



# REMOTE LEARNING

**Grade 6**

**Coursework for May 4-15**

Set Goals | Schedule Your Time | Keep Learning!

Name \_\_\_\_\_

# How to Use this Packet

We hope that each of you and your families are healthy and adapting as we all navigate these unprecedented times. We miss each one of our students and the energy they bring to each school day. We truly appreciate your continued enthusiasm for learning during these weeks of remote learning from home.

The focus of this packet is to maintain and deepen existing skills and content, while introducing key concepts and skills from the fourth quarter curriculum. There are activities and tasks for the next two weeks. For each week, there is a coursework menu that highlights what learning you should focus on in each subject area. We encourage you to plan out your week and make a schedule of the bottom of the weekly coursework page.

We know this packet cannot replicate the interactions between teachers and students in a classroom, yet we are hopeful that these activities will keep students engaged and allow them to have meaningful learning experiences while at home.

Please take care of yourself! Check out the SCSD webpage for Daily Social Emotional Learning Tips

## **What if my teacher gives me different work?**

You should prioritize any work that your teacher provides. Your teacher knows you best and knows what you should be working on! If you are in regular contact with your teacher, they will guide you on how to best use this packet.

## **Where should I turn in my packet when I am done?**

Each school has established a way to collect completed materials. Reach out to your school or teacher and they will give you instructions on the process.

## **How can I get help?**

A copy of this packet has been shared with your teacher. They will be able to help you if you have questions or are unable to complete any of the work.

## **What online learning resources are available?**

Syracuse City School District students have a variety of high-quality online resources available to them to continue their learning beyond the four walls of the classroom. You can log into these resources from any device with internet access. Go to [www.bit.ly/scsdclever](http://www.bit.ly/scsdclever) to log in and access the various digital content available for you!

## **ADDITIONAL RESOURCES**

[syracusecityschools.com/coronavirus](http://syracusecityschools.com/coronavirus)

This web page was created to provide resources and keep the Syracuse City School District community informed. This is the official source of information on COVID-19 for the District. The page will be updated frequently, so please check back regularly for information on cancellations, learning at home, and meal pick-ups. Please also check out the Social Emotional Learning Tip of the Day!

[Cancellations](#)

[Learning at Home](#)

[Meal Pick-Up](#)



In order to provide students at home with opportunities for continual learning, WCNY has partnered with the Syracuse City School District to create the TV Classroom network. WCNY's TV Classrooms are targeted for students in grades K-12 and provide curriculum in the subjects of English language arts, math, science, health and physical education, and social studies. With schools closed, WCNY and SCSJ are committed to providing educational opportunities to audiences of all ages. WCNY's "TV Classroom" will allow children to continue to connect with staff and have the continuity of a classroom experience at home in Syracuse and across the 19 counties in Central New York.

The TV Classroom network will be aired from 8 a.m. to 5 p.m. weekdays on WCNY's GLOBAL CONNECT channel, and will be simulcast from wcnny.org and WCNY's Facebook page via a live stream on YouTube. The classes will also be published on demand on <https://www.wcnny.org/tvclassroom/>.

	<b>MORNING</b>	<b>8 AM</b>	<b>8:30 AM</b>	<b>9 AM</b>	<b>9:30 AM</b>	<b>10 AM</b>	<b>10:30 AM</b>	<b>11 AM</b>	<b>11:30 AM</b>	<b>12 PM</b>
<b>Monday</b>	Story Time	Kindergarten Math	Grade 2 Math	Text	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 6 Science		
<b>Tuesday</b>	Story Time	Grade 3 Math	Grade 4 Math	Grade 5 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
<b>Wednesday</b>	Story Time	Kindergarten Math	Grade 1 Math	Grade 7 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grade 7 Science		
<b>Thursday</b>	Story Time	Grade 3 Math	Grade 4 Math	Grade 8 Math	PE and Health	Elementary Social Studies	PBS Shows – Social Studies	Grades 3-5 Science		
<b>Friday</b>	Story Time	Grade 5 Math	Grade 1 Math	Algebra	PE and Health	Secondary Social Studies	PBS Shows – Social Studies	Grade 8 Science		
<b>AFTERNOON</b>	<b>12:30 PM</b>	<b>1 PM</b>	<b>1:30 PM</b>	<b>2 PM</b>	<b>2:30 PM</b>	<b>3 PM</b>	<b>3:30 PM</b>	<b>4 PM</b>	<b>4:30 PM</b>	
<b>Monday</b>	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades K/1 Music	Virtual Field Trip			
<b>Tuesday</b>	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 1/2 Music	Virtual Field Trip			
<b>Wednesday</b>	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 2/3 Music	Virtual Field Trip			
<b>Thursday</b>	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 3-5 ELA	Grades 3/4 Music	Virtual Field Trip			
<b>Friday</b>	PBS Shows -- Science	Regents Review	Early Literacy	Story Time	Grades 6-8 ELA	Grades 4/5 Music	Virtual Field Trip			



## Hamlet 1.3.78

By Gary Soto  
2016

Gary Soto is an American poet, novelist, and memoirist. "Hamlet 1.3.78" comes from a collection called **You Kiss By Th' Book**. Soto begins every poem in this collection with a line from Shakespeare's plays, but then takes the poem in new and often surprising directions. As you read, take notes on the poem's use of imagery.

**This above all: to thine own self be true.<sup>1</sup>**

[1] **Alas, I confess that I am not true to myself but to  
you —**

**The stars reveal this, the mighty oak and the rose,  
The flinty<sup>2</sup> rocks I skipped across a brook.**

**I have walked my loneliness to the sea,  
And the sea roared in both ears.**

[5] **I swallowed and tasted sadness.  
I lay in the grass and closed my eyes —  
I saw only you, in a dress white as a cloud.**

**Admittedly, I'm not as tall as thee,  
Neither smart as thee, nor rich as thee.**

[10] **Yet, my dear lamb,  
Let me be your admirer.**

**I am a stable boy,  
You a rich farmer's daughter.**

[15] **Let me be like wheat in wind, bending just so,  
Not the weak-stemmed daffodil, bent in rain,**



"Story" by rossyume is licensed under CC BY-NC-ND 2.0.

**Dipping its face in mud churned<sup>3</sup> by a workman's clogs**

From *You Kiss By Th' Book* © 2016 by Gary Soto. Used with permission of Chronicle Books LLC, San Francisco. Visit [www.chroniclebooks.com](http://www.chroniclebooks.com).

**Consider the final image of the poem in lines 16-18. How does this image contribute to the theme of the poem?**

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1. "This above all: to thine own self be true" is a famous line from Act I Scene 3 of William Shakespeare's *Hamlet*.
2. "Flinty" means containing or resembling flint, a hard gray rock.
3. Churn (*verb*): to stir or mix something with force



## The Taming of the Shrew-Induction 1.12

By Gary  
Soto2016

*Gary Soto is an American poet, novelist, and memoirist. "The Taming of the Shrew-Induction 1.12" comes from a collection called You Kiss By Th' Book. Soto begins every poem in this collection with lines from Shakespeare's plays, but then takes the poems in new and often surprising directions. As you read, take notes on how the speaker uses hyperbole.*

- [1] I'll not budge an inch —<sup>1</sup>  
Nay, not an inch if you insist on two.  
A coward I am not, or a lily of a man.  
Still, I could spare six inches,
- [5] Perhaps a foot for good cause,  
Three feet, the width of a doorway,  
The length of a long fence,  
A pathway with afternoon shadows,  
The span of a bridge over a tame river...
- [10] A neighborhood I'll budge,  
A borough,<sup>2</sup> the whole of London,  
The expanse of a Sussex<sup>3</sup> estate,  
Unfenced Stratford, a portion of Wales,  
The highlands of Scotland.
- [15] I have pride, restraint, and a lion's roar!  
I'm determined not to budge an inch,  
Unless, little kitty,<sup>4</sup> that inch of my lap belongs to  
thee.



["Taming-of-the-shrew-1"](#) by Georges Nijs is licensed under CC BY-NC-ND 2.0.

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1. This line comes from the Induction to *The Taming of the Shrew*, the frame-story of the play, in which lower-class drunk, Christopher Sly, is tricked into believing he is a nobleman, and made to watch a play. Sly says this line when the owner of a tavern asks the drunk Sly to leave, and he refuses, ready to take on the authorities.
2. a town or district
3. a historic county in southeast England
4. most likely a reference to *The Taming of the Shrew*, as the "shrew" character was named "Kate"

## Text-Dependent Questions

*Directions: For the following questions, choose the best answer or respond in complete sentences.*

1. PART A: Which of the following best identifies the central theme of this poem? [RL.2]
  - A. Stubborn people usually cannot be convinced to change.
  - B. Desire can motivate even stubborn individuals to do as others wish.
  - C. Love encourages people to change for the better.
  - D. Individuals are often willing to lie to impress their loved ones.
  
2. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
  - A. "I'll not budge an inch — / Nay, not an inch if you insist on two." (Lines 1-2)
  - B. "A pathway with afternoon shadows, / The span of a bridge over a tame river..." (Lines 8-9)
  - C. "A neighborhood I'll budge, / A borough, the whole of London," (Lines 10-11)
  - D. "I'm determined not to budge an inch, / Unless, little kitty, that inch of my lap belongs to thee." (Lines 16-17)
  
3. PART A: What does the phrase "lily of a man" most closely mean as it is used in line 3? [RL.1]
  - A. a romantic lover
  - B. a French nobleman
  - C. an anxious weakling
  - D. a roguish scoundrel
  
4. PART B: Which phrase from the text best supports the answer to Part A? [RL.1]
  - A. "not an inch if you insist on two" (Line 2)
  - B. "A coward I am not" (Line 3)
  - C. "for good cause" (Line 5)
  - D. "a tame river" (Line 9)

**In "Hamlet 1.3.78" and "The Taming of the Shrew - Induction," who has more control over the romantic situation: the men or the women? Why? [RL.9]**

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# SCSD Strong Art Project

May 4-8, 2020

A heart is a symbol for love and strength. Create a heart with whatever you would like. Draw it, paint it, make it in sidewalk chalk, make a heart shape cookie, or even draw it below. Make a heart out of anything you would like! Put your name, nickname or initials on the inside. If you can, send a picture of it to your art teacher or return this with you completed packet to school. We would like to show the love and strength of our SCSD school community by displaying all of our collective hearts in one art piece.



# **Be a Music Producer Project**

May 4-8, 2020

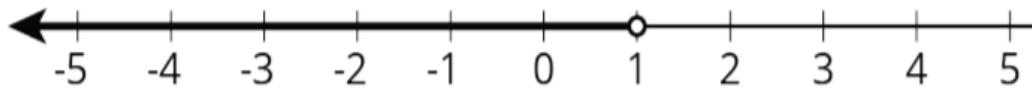
Create an album or playlist of 3 songs that would tell someone's story. It could be your story, a family member's story, a friend's story or a fictional character's story. The story could be about their whole life or just a small part of it. For each song, write the title and artist, why you chose it and how it helps to tell the person's story.

**Math Grade 6: "Give It a Go" – WCNY Lesson from April 28<sup>th</sup>**

**Week of May 4<sup>th</sup> - Rational Numbers and Inequalities**

You will compare positive and negative numbers with inequalities symbols ( $<$  and  $>$ ). You will also graph inequalities in one variable, such as  $x < 1$  or  $1 > x$ , on the number line.

For example, to represent the statement "the temperature in Celsius ( $x$ ) is less than 1 degree," we can write the inequality  $x < 1$  and draw a number line like this:



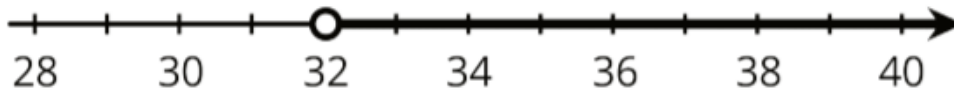
The diagram shows all numbers to the left of 1 (or less than 1) being possible values of  $x$ . We call any value of  $x$  that makes an inequality true a solution to the inequality.

**Example:**

A sign at a fair says, "You must be taller than 32 inches to ride the Ferris wheel." Write and graph an inequality that shows the heights of people who are tall enough to ride the Ferris wheel.

Solution: If  $x$  represents the height of a person in inches, then the inequality  $x > 32$  represents the heights of people who can ride the Ferris wheel. We can also write the inequality  $32 < x$ .

The graph of the inequality is:



Practice:

1. At the book sale, all books cost less than \$5.
  - a. What is the most expensive a book could be?
  - b. Write an inequality to represent costs of books at the sale.
  - c. Draw a number line to represent the inequality.



2. Kiran started his homework *before* 7:00 p.m. and finished his homework *after* 8:00 p.m. Let  $h$  represent the number of hours Kiran worked on his homework.

Decide if each statement it is definitely true, definitely not true, or possibly true. Explain your reasoning.

- a.  $h > 1$
- b.  $h > 2$
- c.  $h < 1$
- d.  $h < 2$

3. Select **all** numbers that are solutions to the inequality  $k > 5$ .

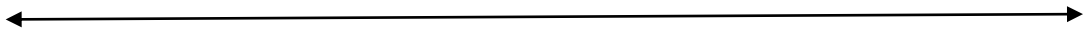
- 4
- 5
- 6
- 5.2
- 5.01
- 0.5

4. A sign on the road says: "Speed limit, 60 miles per hour."
- a. Let  $s$  be the speed of a car. Write an inequality that matches the information on the sign.
  - b. Draw a number line to represent the solutions to the inequality.



- c. Could 60 be a value of  $s$ ? Explain your reasoning.

5. One day in Boston, MA, the high temperature was 60 degrees Fahrenheit, and the low temperature was 52 degrees.
- Write one or more inequalities to describe the temperatures  $T$  that are between the high and low temperature on that day.
  - Show the possible temperatures on a number line.



6. There is a closed carton of eggs in Mai's refrigerator. The carton contains  $e$  eggs and it can hold 12 eggs.
- What does the inequality  $e < 12$  mean in this context?
  - What does the inequality  $e > 0$  mean in this context?
  - What are some possible values of  $e$  that will make both  $e < 12$  and  $e > 0$  true?

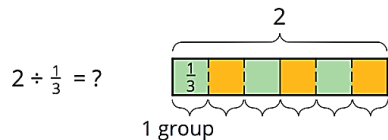


# Grade 6 Refresh and Review - Fractions

Week of May 4, 2020

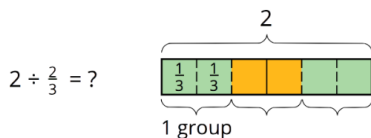
## Dividing Fractions:

$2 \div \frac{1}{3} = ?$  can be viewed as "how many  $\frac{1}{3}$ s are in 2?"



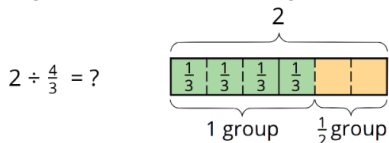
$$2 \div \frac{1}{3} = 2 \cdot \frac{3}{1} = \frac{2 \cdot 3}{1} = \frac{6}{1} = 6$$

•  $2 \div \frac{2}{3} = ?$  can be viewed as "how many  $\frac{2}{3}$ s are in 2?"



$$2 \div \frac{2}{3} = 2 \cdot \frac{3}{2} = \frac{2 \cdot 3}{2} = \frac{6}{2} = 3$$

•  $2 \div \frac{4}{3} = ?$  can be viewed as "how many  $\frac{4}{3}$ s are in 2?"



$$2 \div \frac{4}{3} = 2 \cdot \frac{3}{4} = \frac{2 \cdot 3}{4} = \frac{6}{4} = 1 \frac{2}{4} = 1 \frac{1}{2}$$

Generalization: To divide fractions, multiply the dividend by the reciprocal of the divisor.

$$\frac{2}{3} \div \frac{1}{4} = \frac{2}{3} \cdot \frac{4}{1} = \frac{8}{3} = 2 \frac{2}{3}$$

dividend      divisor      Reciprocal of the divisor

## Practice:

1. Draw a model and solve the following:

- a.) One recipe for Mac & Cheese need  $\frac{1}{4}$  cup of butter. How many recipes of Mac & Cheese can I make with  $2 \frac{1}{2}$  cups of butter?

Draw a model and solve the following:

b.)  $5 \div \frac{5}{6} =$

2. Priya is sharing 24 apples equally with some friends. She uses division to determine how many people can have a share if each person gets a particular number of apples. For example,  $24 \div 4 = 6$  means that if each person gets 4 apples, then 6 people can have apples. Here are some other calculations:

$24 \div 4 = 6$

$24 \div 2 = 12$

$24 \div 1 = 24$

$24 \div \frac{1}{2} = ?$

a.) Priya thinks the “?” represents a number less than 24. Do you agree? Explain or show your reasoning.

b.) What does the divisor or  $\frac{1}{2}$  mean in the context of this question?




c.) In the case of  $24 \div \frac{1}{2} = ?$ , how many people can have apples?

3.) A rectangular bathroom floor is covered with square tiles that are  $1\frac{1}{2}$  feet by  $1\frac{1}{2}$  feet. The length of the bathroom floor is  $10\frac{1}{2}$  feet and the width is  $6\frac{1}{2}$  feet. (If you get stuck, draw a model).

a.) How many tiles does it take to cover the length of the floor?

b.) How many tiles does it take to cover the width of the floor?

**Reflection:**

Learning Target			
I can divide fractions to solve problems.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I need to ask my teacher:



After you complete the problems, check to see how you did. Not all of the answers are provided here. If you see that you made a mistake, try to figure out what you may have done and then check the other problems.

1. a. 10 recipes b. 6
2. a. No I don't agree. Draw a picture to justify why.
3. If I draw a picture, I need to figure out how many times  $1\frac{1}{2}$  fit into  $10\frac{1}{2}$ . I know that 5 tiles would be  $1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} + 1\frac{1}{2} = 7\frac{1}{2}$  How many more to get to  $10\frac{1}{2}$ ?



Topic:

Name:

Class:

Date:

Essential Question:

Questions:

Notes:

Summary:

# Physical Education

## Fitness Journal



Name: \_\_\_\_\_

This wellness journal is your instructional guide through a 2-week wellness home study. It has been designed with a focus on the following core competencies for social and emotional learning:

– **Self-Awareness and Self-Management.**

In addition, you will be working toward physical education grade-level outcomes in the areas of fitness knowledge and personal and social responsibility.

-Follow the instructions on each page, complete the exercises and writing prompts, and then if you are able to please return your finished journal to your teacher.

**This is a 2-week home study focused on:**

1. Understanding self-awareness and self-management as it relates to physical activity, goal setting, and stress management
2. Exploring personal thoughts and emotions as they relate to physical activity and examine how these thoughts affect our behaviors and routines
3. Achieving personal activity goals aimed at reducing stress and boosting our body's ability to fight disease

**There are 3 components to this journal:**

1. First, you will **complete daily physical activity and social emotional learning challenges** designed to prepare our minds and body for optimal performance and creativity.
2. Second, you will use **Tabata-style activity intervals** to help you progress toward a daily physical activity goal of 60 minutes of moderate to vigorous physical activity.
3. Third, you will **tune into WCNY for wellness and health activities:** <http://www.wcny.org/tvclassroom/>

**Your 2-week SMART goal is:**

Remember: A SMART goal is Specific, Measurable, Achievable, Realistic, and Time-bound.

- **During the next two weeks, I will be physically active for at least 60 minutes per day for a minimum of 12 of 14 days. I will track my activity using the activity log provided in this journal.**

**Week 1:**

<b>Day</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Total</b>
<b>Sample Day</b>	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				

**Week 2:**

<b>Day</b>	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Total</b>
<b>Sample Day</b>	Daily Health/Fitness/SEL Challenge	Tabata	Get Active By Watching The Daily WCNY Wellness Lesson	How Many Minutes Did You Do?
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				

### Daily Activity Challenges

Complete each challenge. When finished, mark an **X** next to that day's challenge.

Day	Challenge	Complete
<b>Day 1</b>	<u>Create Your Own Workout:</u> - Choose any 8 exercises. - Do 10 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.	
<b>Day 2</b>	-Make 3 sock balls by balling up your socks. Create three different paper targets and practice your throwing and kicking skills to hit you target.	
<b>Day 3</b>	-Write a list of 5 things that you are grateful for. List people, places, or important events - It's important to use positive language when we talk to others as well as in our own self-talk. Write 5 positive words or phrases you can use today.	
<b>Day 4</b>	-Wall Push-ups are just like push-ups but are done standing against a wall. Do 10 sets of 10.	
<b>Day 5</b>	-Go outside and play. Get active!	
<b>Day 6</b>	<u>Create Your Own Workout:</u> - Choose any 10 exercises. - Do 15 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.*	
<b>Day 7</b>	-Take a walk, jog or bike ride with a family member -List 3 words or phrases that describe how you feel each time you finish being physically active	
<b>Day 8</b>	-Grab a jump rope or an invisible jump rope and create a routine that includes at least 4 different "tricks."	
<b>Day 9</b>	-Pick 5 different muscles to stretch. Hold each stretch for 20 seconds. -You're going to practice breathing into your belly: <ul style="list-style-type: none"> <li>• Find a comfortable place to lay flat on your back. Place a light object (like a small book) on your belly. Close your eyes and focus on breathing. As you inhale and exhale, stay mindful of the position of the object. Is it moving? Focus on making the object move up when you inhale and down when you exhale. If the object falls off your belly, simply pick it up and place it back in position</li> </ul>	
<b>Day 10</b>	-Write/talk about 5 things you can do to help your mind and body relax. -If you could choose one place in the world where you could go to relax, where would it be and why did you choose this place?	
<b>Day 11</b>	-Play 10 games Rock Paper Scissor with a family member. The winner of each game picks an exercise for both of you to complete.	
<b>Day 12</b>	-How many jumping jacks can you do in 15 minutes? Do your 'jacks in sets of 25 with a break in between.	
<b>Day 13</b>	Create an indoor or outdoor obstacle course. What are different ways you can maneuver throughout the course?	
<b>Day 14</b>	<u>Create Your Own Workout</u> - Choose any 8 exercises. - Do 10 repetitions of each exercise. - How many times can you complete the routine in 15 minutes? * Ideas: Jumping Jacks, Arm Circles, Ski- Jumps, Butterfly Stretch, Mountain Climbers, Crab Kicks, Burpees, Push-Ups, Curl-Ups, Jog in Place.*	

**TABATA Time!**

- ✓ Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set.
- ✓ We may adjust our timing and intensity throughout the module,
- ✓ 4-minute workouts using his timing formula can have positive results on a person’s overall fitness.

We’ll focus on 2 types of Tabata activity routines – “**One and Done**”, and “**Double or Nothing.**” Then, you can use the blank routine chart to create your own workout.

**One and Done**

This format is called “one & done” because each exercise is only done 1 time during the routine.

Set #	Exercise Name	Interval Start
1	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	0:00
2	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:30
3	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:00
4	<b>Invisible Jump Rope</b> (20 seconds) Rest 10 seconds	1:30
5	<b>Squats</b> (20 seconds) Rest 10 seconds	2:00
6	<b>Plank Leg Raises</b> (20 seconds) Rest 10 seconds	2:30
7	<b>Jog in Place with High Knees</b> (20 seconds) Rest 10 seconds	3:00
8	<b>Plank Arm Raises</b> (20 seconds) Rest 10 seconds	3:30

**Double or Nothing**

This format is “Double or Nothing” because each exercise is done twice in a row.

Set #	Exercise Name	Interval Start
1	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:00
2	<b>Lunges</b> (20 seconds) Rest 10 seconds	0:30
3	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:00
4	<b>Hold Plank Position</b> (20 seconds) Rest 10 seconds	1:30
5	<b>Squats</b> (20 seconds) Rest 10 seconds	2:00
6	<b>Squats</b> (20 seconds) Rest 10 seconds	2:30
7	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	3:00
8	<b>Jumping Jacks</b> (20 seconds) Rest 10 seconds	3:30

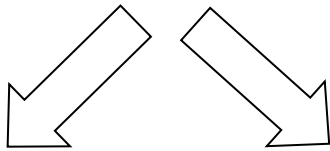
# Types of Rocks

## Sedimentary

How is it formed? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 types  
of sedimentary



Clastic

What to look for:



Chemical

What to look for:

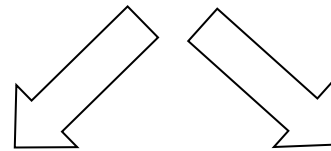


## Metamorphic

How is it formed? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2 types  
of metamorphic



Foliated

What to look for:



Non-foliated

What to look for:

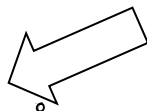


## Igneous

How is it formed? \_\_\_\_\_

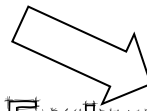
\_\_\_\_\_  
\_\_\_\_\_

2 types  
of igneous



Intrusive

What to look for:



Extrusive

What to look for:



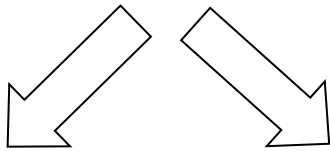


# Types of Rocks

## Sedimentary

How is it formed? Sedimentary rocks are formed from sand, mud, dust and other rocks being compacted and cemented over time.

2 types  
of sedimentary



### Clastic

What to look for:

- Fossils
- Small rock fragments (pieces)

### Chemical

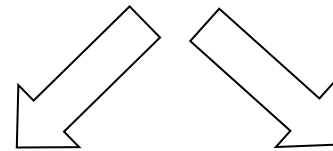
What to look for:

- 'Boring' - looks the same throughout

## Metamorphic

How is it formed? Metamorphic rocks are formed when other rocks are put under tremendous heat and pressure.

2 types  
of metamorphic



### Foliated

What to look for:

- Layers

### Non-foliated

What to look for:

- Small crystals

## Igneous

How is it formed? Igneous rocks are formed when magma solidifies or hardens.

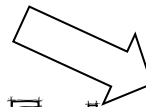
2 types  
of igneous



### Intrusive

What to look for:

- Large crystals



### Extrusive

What to look for:

- Glassy texture
- Small holes (pores)

Name: \_\_\_\_\_

- By the end of this week I will gain an understanding the Chinese Dynasties.
- By the end of this week I will be able to evaluate which Chinese Dynasty provided the best government.



### *Building Knowledge through Reading and Note -Taking*

#### **Setting the stage to help you understand the time period:**

Instructions: Before embarking on the reading *complete one activity below to help you understand basic information about the time period you are about to study.*

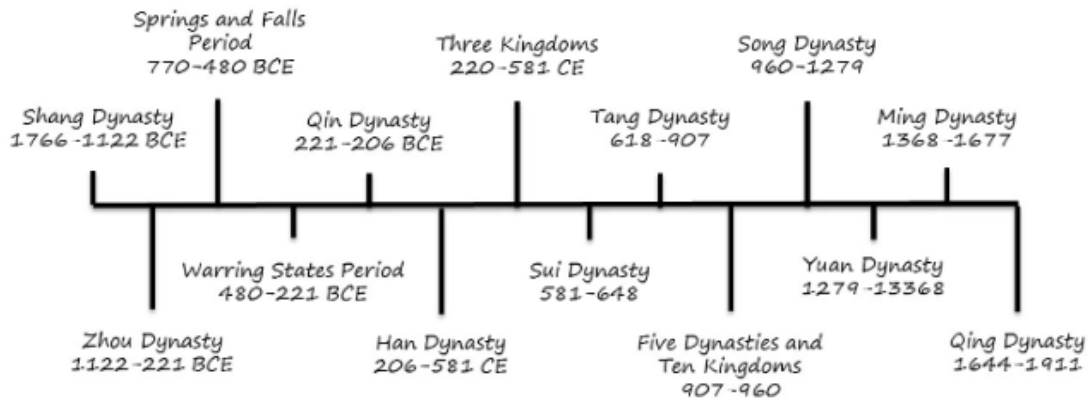
**Option 1:** Visit <https://scsdpl.padlet.org/eleach/China> and choose two videos to watch. For each video list 5 things that you learned about Ancient China.

Video		
Fact #1		
Fact #2		
Fact #3		
Fact #4		
Fact #5		

**Option 2:** Examine the map and the timeline of Chinese Dynasties. Record three observations, and add a couple of “I wonder...” statements.



## Chinese Dynasties



1. I notice _____
2. I notice _____
3. I notice _____
4. I wonder _____
5. I wonder _____

**Must Do:**

**Step One: Source the Article**

Type of Source: \_\_\_\_\_ Author \_\_\_\_\_

Date Written: \_\_\_\_\_ Title (if available): \_\_\_\_\_

**Step Two: Read the document and annotate the text by writing important observations and questions in the margin**

# The Cultural Heights of China's Han Dynasty

By USHistory.org, adapted by Newsela staff on 06.28.17

The Han dynasty in China will always be remembered for its use of the Silk Road. It was a trade route that connected Asia with Europe. It helped to exchange goods like silk and spices with lands as far west as India and the Roman Empire. It also brought ideas such as Buddhism to the rest of the world.

China's most famous landmark is its Great Wall. It was built mostly during the Han period. The Great Wall protected the Chinese people from foreign invasions.

## **Before the Han**

The Shang dynasty that ruled China ended in 1111 B.C. It was replaced by dynasties called the Zhou (1111 to 221 B.C.) and the Qin (221 to 206 B.C.). They continued China's advances. Building skills improved. The use of iron became common.

But there was little unity. Feudalism became popular under the Zhou. Feudalism was a system of government. In it, the king shared his power with the area's lords. The lords paid the king to get land and fancy titles. But the Zhou became weak. The lords battled among themselves. This was called the Warring States period (403 to 221 B.C.). It only ended when all of northern China was united under the Qin.

The Qin made changes that were needed. But they were hard leaders. They often punished people. The Qin dynasty fell after just 15 years. It was replaced by the Han. The Han dynasty started in 202 B.C.

**Question: Read the section "Before the Han." Summarize the problems of the Zhou and Han Dynasties?**

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### **The Han rise and gain control**

The Han gave lords their positions of power again. China was peaceful and richer. The Emperor Wu Ti is given credit for the first big successes of the early Han. He ruled for 54 years from 140 B.C. to 87 B.C. He took over lands and made China larger.

Wu Ti had heard rumors of rich lands to the west. In 138 B.C., he sent the explorer Chang Ch'ien out to search. Thirteen years later, Chang Ch'ien returned. He did not reach many western lands, but he learned about them. These places included Persia, Arabia and the Roman Empire.

Wu Ti sent Chang Ch'ien west again a few years later. These trips started the Silk Road. It was a trade route. The Chinese received goods on the Silk Road. Those goods included ivory, glass and wool. In return, the Chinese sent furs, jade and iron goods. China also sent silk. Most people outside China had never seen silk.

**Question: Read the section "The Han rise and gain control." What is the importance of Chang Ch'ien's explorations?**

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### **Another brick in the Great Wall**

The Han kept building the Great Wall of China. This is one of the country's greatest creations. It began during the Qin dynasty. Wu Ti restored the wall. He also built another 300 miles. This protected China against outsiders. The Great Wall is now called one of the wonders of the world. But it came at a high price. About 10 workers died for each mile that was built.

### **The Han began to fall**

Medicine and astronomy advanced under the Han. The dynasty lasted for more than 400 years. But there was fighting inside the government. Other problems also made people angry. The Han dynasty lost power in A.D. 220. This started nearly 400 years of political chaos in China.

**Question: Reread the section "Before the Han." Which answer choice helps explain WHY the Qin dynasty fell?**

- (A) The lords paid the king to get land and titles.
- (B) The lords battled among themselves.
- (C) The Qin made changes that were needed.
- (D) They often punished people.

**Question: Which section of the article gives information about an emperor who ruled the Han dynasty for a long time?**

- (A) "Before the Han"
- (B) "The Han rise and gain control"
- (C) "Another brick in the Great Wall"
- (D) "The Han began to fall"



**EVIDENCE OF LEARNING**

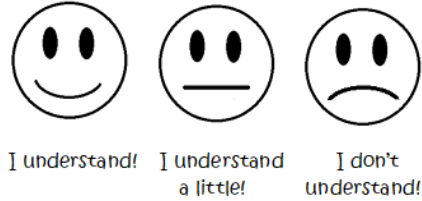
**Instructions:** *Annotate the timeline of Chinese Dynasties. Use information from the article to list at least two facts about each Dynasty.*

Dynasties	Two Facts About This Dynasty
Zhou Dynasty	<hr/> <hr/>
Qin Dynasty	<hr/> <hr/>
Han Dynasty	<hr/> <hr/>













Which Dynasty was the best? Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 <b>Building Knowledge</b>		 <b>Reading</b>		 <b>Evidence of Learning</b>	
Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>	Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>	Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>
Learning from multiple sources		Finding the Author, Date and Title of the article		Use of Complete Sentences in Writing	
Taking Notes		Annotating by writing in the margins		Use of Evidence from text	
Completing Graphic Organizers		Answering the Quesitons		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?



## GLOSSARY OF CONTENT TERMS

WORD	DEFINITION
<b>Chinese Dynasty</b>	A family that ruled China.
<b>Great Wall</b>	A 1500 mile long wall that was built over several Dynasties to try to keep invaders from the North out of China.



## Unit Overview

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### Outside Looking In

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In this unit, students will read several texts that speak to the theme of being an “outsider.” Throughout the unit, students will revisit the essential question: “What makes someone an outsider?” Students will read thematically-paired texts and complete a graphic organizer that will help them track their own understanding of this theme to prepare for a synthesis essay.

#### VISION OF MASTERY

By the end of this unit, students will analyze several texts that answer the essential question: “What makes someone an outsider?” They will write a synthesis essay that uses evidence from multiple texts to answer the essential question.

#### SKILLS COVERED

- Synthesizing information across multiple texts
- Comparing and contrasting ideas across genres
- Writing a synthesis essay
- Citing evidence from the text to support claims
- Writing fluid explanations

## Outside Looking In Unit: Graphic Organizer

Text	Take notes on the following prompts as you read:	In the context of this text, what makes someone an outsider?
<p>“The Worst Birthday” from Harry Potter and the Chamber of Secrets</p>	<ul style="list-style-type: none"><li>• Take notes on how each character responds to magic</li></ul>	
<p>The Scholarship Jacket</p>	<ul style="list-style-type: none"><li>• Take notes on the descriptive language and word choice that help reveal Marta’s point of view</li></ul>	
<p>Hello, My Name Is ____</p>	<ul style="list-style-type: none"><li>• Take notes on how Kim’s experiences shaped his feelings about his identity</li></ul>	

# “The Worst Birthday” from Harry Potter and the Chamber of Secrets

By J.K. Rowling  
1998

*Joanne “Jo” Rowling, pen name J.K. Rowling, is a British novelist, screenwriter, and film producer best known for creating the Harry Potter series. The title character, Harry Potter, is an orphan who attends a boarding school to learn about magic. On his summer vacation, he is forced to live with his non-magical extended family. As you read, take notes on how each character responds to magic.*

[1] Not for the first time, an argument had broken out over breakfast at number four, Privet Drive. Mr. Vernon Dursley had been woken in the early hours of the morning by a loud, hooting noise from his nephew Harry’s room.

“Third time this week!” he roared across the table. “If you can’t control that owl, it’ll have to go!”

Harry tried, yet again, to explain. “She’s bored,” he said. “She’s used to flying around outside. If I could just let her out at night —”

“Do I look stupid?” snarled Uncle Vernon, a bit of fried egg dangling from his bushy mustache. “I know what’ll happen if that owl’s let out!”

[5] He exchanged dark looks with his wife, Petunia.

Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys’ son, Dudley.

“I want more bacon.”

“There’s more in the frying pan, sweetums,” said Aunt Petunia, turning misty eyes on her massive son. “We must build you up while we’ve got the chance... I don’t like the sound of that school food...”

“Nonsense, Petunia, I never went hungry when I was at Smeltings,” said Uncle Vernon heartily. “Dudley gets enough, don’t you, son?”



[“Where Has That Dog Gone Now?”](#) by Dennis D is licensed under CC BY-NC-ND 2.0.

1. **Massive** (adjective): enormous

[10] Dudley, who was so large his bottom drooped over either side of the kitchen chair, grinned and turned to Harry.

“Pass the frying pan.”

“You’ve forgotten the magic word,” said Harry irritably.

The effect of this simple sentence on the rest of the family was incredible: Dudley gasped and fell off his chair with a crash that shook the whole kitchen; Mrs. Dursley gave a small scream and clapped her hands to her mouth; Mr. Dursley jumped to his feet, veins throbbing in his temples.

“I meant please!” said Harry quickly. “I didn’t mean —”

[15] “WHAT HAVE I TOLD YOU,” thundered his uncle, spraying spit over the table, “ABOUT SAYING THE ‘M’ WORD IN OUR HOUSE?”

“But I —”

“HOW DARE YOU THREATEN DUDLEY!” roared Uncle Vernon, pounding the table with his fist.

“I just —”

“I WARNED YOU! I WILL NOT TOLERATE MENTION OF YOUR ABNORMALITY UNDER THIS ROOF!”

[20] Harry stared from his purple-faced uncle to his pale aunt, who was trying to heave Dudley to his feet.

“All right,” said Harry, “all right...”

Uncle Vernon sat back down, breathing like a winded rhinoceros and watching Harry closely out of the corners of his small, sharp eyes.

Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn’t a normal boy. As a matter of fact, he was as not normal as it is possible to be.

Harry Potter was a wizard — a wizard fresh from his first year at Hogwarts School of Witchcraft and Wizardry. And if the Dursleys were unhappy to have him back for the holidays, it was nothing to how Harry felt.

[25] He missed Hogwarts so much it was like having a constant stomachache. He missed the castle, with its secret passageways and ghosts, his classes (though perhaps not Snape, the Potions master), the mail arriving by owl, eating banquets in the Great Hall, sleeping in his four-poster bed in the tower dormitory, visiting the gamekeeper, Hagrid, in his cabin next to the Forbidden Forest in the grounds, and, especially, Quidditch, the most popular sport in the wizarding world (six tall goal posts, four flying balls, and fourteen players on broomsticks).

All Harry's spellbooks, his wand, robes, cauldron, and top-of-the-line Nimbus Two Thousand broomstick had been locked in a cupboard under the stairs by Uncle Vernon the instant Harry had come home. What did the Dursleys care if Harry lost his place on the House Quidditch team because he hadn't practiced all summer? What was it to the Dursleys if Harry went back to school without any of his homework done? The Dursleys were what wizards called Muggles (not a drop of magical blood in their veins), and as far as they were concerned, having a wizard in the family was a matter of deepest shame. Uncle Vernon had even padlocked Harry's owl, Hedwig, inside her cage, to stop her from carrying messages to anyone in the wizarding world.

Harry looked nothing like the rest of the family. Uncle Vernon was large and neckless, with an enormous black mustache; Aunt Petunia was horse-faced and bony; Dudley was blond, pink, and porky. Harry, on the other hand, was small and skinny, with brilliant green eyes and jet-black hair that was always untidy. He wore round glasses, and on his forehead was a thin, lightning-shaped scar.

It was this scar that made Harry so particularly unusual, even for a wizard. This scar was the only hint of Harry's very mysterious past, of the reason he had been left on the Dursleys' doorstep eleven years before.

At the age of one year old, Harry had somehow survived a curse from the greatest Dark sorcerer of all time, Lord Voldemort, whose name most witches and wizards still feared to speak. Harry's parents had died in Voldemort's attack, but Harry had escaped with his lightning scar, and somehow — nobody understood why — Voldemort's powers had been destroyed the instant he had failed to kill Harry.

[30] So Harry had been brought up by his dead mother's sister and her husband. He had spent ten years with the Dursleys, never understanding why he kept making odd things happen without meaning to, believing the Dursleys' story that he had got his scar in the car crash that had killed his parents.

And then, exactly a year ago, Hogwarts had written to Harry, and the whole story had come out. Harry had taken up his place at wizard school, where he and his scar were famous... but now the school year was over, and he was back with the Dursleys for the summer, back to being treated like a dog that had rolled in something smelly.

The Dursleys hadn't even remembered that today happened to be Harry's twelfth birthday. Of course, his hopes hadn't been high; they'd never given him a real present, let alone a cake — but to ignore it completely...

At that moment, Uncle Vernon cleared his throat importantly and said, "Now, as we all know, today is a very important day."

Harry looked up, hardly daring to believe it.

[35] "This could well be the day I make the biggest deal of my career," said Uncle Vernon.

Harry went back to his toast. *Of course*, he thought bitterly, *Uncle Vernon was talking about the stupid dinner party*. He'd been talking of nothing else for two weeks. Some rich builder and his wife were coming to dinner and Uncle Vernon was hoping to get a huge order from him (Uncle Vernon's company made drills).

"I think we should run through the schedule one more time," said Uncle Vernon. "We should all be in position at eight o'clock. Petunia, you will be —?"

"In the lounge," said Aunt Petunia promptly. "Waiting to welcome them graciously to our home."

"Good, good. And Dudley?"

[40] "I'll be waiting to open the door." Dudley put on a foul, simpering smile. "May I take your coats, Mr. and Mrs. Mason?"

"They'll love him!" cried Aunt Petunia rapturously.<sup>2</sup>

"Excellent, Dudley," said Uncle Vernon. Then he rounded on Harry. "And you?"

"I'll be in my bedroom, making no noise and pretending I'm not there," said Harry tonelessly.

"Exactly," said Uncle Vernon nastily. "I will lead them into the lounge, introduce you, Petunia, and pour them drinks. At eight-fifteen —"

[45] "I'll announce dinner," said Aunt Petunia. "And, Dudley, you'll say —"

"May I take you through to the dining room, Mrs. Mason?" said Dudley, offering his fat arm to an invisible woman.

"My perfect little gentleman!" sniffed Aunt Petunia.

"And you?" said Uncle Vernon viciously to Harry.

"I'll be in my room, making no noise and pretending I'm not there," said Harry dully.

[50] "Precisely. Now, we should aim to get in a few good compliments at dinner. Petunia, any ideas?"

"Vernon tells me you're a wonderful golfer, Mr. Mason... Do tell me where you bought your dress, Mrs. Mason..."

"Perfect... Dudley?"

"How about — 'We had to write an essay about our hero at school, Mr. Mason, and I wrote about you.' This was too much for both Aunt Petunia and Harry. Aunt Petunia burst into tears and hugged her son, while Harry ducked under the table so they wouldn't see him laughing.

"And you, boy?" Harry fought to keep his face straight as he emerged. "I'll be in my room, making no noise and pretending I'm not there," he said.

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2. **Rapturous** (*adjective*): full of joy

[55] "Too right, you will," said Uncle Vernon forcefully. "The Masons don't know anything about you and it's going to stay that way. When dinner's over, you take Mrs. Mason back to the lounge for coffee, Petunia and I'll bring the subject around to drills. With any luck, I'll have the deal signed and sealed before the news at ten. We'll be shopping for a vacation home in Majorca<sup>3</sup> this time tomorrow."

Harry couldn't feel too excited about this. He didn't think the Dursleys would like him any better in Majorca than they did on Privet Drive.

"Right — I'm off into town to pick up the dinner jackets for Dudley and me. And you," he snarled at Harry. "You stay out of your aunt's way while she's cleaning."

Harry left through the back door. It was a brilliant, sunny day. He crossed the lawn, slumped down on the garden bench, and sang under his breath:

"Happy birthday to me... happy birthday to me..."

[60] No cards, no presents, and he would be spending the evening pretending not to exist. He gazed miserably into the hedge. He had never felt so lonely. More than anything else at Hogwarts, more even than playing Quidditch, Harry missed his best friends, Ron Weasley and Hermione Granger. They, however, didn't seem to be missing him at all. Neither of them had written to him all summer, even though Ron had said he was going to ask Harry to come and stay.

Countless times, Harry had been on the point of unlocking Hedwig's cage by magic and sending her to Ron and Hermione with a letter, but it wasn't worth the risk. Underage wizards weren't allowed to use magic outside of school. Harry hadn't told the Dursleys this; he knew it was only their terror that he might turn them all into dung beetles that stopped them from locking him in the cupboard under the stairs with his wand and broomstick. For the first couple of weeks back, Harry had enjoyed muttering nonsense words under his breath and watching Dudley fearing out of the room as fast as his fat legs would carry him. But the long silence from Ron and Hermione had made Harry feel so cut off from the magical world that even taunting Dudley had lost its appeal — and now Ron and Hermione had forgotten his birthday.

What wouldn't he give now for a message from Hogwarts? From any witch or wizard? He'd almost be glad of a sight of his archenemy, Draco Malfoy, just to be sure it hadn't all been a dream...

Not that his whole year at Hogwarts had been fun. At the very end of last term, Harry had come face-to-face with none other than Lord Voldemort himself. Voldemort might be a ruin of his former self, but he was still terrifying, still cunning,<sup>4</sup> still determined to regain power. Harry had slipped through Voldemort's clutches for a second time, but it had been a narrow escape, and even now, weeks later, Harry kept waking in the night, drenched in cold sweat, wondering where Voldemort was now, remembering his livid<sup>5</sup> face, his wide, mad eyes —

Harry suddenly sat bolt upright on the garden bench. He had been staring absent-mindedly into the hedge — and the hedge was staring back. Two enormous green eyes had appeared among the leaves.

[65] Harry jumped to his feet just as a jeering<sup>6</sup> voice floated across the lawn.

3. an island off the coast of Spain and a popular vacation spot
4. **Cunning** (*adjective*): clever
5. **Livid** (*adjective*): furiously angry

"I know what day it is," sang Dudley, waddling toward him. The huge eyes blinked and vanished.

"What?" said Harry, not taking his eyes off the spot where they had been.

"I know what day it is," Dudley repeated, coming right up to him.

[70] "Well done," said Harry. "So you've finally learned the days of the week."

"Today's your birthday," sneered Dudley. "How come you haven't got any cards? Haven't you even got friends at that freak place?"

"Better not let your mum hear you talking about my school," said Harry coolly.

Dudley hitched up his trousers, which were slipping down his fat bottom.

"Why're you staring at the hedge?" he said suspiciously.

[75] "I'm trying to decide what would be the best spell to set it on fire," said Harry.

Dudley stumbled backward at once, a look of panic on his fat face.

"You c-can't — Dad told you you're not to do m-magic — he said he'll chuck you out of the house — and you haven't got anywhere else to go — you haven't got any friends to take you —"

"Jigger pokery!" said Harry in a fierce voice. "*Hocus pocus — squiggly wiggle —*"

"MUUUUUU!" howled Dudley, tripping over his feet as he dashed back toward the house. "MUUUUU! He's doing you know what!"

[80] Harry paid dearly for his moment of fun. As neither Dudley nor the hedge was in any way hurt, Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy frying pan. Then she gave him work to do, with the promise he wouldn't eat again until he'd finished.

While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench. The sun blazed overhead, burning the back of his neck. Harry knew he shouldn't have risen to Dudley's bait, but Dudley had said the very thing Harry had been thinking himself... maybe he *didn't* have any friends at Hogwarts...

*Wish they could see famous Harry Potter now*, he thought savagely as he spread manure on the flower beds, his back aching, sweat running down his face.

It was half past seven in the evening when at last, exhausted, he heard Aunt Petunia calling him.

6. **Jeer** (*verb*): to mock or taunt



"Get in here! And walk on the newspaper!"

[85] Harry moved gladly into the shade of the gleaming kitchen. On top of the fridge stood tonight's pudding;<sup>7</sup> a huge mound of whipped cream and sugared violets. A loin of roast pork was sizzling in the oven.

"Eat quickly! The Masons will be here soon!" snapped Aunt Petunia, pointing to two slices of bread and a lump of cheese on the kitchen table. She was already wearing a salmon-pink cocktail dress.

Harry washed his hands and bolted down his pitiful supper. The moment he had finished, Aunt Petunia whisked away his plate. "Upstairs! Hurry!"

As he passed the door to the living room, Harry caught a glimpse of Uncle Vernon and Dudley in bow ties and dinner jackets. He had only just reached the upstairs landing when the doorbell rang and Uncle Vernon's furious face appeared at the foot of the stairs.

"Remember, boy — one sound —"

[90] Harry crossed to his bedroom on tiptoe, slipped inside, closed the door, and turned to collapse on his bed.

The trouble was, there was already someone sitting on it.

*Harry Potter and the Chamber of Secrets. Copyright © J.K. Rowling 1998*

7. a British word for dessert

**Directions: For the following questions, choose the best answer or respond in complete sentences.**

1. PART A: What is the central idea of the passage?
  - A. Harry feels alone because his family fears his powers, and he can't be around his friends where he feels comfortable expressing himself.
  - B. Harry completes chores for Petunia because he believes that being obedient is important to supporting a strong and united family.
  - C. Harry behaves and decides not to cast any spells because he cannot use magic outside of school and he is afraid the Dursleys will find out about his magical powers.
  - D. Harry argues with Uncle Vernon because he believes his uncle's hatred of people who are different is unfair, and he wants his uncle to treat all people fairly.
  
2. PART B: What evidence from the text best supports the answer from Part A?
  - A. "Harry tried to argue back but his words were drowned by a long, loud belch from the Dursleys' son, Dudley." (Paragraph 6)
  - B. "Ever since Harry had come home for the summer holidays, Uncle Vernon had been treating him like a bomb that might go off at any moment, because Harry Potter wasn't a normal boy." (Paragraph 23)
  - C. "Aunt Petunia knew he hadn't really done magic, but he still had to duck as she aimed a heavy blow at his head with the soapy flying pan." (Paragraph 80)
  - D. "While Dudley lolled around watching and eating ice cream, Harry cleaned the windows, washed the car, mowed the lawn, trimmed the flowerbeds, pruned and watered the roses, and repainted the garden bench." (Paragraph 81)

Contrast the Dursleys' perception of magic with Harry's perception of magic in this passage. Cite examples from the text to support your claim.

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How does the point of view contribute to how the events are described in the passage?

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# Selfie from Home Project

May 11-15, 2020

Create a self-portrait that shows you with the items that have been most important to you during this time when all of us are staying at home. For example, is there a game you have been playing? A favorite book? Food? TV Show? You can make this self-portrait how ever you would like. You can draw it, paint it, or have someone take a picture of you with these important things. Share a picture of it with your art teacher or return this with your completed packet to school.

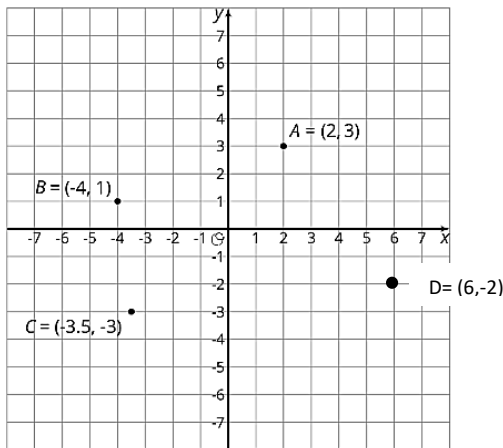
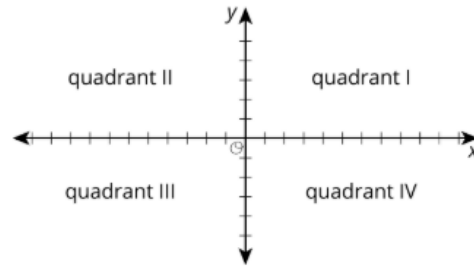
## **Be a Music Critic Project**

May 11-15, 2020

Choose a song that you hear on TV, the radio or from your own playlists. Be a music critic and write about the song. First, give some information about the song (title, artist, when was it released? or any other interesting information about the song). Second, write whether you like or dislike the song (this is your claim). Next, find two details or evidence from the song to support your opinion. Finally, write why that evidence supports your opinion of liking or not liking the song.

Coordinate Planes

The coordinate plane is divided into 4 regions called **quadrants**. The quadrants are numbered using Roman Numerals, starting with the top right corner.



We describe points in the four quadrants using positive and negative numbers.

We use this structure to name a point.

(x-coordinate, y-coordinate)

Point A = (2, 3) is in Quadrant I and both x and y coordinates are positive.

Point B = (-4, 1) is in Quadrant II and the x-coordinate is negative and the y-coordinate is positive.

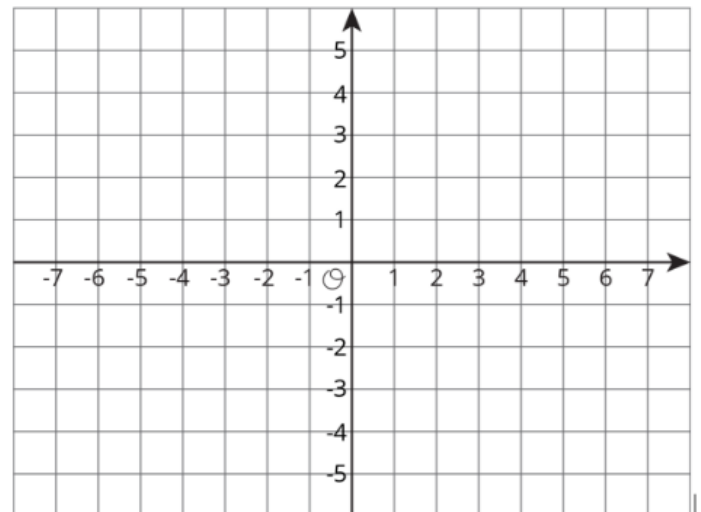
Point C = (-3.5, -3) is in Quadrant III. Both the x and y-coordinates are negative.

Point D = (6,-2) is in Quadrant IV. The x-coordinate is positive and the y-coordinate is negative.

**Practice:**

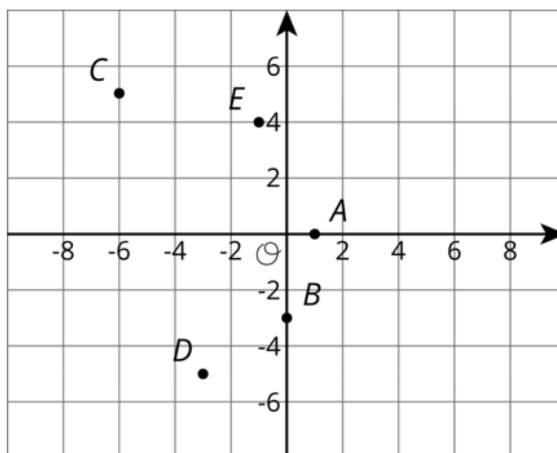
1. a. Graph these points in the coordinate plane: (-2,3), (2,3), (-2,-3), (2,-3).

b. Connect the points and describe the figure.



2. Write the coordinates for each point.

- a. Point A \_\_\_\_\_
- b. Point B \_\_\_\_\_
- c. Point C \_\_\_\_\_
- d. Point D \_\_\_\_\_
- e. Point E \_\_\_\_\_



3. These three points form a horizontal line:  $(-3.5, 4)$ ,  $(0, 4)$ , and  $(6.2, 4)$ . Name two additional points that fall on this line. (If you are stuck, plot the points on a grid)

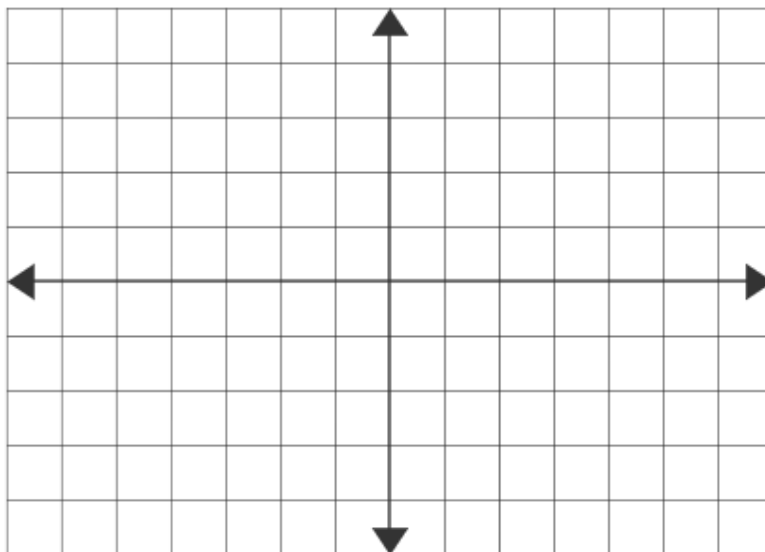
4. Draw and label an appropriate pair of axes and plot the points.

$$\left(\frac{1}{5}, \frac{4}{5}\right)$$

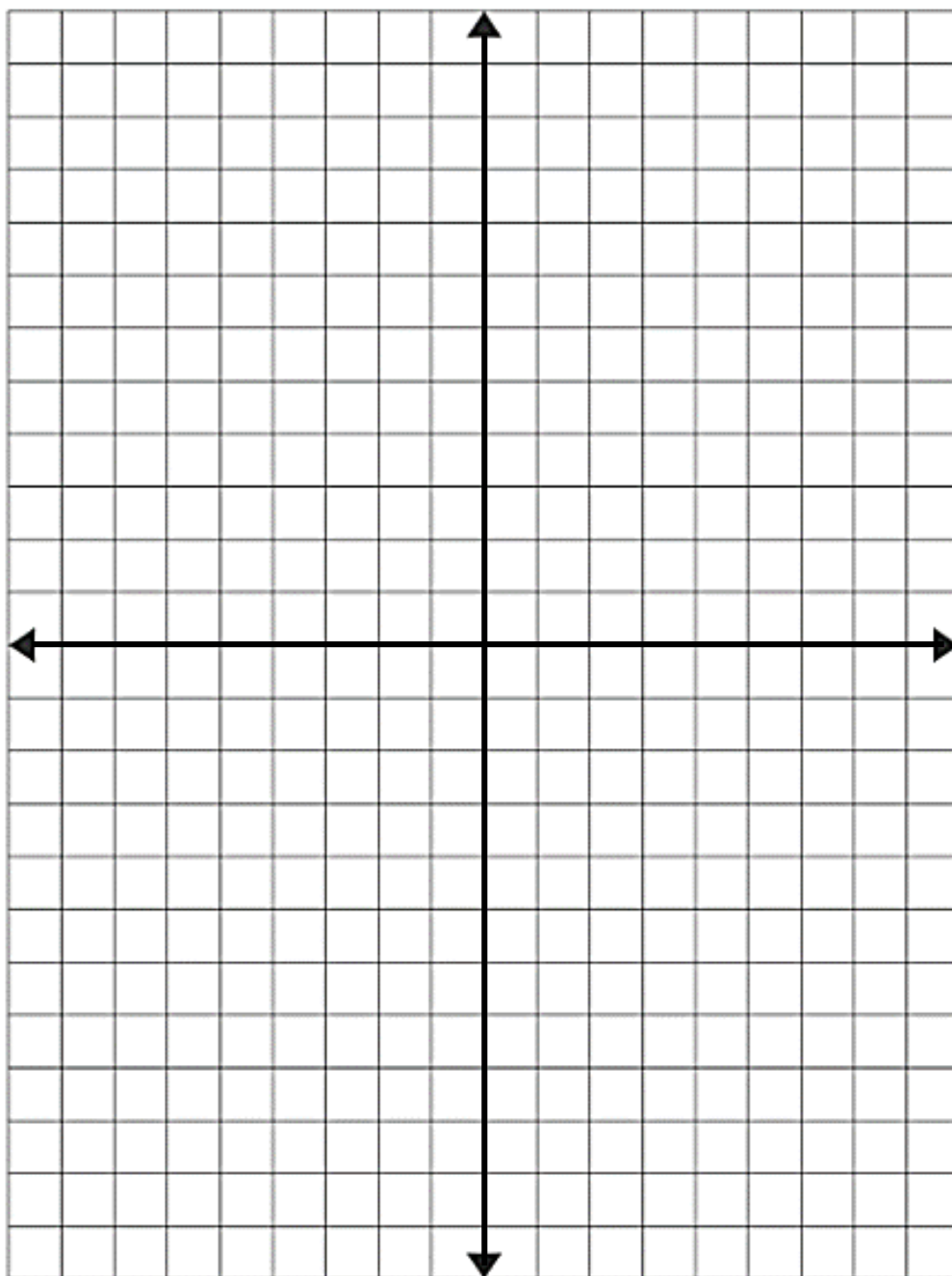
$$\left(-\frac{3}{5}, \frac{2}{5}\right)$$

$$\left(-1\frac{1}{5}, -\frac{4}{5}\right)$$

$$\left(\frac{1}{5}, -\frac{3}{5}\right)$$

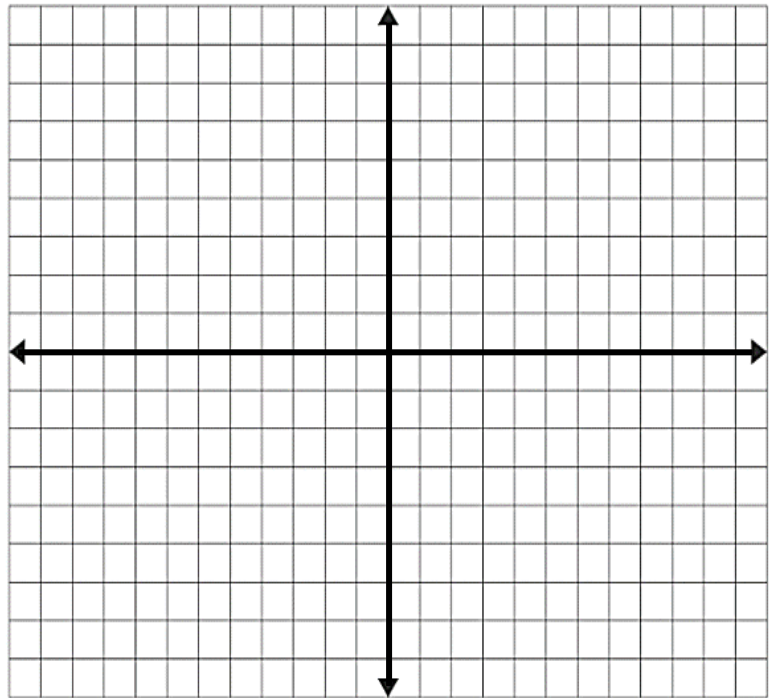


5. Diego was asked to plot these points:  $(-50,0)$ ,  $(150,100)$ ,  $(200,-100)$ ,  $(350,50)$ ,  $(-250,0)$ . What interval could he use for each axis? Explain your reasoning.



6. a. Name 4 points that would form a square with the origin at its center.

b. Graph these points to check if they form a square.



**Reflection:**

Learning Target	★	★ ★	★ ★ ★
I can name points on the coordinate plane using coordinates.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can plot and label coordinate pairs on a coordinate plane.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.
I can scale a coordinate plane to make sure all of the points can fit on the grid.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

Questions I need to ask my teacher:

**Check to see how you did here. Only some answers are given to check what you know. If you made a mistake, try and figure out how to get the correct answer and then go back to check the other answers.**

1b. The shape should be a rectangle.

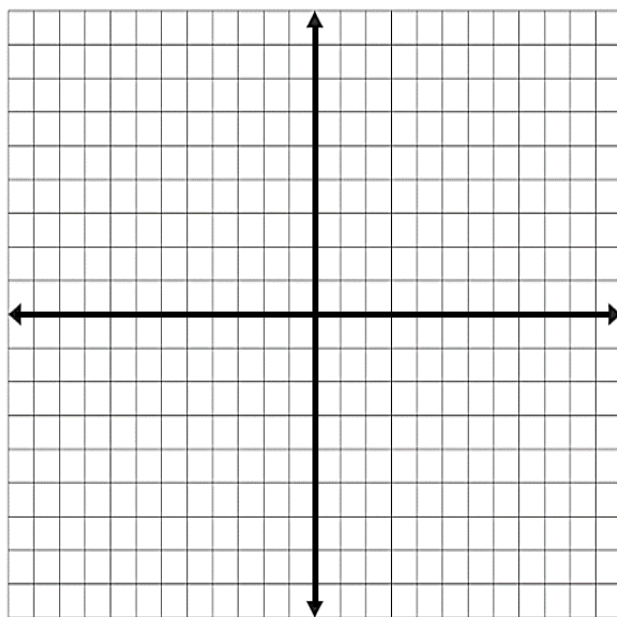
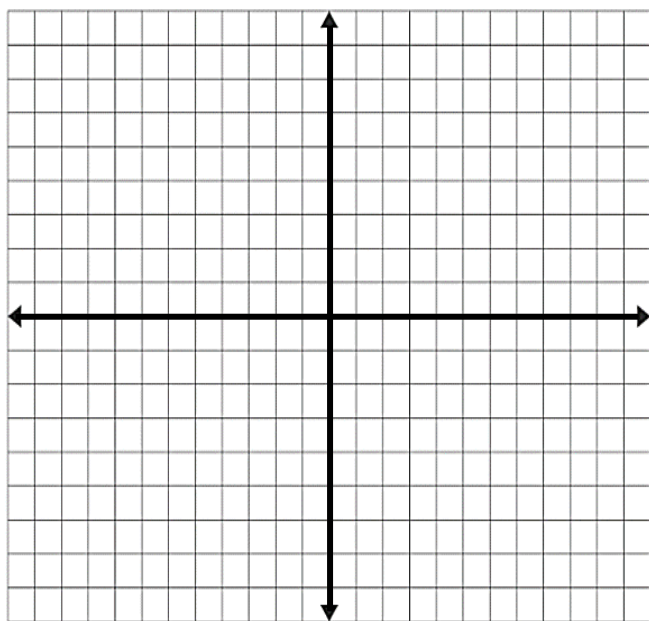
2. Point A (1,0), Point C (-6,5)

3. Graph the points on the practice grid below and make sure it looks like a square (all sides the same length and 4 right angles!

4. Hint: all of the points are listed as fifths. You can label the each grid as  $\frac{1}{5}$ , then  $\frac{2}{5}$ , then  $\frac{3}{5}$ ...

5. x-axis, each grid could be 50. Y-axis, each grid could be 25. Try it out to see how you do.

**Extra Grids:**





## Grade 6 Refresh and Review - Ratios

Week of May 11, 2020

### Review: Vocabulary - ratio

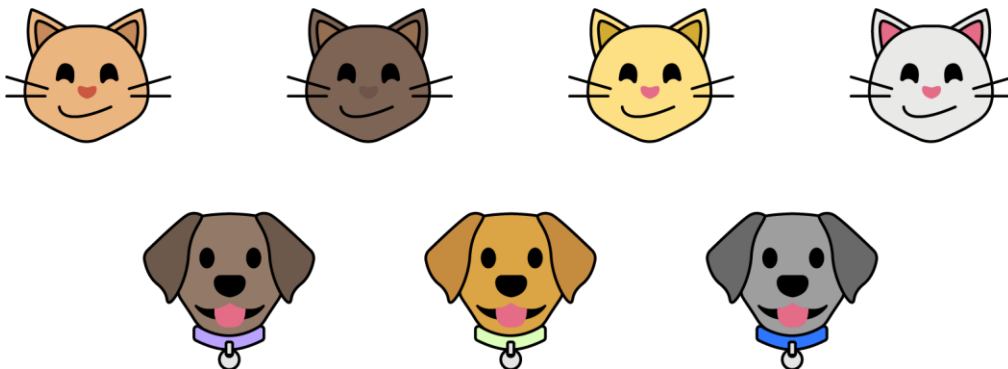
A ratio is an association between two or more quantities.

For example, the ratio 3:2 could describe a recipe that uses 3 cups of flour for every 2 eggs, or a boat that moves 3 meters every 2 seconds. One way to represent the ratio 3:2 is with a diagram that has 3 blue squares for every 2 green squares.



### Practice:

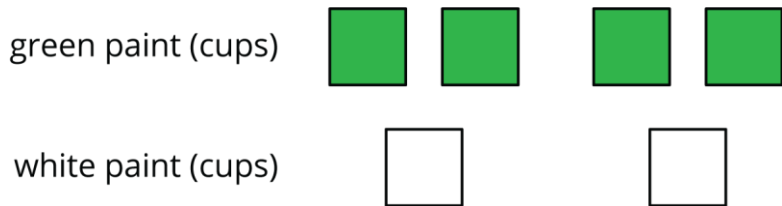
1. Complete the sentences to describe this picture.



- The ratio of dogs to cats is \_\_\_\_\_.
- For every \_\_\_\_\_ dogs, there are \_\_\_\_\_ cats.
- Write 2 of your own ratios using the picture above.

2. In a fruit basket there are 9 bananas, 4 apples, and 3 plums.
- a. The ratio of bananas to apples is \_\_\_\_\_ : \_\_\_\_\_.
  - b. The ratio of plums to apples is \_\_\_\_\_ to \_\_\_\_\_.
  - c. For every \_\_\_\_\_ apples, there are \_\_\_\_\_ plums.
  - d. For every 3 bananas there is one \_\_\_\_\_.

3. Here is a diagram that describes the cups of green and white paint in a mixture.



Select **all** the statements that correctly describe this diagram

- a. The ratio of cups of white paint to cups of green paint is 2 to 4.
  - b. For every cup of green paint, there are two cups of white paint.
  - c. The ratio of cups of green paint to cups of white paint is 4: 2.
  - d. For every cup of white paint, there are two cups of green paint.
  - e. The ratio of cups of green paint to cups of white paint is 2: 4.
4. In a recipe for fizzy grape juice, the ratio of cups of sparkling water to cups of grape juice concentrate is 3 to 1.
- a. Find two more ratios of cups of sparkling water to cups of juice concentrate that would make a mixture that tastes the same as this recipe.
  - b. Describe another mixture of sparkling water and grape juice that would taste different than this recipe.

5. A recipe for 1 batch of spice mix says, “Combine 3 teaspoons of mustard seeds, 5 teaspoons of chili powder, and 1 teaspoon of salt.” How many batches are represented by the diagram? Explain or show your reasoning.

mustard seeds (tsp)



chili powder (tsp)



salt (tsp)



**Reflection:**

<b>Learning Target</b>	★	★ ★	★ ★ ★
I can describe a set using ratio language.	I am not there yet. I need some help.	I am getting there. I need to practice more.	I've got it! I can teach someone.

**Questions I need to ask my teacher:**



Topic:

Name:

Class:

Date:

Essential Question:

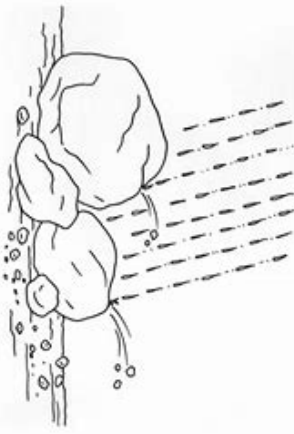

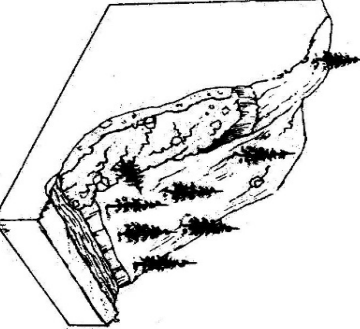
Questions:

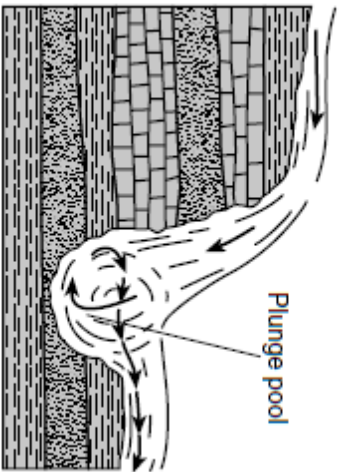
Notes:

Summary:

Name: \_\_\_\_\_

Period: \_\_\_\_\_

<p><b>Weathering</b></p>	<p><b>Define:</b></p>	 <p>A diagram illustrating weathering. It shows a large rock on the left and a smaller rock on the right. Dashed lines represent water or air flowing from the larger rock towards the smaller one, indicating the process of breaking down rock into smaller particles.</p>
<p><b>Erosion</b></p>	<p><b>Define:</b></p>	 <p>A diagram illustrating erosion. It shows a cross-section of a landscape with a river on the left and a hill on the right. A tree is on the left, and a smaller tree is on the right. A dashed line shows soil being carried from the hill towards the river, representing the process of soil being transported by water.</p>
<p><b>Deposition</b></p>	<p><b>Define:</b></p>	 <p>A diagram illustrating deposition. It shows a cross-section of a landscape with a river on the left and a hill on the right. A tree is on the left, and a smaller tree is on the right. A dashed line shows soil being carried from the hill towards the river, representing the process of soil being transported by water.</p>

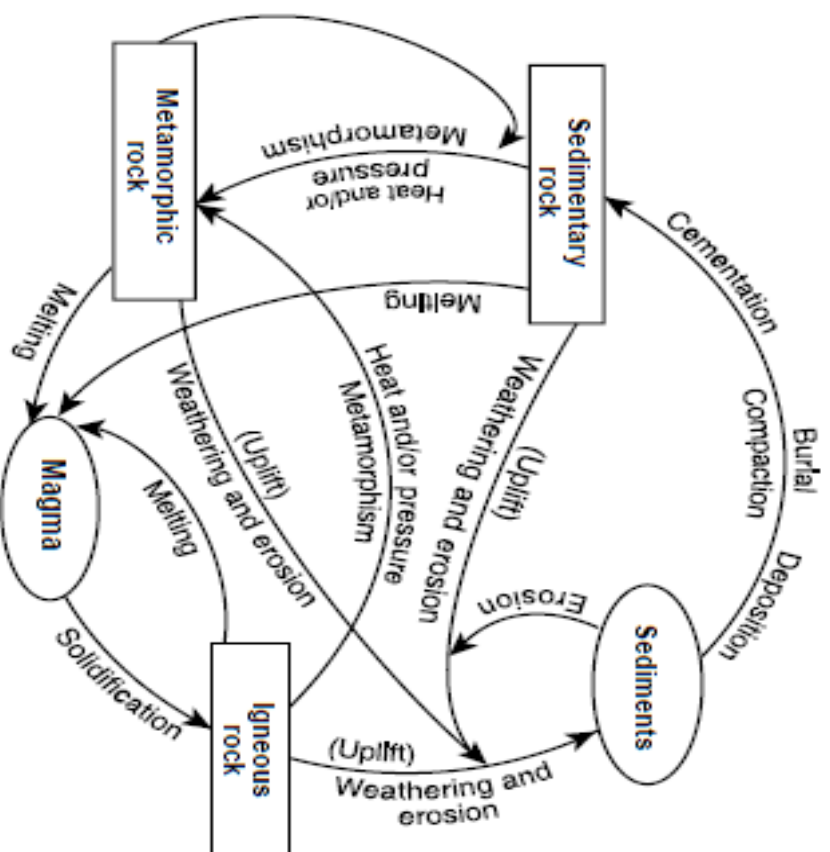


1. The plunge pool at the bottom of the waterfall was formed mainly by \_\_\_\_\_.

2. What are the three types of rocks?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Rock Cycle in Earth's Crust



1. What is one way Sedimentary Rock is formed? \_\_\_\_\_.
2. What is one way Metamorphic Rock is formed? \_\_\_\_\_.
3. What happens to Igneous rock when it is melted? \_\_\_\_\_.

Name: \_\_\_\_\_

- By the end of this week I will know about many inventions of the Han Dynasty and be able to evaluate if they changed how we live.



### *Building Knowledge through Reading and Note -Taking*

#### **Setting the stage to help you understand the time period:**

Instructions: Before embarking on the reading *complete one activity below to help you understand basic information about the time period you are about to study.*

**Option 1:** Visit <https://scsdpl.padlet.org/eleach/China> and choose two videos from the Week Two Videos column. List 5 things that you learned about Ancient China for each video.

Video		
Fact #1		
Fact #2		
Fact #3		
Fact #4		
Fact #5		



**Option 2:** Examine the pictures of inventions that happened during the Han Dynasty. Record three observations and add a couple of “I wonder...” statements.



1. I notice _____
2. I notice _____
3. I notice _____
4. I wonder _____
5. I wonder _____

**Must Do:**

**Step One: Source the Article**

Type of Source: \_\_\_\_\_

Date Written: \_\_\_\_\_ Title (if available): \_\_\_\_\_

**Step Two: Read the document and annotate the text by writing important observations and questions in the margin.**

# Inventions During the Han Dynasty

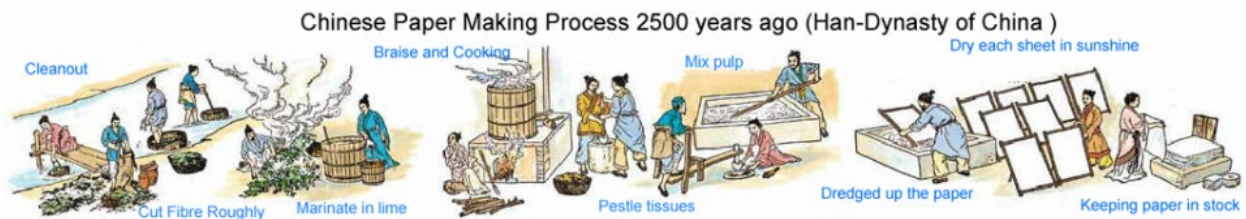
Adapted from TeachTci *Ancient World* (Textbook) Copyright 2016.

## Inventions in Art and Science



Silk is a material produced from the fibers of a silkworm cocoon. For the ancient Chinese, making silk was difficult and time-consuming labor. During the Han dynasty, the Chinese developed a foot-powered machine that could wind the silk fibers onto a large reel, ready for use. Making silk production more efficient was important because there was a high demand for silk outside of China. The valuable silk trade began during the Han dynasty.

## Ancient Chinese Paper Making



During the Han dynasty, a key advance was made in art—the invention of paper. Paper was the ideal material for calligraphy, which is the art of fine handwriting. Paper was perfect for this art because of the way it absorbed the ink.

Before the invention of paper, the Chinese wrote on silk. Silk could easily be rolled into scrolls, but it was very costly. People also wrote symbols vertically on bamboo strips. To make books, they tied a series of strips together in a bundle. Bamboo was less expensive than silk, but it was bulky and awkward to use.

The invention of paper, in about the first century C.E., not only benefited calligraphers but also changed the way people communicated. It was cheaper to produce paper than bamboo or silk, so more people could now afford writing materials. Paper was also easier to bind together into books.



The Chinese of this period also invented the magnetic compass.

The magnetic compass is an instrument for determining direction, such as north or south. The Chinese believed that using direction to correctly position their temples, graves, and homes would bring good fortune. By the 200s C.E., Chinese scientists understood that a lodestone, a type of iron ore, tends to align itself in a north-south direction

because of Earth’s magnetism. With this knowledge, they used lodestones to make compasses. The lodestone was carved into the shape of a spoon with a handle that would always point south.

Today, modern compasses look like this:



Day Two: Choose two inventions from this section and complete the chart.

Invention	This invention helped the Han Dynasty because.....

## Inventions in Farming



One invention that helped farmers was the chain pump. The chain pump made it easier to move water from low irrigation ditches and canals up to the fields. Workers used pedals to turn a wheel, which pulled a **series** of wooden planks that moved water uphill to the fields.



The Han skill in ironwork also came to the farmers' aid. The Chinese were the first to learn how to pour melted iron into molds. This process enabled them to make strong iron plows. Han plows were designed to push the dirt away from the row being plowed so that the soil would not pile up in front of the plow.



The Han also invented the wheelbarrow. The Chinese wheelbarrow had one large wheel in the center. Goods were carried on either side of the wheel. It was much easier for farmers to push a heavy load in a wheelbarrow than to carry it on their backs or in buckets **suspended** from a pole across their shoulders.

Day Three: Choose two agricultural (farming) inventions and complete the chart.

Invention	This invention helped the Han Dynasty because.....

### Han Military Inventions



The Han army was helped by new technologies. Advances in iron making improved the strength and quality of armor. Han ironworkers produced a kind of fish-scale armor that flexed and moved with the body.



The Han were among the first people to make iron swords. The strength of iron allowed skilled workers to fashion longer swords. With a long sword, a soldier could swing at an enemy from a safer distance.





Another favorite weapon of the Han was the crossbow. A crossbow is made of two pieces of wood in the shape of a cross. A string is attached to each end of the horizontal piece of wood. When that string is pulled back and **released**, an arrow is shot from the crossbow.



The Han invented the kite and used it in clever ways for military purposes. According to one legend, a Han general once used a kite to measure the width of a heavily guarded wall. Kites were used to send messages from one part of an army to another. They were also used to frighten the enemy. Kites with bamboo pipes were flown over enemy camps at night. Enemy soldiers would hear a ghostly noise coming from the darkness above them. It sounded like “*fu, fu*” (“beware, beware”). The alarmed soldiers often ran away.

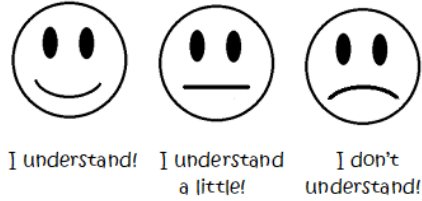
Day Four: Choose two military inventions and complete the chart.

Invention	This invention helped the Han Dynasty because.....















## Self- Reflection

Self -Reflect by using the following key for each part of the lesson you completed this week.



Then list one thing you think you need help with next time and a goal for yourself for next week on completing your work.

 <b>Building Knowledge</b>		 <b>Reading</b>		 <b>Evidence of Learning</b>	
Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>	Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>	Parts of Lesson	   <small>I understand!    I understand a little!    I don't understand!</small>
Learning from multiple sources		Finding the Date and Title of the article		Use of Complete Sentences in Writing	
Observing or Listening to learn new information		Annotating by writing in the margins		Use of Evidence from text	
Completing Graphic Organizers		Answering the Questions		Answering the question fully in prompt	

What do I need help with next week?

What goal do I have for myself for next week?