamed.

She knelt there, lost to everything but the loveliness around her, until she was startled by a hand on her shoulder. Marilla had come in unheard by the small dreamer.

"It's time you were dressed," she said curtly.

Marilla really did not know how to talk to the child, and her uncomfortable ignorance made her crisp and curt when she did not mean to be.

Anne stood up and drew a long breath.

"Oh, isn't it wonderful?" she said, waving her hand comprehensively at the good world outside.

"It's a big tree," said Marilla, "and it blooms great, but the fruit don't amount to much never—small and wormy."

Reading Guide

Look closely at the types of words Anne uses and how she composes her sentences. What does this tell readers about Anne?

How does the author make Anne's situation or problem clear in this section?

What words does the author use to help readers understand Anne's feelings?

"Oh, I don't mean just the tree; of course it's lovely—yes, it's **RADIANTLY** lovely—it blooms as if it meant it—but I meant everything, the garden and the orchard and the brook and the woods, the whole big dear world. Don't you feel as if you just loved the world on a morning like this? And I can hear the brook laughing all the way up here. Have you ever noticed what cheerful things brooks are? They're always laughing. Even in winter-time I've heard them under the ice. I'm so glad there's a brook near Green Gables. Perhaps you think it doesn't make any difference to me when you're not going to keep me, but it does. I shall always like to remember that there is a brook at Green Gables even if I never see it again. If there wasn't a brook I'd be **HAUNTED** by the uncomfortable feeling that there ought to be one. I'm not in the depths of despair this morning. I never can be in the morning. Isn't it a splendid thing that there are mornings? But I feel very sad. I've just been imagining that it was really me you wanted after all and that I was to stay here for ever and ever. It was a great comfort while it lasted. But the worst of imagining things is that the time comes when you have to stop and that hurts."

"You'd better get dressed and come down-stairs and never mind your imaginings," said Marilla as soon as she could get a word in edgewise. . . .

Anne could evidently be smart to some purpose for she was down-stairs in ten minutes' time, with her clothes neatly on, her hair brushed and braided, her face washed, and a comfortable consciousness pervading her soul that she had fulfilled all Marilla's requirements. As a matter of fact, however, she had forgotten to turn back the bedclothes.

"I'm pretty hungry this morning," she announced as she slipped into the chair Marilla placed for her. "The world doesn't seem such a howling wilderness as it did last night. I'm so glad it's a sunshiny morning. . . because it's easier to be cheerful and bear up under affliction on a sunshiny day. I feel that I have a good deal to bear up under. It's all very well to read about sorrows and imagine yourself living through them heroically, but it's not so nice when you really come to have them, is it?"

Reading Guide

Authors reveal a character's personality through his or her actions, thoughts, and words. What does the author show about Matthew's character in this section?

How does the author show how Matthew's opinions affect Marilla?

"For pity's sake hold your tongue," said Marilla. "You talk entirely too much for a little girl."

Thereupon Anne held her tongue so obediently and thoroughly that her continued silence made Marilla rather nervous, as if in the presence of something not exactly natural. Matthew also held his tongue—but this was natural—so that the meal was a very silent one.

As it progressed Anne became more and more abstracted, eating mechanically, with her big eyes fixed unswervingly and unseeingly on the sky outside the window. This made Marilla more nervous than ever; she had an uncomfortable feeling that while this odd child's body might be there at the table her spirit was far away in some remote airy cloudland, borne aloft on the wings of imagination. Who would want such a child about the place?

Yet Matthew wished to keep her, of all unaccountable things! Marilla felt that he wanted it just as much this morning as he had the night before, and that he would go on wanting it. That was Matthew's way—take a whim into his head and cling to it with the most amazing silent persistency—a persistency ten times more potent and effectual in its very silence than if he had talked it out.

1 Read this sentence from the passage.

Marilla really did not know how to talk to the child, and her uncomfortable ignorance made her crisp and curt when she did not mean to be.

What do you think the writer is trying to reveal about Marilla's character by including this detail?

- A. The writer is trying to show that Marilla is cold and unkind.
- B. The writer is trying to show that Marilla's clothing is uncomfortable.
- C. The writer is trying to show that Marilla feels awkward around Anne.
- D. The writer is trying to show that Marilla wishes she had a child of her own.

- 2** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Below are three claims that students made about Anne. Underline the claim that is supported by evidence in the passage.

Claims	Anne is a very practical person.
	Anne always tries to look on the bright side.
	Anne fits in with her new family right away.

Part B

Write a paragraph that supports the claim you underlined in Part A.

- 3** The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Marilla's brother Matthew is a minor character in the passage you read. What do you think the author is trying to show about him?

- A. Matthew will agree with whatever his sister decides regarding Anne.
- B. Matthew wishes Anne would go away, but he's too shy to speak up.
- C. Matthew is a powerful force in the household, even without speaking.
- D. Matthew does not join in the conversation because he is stubborn.

Part B

Underline a detail in the text that supports your answer to Part A.

- 4** Reread this section from the text.

"The world doesn't seem such a howling wilderness as it did last night. I'm so glad it's a sunshiny morning . . . because it's easier to be cheerful and bear up under affliction on a sunshiny day. I feel that I have a good deal to bear up under. It's all very well to read about sorrows and imagine yourself living through them heroically, but it's not so nice when you really come to have them, is it?"

How does the author use this dialogue to show Anne's feelings about her situation?

- 5** Reread the following sentences from the passage.

Anne stood up and drew a long breath.

"Oh, isn't it wonderful?" she said, waving her hand comprehensively at the good world outside.

"It's a big tree," said Marilla, "and it blooms great, but the fruit don't amount to much never—small and wormy."

After reading this dialogue, what claim might you make about how Anne and Marilla are **different**?

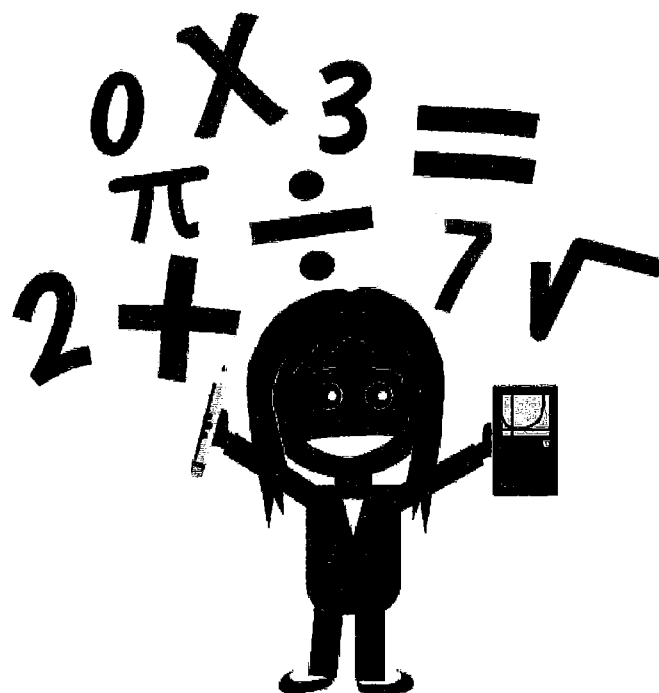
6 The characters in *Oliver Twist* and *Anne of Green Gables* reveal their traits through their words and their actions. Pick one character from *Oliver Twist* and one character from *Anne of Green Gables*. Write an essay analyzing how the two characters reveal their traits through their words and actions. Use this analysis to compare and contrast the two characters and the situations presented in each passage. Be sure to:

- include a thesis statement in your introduction.
- use evidence from each text to support your thesis.
- explain what each character's words and actions tell you about each character's traits.
- compare and contrast the two characters and the situations in each passage.
- use a formal style in your response, and include a conclusion.

Plan your essay in the space below. Then, write your essay on the following pages.

Plan

Math



Chapter
1**Performance Task****Setting the Table**

Have you ever been in a situation where things were not distributed equally? Have you ever not received something because the supply ran out? You can avoid situations like this by using math.

You and a friend are preparing a room for a fundraiser. You are expecting 72 people, so you have rented 72 chairs. Each table needs to have the same number of chairs and be decorated with identical centerpieces. You have 48 balloons, 24 flowers, and 32 candles for the centerpieces. There is an unlimited number of tables available.

1. What is the greatest number of identical tables that can be made using all of the items? Explain.

2. How many chairs will each table have? How many of each item will be in the centerpiece for each table? Complete the chart below.

Item	Number per Table
Chairs	
Balloons	
Flowers	
Candles	

Chapter
1**Performance Task** (continued)**Setting the Table**

3. You find 4 extra candles. Describe how you and your friend can rearrange the tables, using all of the items, so that all of the tables are still identical, but you still have the greatest number of tables possible.

4. Next year, you and your friend want to have a larger fundraiser. You can rent more chairs, but you do not want to buy more centerpieces, instead using the 48 balloons, 24 flowers, and 36 candles you already have. Your friend is trying to figure out the maximum number of identical tables you can have for the larger fundraiser next year. Without knowing the exact number of people who will attend, tell your friend the largest number of tables you can have next year if you want identical centerpieces and do not have to use all of the items. Explain to your friend how you know that your answer is correct.

Chapter
2**Performance Task****Space Explorers**

It takes three days to send a spacecraft to the Moon. How long would it take to send astronauts to the Sun? What about the other planets in our solar system? How far away from the Sun are they?

Astronomers call the average distance from Earth to the Sun an astronomical unit (AU). The table shows the average distance of each planet in our solar system from the Sun.

Planet	Average Distance from the Sun (AU)
Mercury	0.387
Venus	0.723
Earth	1.000
Mars	1.524
Jupiter	5.203
Saturn	9.537
Uranus	19.189
Neptune	30.07

1. How much farther is Saturn from the Sun than Jupiter?
2. How far apart would Mars and Jupiter be if they were on opposite sides of the Sun?
3. A space probe is a type of spacecraft that explores space without astronauts. A space probe is 4 times farther from the Sun than Mercury. How far is the probe from the Sun? Which planet is the probe near?
4. How many times farther is Jupiter from the Sun than Venus? How many times farther is Saturn from the Sun than Mars? Round your answers to the nearest tenth.

Chapter**2****Performance Task** (continued)**Space Explorers**

Orion is a new spacecraft for exploring deep space. This spacecraft is designed to take astronauts to the Moon and beyond. Someday, it may take people to Mars. During a test flight, Orion reached speeds of 20,000 miles per hour.

5. One astronomical unit is about 93,000,000 miles. At 20,000 miles per hour, how many astronomical units can Orion travel in one hour?

6. If Orion travels 20,000 miles per hour, how many astronomical units can it travel in one day? one year?

7. How long would it take Orion to travel 1 AU from Earth?

8. Choose a planet in our solar system. At 20,000 miles per hour, how long would it take to travel from Earth to that planet?

Chapter
3**Performance Task****Oops! Unit Conversion Mistakes**

Why is accuracy in unit conversions important? In what types of situations can mistakes in unit conversions cause problems?

1. A patient is scheduled to receive 750 milliliters of blood over the course of 4.5 hours. There are 15 drops in 1 milliliter. The nurse is supposed to find the correct rate, in drops per minute, of the transfusion so that the patient's circulatory system is not over- or under-taxed. The nurse makes the following calculation.

$$\frac{750 \text{ mL}}{4.5 \text{ h}} \times \frac{15 \text{ drops}}{1 \text{ mL}} = 2500 \frac{\text{drops}}{\text{min}}$$

The nurse made one very dangerous mistake. What is it? Find the correct rate.

2. In July of 1983, an Air Canada flight took off from Montreal. After one hour, the plane ran out of fuel and had to make an emergency landing. Before the flight, the aircraft personnel determined that the plane needed 22,300 total kilograms of fuel for the flight and that there was currently 7682 liters of fuel in the tank. They determined that the plane would need 4917 more liters of fuel by performing the following calculations.

$$\text{Weight of fuel in the tank: } 7682 \text{ L} \times 1.77 \frac{\text{lb}}{\text{L}} \approx 13,597 \text{ kg}$$

$$\text{Weight of fuel to be added: } 22,300 \text{ kg} - 13,597 \text{ kg} = 8703 \text{ kg}$$

$$\text{Volume of fuel to be added: } \frac{8703 \text{ kg}}{1.77 \frac{\text{lb}}{\text{L}}} \approx 4917 \text{ L}$$

What did they do wrong? Find the correct amount (in liters) of fuel to be added.
(1 kg \approx 2.2 lb)

Chapter
3**Performance Task** (continued)**Oops! Unit Conversion Mistakes**

3. A doctor prescribes a baby a dose of 0.75 milliliter of a liquid medication twice a day for two weeks.
- Describe a mistake the pharmacist could make when converting to teaspoons (1 tsp \approx 4.9 mL).
 - Using the mistake, how many milliliters of medication will the baby take during two weeks?
 - According to the doctor, how many milliliters of medication is the baby supposed to take during two weeks?
4. In February 2001, the Los Angeles Zoo let the Exotic Animal Training and Management Program at Moorpark College in California care for and observe the zoo's 75-year-old Galapagos tortoise, Clarence. The zoo asked the college to build a home for the tortoise, saying that he weighed "about 250." The college did just that, and the first night Clarence pushed the fence poles of his enclosure over.
- Clarence weighed 250 kilograms, not pounds as the college caretakers assumed. How many pounds did Clarence actually weigh?
 - Assume Clarence weighed 0.1 pound at birth. What is Clarence's growth rate in pounds per year?

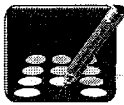
3

Cumulative Practice

1. Which number is equivalent to $\frac{2}{9} \div \frac{4}{5}$?

A. $\frac{8}{45}$ B. $\frac{5}{18}$
C. $\frac{7}{13}$ D. $3\frac{3}{5}$

2. Your speed while waterskiing is 22 miles per hour. How fast are you traveling in kilometers per hour? Round your answer to the nearest hundredth.



3. Which number is equivalent to the expression below?

$$2 \cdot 4^2 + 3(6 \div 2)$$

F. 25 G. 41
H. 73 I. 105

4. The tape diagram models the ratio of red beads to green beads in a bracelet. The bracelet uses 12 red beads. How many green beads are in the bracelet?

Red Beads



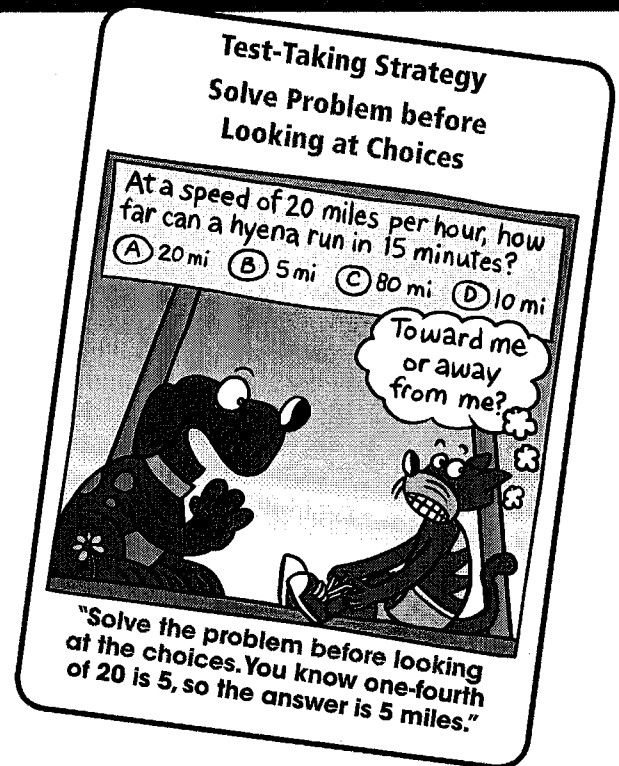
Green Beads



A. 4 green beads B. 8 green beads
C. 12 green beads D. 20 green beads

5. What is the least common multiple of 8, 12, and 20?

F. 24 G. 40
H. 60 I. 120



6. Which number is equivalent to $2.34 \times 1.08 \times 5.6$?

A. 12.787632

B. 14.15232

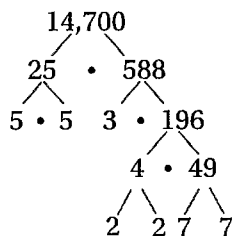
C. 23.5872

D. 14,152.32

7. The school store sells 4 pencils for \$0.50. At this rate, what is the cost (in dollars) of 10 pencils?



8. A factor tree for 14,700 is shown. Which factor of 14,700 is *not* a perfect square?



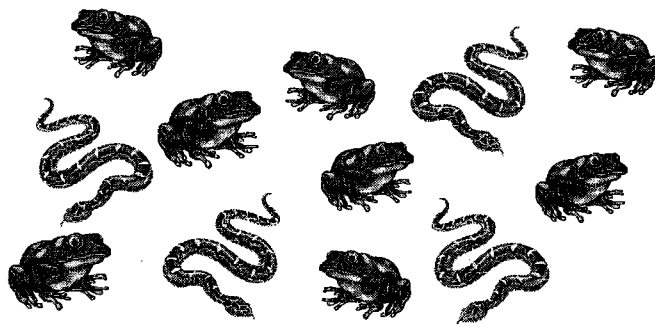
F. 25

G. 49

H. 196

I. 588

9. Which of the following is a ratio of frogs to snakes?



A. 4 : 8

B. 8 : 12

C. 8 : 4

D. 4 : 12

10. Which expression is equivalent to 3^5 ?

F. $3 \times 3 \times 3 \times 3 \times 3$

G. 3×5

H. $5 \times 5 \times 5$

I. $3 + 3 + 3 + 3 + 3$

11. Which is the correct order of operations when evaluating $5 + 4 \times 2^3$?

k. Add 5 and 4.

l. Add 5 and 32.

m. Evaluate 2^3 .

n. Multiply 4 and 2.

p. Multiply 4 and 8.

q. Add 5 and 512.

r. Multiply 9 and 8.

s. Evaluate 8^3 .

t. Multiply 9 and 2.

u. Evaluate 18^3 .

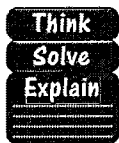
A. k, t, u

B. n, s, q

C. m, k, r

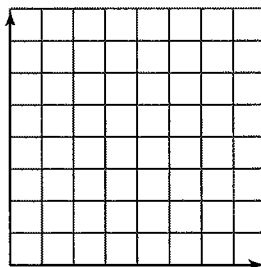
D. m, p, l

12. The ratio of scrambled eggs to hard-boiled eggs served at a restaurant is 6 : 2.



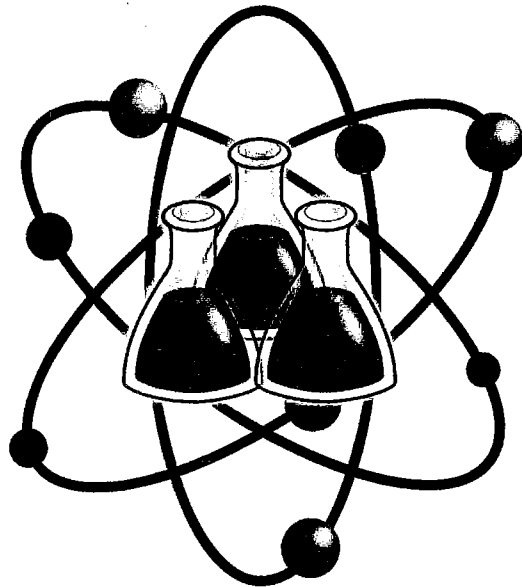
Part A Make a ratio table showing three possible combinations of scrambled eggs and hard-boiled eggs.

Part B Represent the ratio relationship using a graph.



Part C Use the graph to find the number of hard-boiled eggs served when the restaurant serves 15 scrambled eggs.

Science



The Lorax

conservation: protection of our natural resources

consume: to use natural resources. A **consumer** is someone that uses natural resources.

deforestation: the removal of trees

deplete: to use most or all of something (like "delete")

ecosystem: a natural unit in which living and non-living parts interact. All of the parts are linked together and function as a unit. When one of the parts is altered or damaged, the entire system may fail.

empathy: to recognize and feel directly the emotion of another; the ability to "put oneself into another's shoes"

finite: there's only a certain limited amount; can't make more once used up; opposite of **infinite**

greed: a selfish wish to have more than one's share.

natural resources: ("nature's gifts"); materials and substances found in the natural environment. Examples are water, air, land, sun, trees, animals, plants, soil, and minerals. We use these for basic survival, electricity, transportation, and to manufacture products.

nonrenewable resource: a resource, such as coal or oil, that cannot be replaced as it is used

renewable resource: a resource, such as wind, trees, or fish, that can be replaced as it is used

replenish: to make full or complete again

sustain: to keep up or keep going; to provide what is needed for (something or someone) to exist or continue

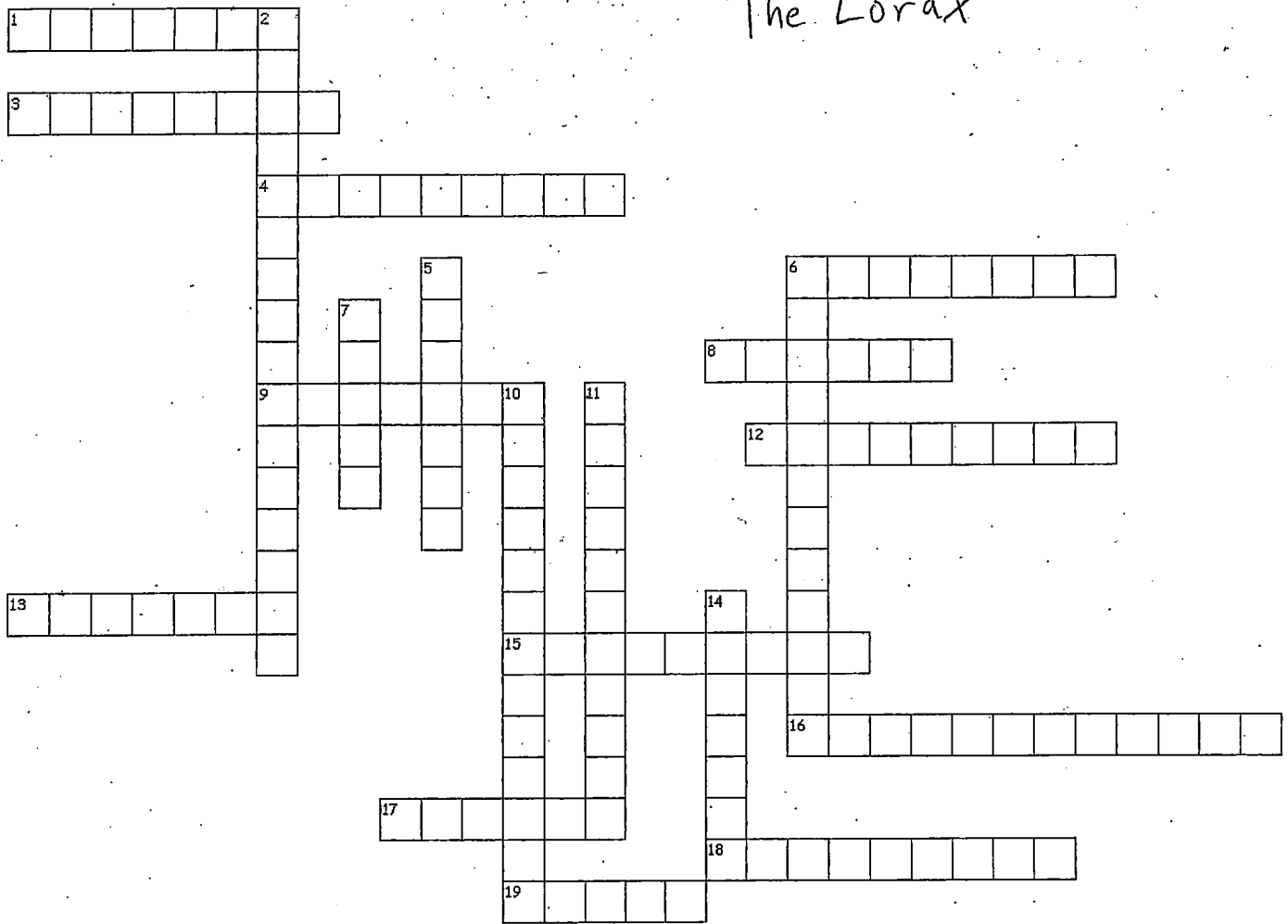
sustainable: (*eco-friendly*); A sustainable community wastes less and conserves more. **Sustainable** practices protect and improve natural resources so that future generations may enjoy a quality of life equal to or greater than our own. It is often defined as USE IT...BUT DON'T ABUSE IT. OR WE'LL LOSE IT.

steward: (*caretaker*) a person who takes responsibility to make decisions and take actions today that will allow resources to be maintained in a healthy manner

synthetic resources: man-made; materials and substances NOT naturally found in the environment

thneed: something we **WANT** or think we **need** (but really don't NEED to live). **NEEDS** (our basic necessities) air, water, a source of energy (food), and a habitat to live in; Thneeds = Coca-Cola, iPads, or Snuggles. A thneed is a thing that is not necessary for life yet is purchased in great amounts anyways. Thneeds can waste natural resources and cause pollution.

The Lorax



Across

1. to keep up or keep going; to provide what is needed for (something or someone) to exist or continue
3. unlimited
4. a resource, such as wind, trees, or fish, that can be replaced as it is used
6. someone that uses natural resources
8. something we WANT or think we need (but really don't NEED to live).
9. caretaker; a person who takes responsibility to make decisions and take actions today that will allow resources to be maintained in a healthy manner
12. to make full or complete again
13. to use natural resources
15. man-made; materials and substances NOT naturally found in the environment
16. a resource, such as coal or oil, that cannot be replaced as it is used
17. there's only a certain limited amount; can't make more once used up
18. a natural unit in which living and non-living parts interact. All of the parts are linked together and function as a unit. When one of the parts is altered or damaged, the entire system may fail.
19. our basic necessities; air, water, a source of energy (food), and a habitat to live in

Down

2. "nature's gifts"; materials and substances found in the natural environment. Examples are water, air, land, sun, trees, animals, plants, soil, and minerals. We use these for basic survival, electricity, transportation, and to manufacture products.
5. to recognize and feel directly the emotion of another; the ability to "put oneself into another's shoes"
6. protection of our natural resources
7. a selfish wish to have more than one's share.
10. the removal of trees
11. eco-friendly; A _____ community wastes less and conserves more. Sustainable practices protect and improve natural resources so that future generations may enjoy a quality of life equal to or greater than our own. It is often defined as USE IT...BUT DON'T ABUSE IT. OR WE'LL LOSE IT
14. to use most or all of something (like "delete")

① The 3R's of Conservation

The U.S. is the #1 trash-producing country in the world at 1,609 pounds per person per year. 5% of the world's people generate 40% of the world's waste! Did you know that America's total yearly waste could fill a convoy of garbage trucks long enough to wrap around the Earth six times and reach halfway to the moon? It's a startling image and we need to change our ways. The average person throws away more than 4 pounds of trash each day!

When you put your garbage in the trash can, you may not see it again, but it doesn't mean it disappears. Most trash is taken to a sanitary landfill, which contains the waste with a protective liner of plastic or clay that prevents leachate (a polluted liquid) from polluting our groundwater - our drinking water. Once a landfill site is full, new land must be made available to take in our garbage. The landfill site will never go away. The more trash we make, the more land we will need to be used for landfills.

Because natural resources are limited, it is important that we not waste or pollute them. We can use the 3Rs to help. The 3Rs are the three most basic and important ways to reduce waste, conserve and preserve natural resources, and decrease our impacts on the natural world.

② Reduce

To reduce is to use less resources or make less waste. This is the most effective of the 3Rs and the place to begin. When you avoid making garbage in the first place, you don't have to worry about disposing of it later. You can practice reduction by selecting products that do not have to be added to landfills. This is really easy to do.

We know it can be tough to change habits, especially when we are bombarded with messages to buy more and to try the latest, greatest convenience fad. But intuitively, we know that using something once and tossing it into the trash is wasteful. It just doesn't feel right. We also know from experience that changing habits takes time - but it can be done!

Changing your habits is the key - think about ways you can reduce your waste when you shop, work, and play. There's a ton of ways for you to reduce waste, save yourself some time and money, and be good to the Earth at the same time. What's the bottom line? Think carefully about your purchases and their impact on the environment.

③ Ways to Reduce

Use cloth bags: "paper or plastic?" Say "neither". Keep your bags in your car.

Buy durable products: Use reusable steel water bottles instead of plastic bottles. Switch to reusable lunch boxes instead of brown paper bags. Use reusable sandwich containers instead of plastic sandwich bags.

Avoid disposable products: Ditch the paper towels and napkins. The paper industry is the #1 consumer of fresh water and the #1 industrial cause of deforestation. Use cloth napkins, dish towels, and sponges in the kitchen.

Buy in bulk: Bulk products use less packaging than individually wrapped items. For example, one 40 oz. bag of potato chips has less packaging than ten 4 oz. bags of potato chips, and will cost you less too!

Use paper wisely: One-third of all our garbage is paper. Use both sides.

Buy used: Craigslist and eBay make it easy. Also, check out Freecycle.

Buy products made from 'post-consumer' recycled materials. Choosing recycled paper products saves forests from being chopped down. If every American household replaced one roll with the 100% recycled kind - just one time - 423,900 trees could be saved!

④ Reuse - upcycle

Before you recycle or dispose of anything, consider whether it has life left in it. Remember, one man's trash is another man's treasure! A jam jar can store leftovers. An old shirt can become a pajama top. A cell phone can be donated. By reusing items, we retain their "embodied energy" - the energy already used to extract, transport, and process raw materials, as well as the electricity and other energy needed to manufacture those raw materials into a final product. This energy savings makes reuse more environmentally beneficial than recycling. From supporting your local thrift stores and yard sales, to finding creative ways to reuse odd items, reuse is an important part of a sustainable community.

⑤ Recycle

Recyclable material is waste that can be used again by being manufactured into a new product. Recycling is the process of collecting and processing materials and turning them into new products. Reuse is a term often confused with recycling.

Reuse is exactly what its name implies: to use an object again in its original form, without remanufacturing. In other words, turning plastic water bottles into fleece jackets is *recycling*, but using a water bottle to hold spare change is *reusing*.

⑥ Buy Recycled (Post-Consumer) Products

True recycling does not occur until collected recyclables are made into new products and purchased by consumers. Recycling, of course, involves a cycle. For recycling to be successful, we need to complete the cycle, or "close the loop," by buying recycled goods. "Buying recycled" means purchasing items that are made from recycled post-consumer recycled content—in other words, materials that were used once (by consumers—*you and me*) and then recycled into something else. For example, you can buy many products made from the paper, metal, and the plastic we recycle.

This is one area where every person has power. We may not be able to control the multinational companies, but we can control what we buy. Every time we purchase something that has recycled content we are making a difference.

Purchasing recycled-content goods ensures continued availability of our natural resources for the future. You can help by looking for products made from recycled materials.

⑦ Why Should I Recycle?



Recycling is an important part of a sustainable community, but it can't save the planet alone! Not all things can be recycled and recycling does require energy to make new products. So it creates some pollution. This makes recycling less environmentally beneficial than other forms of waste reduction, such as reducing and reusing. But, recycling is good for these reasons:

1) Saves Landfill Space

When the materials that you recycle go into new products, they don't go into landfills. For every ton of paper we recycle, we save 3 cubic yards of landfill space!

2) Conserves Natural Resources

By making products from recycled materials instead of raw materials, we don't destroy as many ecosystems because we reduce the need to drill for oil, dig for minerals, or cut down trees. For every ton of paper we recycle we save 17 trees, 4200 kilowatt hours of electricity, and 7000 gallons of water. Also, if we recycled all of the newspapers from just one Sunday, we would save 500,000 trees!

3) Saves Energy

It generally takes less energy to produce new products from recycled materials than from new materials. For example, using recycled aluminum scrap to make new aluminum cans uses 96% less energy than digging up and processing aluminum cans from *bauxite ore* (the raw material used to make aluminum).

4) Reduces Air and Water Pollution

Less energy used equals less air pollution from fossil fuels. This reduces the impact we have on climate change.

5) Saves Money

Residents are charged a fee based on the amount of solid waste they throw away. The more a household recycles, the less garbage it throw outs, and the lower the collection fee it pays.

6) Creates Jobs

Recyclable materials are in high demand. Think of all the ways to use this post-consumer waste! The possibilities are endless! These materials bring jobs and money to our local economy.

⑧ 3R's Vocabulary

biodegradable: capable of being broken down by bacteria and other decomposers.

composting: a way to recycle food scraps and yard waste. You can compost things that were once part of a living plant. Banana peels, coffee grinds, grass clippings, and leaves can all go in a compost pile to eventually turn into rich soil (*aka black gold*).

hazardous waste (toxic waste): must be disposed of in a special way because it contains chemicals or other poisons that are harmful to the environment (ex. paint, oil)

municipal solid waste (MSW): trash produced in homes, businesses, & schools

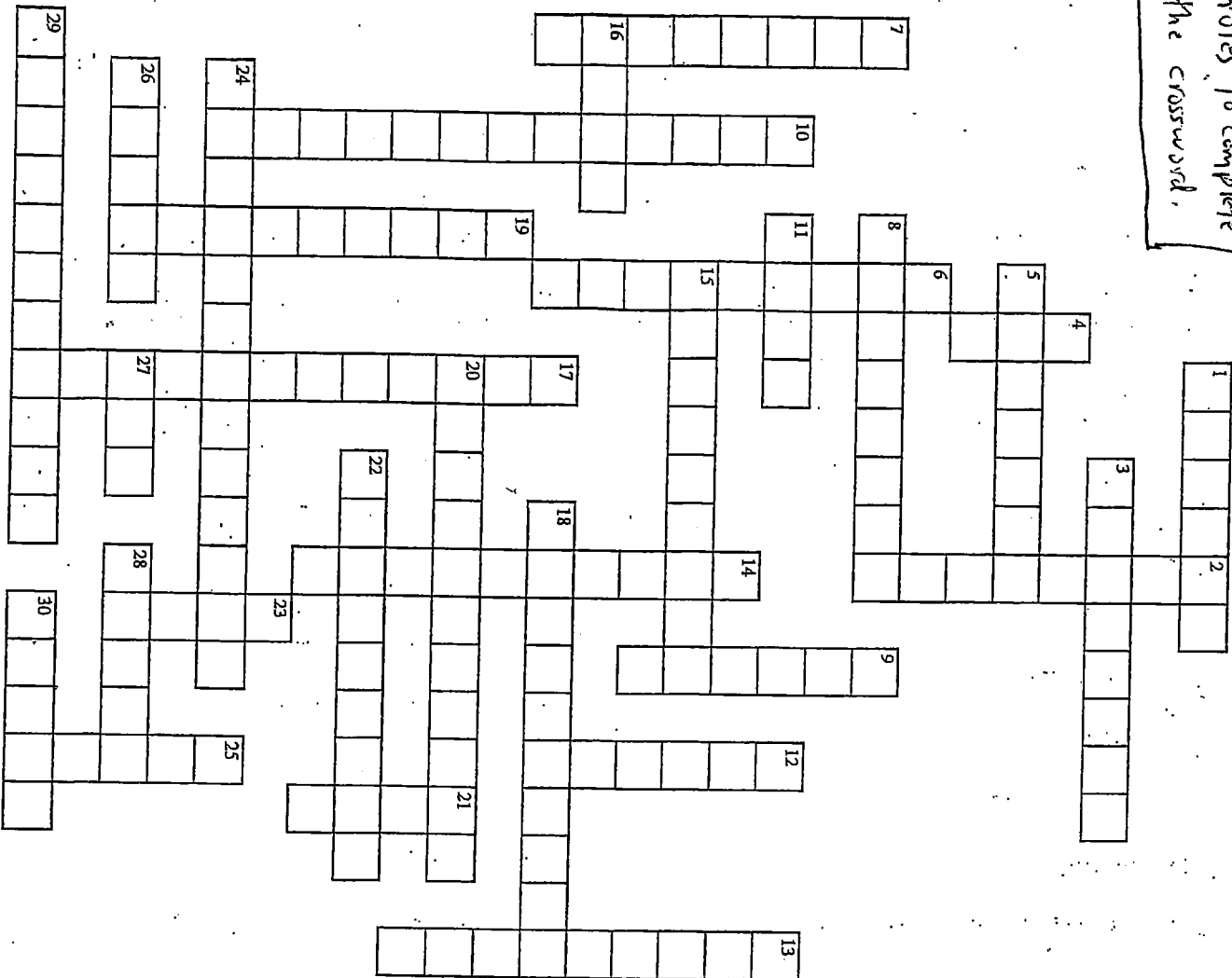
polystyrene: (#6 PS) a type of plastic foam (Styrofoam); It is often used in insulation, plates, egg cartons, coffee cups, and disposable food containers. Anything made of this product is not biodegradable and cannot be recycled.

sustainable ("eco") Sustainable practices protect and improve natural resources so that future generations may enjoy a quality of life equal to or greater than our own.

Name: _____

Use the 3R's of Conservation notes to complete the crossword.

the 3R's



Look in Section #

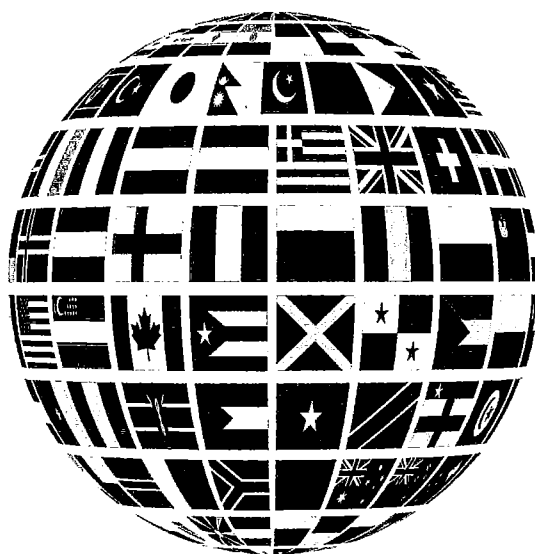
ACROSS

- 1 When you use a cloth bag instead of a plastic bag to carry home groceries, you _____ waste.
- 3 Most trash is taken to a sanitary _____, which contains the waste with a protective liner.
- 5 Buy _____ products like reusable bottles and cloth napkins.
- 8 A polluted liquid (aka garbage juice).
- 11 Recycling materials creates _____ and bring money to our local economy.
- 15 _____ is when resources are collected and remanufactured to make new items.
- 16 Buy _____, Craigslist and eBay make it easy.
- 18 _____ is a way to recycle food scraps and yard waste.
- 20 _____ means able to supply our needs today without harming future generation's needs.
- 22 Less energy used equals less air _____ from fossil fuels.
- 24 The paper industry is the #1 industrial cause of _____.
- 26 The U.S. is the #1 _____ producing country in the world.
- 27 _____ (abbreviation) is trash produced in homes, businesses, & schools.
- 28 Also, if we recycled all of the newspapers from just one Sunday, we would save 500,000 _____!
- 29 _____ is a type of plastic foam that is often used in coffee cups and disposable food containers.
- 30 Use _____ wisely or you waste trees.

DOWN

- 2 By using the 3R's we can _____ and preserve our natural resources.
- 4 We may not be able to control the multinational companies, but we can control what we _____.
- 6 Recycling is good because it conserves natural _____.
- 7 We know that using something once and tossing it into the trash is _____.
- 9 By reusing items, we retain their "embodied _____" - the energy already used to extract, transport, and process raw materials.
- 10 _____ means capable of being broken down by bacteria and other decomposers.
- 12 Changing _____ takes time - but it can be done.
- 13 Buying in bulk uses less _____ than individually wrapped items.
- 14 Avoid _____ products like paper towels and plastic bags.
- 17 _____ products are products that have been made with materials that were used by someone and then recycled into a new product.
- 19 _____ waste (toxic waste) must be disposed of in a special way because it contains chemicals or other poisons that are harmful to the environment.
- 21 "closing the _____" means purchasing products with post-consumer waste.
- 23 The average person throws away more than _____ pounds of trash each day.
- 25 5% of the world's people (the US) generate 40% of the world's _____!

Social Studies



U.S.
HISTORY

It took the colonists
about two months to sail
from England to America.

Some local Native American
groups were friendly to the
colonists. Some even shared
their food with the newcomers.

WHAT HAPPENED

For more than 400 years, experts have been trying to solve

As You Read, Think About: What problems did the Roanoke colonists face?

It was a hot August night in 1590. John White and his crew had spent weeks sailing across the Atlantic Ocean from England. Finally, they spotted the rugged shore of Roanoke Island, off the coast of what is now North Carolina. White was anxious to see the family and friends he had left behind three years earlier. He especially missed his daughter and baby granddaughter.

But when White reached the island, no one was there. The wooden houses had been taken apart, and the island was

overgrown with weeds. One of the few clues was a single word carved into a wooden post: CROATOAN. White knew that was an island about 50 miles south, where the Croatoans, a friendly Native American tribe, lived. Had the missing colonists moved there?

White never found out. Raging storms kept him from searching. He was forced to return to England. To this day, no one knows what happened to the lost colony of Roanoke.

A Rough Start

White and about 115 other men, women, and children arrived on Roanoke Island in 1587. They planned to set up the first permanent English settlement in what they called the New World.

It wasn't the first time White had visited Roanoke. He had been part of a crew that explored the island and the surrounding area two years earlier. Members of that expedition had killed the leader of a local Native American tribe. So

GO
ONLINE!

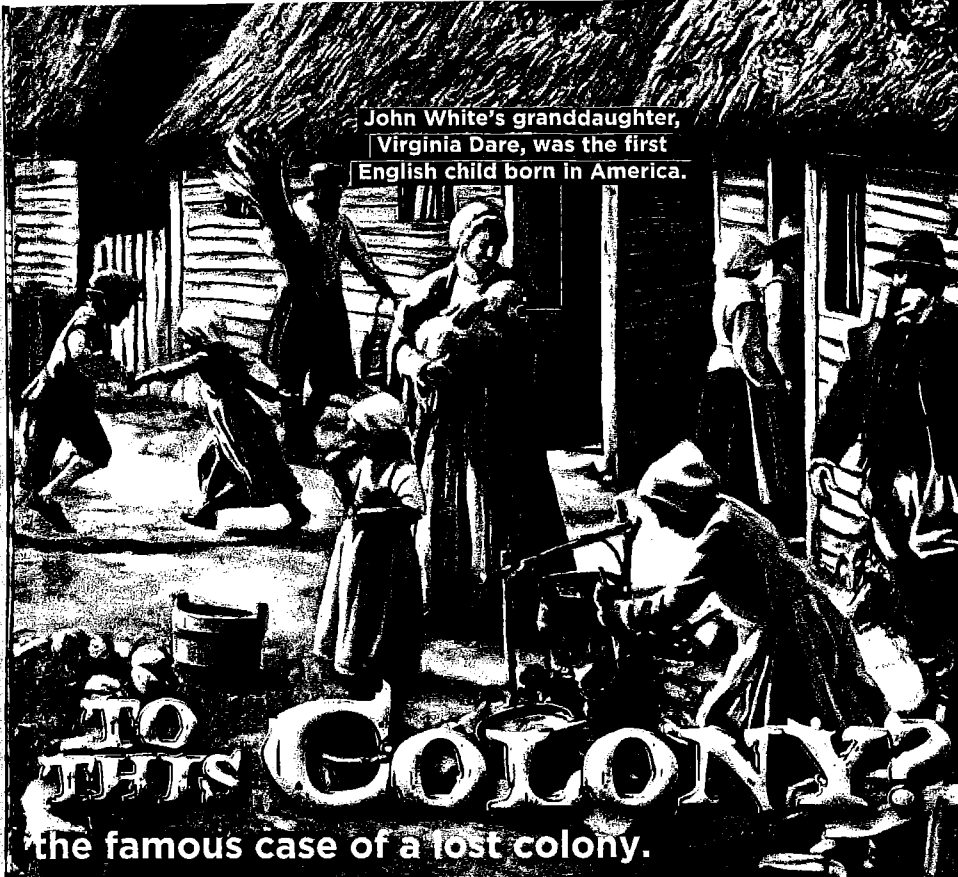
Dig deeper into
the clues of
Roanoke.

FROM COLONY TO COUNTRY

A colony is land that is taken over and claimed as new territory by a faraway country. America's history begins long before Roanoke or any other colonies even existed.

BEFORE COLUMBUS

When Christopher Columbus arrived in North America in 1492, millions of indigenous, or native, people had been living there for thousands of years. They would be forced off their land by colonists.



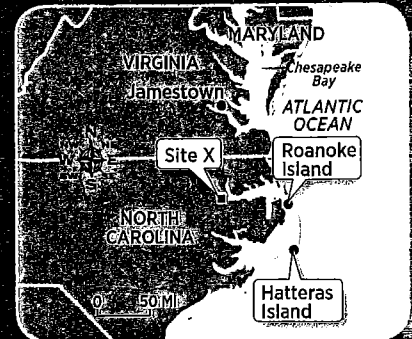
John White's granddaughter, Virginia Dare, was the first English child born in America.

10 MYSTERY COLONIES?

the famous case of a lost colony.

A CHANGE OF PLANS

The Roanoke colonists' original plan was to settle on the shore of the Chesapeake Bay. Who knows if the colony would have survived in a different area.



Roanoke Island is about how many miles from Jamestown?

when White returned to establish the Roanoke colony, the Native people were not welcoming. They attacked the colonists, killing one of them.

White's group faced many hardships as well. The land wasn't suitable for growing crops, and the colonists were quickly running out of food. White worried they wouldn't survive.

Just a month into their new life, he sailed back to England for supplies. White's return trip to America was delayed by a war between England and Spain. He never saw the colonists again.

Digging for Clues

More than 400 years later, historians are still trying to crack the case. Did the colonists move away? Were they attacked by enemies? No bones or graves belonging to the colonists were discovered on Roanoke. But clues were found nearby.

Researchers have dug up artifacts, including a sword handle and stone writing tablet, on the island of Croatoan (now called Hatteras). Also, experts have **excavated** pieces of old English pottery from an area 50 miles west of Roanoke, known as Site X.

Archaeologist Eric Klingelhofer says these clues suggest that the colonists split up and moved to different areas. But others say the items could have belonged to Native Americans who traded with European colonists. The search for answers continues.

"We'll keep digging until we solve this mystery, one of the greatest in American history," Klingelhofer says.

WORDS TO KNOW

settlement *noun*. a place where people set up a new community

excavated *verb*, past tense. uncovered objects by digging

COLONIAL TIMES

Columbus opened the door for Spain, France, the Netherlands, and England to explore and establish colonies in the Americas. The first successful English colony was Jamestown, founded in 1607.

AMERICA TODAY

In 1776, the 13 British Colonies declared their independence from England. They later became the first 13 states. Over time, the nation grew to include the 50 states we have today.

Name: _____

Close-Reading Questions

Refer to “What Happened to This Colony?” to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. Describe what John White found when he returned to Roanoke.

2. Why weren't the colonists welcomed by the Native people of Roanoke?

3. What do you think happened to the settlers of Roanoke? Support your response with text evidence.

^ More Perfect Union

Use the text to answer each question below.

1. John Locke was a 17th-century English philosopher who formulated important theories about governments and humankind. Locke's ideas were extremely influential on the Founding Fathers: America might not be America without him.

Locke's ideas influenced the Age of Enlightenment, also called the Age of Reason. Writers during the Enlightenment era, which lasted from the 1650s to the end of the 1700s, asked profound questions: what makes humans human? Why do governments exist and what is their role? Enlightenment thinkers didn't automatically accept conventional wisdom or the teachings of the church. Instead, they championed reason and science. Like Locke's writings, the theories and ideas of the Enlightenment were instrumental to the American Revolution.



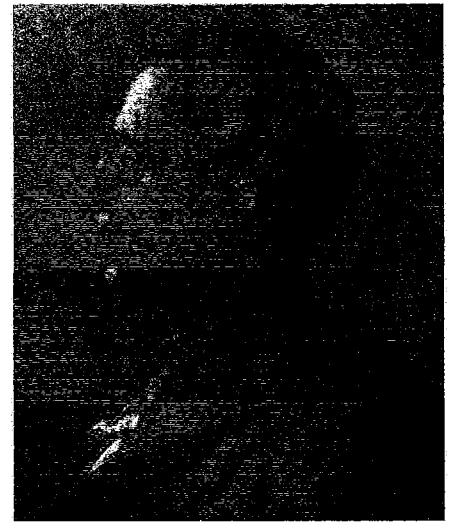
John Locke

Based on the passage, Enlightenment thinkers

- | | |
|---|--|
| A. were inspired by the American Revolution. | B. challenged some traditional beliefs. |
| C. believed that the church was always right. | D. thought emotions mattered more than reason. |

2. Montesquieu was an 18th-century French philosopher. He was another important figure in the Enlightenment. In his writings, he discussed the separation of government powers into an executive, legislative and judicial branch. He was inspired by the British system, but he imagined a system even better where no one person or branch could have all the power.

The reason behind the separation of power was that a person or group of people who gain too much power can start making decisions that don't benefit all of society. They can use the government to benefit themselves or their friends instead. One way of keeping this in check is by separating powers in the government. Different responsibilities fall to different branches of government. This keeps any one branch from having too much power. One branch of government may promote a bad idea. But hopefully, the other branches will limit their power.



The philosopher Montesquieu

Which detail from the passage best explains why Montesquieu argued for the separation of government powers?

- A. "He was inspired by the British system but he imagined a system even better where no one person or branch could have all the power."
- B. "In his writings, he discussed the separation of government powers..."
- C. "He was another important figure in the Enlightenment."
- D. "...a person or group of people who gain too much power can start making decisions that don't benefit all of society."

3. Locke advocated religious tolerance. He supported this over an enforced single religion. Locke argued that it simply makes more sense to allow people to believe and practice what they want than it would to try to force everyone to believe the same thing. His writings on the topic paved the way for religious freedom in the United States. Indeed, for hundreds of years people have come to the United States in search of religious freedom.



In the US, religious leaders do not make government decisions.

Based on the passage, Locke would most likely agree with which of these statements about religion?

- A. Governments should promote religious tolerance because it is a matter of respecting human rights.
- B. It's easier for a government to promote religious tolerance than it is to try and force everyone to believe the same thing.
- C. Governments should support religious tolerance because it encourages more people to move to a country.
- D. Governments should promote and enforce a single state religion.
4. When citizens overthrow their governments, they bring about a revolution. Locke believed that if a government takes away the people's rights to life, liberty and the pursuit of happiness, the people have the right to start a revolution. Locke argued that the rights of life, liberty and the pursuit of happiness are innate, or existing from birth and natural to all people. These thoughts would later be used by America's founders. This idea--of the right to revolution--didn't only inspire the US's Founding Fathers. It has influenced many people in countries around the world for hundreds of years. Che Guevara is one example of a more recent revolutionary. He was a 20th-century Argentinian who played an important role in the Cuban Revolution. For many, his image has become a symbol of revolutionary movements.



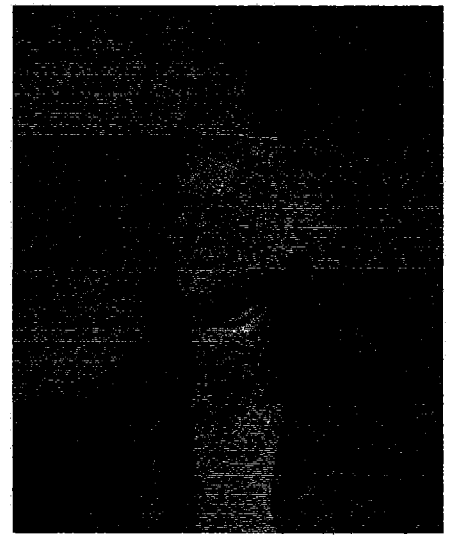
Che Guevara

Which of the following could be described as "innate"?

- A. the ability to blink
- B. the ability to read
- C. a strained ankle
- D. the ability to walk

5. Thomas Jefferson was one of the architects of the American Revolution. Twenty-four years later, he became the third president of the United States. Jefferson wrote the Declaration of Independence, outlining the ideas that the new American government would have at its foundation.

But even though he was a brilliant thinker, he was full of contradictions. For example, he was at first a big advocate of states' rights and limiting federal powers. But then as president, he used the power of the federal government and its national bank, which he had originally opposed, to make the Louisiana Purchase, a major territorial acquisition.



Thomas Jefferson

What is the main idea of the second paragraph?

- A. Thomas Jefferson wrote the Declaration of Independence.
- B. Thomas Jefferson was a brilliant thinker who often contradicted himself.
- C. Thomas Jefferson advocated for states' rights.
- D. Thomas Jefferson made the Louisiana Purchase.

6. In the time leading up to the American Revolution, many colonists felt that the British Parliament did not represent their interest. Even more frustrating, the British government taxed them. It used their taxes to support a government that, many felt, ignored them. These colonists adopted a slogan to describe their opinion: "No taxation without representation." These colonists believed that the British Parliament was denying them of their rights.



The Boston Tea Party

Based on the passage, in the time leading up to the American Revolution, many colonists would agree that

- A. the British government worked hard to represent the colonists' interests.
- B. a government should not be allowed to use citizens' taxes if it will not look out for their interests.
- C. taxes should be used to support the government even if that government is not supporting its citizens.
- D. the British government respected the rights of the American colonists.

7. The Declaration of Independence asserted America's independence from Britain. The document outlines the natural rights of men and how the British government had infringed upon those rights. It is a revolutionary document in more ways than one. It attempted to show the legal and moral basis of the war for independence.

The concept of "life, liberty and the pursuit of happiness" as natural rights of human beings is rooted in Enlightenment thought. This part of the Declaration of Independence can be traced very directly to Locke's writings. The idea is that we are born with these rights. If governments do not respect them, the people have the right to overthrow that government. That's what the Americans did.

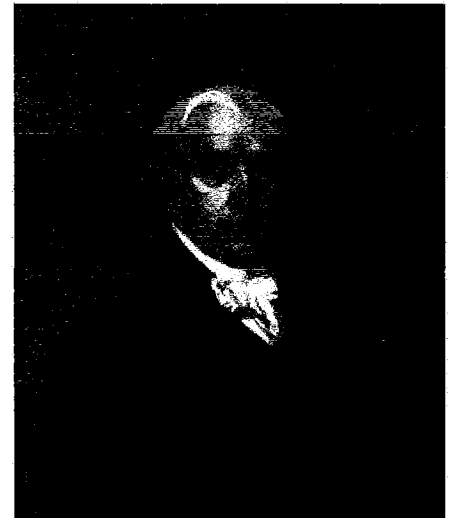


The signing of the Declaration of Independence

What is the purpose of the second paragraph of the passage?

- A. to describe the history of the writing of the Declaration of Independence
- B. to explain how the Declaration used the ideas of John Locke and the Enlightenment
- C. to detail how the American colonists won the Revolutionary War
- D. to support the claim that Thomas Jefferson wrote the Declaration of Independence
8. James Madison drafted the US Constitution, the document that forms our government. His draft was changed and tweaked by other members of the Constitutional Convention, but he's still considered its primary author. He later became the fourth president of the United States.

The Constitution outlines the principles of the United States government. It establishes the three branches of government, describes the relationship of the states to the federal government and allows for amendments as necessary. There have been twenty-seven amendments so far. The first ten are known as the Bill of Rights, which describe and protect the rights of the people.

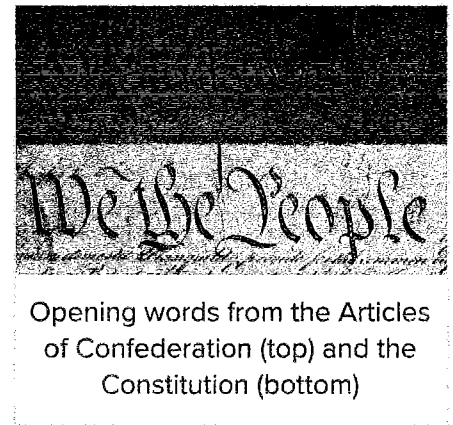


James Madison

According to the passage, the US Constitution

- A. allows for amendments.
- B. can never be changed.
- C. describes the United States' early history.
- D. was written only by James Madison.

9. The Articles of Confederation was the United States' first attempt at a constitution. It was a plan of union for the original thirteen states. It set up the government and was in use from 1781 until 1789. The Articles of Confederation put all the power in the hands of the states and not much power in the federal government. For example, the federal government couldn't charge taxes and couldn't raise an army. It had to rely on the states and their militias. In 1787, the Constitutional Convention met to improve the Articles. Instead, they wound up drafting a whole new document and establishing a much stronger national government.



Opening words from the Articles of Confederation (top) and the Constitution (bottom)

According to this passage, the Articles of the Confederation

- A. created a strong federal government.
- B. are still in use today in the United States.
- C. did not allow the federal government to collect taxes.
- D. established a national, professional army to defend the country.

10. At the Constitutional Convention in 1787, there were many issues of power to resolve. The small states were concerned that their voices wouldn't be heard if state population determined how many representatives in government a state had. New Jersey led the small states with the New Jersey Plan. In this plan, each state would send the same number of representatives to Congress. Big states like Virginia favored the Virginia Plan, which stated that the number of representatives in the legislature should be determined by population.

The delegates, or representatives, eventually settled on the Connecticut Compromise, which created a bicameral (two-chamber) legislature. In the Senate, each state would have two seats. In the House of Representatives, the state's population would determine the number of seats.

Based on the passage, which statement would a supporter of the New Jersey Plan most likely agree with?

- A. Each state should determine on their own how many representatives they will send to Congress.
- B. The United States Congress should use a two-chamber legislature.
- C. States with larger populations should have more representatives in government.
- D. If population is used to determine government representation, smaller states will not have their interests represented.

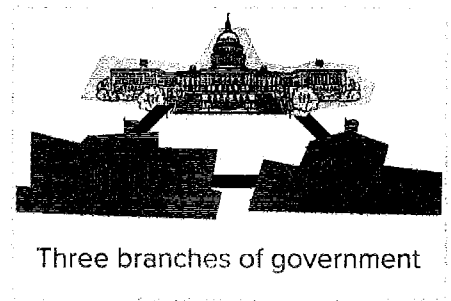
- 11.** The founders finally agreed that each state would have two senators and that a state's number of seats in the House of Representatives would be based on that state's population. But then came the question of how to count a state's population. Women would count toward population, the founders decided, even though women couldn't vote. The next question the founders tackled: should they count slaves?

The Southern states wanted slaves to count toward their populations. They had more slaves, so counting them toward population would mean that they could send more representatives to the House. The more populated states in the North didn't want slaves to count toward the population of the Southern states. They didn't have as many slaves and didn't want to lose the advantage of having larger populations. Ultimately the delegates agreed on a seemingly random fraction: in determining a state's population, each slave would count as three-fifths of a person. This is known as the Three-Fifths Compromise.

What is the main idea of the second paragraph?

- A. Constitutional delegates insisted on including women in population counts.
- B. Constitutional delegates compromised to count slaves as three-fifths of a person when determining state population.
- C. Constitutional delegates agreed to a fixed number of representatives in the Senate.
- D. Northern states opposed including slaves in state population counts.

- 12.** The Constitution described the powers and responsibilities of the three branches of the federal government: a legislative branch, an executive branch and a judicial branch. The members of each branch would be chosen in different ways: executive by Electoral College, legislative by popular vote and judicial by executive appointment. Furthermore, each branch would wield different powers. The legislative branch would write laws, the executive branch would carry out laws and the judicial branch would judge laws and interpret the Constitution.



The delegates gave each branch specific powers and limitations. That way the three could "check" each other's power to create a balanced government.

Based on the passage, which branch of government is responsible for deciding if a person's actions are constitutional?

- A. the legislative branch
- B. the executive branch
- C. the judicial branch
- D. none of the above

13. A postwar depression made life terrible for many Americans. In 1786, before the Constitutional Convention, a farmer named Daniel Shay led 2,000 armed farmers through western Massachusetts, closing banks and courts. The federal government, however, could do nothing about it. With no army and no policing force, the government had to wait for militias in Massachusetts to suppress the uprising. Shay's Rebellion exposed the weakness of the Articles of Confederation. Under the Articles of Confederation, the government could not support an army. The government could not fund the army or provide food or other provisions. In the early years of the United States, this became a problem because the country could not defend itself. The Constitution gave the federal government the ability to support the army.



Based on the passage, Shay's Rebellion

- | | |
|---|--|
| A. showed why the federal government needed the power to support an army. | B. showed what could happen if the federal government became too powerful. |
| C. was a response to the Articles of Confederation. | D. supported local banks and local courts in Massachusetts. |

14. Once the Constitution had been drafted, it still had to be ratified by the states. This wasn't a smooth process. Debates raged over nearly every element of the document, but most focused on the power balance between the federal government and the states. This issue led to America's first political parties. The Federalists favored adopting the Constitution with its strong central government. The Anti-Federalists preferred keeping the power with the states and were opposed to adopting the new document. The debate over how much power the federal government should have continues to this day.

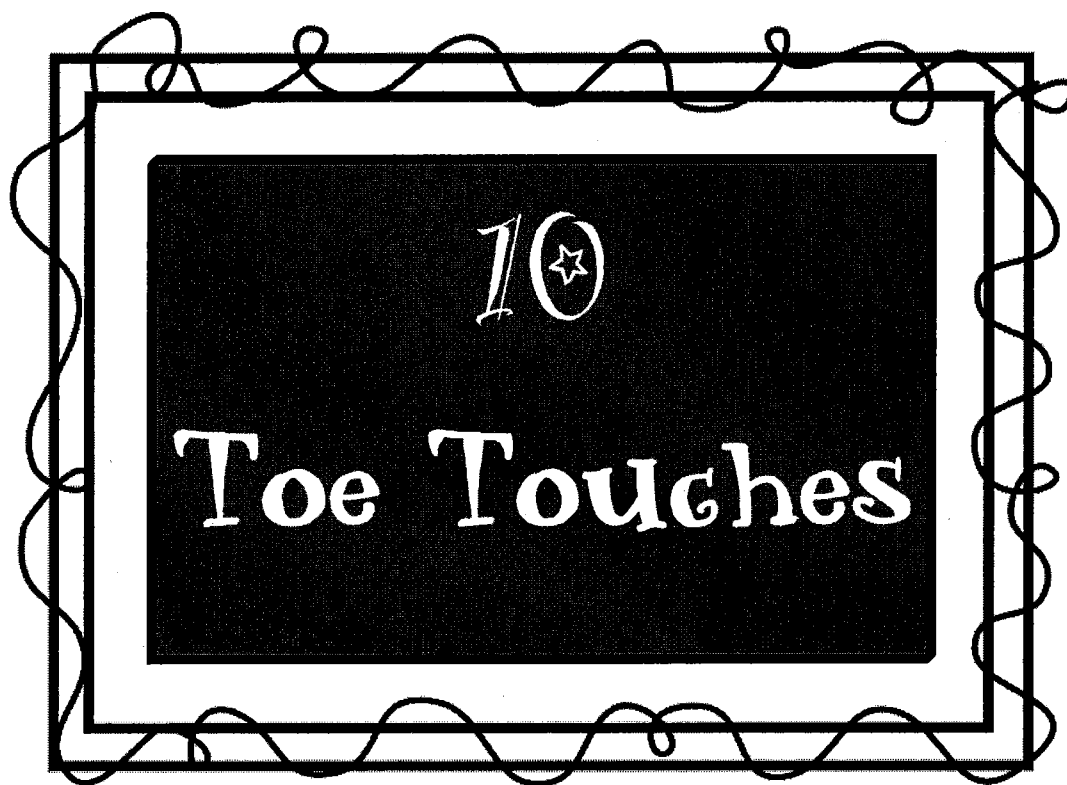
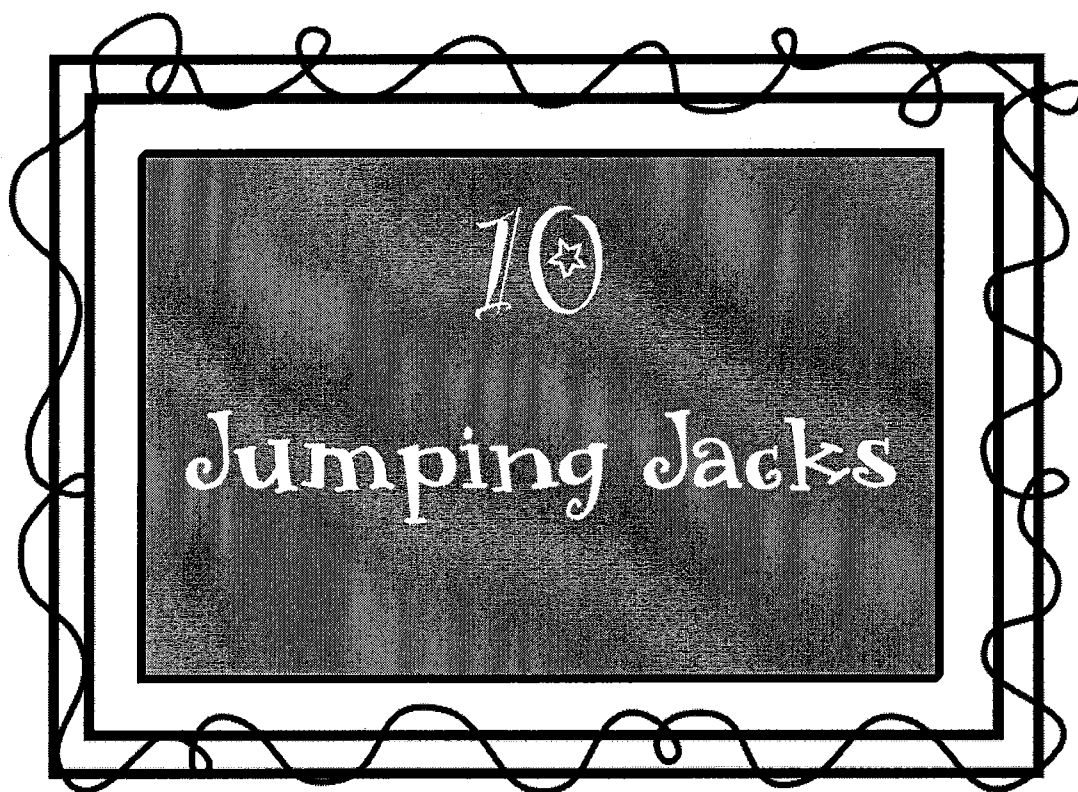
Which detail from the passage best explains why America's first political parties formed?

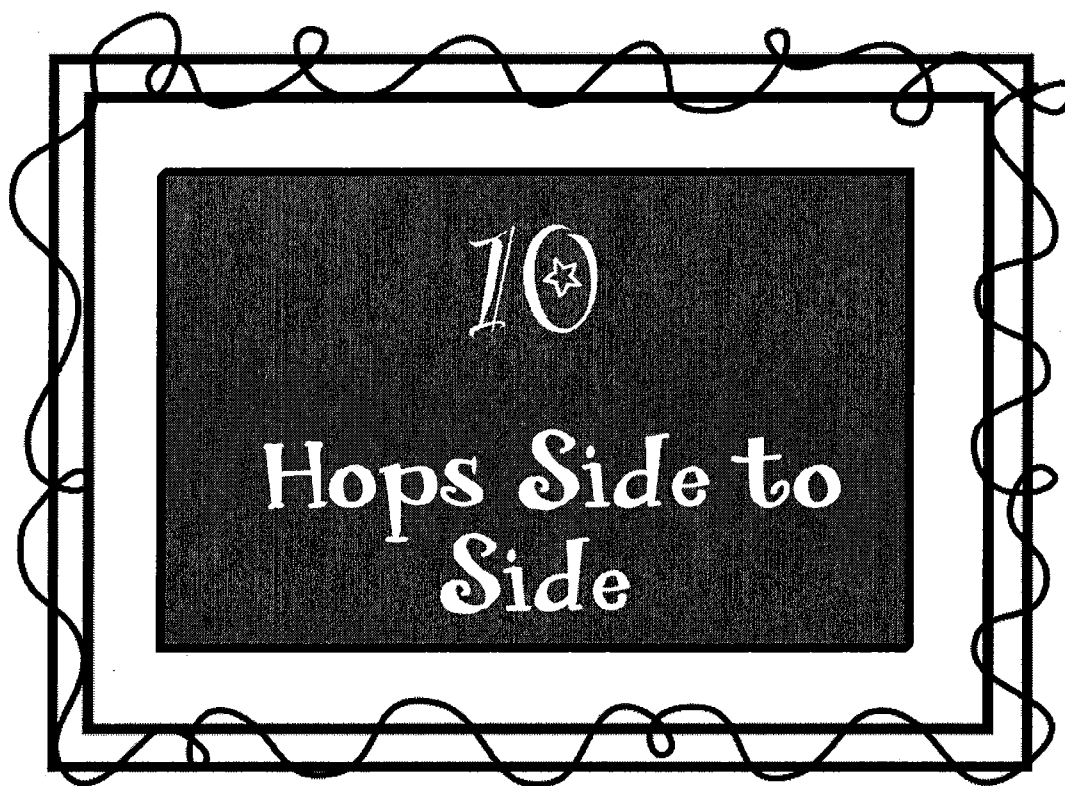
- | | |
|--|---|
| A. "Once the Constitution had been drafted, it still had to be ratified by the states." | B. "This wasn't a smooth process." |
| C. "Debates raged over nearly every element of the document, but most focused on the power-balance between the federal government and the states." | D. "The debate over how much power the federal government should have continues to this day." |

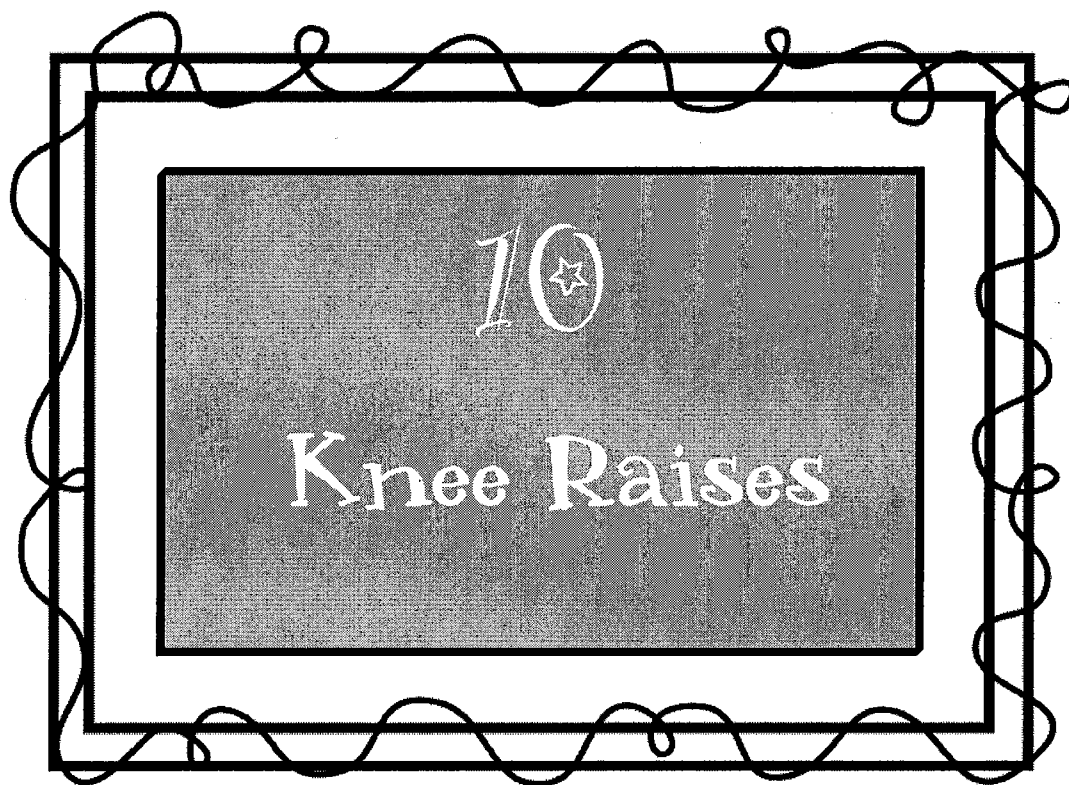
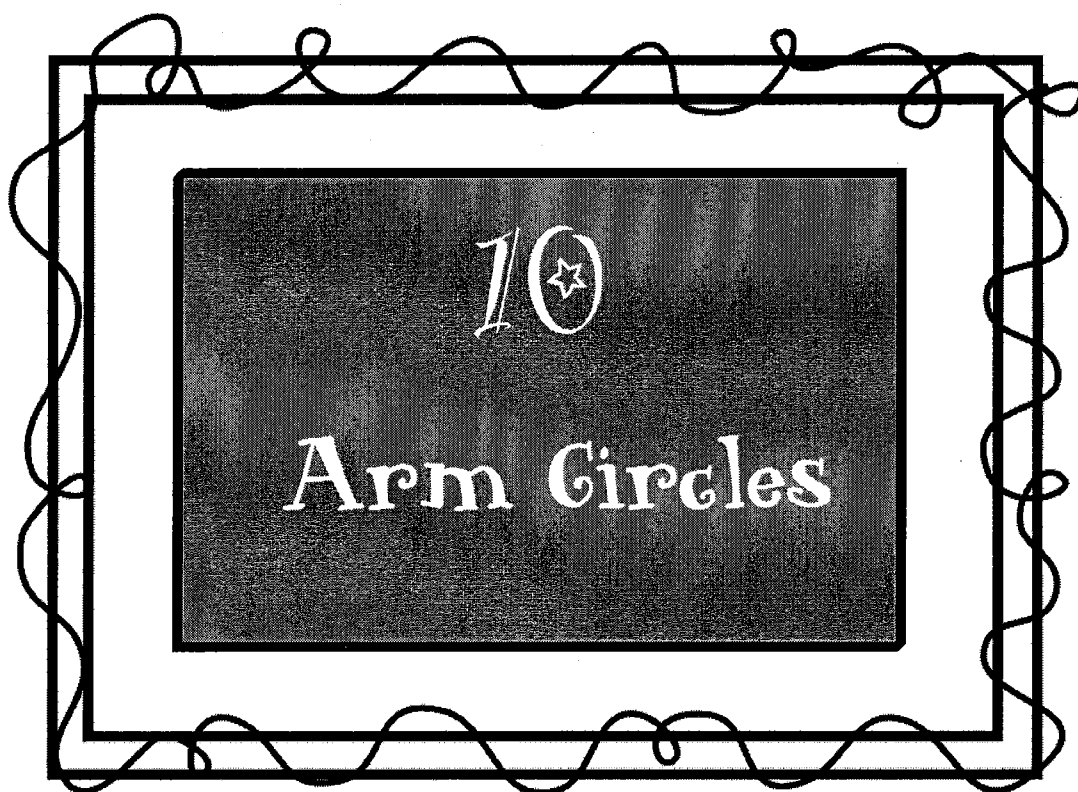
Related Arts

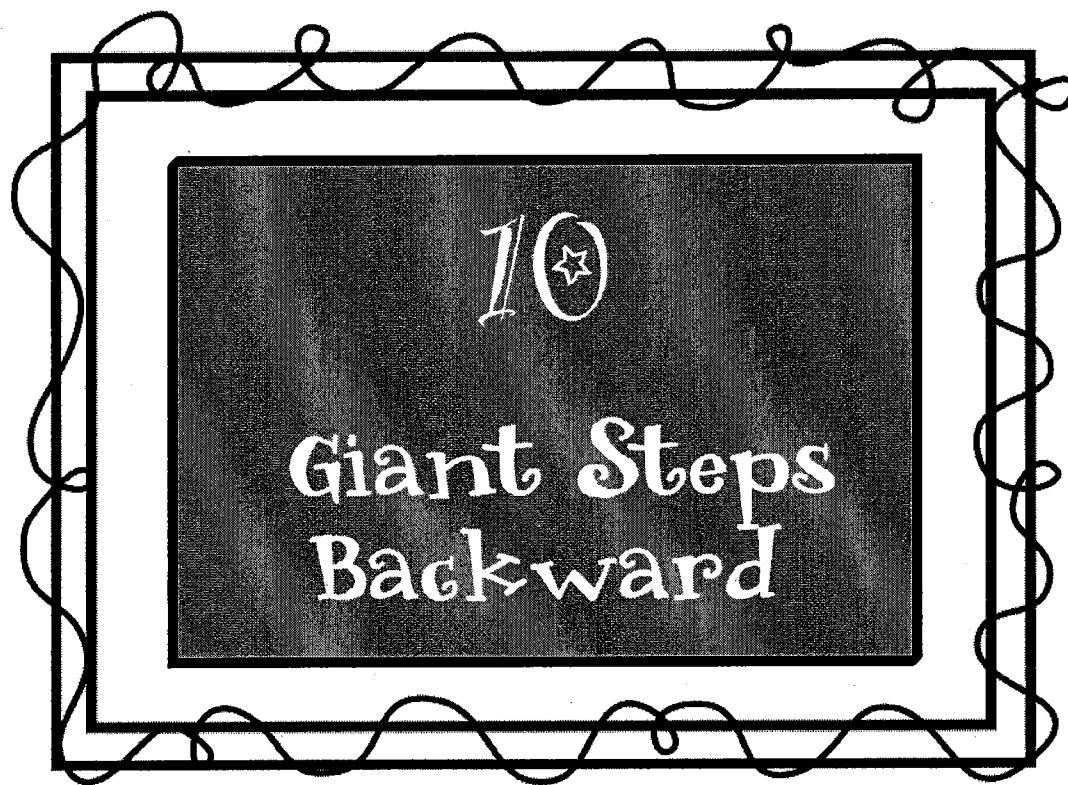
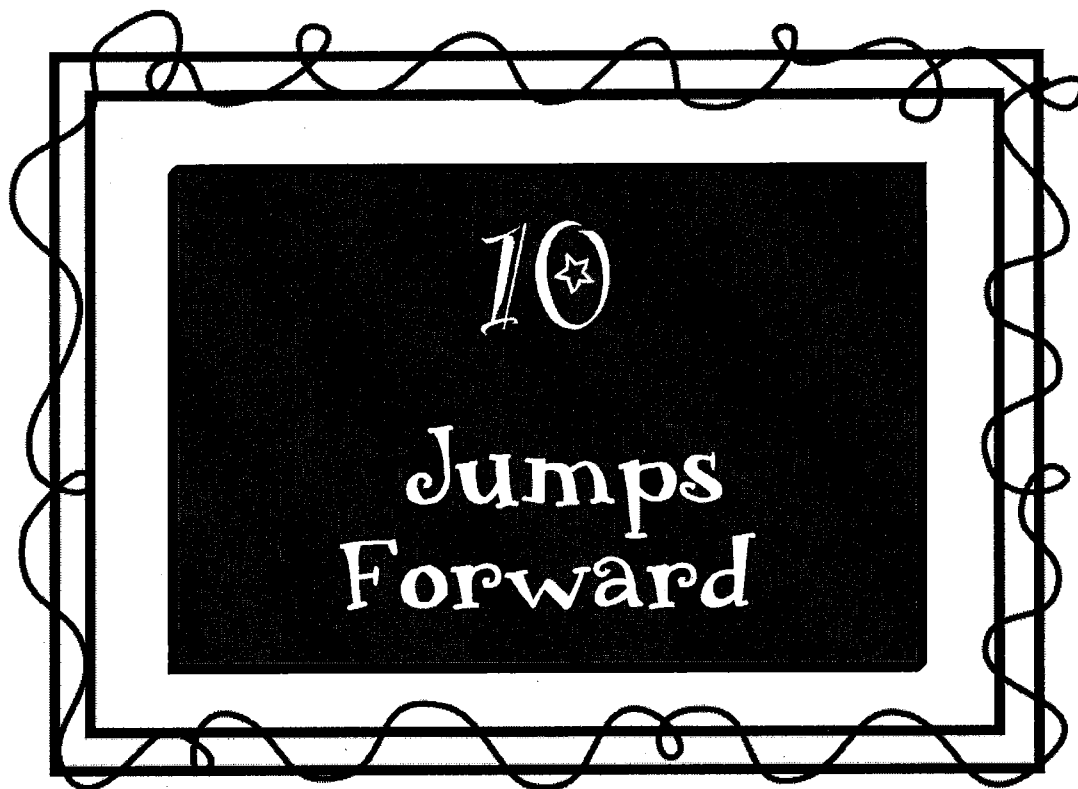
Carrasquillo/Coyle

5th/6th grade work











Name _____

My 100

Exercises Checklist

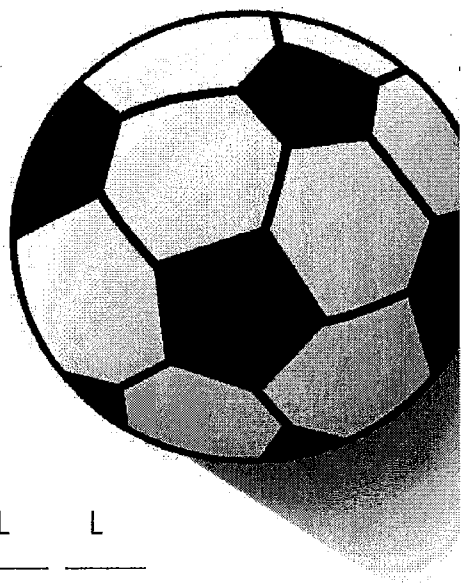
- ☐ 10 Jumping Jacks
- ☐ 10 Toe Touches
- ☐ 10 Arm Circles
- ☐ 10 Lunges
- ☐ 10 Knee Raises
- ☐ 10 Hops Side to Side
- ☐ 10 Jumps Forward
- ☐ 10 Giant Steps Backward
- ☐ 10 Windmills
- ☐ 10 Side Stretches

Name: _____

Kick It!

Written by Kelly Polark

Can you kick the soccer ball and score a goal?
Use each hint to write a word that is only one letter
different than the word above it.



B A L L

The opposite of short

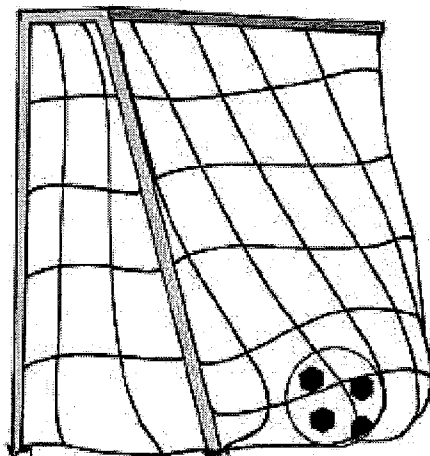
The hind part of an animal

Put to sea

Dirt

Spiral

Dark mineral used for fuel

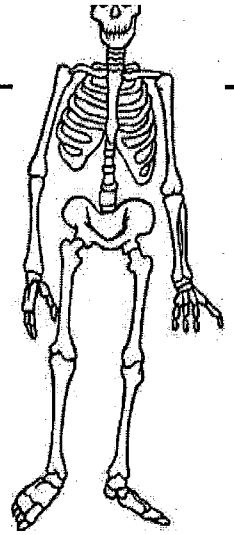


G O A L

Time: _____

Your Bones

by Cynthia Sherwood



Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

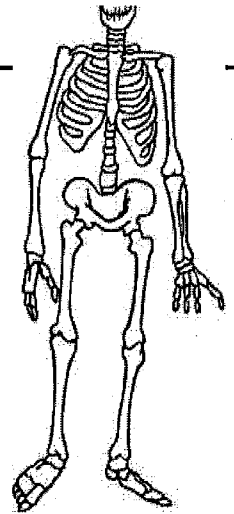
Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Your Bones

by Cynthia Sherwood



Tell whether each statement is true or false.

- a. _____ Your bones are hollow.
- b. _____ Blood cells are made inside your bones.
- c. _____ Adults have more bones than babies do.

Why are dairy products good for your bones?

Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

How many more bones do babies have than adults?

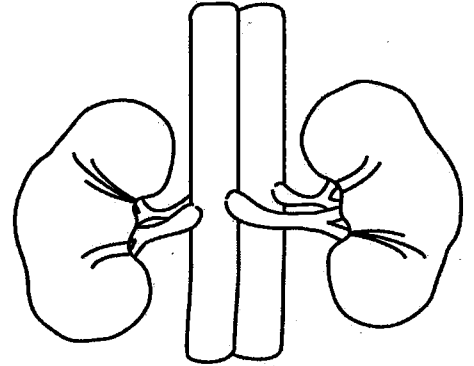
Use your math skills. Show your work.

name: _____

Your Kidneys

by Cynthia Sherwood

Many kids have moms or dads who clean up after them. But did you know that you have body parts that clean up after you too? Your two kidneys are very important organs in your body. Without them, you could not survive. They clean your blood and get rid of waste that your body produces.



To find your kidneys, slide your hands up from your hips until you feel your ribs. Then put your thumbs on your back. You cannot feel them, but that is where your kidneys are located. Each is about the size of your fist and has a funny shape. Kidney beans were named after them because they have the same shape.

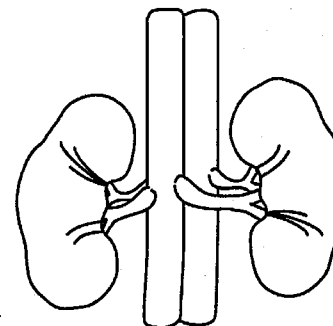
The main job of the kidneys is to filter your blood for anything your body does not need. The kidneys make this waste into urine, which is then sent to your bladder. The bladder is like a storage pouch that can expand. When your bladder starts getting full, you feel the urge to go to the bathroom.

Sometimes, the kidneys do not work like they should. People usually can survive on only one kidney, so long as it is healthy. If only one kidney becomes very sick, a doctor can remove it. Other people need a special machine to clean the blood. This is called dialysis (di-a-li-siss.) Sometimes, people need a kidney transplant. That is when another person donates a kidney to be put in the sick person's body.

Keeping your kidneys healthy is easy for most kids. Just pay attention to when you feel thirsty and drink up!

Your Kidneys

by Cynthia Sherwood



Where are your kidneys located?

How big is a kidney?

How do your kidneys help your blood?

Which is the best synonym for the word filter?

a. clean

b. create

c. blood

d. fill

What is your bladder?

What three things can doctors do for a person whose kidneys do not work properly?

a. _____

b. _____

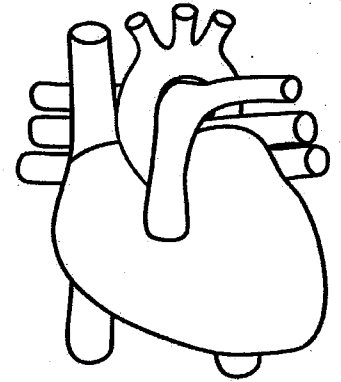
c. _____

ame: _____

Your Heart

by Cynthia Sherwood

Have you ever watched as your mom or dad pumps gas into your car? You may not realize it, but the most vital part of your body—your heart—is simply a fancy pump. It is designed to move your blood around your body. The heart is located a little to the left of the center of your chest and is about the size of your fist.



Your heart works very hard. When you run around a lot, you can feel your heart beating fast because it is pushing blood filled with oxygen and nutrients to the cells in your body. Your heart is a muscle too! It is divided into two parts. The right side receives blood from your body and pumps it into your lungs. The left side receives blood from the lungs and turns it to the rest of the body.

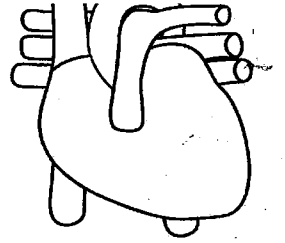
Your heart muscle beats between 80 and 120 times every minute. With each beat, blood is both entering and leaving your heart. The vessels that carry blood away from your heart are called arteries. The vessels that carry blood back to your heart are called veins.

Heart disease is common among older Americans because the heart can become clogged over time. The heart will not pump as well if someone smokes or eats a lot of unhealthy fats and sugary foods. To take good care of your heart, you should eat plenty of whole grains, fruits, vegetables, and lean proteins. You should also exercise often to get your heart pumping hard. Just like other muscles in your body, your heart needs exercise to keep strong.

If you wonder why it is so important to have a strong heart, just think about this—your heart will beat about three *billion* times in your lifetime!

Your Heart

by Cynthia Sherwood

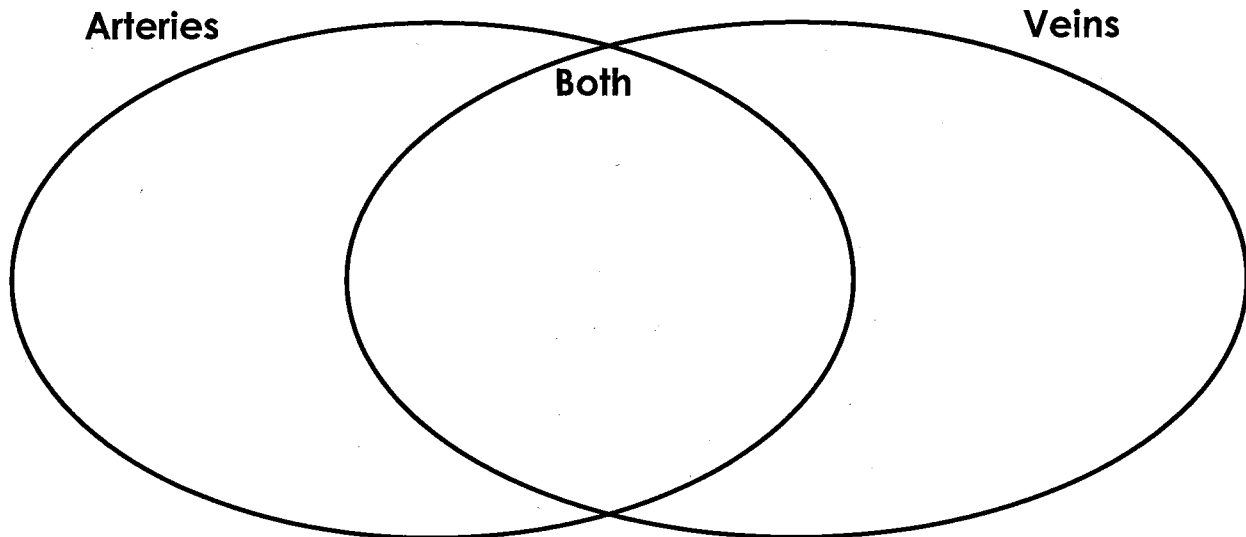


Where is your heart located?

What does your heart do for your body?

How is the left side of your heart different from the right side?

Complete the Venn diagram to compare and contrast the functions of arteries and veins.

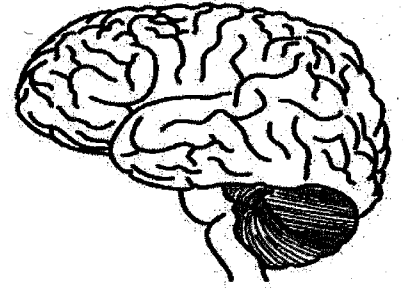


What are some things you can do to keep your heart healthy?

Time: _____

Your Brain

by Cynthia Sherwood



You may not realize that you have a boss, just like adults do work. But when it comes to your body, your brain is your boss! It is in charge of just about everything you do. When you remember what you ate for breakfast, you use your brain. When you jump up and down, you use your brain. When you draw a picture you use your brain. Even when you are dreaming, you use your brain.

The brain looks like a wrinkled, wet sponge. In adults, it weighs only about three pounds, but is made up of billions of nerve cells. These cells send and receive electrical signals that direct all of your body's activities. Sometimes, like when you are learning at school, you know you are using your brain. Many times, though, your brain controls your body without you even thinking about it. The "brain stem" takes care of things your body does automatically, like breathing air, pumping blood, and digesting food.

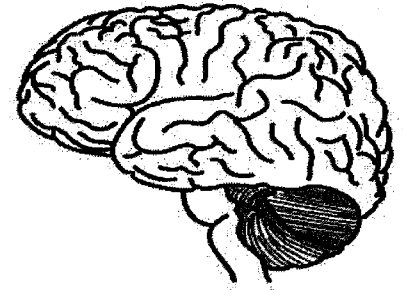
The biggest part of your brain is called your "cerebrum" (suh-ree-brum). This is the thinking part of your brain. It controls your memory, the movements you choose to make, your ability to figure things out, and your imagination. The cerebrum is made up of two halves. It may sound mixed up, but the left side controls the right side of your body and the right side controls your left side.

Even your feelings come from your brain. Scientists think emotions are controlled by a part of your brain called the "amygdala" (uh-mig-duh-luh). It is shaped like an almond and is only a centimeter long. So next time you get in a bad mood, you can blame it on your brain.

You should be glad you have a human brain. It is very complex, which means we can think in different, more complicated ways than other animals. In fact, every day your brain produces about 70-thousand thoughts. No wonder your head hurts when you have too much homework!

Your Brain

by Cynthia Sherwood



According to the information in the article, what does your brain look like and how much does it weigh?

Which part of your brain controls your memory?

Which part of your brain automatically controls parts of your body without you having to think about them?

Which part of your brain controls feelings, like happiness, sadness, frustration, and anger?

Why does the author say that your cerebrum seems "mixed up"?

Your brain is made of nerve cells. What do nerve cells do?

Which statement from the article is an opinion?

- a. Even your feelings come from your brain.
- b. Sometimes, your brain controls your body without you even thinking about it.
- c. You should be glad you have a human brain.
- d. Every day your brain produces 70-thousand thoughts.

ame: _____

Your Digestive System

by Cynthia Sherwood

is may seem like a trick question, but are you bigger than a tennis court? The answer is no, of course not! But think about this fact—your intestines have a surface area about the size of a tennis court all coiled up inside your body. They fit inside of you because your large and small intestines are like a giant Slinky that scrunches up.

These organs have a giant role to play too. They are part of your digestive system. That means they break down the food you eat. Digestion begins in the mouth when you chew and swallow. From there, your food travels through the esophagus (ee-saw-fuh-gus), which connects the bottom of your throat to your stomach. Your stomach mixes up food with liquids and then dumps it all into the small intestine.

The small intestine is a very long narrow tube. Its spongy walls soak up nutrients from your food. Then those nutrients flow into your bloodstream to be carried off to other parts of your body. Some nutrients get stored until you need them and others are used right away for all the different things your body needs to work well.

Your body cannot use every single bit of the food you eat. There will always be some that needs to be changed into waste by the large intestine. From the small intestine, leftover food gets pushed into the large intestine where it is dried up and turned into feces, or poop.

If you want to keep your digestive system healthy, you should be careful about what you eat. Healthy whole grains, fruits, and vegetables all pass through your digestive system quickly and easily. They also contain fiber, which is a nutrient that helps in digestion. Your body has a harder time digesting fatty foods, so be careful how much fat is in your diet.

Your Digestive System

by Cynthia Sherwood

What is the purpose of your body's digestive system?

- a. to help your blood move through the body
- b. to help you breathe
- c. to help your body make food
- d. to help your body break down food

After you swallow your food, what does it travel through to get to your stomach?

Which organ takes nutrients from your food and puts it in your bloodstream?

- a. stomach
- b. esophagus
- c. small intestine
- d. large intestine

Place these events in the correct order. Number each sentence 1 - 5.

- _____ Food ends up in the small intestine.
- _____ Food is chewed up.
- _____ Food is in the large intestine.
- _____ Food travels through the esophagus.
- _____ Food waste leaves the body.

What is fiber?

Your Skin

Written by Sandie Lee

Your Largest Organ

What is the largest organ in your body? Your heart? It is the largest muscle in your body, but you do have larger organs. Your brain? The brain inside your skull is pretty big, but it's not the biggest. How about the liver? It is the heaviest organ. How about your skin? Yes, your skin is an organ, just like your heart, brain, and liver. Since our skin covers your entire body, it is, in fact, your body's largest organ.

Even though skin comes in many different colors, all skin has a very important job to do. It acts as a covering for our entire body, which protects our organs and keeps out infections. Can you imagine what your body would look like without skin?

It also regulates our body temperature and helps us perceive pain, pressure, and touch.

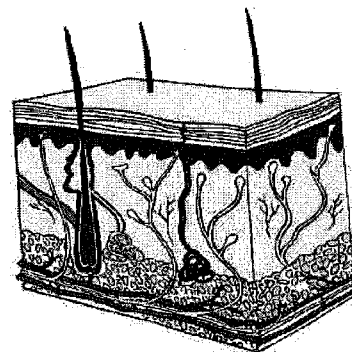
Layers of the Skin

The human skin is made up of three layers:

- **Epidermis** - [ep-i-dur-mis] the part of the skin on the outside of your body; it's the part you can see
- **Dermis** - [dur-mis] where blood vessels and nerves are at work
- **Hypodermis** - [hahy-puh-dur-mis] mostly made of fat; where your hair grows from

How Thick Is My Skin?

If you've ever had a cut on your skin, you know that it's not very thick at all. On average, your skin is only about 1.5 millimeters thick. It is thickest on the soles of our feet and thinnest on our eyelids.



Is it Alive?

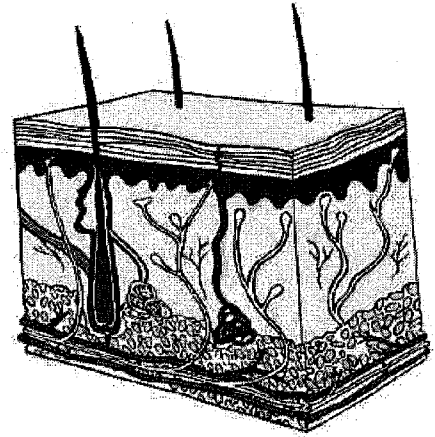
Here's something fun to try. Look down at your hands. What do you see? Anything unusual? Even though you can't see it, your skin is hard at work making new cells. It takes from two weeks to a month to make a new cell. When these cells are ready they will work their way to your epidermis, pushing the old, dead ones to the surface. So when you look at your skin, you're actually seeing dead cells. In fact, our skin loses about 30,000 to 40,000 dead cells every minute!

Skin-Tastic Facts!

- Frogs don't drink water; they absorb it through their skin.
- Polar bear's skin is black to absorb heat from the sun.
- Besides humans, pigs are the only other animal that can get sunburned skin.
- Ostrich skin makes the strongest leather.
- Some humans and animals have no 'melanin' (an enzyme that produces color in their skin. This makes them completely white.

Your Skin

Written by Sandie Lee



. What is your body's heaviest organ?

- a. brain
- b. heart
- c. liver
- d. skin

. Your skin is about as thick as....

- a. a notebook
- b. a dime
- c. pancake
- d. a plate

. Explain how our skin helps to keep our bodies healthy.

. When you look at someone,
which layer of their skin can you see?

. Which layer of skin does hair
grow from?

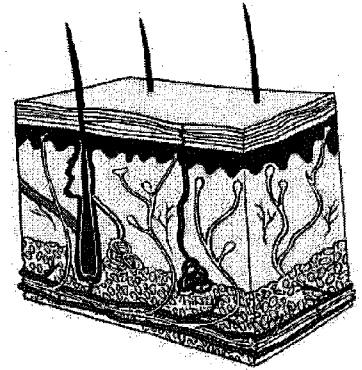
. Which layer of skin contains
blood vessels and nerves?

. What is the enzyme in skin that
gives it color?

. How does a polar bear's skin help it survive in the Arctic?

Your Skin

Vocabulary



Match each vocabulary word with its definition.

_____ brain

a. controls

2. _____ organ

b. large bird that cannot fly

3. _____ muscle

c. soaks in

4. _____ liver

d. bottoms of your feet

5. _____ absorb

e. organ that stores nutrients for your body and cleans your blood

6. _____ regulates

f. part of your body that is used for movement

7. _____ soles

g. organ that controls your entire body

8. _____ ostrich

h. group of body tissue that performs a task (examples: heart, lungs, stomach)

Name: _____

A Healthier Choice

By Kelly Hashway



"Want to shoot hoops?" Jamal asks, as he and Aliyah step off the school bus.

Aliyah yawned. "Nah, I'm too tired. I slept well last night, but I've been yawning all day."

"Probably because you had a candy bar and a slice of pizza for lunch," Jamal said.

Aliyah shrugged. "Food is supposed to give you energy, right?"

"Not all food is good for you. Sugary foods only give you energy for a little while and then you crash and feel like..." He gestures to Aliyah, who yawns again. "Like this."

"You think I'm tired because I'm not eating right?" Aliyah shakes her head. "That's just crazy."

"Come on," Jamal said. "I want to show you something."

Jamal and Aliyah walk to her house and straight to the kitchen. Jamal opens the pantry closet and finds a bunch of sugary cereals. Then he finds a box of oatmeal. "Here."

"Ugh, oatmeal is so plain and boring. You need to add a ton of sugar to make it taste good."

"No, you don't." Jamal brings the box to the kitchen table and then opens the refrigerator. "Look, you have peaches, blueberries, and strawberries in here. If you add them to your oatmeal, it will make it sweet, and these are natural sugars so you won't feel like you need a nap twenty minutes after you eat."

Jamal walks over to the counter and holds up two loaves of bread. "Let me guess, you're eating the white bread."

"Yeah." Aliyah shrugs again.

"Try making a peanut butter sandwich on the whole wheat bread instead. Whole grains are better for you, and peanut butter has protein."

"Okay, I'll try that tomorrow, but I'm not giving up my candy bar for dessert."

"What about eating a granola bar instead?" Jamal asks.

Aliyah rolls her eyes.

"Just try it for one day and see if you're still yawning by three thirty."

Aliyah agrees reluctantly.

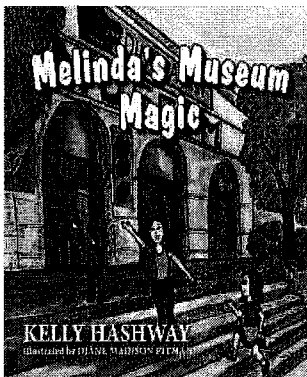
The next morning, Aliyah eats oatmeal with peaches for breakfast and takes the healthy lunch her mother packed for her. She yawns a few times in the morning, but by the end of the day, she's ready to play outside.

"Race you to my house," Aliyah says, stepping off the bus.

"I guess the healthy foods gave you more energy, huh?" Jamal asks.

Aliyah nods. "They were pretty tasty, too."

About the Author



Kelly Hashway's picture book, *Melinda's Museum Magic*, is now available!

Melinda is taking her first trip to the museum, and her mother promises it will be magical. But when the exhibits start coming to life in ways that only Melinda can see, she'll learn the real magic of the museum.

Hashway, Kelly. *Melinda's Museum Magic* ISBN: 978-0615814216

Name: _____

A Healthier Choice

By Kelly Hashway



1. True or False. Sugary foods do not give you energy. _____

Explain your answer.

2. What alternative to putting sugar on oatmeal did Jamal suggest?

- | | |
|------------------|---------------------------------|
| a. chopped nuts | b. fresh fruit |
| c. peanut butter | d. looking through old pictures |

3. Jamal tells Aliyah that she can make her peanut butter sandwiches healthier by...

4. How did Aliyah feel at the end of the story after she ate healthy foods for a day?

- | | |
|--------------|---------|
| a. tired | b. sick |
| c. energized | d. full |

5. What is the author trying to teach us in this story?

Name: _____

A Healthier Choice

By Kelly Hashway

Match each vocabulary word on the left with the correct definition on the right. Write the letter on the line provided.



- | | |
|----------------------|---|
| 1. _____ gestures | a. the ability to be active |
| 2. _____ reluctantly | b. to have raised and lowered your shoulders |
| 3. _____ protein | c. to open your mouth wide while taking in a breath showing you are bored or tired |
| 4. _____ energy | d. not willing or eager to do something |
| 5. _____ shrugged | e. to say that you will do or accept something |
| 6. _____ yawns | f. a substance found in foods such as meats, beans, and eggs that's an important part of the human diet |
| 7. _____ agrees | g. to move your body to express an idea or feeling |

❖ **Now try this:** Find all of the words above in the story and highlight them.

SPORTS MOVIE

Watch a movie based on a **true story** that involves some sport and/or physical activity (i.e. *Remember the Titans*, *Hoosiers*, or *Glory Road*) and explain the affect it had on history (past, present & future), cultures, political movements, and the people involved?

Hi Sixth Graders,

Please spend 10 minutes each day interviewing someone. It could be a family member, a friend, a neighbor. You could interview them in person, use Facetime, or call them on the phone. Below are interview questions you should use to conduct your interview. You will only need to ask them 3-4 questions.

Finished Assignment Options:

Option 1: You can write the questions on paper and write down the person's answers.

Option 2: You can type the questions and answers into a google doc and turn it in on my google classroom (see code above).

Option 3: You can record your interview (use your phone), put the video in your google drive, and turn in the video on google classroom.

Possible interview Questions

GREAT QUESTIONS FOR ANYONE

- Who has been the most important person in your life? Can you tell me about him or her?
- What was the happiest moment of your life? Tell me about it.
- Who has been the biggest influence on your life? What lessons did that person teach you?
- Who has been the kindest to you in your life?
- What are the most important lessons you've learned in life?
- What is your earliest memory?
- What is your favorite memory of me?
- Are there any funny stories your family tells about you that come to mind?
- What are you proudest of?
- If you could hold on to one memory from your life forever, what would that be?
- How would you like to be remembered?
- What does your future hold for you?

FRIENDS (questions for a good friend)

- If you could interview anyone from your life living or dead, who would it be and why?
- What is your first memory of me?
- What makes us such good friends?
- How would you describe me?
- Tell me a funny story about me that you remember?

GRANDPARENTS (questions for one of your grandparents)

- Where did you grow up?
- What was your childhood like?
- Who were your favorite relatives and why were they your favorite?
- How did you and grandma/grandpa meet?
- What was my mom/dad like growing up?
- Was she/he well-behaved?
- What is the worst thing she/he ever did?
- What were your parents like?
- What were your grandparents like?
- How would you like to be remembered?
- Are you proud of me?

PARENTS (questions for one of your parents)

- Do you remember what was going through your head when you first saw me?
- How did you choose my name?
- What was I like as a baby?
- Do you remember any of the songs you used to sing to me? Can you sing them now?
- What were my siblings like?
- What were the hardest moments you had when I was growing up?
- If you could do everything again, would you raise me differently?

SPEAK Assignment

Sixth Grade

Google Classroom Code: JDGACUQ

- What advice would you give me about raising my own kids?
- What are your dreams for me?
- Are you proud of me?

GROWING UP (questions for an older adult)

- When and where were you born?
- Where did you grow up?
- What was it like?
- Who were your parents?
- What were your parents like?
- Did you get into trouble? What was the worst thing you did?
- Do you have any siblings? What were they like growing up?
- What did you look like as a kid?
- How would you describe yourself as a child? Were you happy?
- What is your best memory of childhood? Worst?
- Did you have a nickname? How'd you get it?
- Who were your best friends? What were they like?
- How would you describe a perfect day when you were young?
- What did you think your life would be like when you were older?
- Do you have any favorite stories from your childhood?

SCHOOL (questions for a student in elementary, middle, or high school)

- Do you enjoy school?
- What kind of student are you?
- What is the best part of your school day?
- How would your classmates describe you?
- Tell me about your friends in school?
- What are your best memories from this school year? Worst memories?
- Did you ever have a teacher who had a strong influence on your life?
Tell me about them.
- Do you have any favorite stories from school?

MARRIAGE (questions for people who are married)

- How did you meet your husband/wife?
- How did you know he/she was "the one"?
- How did you propose?
- What advice do you have for young couples?
- Do you have any favorite stories from your marriage or about your husband/wife?

WORKING (questions for adults who work or have worked)

- What do you do for a living?
- Tell me about how you got into your line of work.
- Do you like your job?
- What did you think you were going to be when you grew up?
- What did you want to be when you grew up?
- What lessons has your work life taught you?
- If you could do anything now, what would you do? Why?
- Do you plan on retiring? If so, when? How do you feel about it?
- Do you have any favorite stories from your work life?

FAMILY HERITAGE (questions for parents, grandparents, aunts, or uncles)

- Where is your mom's family from? Where is your dad's family from?
- Have you ever been there? What was that experience like?
- What traditions have been passed down in your family?
- Who were your favorite relatives?
- Do you remember any of the stories they used to tell you?
- What are the classic family stories? Jokes? Songs?

INSIDE THE MIND OF MADCARVER

"It's like a movie in my mind"—that is how Randall Stoner aka "Madcarver" of Orange County, California, pictures the dragons, trolls, ogres and a variety of otherworldly creatures as he brings them to life in his carvings. His unique style transports the viewer into a world of mystical imagination and storytelling far beyond the physical boundaries of a block of wood.

Finding a lot of his inspiration in sci-fi/fantasy novels, Randy often forms an emotional connection with a certain passage in a book that he feels compelled to reread over and over. Those words that capture his imagination stay with him long after he puts the book down. "If those words really affect me, I want people to feel that same emotion in the carvings I create, whether they have read it or not," he said. "I want to express that scene and exemplify that character as I imagined it from the book."



Why “Madcarver”?

Is he really a *mad* carver? Well, his friends may have accused him of being crazy, Randy laughed. “They say, ‘How do you do that? You work all day then go straight to the garage and carve all evening.’ So yeah, they think I’m kinda crazy.” Maybe obsessed is a better word. He is also an online gamer who had to come up with a username. “So I changed ‘crazy’ to ‘mad’ and ‘madcarver’ became my handle.”

He was first introduced to carving on a Boy Scout trip. Watching the instructor create something from a piece of wood piqued young Randy’s interest. “He was so good at it. Slice off a piece here, a piece there. Wow, that was so cool,” he recalled. He carved his first piece on that trip—a small bobble head caricature “kinda like Bugs Bunny.” That Christmas, he received a knife and eventually earned his Wood Carving Merit Badge.

Randy credits his artist grandfather with encouraging the grandkids to draw, paint, or in Randy’s case, carve. “I was relegated to the back porch because I couldn’t get chips in the house,” he said. Though his grandfather was a commercial artist and lithographer as well as an accomplished painter—who turned down a job offer with Disney to stay near his family—he wasn’t a carver. “But he knew the art. He was great at teaching, gently guiding you and leading you forward.”

Discovery Moments

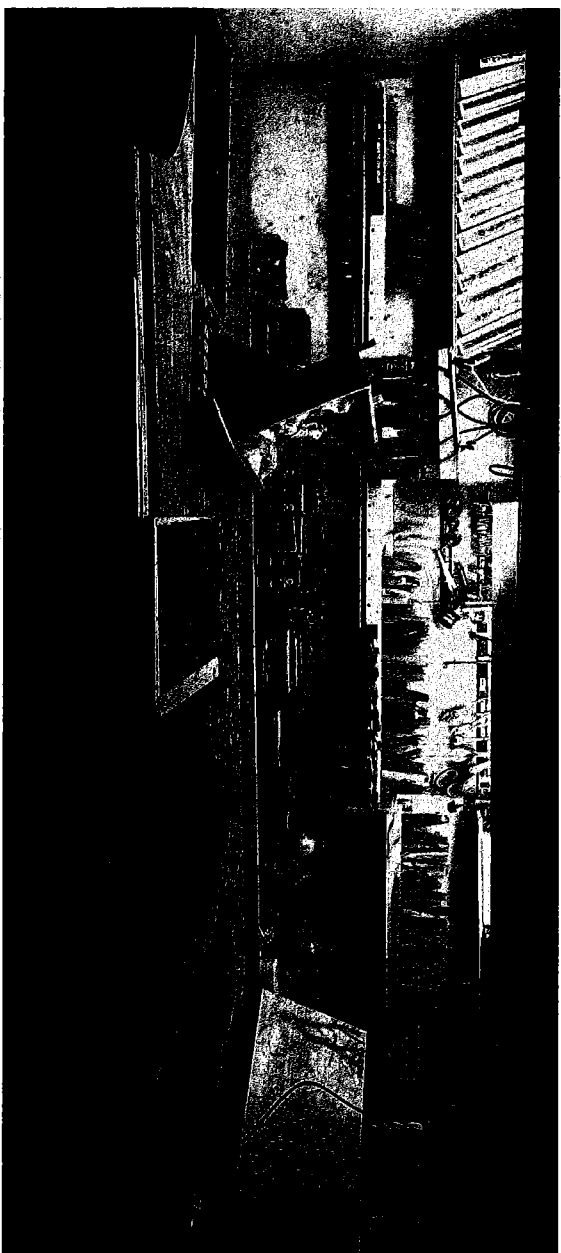
Randy’s early carving days were sporadic but that changed when he returned from Japan in his later 20s after an extended stay to study the Japanese martial art of Yoshinkan Aikido at the headquarters in Tokyo. He carved an Aikido practitioner, which led to a similar commissioned piece. Something ignited in Randy’s spirit. He knew: “Carving is what I should have been doing all along.”

Another thing he brought home from Japan: his wife of 21 years now, Yoko. Yoko now works in logistics and Randy works in IT near their home in southern California. When asked if they had children, he laughed: “No, that’s why I can carve.” They do have two cats.

As he was learning the ins and outs of carving, Randy said he often felt that certain knife-style tools were dangerous. "I have the scars to prove it," he said. A nonslip mat on the work surface made all the difference. "When I put a block of wood on a non-slip mat, I became a much better carver because I could focus more on my work instead of worrying so much about hurting myself."

The Master's Tools

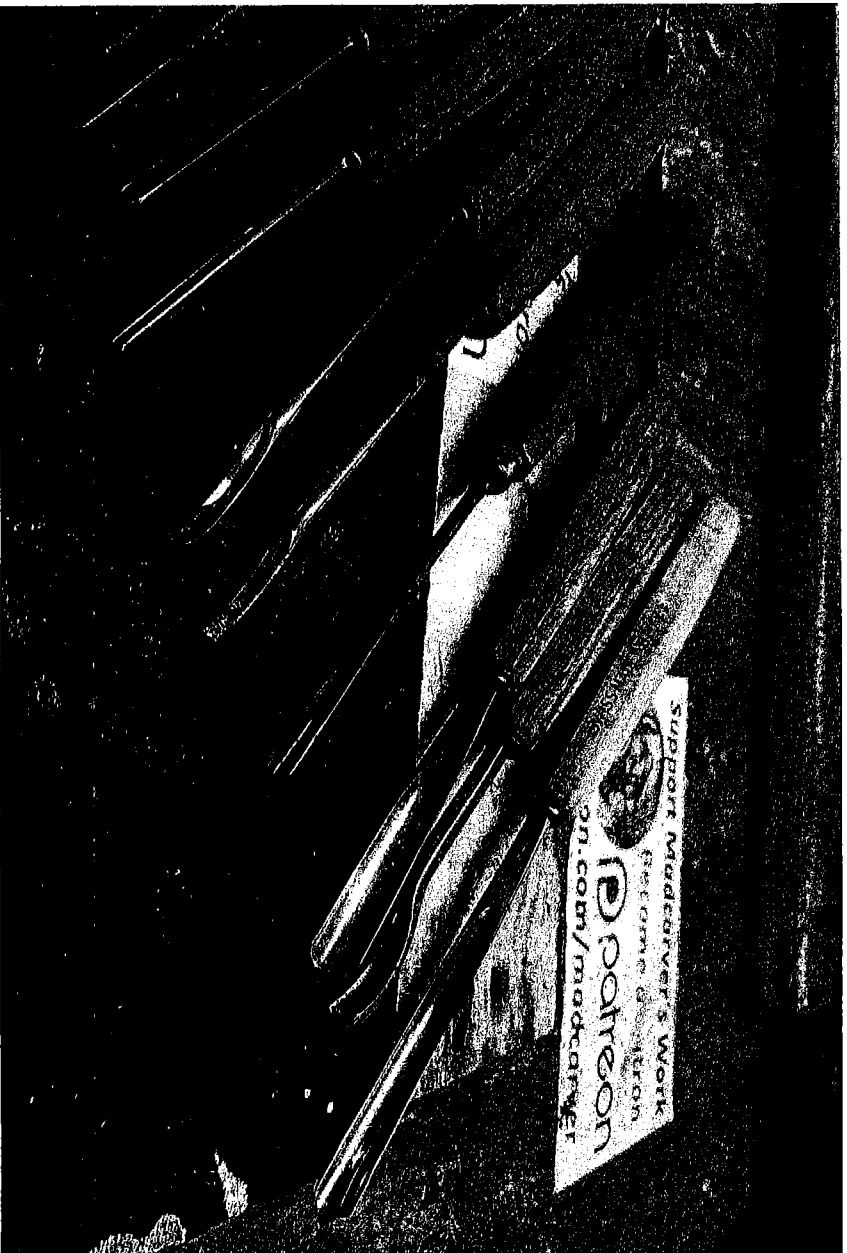
Randy added to his carving tool collection over the years, usually making purchases at his local Woodcraft store or online at woodcraft.com. "I would often spend my last dollar," he told. "I wanted good tools so I started picking up chisels. I wanted to be able to go look at them, feel them in my hand."



Woodworking Article & Review

Ms. Sweeney

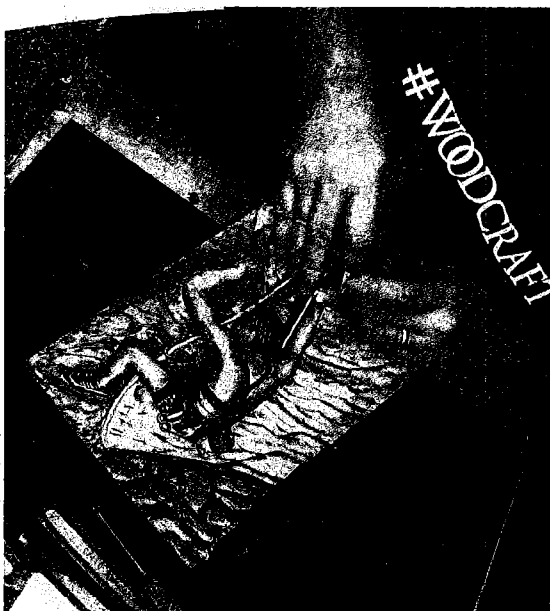
He incorporates the use of any number and size of chisels when creating his works of art. For bulk removal of materials, he often relies on a power carver to limit the amount of stress on his hands. He has more than a dozen rotary tools on standby—each ready with a specific carving tip—and buys up to 10 new ones every year as they wear out.



One Block of Wood

Each of Randy's carvings is typically created from one block of wood, usually basswood. He said 90% of each project is carved in relief style, though the angles and depth suggest a much more 3-D look. "I never do just a profile. It boils down to the angles each carving presents. I want each one to be a challenge. You can only carve so many trolls and goblins," he laughed.

For instance, for the "Climber," Randy shifts the perspective so the woman's upper body appears closer to the viewer while the left foot against the rock looks to be at a lower elevation. As he carves into the block of basswood creating depth to the scene, the flat surface starts to draw the eye into the piece as if it was a bird's-eye view. Randy was raised by strong women, who have become an inspiration for his carving. "I love carving heroines," he shared. "I like putting female characters in traditionally male roles. Most women are doing all the same things men do in this modern time."



Often, the background of Randy's carvings is almost as important as the main subject. "I feel like anyone can create a main subject," he explained. "However, creating a super fine detailed background is in itself a story beyond the main subject and my ultimate goal. My intention is to take the viewer into the story. I want them transported there with me."

Randy uses varying amounts of color on his projects, but often merely a combination of woodburning and stain to obtain the desired look. Occasionally he will add a whitewash for something like mortar and stone.

One of the biggest nods to the realism of his carvings was received on a commissioned piece—and it wasn't from a human. He carved a family's departed dog. Though the wife cried over its stunning likeness, the other family pooch growled from the other side of the room.



Woodworking Article & Review

Ms. Sweeney

Madcarver's Menagerie

The characters that Madcarver creates can be seen in castles, taverns, dungeons, and climbing mountaintops. Wizards, dragons, scuba divers, Wild West gunfighters, weary travelers, unsavory pirates, wildlife, and beloved pets have all come to life through Randy's talented hands.

See Randy's transformation from roughed-out scene to completed in his carving entitled "Deep Dread" (below) along with a few other masterpieces. A deep diver, having gained the attention of at least one octopus, begins to panic as his face shield cracks.



Woodcarving as Art

Randy wants to change how people view woodcarving, and his skewed high bas-relief style is a great start. "Many people see carving as 'folk art', a hobby that takes little to no skill, imagination or forethought," he said. "However, each year, more and more artisans are using wood as a medium to craft intriguing works of fine art, where only the imagination of the artist is the limit."

Always willing to share his process, Randy's active social media channels provide a way to document his work while imparting tips and tricks for viewers. He shows the methods used, discusses challenges and answers questions. He teaches tool use and sharpening, frame creation and anything in between.

One carving on Madcarver's "someday" list is the Cerberus, the Greek mythology creature often called the Hound of Hades, a multi-headed dog guarding the gates of the underworld.

Article Review:

On the following page, write an opinion-based article review by answering the following questions. Each answer should be written in full sentences and should be at least 2 sentences.

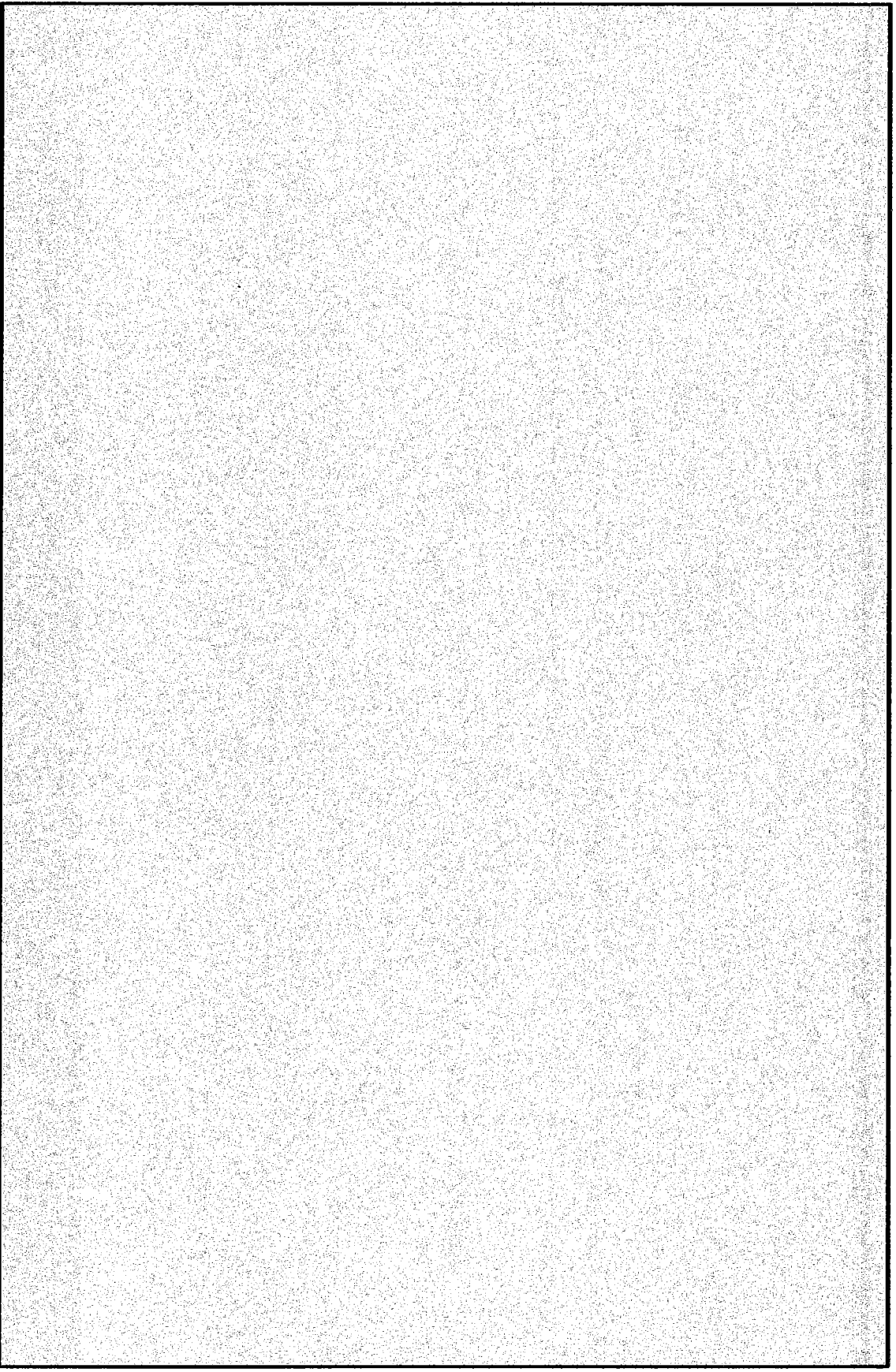
Questions:

- What gave Randy his inspiration to begin carving?
- What kind of woodworking skills did he have to learn and master in order to create his artwork?
- What woodworking tools does Randy use to create his art?
- Do you think carving is as difficult as other types of woodworking such as building a table or chair, or even large scale construction? Explain your opinion? What do all of these types of woodworking have in common?

Woodworking Article & Review

Ms. Sweeney

Write your review in the box below:



Name _____

Date _____

Random Measurement Questions

Complete the chart.

1 foot	2 feet	3 feet	4 feet	5 feet
		36 inches		

Answer each question.

1. Which is longer: 34 inches or 3 feet?
2. Which is shorter: 22 inches or 2 feet?
3. Which is longer: 56 inches or 5 feet?
4. How many inches are there in 6.5 feet?
5. How many inches are there in 9 feet?
6. How many inches are there in 5 feet and 6 inches?
7. Harry is 8 feet tall, Mary is 5 feet tall. Who is taller and by how many inches?
8. G.G.'s car is 12 feet in length, how long is her car in inches?

Name _____

Date _____

Converting Units of Distance - Focus on Feet and Inches

1. 540 Inches = _____ Millimeters

2. 89 feet = _____ Inches

3. 167 Inches = _____ Millimeters

4. _____ Inches = 596 Kilometers

5. _____ feet = 135 Meters

6. _____ feet = 167 Meters

7. 433 Inches = _____ Yards

8. _____ feet = 795 Yards

9. 739 feet = _____ Inches

10. _____ feet = 145 Kilometers

11. _____ feet = 953 Yards

12. 486 Inches = _____ Meters

13. 542 feet = _____ Kilometers

14. 962 Inches = _____ Meters

15. 789 feet = _____ Millimeters

16. _____ feet = 426 Millimeters

Measurement Helpers

1 inch = 25.4 mm

1 foot = 12 inches

1 km = 39,370.08 inches

1 meter = 3 feet $\frac{3}{8}$ inches

1 yard = 3 feet

1 kilometer = 1000 meters

A note from Mrs. Moore

Hello Artists,

Here are a couple of Art activities to keep your mind in the Artistic gear.

Included in this packet are:

365 days of drawing

A drawing prompt for every day of the year! If drawing isn't your favorite thing, be creative and create a medium (type of art) that is! If you are able to take a photo of the art/ or create it digitally and post it on our Google classroom. Bring the work in when we are back, so we can create a gallery!

Materials needed: Pencil, paper, other media by your choice, and your creativity and imagination

Zentangle

Zentangle is a fun, relaxing way to doodle. Follow the eleven steps and get lost in the most fun you've ever had in a doodle!

Materials needed: Paper, pencil, black pen

Other activities to consider that we've done in class.

Aesthetics- pick something to focus on and find the beauty in it. Draw an image of it/ take a photo and write a simple paragraph using similes and metaphors to make comparisons. If you love this, do it more than once with many different subjects!

Create a piece of art based on the concept that we were just learning about in class.

5th Grade: Symmetry and pattern

6th Grade: One point linear perspective and Value scale in color

7th Grade: Proportions of the Face and Value scale in gray tones

8th Grade: Any of the Elements or Principles



A handwritten signature that reads "Mrs. Moore". To the left of the signature is a simple line drawing of a heart with a small face inside. To the right is a decorative flourish consisting of a series of loops and lines. A long, thin horizontal line extends from the flourish across the page.

365 days of drawing

Day/ Month	September	October	November	December
1	Summer's End	Vampire	Dia de Muertos	Holiday lights
2	School Shopping	Zombie	Autumn	Wreath
3	Hurricane	Mythological animal	Election Day	Apple Pie
4	Early Autumn Sunday	Favorite classic horror movie	Corn	Holiday cookies
5	Labor Day	Mummy	Bonfire/ campfire	Holly
6	First Day of School	Jack o lantern	Native American	Menorah
7	Self Portrait	Amulet	Leaves	Hanukkah
8	Insert School theme here	Spider	Harvest	Dreidel
9	Clock	Witches	Acorn	Latkes
10	Map	Ghosts	Apple	Donuts
11	Football	Goblins	Feast	Oil lamp
12	September Flower	Skeletons	Favorite baseball team	Candle
13	Indian summer	Dragon	Squash	Star of David
14	Symmetry	Favorite horror movie	Tee Pee	Matza
15	Steampunk	Skull	Football	The Elf On The Shelf
16	Club/ Sport sign ups	Moon	Mayflower	Reindeer
17	Owl	Raven	Pie	Ornament
18	Pattern	Haunted House	Jacket	Star Wars
19	Favorite place to be in September	Cemetery	Rake	Christmas Tree
20	Something ate your homework	Mask	Cranberries	Santa Claus
21	Sparkle	Tarot cards	Yams	Hot cocoa
22	Autumn starts	Devil	Family	Winter
23	Apple	Bat	Cornucopia	Mawlid Un Nabi
24	Renaissance faire	Pumpkin Patch	Pilgrim	Gingerbread house
25	Chipmunk preparing for winter	Scarecrow	Turkey	Christmas
26	Rhythm	Favorite Urban legend	Thanksgiving	Kwanzaa
27	Autumn Fairytale	Werewolves	Black Friday	Fruit cake
28	A September Wish	The Great Pumpkin	Parade	Fireplace
29	Fall Sunset	Aliens	Farm	Presents
30	Oktoberfest	Candy corn	Favorite Hockey team	Sleigh
31		Halloween		New Years Countdown

Art

January	February	March	April
New Year's Day	A surrealist dream	Lion	Kite
New Year's resolution	Groundhog Day	Abstract expressionism	Daffodil
First day Back after winter break	Positive Space	Favorite Dr. Seuss character	Rain shower
Favorite pet or animal	Negative Space	Favorite Musician/ music group	Umbrella
Favorite cartoon character	Nothing but circles	The wind	Organic shapes
Favorite book character	A couple in love	3-D	Cherry Blossom
Favorite Actor/ Actress	Hearts	Pansy	Tulips
Your horoscope sign	Cupid	Something rough	Impressionism
Winter beach/ bay scene	Chocolates	A picture made of triangles	Rain boots
Favorite hiding place	An angel	Flower show	Emphasis
Favorite fairy tale scene	Roses	Zentangle	Basket
Original character	Romance	Shamrock	Chick
Favorite brand name logo	Sweethart	What it means to be Irish	Thomas Jefferson
Favorite Manga character	Valentine's Day	Rainbow	Spring Break
World Religion Day	Susan B Anthony	Pot of Gold	Bunny
Martin Luther King Jr.	What inspires you	Leprechaun	Easter egg
Favorite Mythological god	George Washington	St. Patrick's Day	Lily
Your best friend	What you like to do on a 4 day weekend	Something fuzzy	Contrast
Your favorite superhero	Winter landscape	Music	Spring landscape
An action hero eating breakfast	Abraham Lincoln	Spring Equinox	Art museum
A child character all grown up	Sledding	Monochromatic	Ranunculus
Robot	Snowball fight	Dahlia	Draw yourself like a Greek sculpture
Something with tenacles	A scene from a book	Optical illusion	Value Scale
A short comic strip	Something soft	Theater	Puddles
The ultimate snowman	A scene from a tv show	Kindness	An element of nature
Favorite video game character	Radial balance	Favorite technology	Sky
Asymmetry	Draw your name in graffiti	Colorful	Take your son/ daughter to work
Chinese New Year	Mardi Gras	Cubism	Hope
A place you want to visit.	Leap year	Lamb	A sunny spot
Star Trek		Intensity	An oxymoron
Favorite Snow day activity		Crocus	

Art

May	June	July	August
Pop Art	Gerber Daisy	An awesome doodle	Sunflower
Dramatic shadows	Field trip	Fireworks	Realism
Squares and rectangles	Unity	Independence Day	Dinosaur
Return of leaves on the trees	Fauvism	Zinnia	Creativity
Something prickly	Watermelon	Barbeque	Watersport on a river
Nurse	D-Day	Variety	A cool glass of iced tea
Favorite place to be in the spring	Iris	Summer landscape	Orchid
Proportion	A superhero villain	Futurism	favorite amusement park
Imaginary creature	Dance	Pineapple	Ice cream treat
Hidden word picture	Concentric circles	Rollercoaster	Stargazer Lily
Complementary colors	Fox	Fireflies	Water skiing
Maypole	Alstromeria	Favorite place to be in the summer	Movement
Catepillar	Army	Campfire	Hiking
Mother	Flag	Lemonade	Sand castle
Butterfly	Self Portrait	Lisianthus	Thunderstorm
Daisy	Garden	Starry summer night	Lifeguard
Chirping birds	Analogous colors	Luanu	Lazy summer day
Freesia	Father	How you deal with the heat	Cricket
Spring fairy	Beach	A trip to the lake	Road trip
Armed forces	American Eagle	Navy	Snapdragon
Peonies	Calla Lily	Belly flop	Favorite summer sport
Duckling	Sunglasses	Heat lightning	Waves
Babbling brook	Favorite beach towel	Magnolia	Surfing
Marine	Outdoor concert	Sun 'n fun	Official beach burn
Mother nature	Unicorn	Boardwalk	Summer sunset
Pink flamingo	Waterpark	Tent	Constellations
Cornflower	Ladybug	Popsicle	Coast Guard
Picnic	Happiness	Road trip	Dandelions
Memorial Day	Pool party	Smores	Something hiding in the dark
Parade	Delphinium	Beach volleyball	Water ice
A perfect spring day		Sailboat	Farmer's market

WHAT IS ZENTANGLE?

The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns.

Almost anyone can use it to create beautiful images. It increases focus and creativity, provides artistic satisfaction along with an increased sense of personal well being. The Zentangle Method is enjoyed all over this world across a wide range of skills, interests and ages.

We believe that life is an art form and that our Zentangle Method is an elegant metaphor for deliberate artistry in life.

How to start drawing a zentangle tile

1. With a pencil, draw a border



2. With the pencil, draw the string



3. With the fine tip black pen or marker, outline the border and the string. Then start the tangles.

4. After all the tangles are filled, use a pencil to shade areas (value) to create a 3-D appearance

The Eleven-Step Zentangle Process

Relax.

Breathe.

Admire the paper and tools.

Appreciate this opportunity.

Draw the border.

Draw the string.

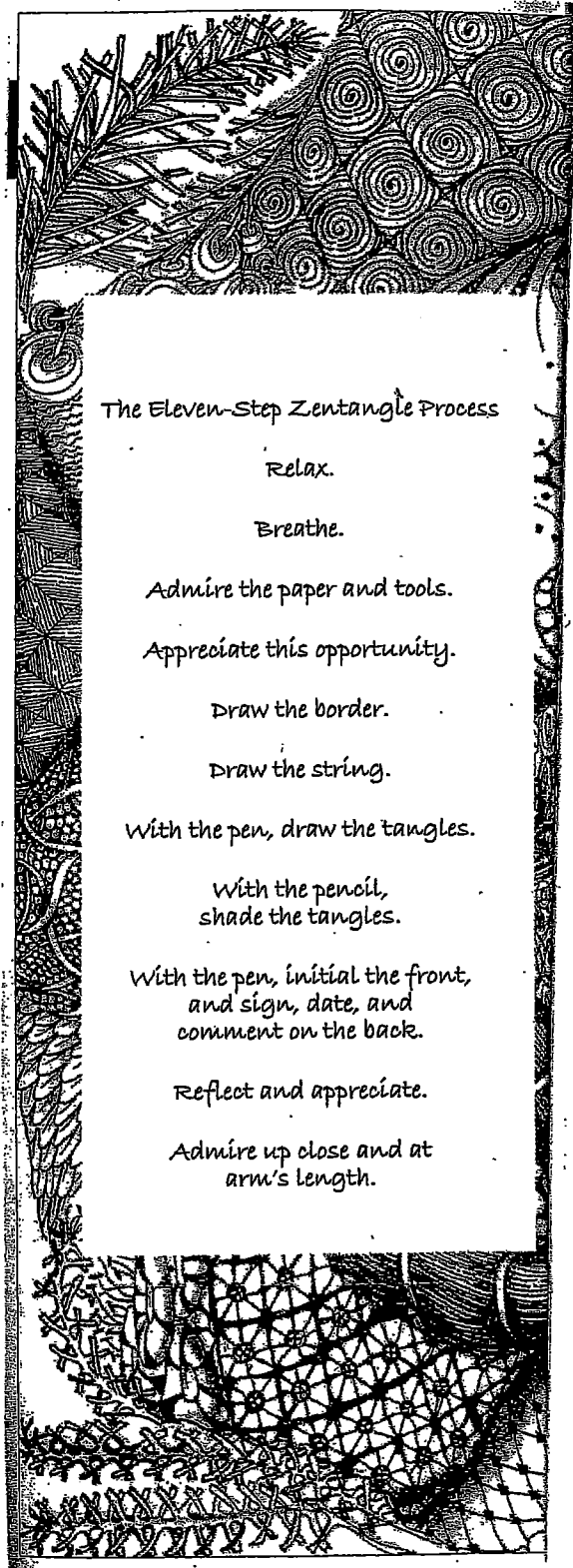
With the pen, draw the tangles.

With the pencil, shade the tangles.

With the pen, initial the front, and sign, date, and comment on the back.

Reflect and appreciate.

Admire up close and at arm's length.



Name: _____

Grade Level:_____A/B day

Broadway Show Worksheet

1. What is the main story of the musical?
2. Who are the main characters of the musical?
3. What is your hypothesis on how the musical will end?
4. Did you like the musical? Why or why not? - You must be at least 2-3 reasons to support your view.

What Elements of Music Do You Hear?

Directions: Listen to 3 songs of your choice. If on school property using Google Play Music. If at home use whatever music platform you like. Using the term key below, identify the elements of music for each song.

1. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

2. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

3. Song Title and Artist Who Performs It -

a. Tempo - _____

b. Dynamics - _____

c. Melody- _____

d. Pitch - _____

Term Key:

Tempo = Speed of song

Dynamics = Volume of song

Melody = The part of the song that gets stuck in your head

Pitch = Does the performance sound good or bad

How Is Music Used In A Movie?

Directions: Watch any movie that you like and answer the following questions. You may take a couple days to watch the movie.

1. What is the title of the movie?
2. Who wrote the music for the movie?
3. List the instruments that you hear throughout the movie....
4. What emotions does music add to your movie??
5. Do you think the movie would be different without music? Why or Why not?

Name _____ Grade _____

Belhaven Middle School
Instrumental Music – Mrs. Robinson
Band Instrument Practice Log

- Students are expected to practice their band instrument on a regular basis as they would at home or in school
- Belhaven band students rehearse 3 times a week, for 40 minutes. They also have one 45 minute in school lesson per week.
 - Students are also expected to practice at home on an as-needed basis.
 - All band students should be reviewing the following songs for the concert:
 1. Blaze
 2. Mucho Gusto
 3. Not Tu-Bad
 4. Disney's Magical Marches
 5. Star Wars
 6. Lion King
 7. Crossings in Time
 8. Kronos
- Jazz band students should also review: 1. Aftershock 2. That's All
- Once a practice session is complete, students and/or parents must sign off to ensure the information is accurate.

Date	Song	Length of Practice	Signature

Related Services

5th & 6th Grade Guidance Packet

This packet is for the purpose of providing counseling office service remotely if needed due to school closure.

Contents:

Page 1- What do I look for in a true friend?

Pages 3-5 - Communication and Problem Solving Skills

Pages 6 & 7- Personal rights and boundary setting

Page 8- Kind acts of friendship

Mrs. Baltozer will be checking email periodically and can be reached at
jacquelinebaltozer@linwoodschoools.org

A True Friend...



41

What Do I Look for in a True Friend?



Sometimes it is important for us to reflect upon what we really look for in a friend. Some things you may already know, and some could totally shock you! Rank the friend qualities below in order from:

1 (ABSOLUTE MOST IMPORTANT QUALITY) to

15 ("DOESN'T MATTER TO ME" QUALITY)

- _____ How smart they are
- _____ What kind of home they live in
- _____ The brand of clothes they wear
- _____ How honest they are
- _____ What their hair looks like
- _____ How much they listen to you when you have a problem
- _____ If they like the same movies/TV shows as you
- _____ What kind of car their parents drive
- _____ How much fun you have with them
- _____ How popular they are
- _____ What religion they are
- _____ How much you can trust them
- _____ How much they gossip about other people
- _____ What size they are
- _____ How dependable they are

1. Read carefully over what you ranked and write down one thing you learned about yourself.
2. Is there anything else that is important to you in a friendship?
3. Write down some things that you would like to change about how you pick your friends.

"I" Messages

86



LESSON 7: COMMUNICATION & CONFRONTATION



"I messages" are cool because you say exactly how you feel! Nobody can tell you how you should feel. Now, let's practice using them.

You must ALWAYS begin with saying "I." Not you, me, she, he, etc. REMEMBER, by saying "I" – you avoid blaming.

After the "I," state your feeling (you can use your feeling worksheet if you need help with a word).

"I feel _____."

* Next, tell the person *what* made you feel that way.

"I feel _____, because _____."

OR

"I feel _____, when _____."

* NOW – tell the person *why* you feel that way.

"I feel _____, when you _____,

BECAUSE _____."

* FINALLY, after the "I message" tell the person *what* you want.

"I feel _____, when you _____,

BECAUSE _____."

AND "I want you to _____."

OR "I need you to _____."

Practice this everywhere. With your siblings, parents, teachers and friends. It is a great way to talk about your feelings without gossiping or getting angry, which can lead to a serious implosion!

Problem Solving Worksheet

91

LESSON 7: COMMUNICATION & CONFRONTATION

So, you have this huge issue with your friend that is taking over your life. It needs to be solved right now! Think of a recent issue that you had with a friend. Summarize it in the space provided below. Next, follow the seven steps in this worksheet to figure out and fix your friendship woes. Pretty soon, you are going to be a problem solving expert!



What's the general problem?

* STEP ONE

What is the underlying concern? What are you most angry or upset about? You have to know what is wrong in order to work towards a solution.

My concern is: _____

* STEP TWO

Where/when did the concern begin? It is important to know how it started to work towards a solution.

My concern began when: _____

* STEP THREE

What have you already tried to help solve it? You need to figure out what will and won't work to help the problem.

To help the situation, I have tried to: _____

Problem Solving Worksheet continued

22



LESSON 7: COMMUNICATION & CONFRONTATION



* STEP FOUR

What do you want the outcome to be? You should have a goal in mind when trying to resolve an issue.

I want: _____

* STEP FIVE

What are some possible barriers? If you could hit a bump in the road, it is important to know ahead of time.

Possible barriers are: _____

* STEP SIX

What else could you do? We always need alternatives just in case it does not go as planned (AKA – plan B, C, D, E...)

These are other options to help resolve the issue: _____

* STEP SEVEN

How did it go? If it is not how you wanted it to be, what is the compromise or what will you try next? You should always evaluate your steps to help you in the future.

This is what happened: _____

* NEXT, I WILL TRY:

An Agreement to Disagree

93

LESSON 7: COMMUNICATION & CONFRONTATION

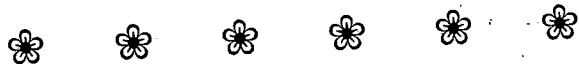
It's OK if you don't always agree with your friends. Nobody is alike and we all have different opinions. When you don't agree with your friends, here are some things you can say to them (instead of "you are so wrong!")



- * I understand where you are coming from.
- * I admire your passion.
- * I appreciate your viewpoint.
- * There's a fresh perspective!
- * I can see you have really thought about this.
- * I appreciate your insight, or...
- * Wow, what a cool point!

Never say the word, "BUT." That word usually puts people on the defense, kind of like you don't really care what they think. For example, if you said to your friend after an argument, "Now I get where you are coming from, BUT, I am still right."

If you still disagree and cannot see eye to eye, it might be time to "Agree to Disagree." Below is a sample contract – see if you can make a really cool one and put it in your journal in case of emergency.



I, _____, agree to disagree with
_____. We both have excellent opinions
and neither one of us is wrong! We refuse to fight about this, or bring our
other friends in on it because we are both entitled to our own thoughts.

Signature _____

Signature _____

Date _____

My Personal Bill of Rights

1. I have the right to ask for what I want.
2. I have the right to say no.
3. I have the right to express all of my feelings.
4. I have the right to change my mind.
5. I have the right to make mistakes.
6. I have the right to follow my own beliefs and values.
7. I have the right to decide my own priorities.
8. I have the right not to be responsible for others' behaviors, actions, feelings, or problems.
9. I have the right to expect honesty from others.
10. I have the right to be angry at someone I love.
11. I have the right to be uniquely myself.
12. I have the right to feel scared and say, "I'm afraid."
13. I have the right to say, "I don't know."
14. I have the right to my own needs for personal space and time.
15. I have the right to be in a non-abusive environment.
16. I have the right to make friends and be comfortable around people.
17. I have the right to change and grow.
18. I have the right to have my needs and wants.
19. I have the right to be treated with respect.
20. I have the right to be happy.

~ Author Unknown ~

How Others May Treat Me

How Others May NOT Treat Me

**What I will say & do if my
boundaries are not respected**

Middle School RAK 'EM UP!! Cards

Photocopy these reproducible cards onto card stock, cut them out and give them to the students. Encourage them to make a plan how to complete the act of kindness and then report back to you what they experienced. There are also blank cards for your own creative ideas.

Choose not to engage in gossip	Sit with someone different at lunch
Invite someone to hang out with you	Let someone borrow your clothes
Give someone a nice compliment	Smile at someone you don't know at school
Volunteer to tutor another student	Apologize if you accidentally hurt someone
Help someone with a problem	Talk with a new student in your class
Help someone roll their wheelchair	Challenge yourself for one day to talk with someone you do not know
Send an encouraging text message to another student	Post a nice comment on someone's message board