

INSTRUCTION WEEK OF MAY 4TH 2020

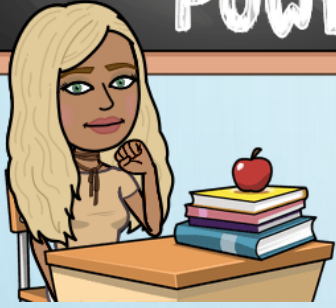
MS. KELLY'S SIXTH GRADE GLOBAL THINKERS



STUDENT OF THE WEEK:

- STUDENT OF THE WEEK FOR APRIL 27TH 2020: **SAMANTA!** FOR ALWAYS ATTENDING ZOOM SESSIONS AND WORKING HARD TO SUBMIT WORK EACH DAY LAST WEEK!
- STUDENT OF THE WEEK **MARIO!** VERY PROUD OF YOUR DEDICATION TO ZOOM SESSIONS AND SUBMITTING WORK!
- NEW STUDENT OF THE WEEK FOR APRIL 13TH 2020: **KENIA** FOR SUBMITTING ALL WORK AND ALWAYS ATTENDING ZOOM SESSIONS ON TIME!
- NEW STUDENTS OF THE WEEK FOR THE WEEK OF APRIL 6TH 2020: **ANGEL AND JACQUELINE** THEIR WORK HAS BEEN AMAZING!!!!
- NEW STUDENTS OF THE WEEK FOR MARCH 30TH: KEVIN AND JAKE. STUDENTS OF THE WEEK FOR MARCH 23RD: **KENIA, DARWIN, AND ZEYDI**

Knowledge is
POWER



MORNING MESSAGE:

- GOOD MORNING! TODAY IS MONDAY MAY 4TH 2020. WE WILL HAVE MUSIC TODAY AT 10:40 A.M. WITH MR. DELLA-RATTA!
- THOSE STUDENTS FOR SUBMITTING WORK OVER THE WEEKEND: JACQUELINE, DARWIN, KENIA, SAMANTA, ANGIE, ANGEL, BRYAN, MICHAEL, KARLA, AND MARIO! YOU GUYS MAKE ME SMILE!
- TODAY WE WILL BEGIN DAY 16. (OLD INSTRUCTIONAL PLANS) I WILL NO LONGER BEING ACCEPTING WORK FOR DAY 15 AFTER TODAY. ONCE A NEW WEEK BEGINS ALL OLD WORK SHOULD HAVE BEEN SUBMITTED.
- THIS WEEK WE WILL:

WE WILL BE READING, "NATHAN'S PET SNAILS" IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL BE PROGRESSING THROUGH MODULE 12 GRAPHING POINTS AND WORKING ON RALLY BOOK LESSON 10.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 32:HURRICANES AND GLOBAL WARMING

IN SOCIAL STUDIES WE WILL CONTINUE READING "ANCIENT CHINA" FOUND ON OUR SCHOLASTIC APP.

HOW DOES THIS IMAGE MAKE YOU FEEL?!

- LOOK AT THE IMAGE AND WRITE A RESPOND IN THE CHAT:



COMMENT BACK TO A
CLASSMATE:

WRITE A LETTER TO A BABY BORN DURING THE PANDEMIC:

- IMAGE BEING BORN DURING THE 2020 CORONAVIRUS PANDEMIC. WHAT WOULD YOU SAY TO THAT BABY? EVEN THOUGH WE KNOW THEY CAN NOT UNDERSTAND, IMAGE THEY COULD WHAT WOULD YOU WANT TO SAY?



RALLY BOOK READING ASSIGNMENT: “NATHAN’S PET SNAILS” (PAGE 219)

- **LESSON:** INTEGRATION OF KNOWLEDGE & IDEAS
- **STANDARD:** **RI.6.7** INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF THE TOPIC OR ISSUE.
- **OBJECTIVE:** I CAN IDENTIFY VARIOUS MEDIA FORMATS AND PROVIDE EVIDENCE TO HOW THOSE FORMATS SUPPORT A LARGER MAIN IDEA.
- **ENTRY TICKET:** WHAT TYPE OF FORMATS CAN BE ADDED TO TEXTS TO ENHANCE OUR UNDERSTANDING?

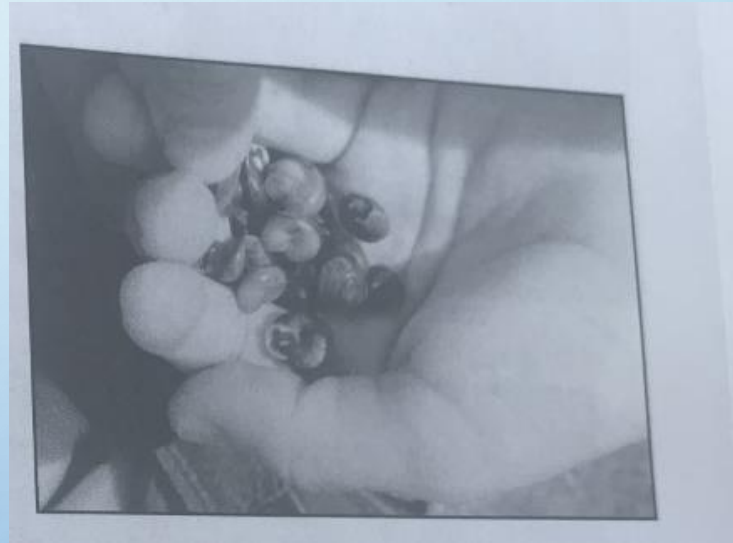
RALLY BOOK READING ASSIGNMENT: "NATHAN'S PET SNAILS" (PAGE 219)

- BEFORE READING, LET'S ANALYZE THE VARIOUS FORMATS PROVIDED FOR US IN TODAY'S TEXT:



Big Eaters

People took wolfsnails to Hawaii in 1955 to try to control another invader, the giant African snail. But wolfsnails ate native Hawaiian snails instead. On the island of Oahu, the wolfsnail has hunted nearly 20 species of snails to extinction.



RALLY BOOK READING ASSIGNMENT:

“NATHAN’S PET SNAILS” (PAGE 219)

- READING CLOSELY AND ANALYZING TEXT FEATURES
TO ENHANCE OUR UNDERSTANDING:

Nathan's Pet Snails

By Sarah C. Campbell

1 Some things about Nathan's pet snails seemed strange right from the start.

2 First, they were fast. They could travel the length of Nathan's forearm—from his thumb to his elbow—before he could say their names: Soldier and Ephenie.

3 Second, they were big. With bodies fully extended stretched as long as Nathan's index finger. The garden snails he usually found were about the size of his thumbnail.



4 And finally, Nathan's pet snails weren't much interested in lettuce or other green leaves, the usual snail food.

The Mystery Solved

5 By the time Nathan decided to investigate, he had adopted his fourth snail. He took Soldier III in a plastic container with dirt, leaves, and a water dish to the Mississippi Museum of Natural Science.

6 There, he showed the snail to Dr. Bob Jones, the curator of invertebrates. Invertebrates are animals with no backbones, including snails. Dr. Jones said Soldier was a rosy wolfsnail. He was a predatory snail, which means a snail that eats animals—in this case, other snails or slugs.

7 “Rosy wolfsnails are native to the Southeast region,” Dr. Jones told Nathan. “They’re great to have in your garden because they keep the other snail and slug populations down.”

8 At home, Nathan searched his yard for snails to feed Soldier. He turned over rocks, the wooden sandbox lid, and all the pathway stones. He found seven snails and put them on a plastic lid with Soldier to see what would happen.

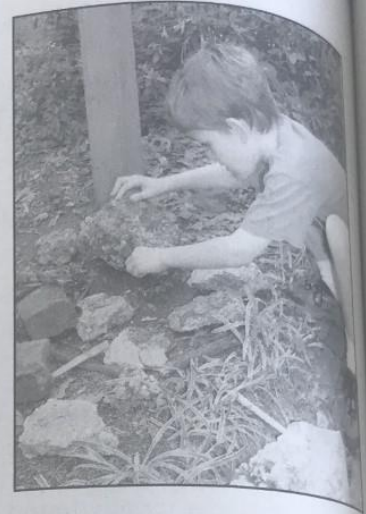
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10 A snail's mouth is on the underside of its head. Like other snails, wolfsnails eat by sticking out a tongue-like organ called a *radula*. The semi-circular row of tiny teeth on the radula move in and out to pull in a small snail or to shred pieces from a larger snail. You can see a snail's teeth by looking through a magnifying glass at its extended radula. The teeth are sharp enough to feel like pin pricks against a finger.



How Snails Hunt Snails

- 11 Since most wolfsnails are not pets, they must find their own food. This is one reason they move faster, as much as three times faster, than leaf-eating snails. Scientists think wolfsnails track their prey by following the slime trails of those smaller snails.
- 12 Wolfsnails use their lips, which stretch and move like another pair of tentacles, to test the trails they find. They can tell a wolfsnail trail from a trail left by a snail they might like to eat.
- 13 After Nathan learned the name for his snails, he read more about them. He found out that Dr. Melissa Harrington, a scientist at Delaware State University, is studying how wolfsnails track food and mates. She studies this snail's simple brain to learn how all brains work, including humans'.

Big Eaters

People took wolfsnails to Hawaii in 1955 to try to control another invader, the giant African snail. But wolfsnails ate native Hawaiian snails instead. On the island of Oahu, the wolfsnail has hunted nearly 20 species of snails to extinction.

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Reading: Rehearsing and Exploring the Standards

14 In an e-mail message, Dr. Harrington told Nathan she could not find new wolfsnails for her laboratory in Delaware because they live only in the Southeast. She asked if he would send some from his yard.

15 Nathan used an overnight service to send the next snail he found, Soldier IV, from Jackson, Mississippi, to Dover, Delaware. He put the snail into a plastic container with a damp paper towel and some garden snails for food. Dr. Harrington wrote back that Soldier IV arrived “cool and happy.”

Their Favorite Food

16 Dr. Harrington also wrote that the prey snails Nathan had sent were flatcoils, the favorite food of wolfsnails. “If you find flatcoils, there will usually be wolfsnails nearby,” Dr. Harrington said.



17 Flatcoils eat decaying leaves, and they especially like leaves from magnolia trees, like the ones in Nathan’s yard. Although Nathan can find seven to fifteen flatcoils in a 15-minute search of the yard, he had seen fewer than a dozen wolfsnails in two years. Wolfsnails are active mainly at night. That helps them avoid birds, which eat wolfsnails.

18 But down in the leaves, they are the kings of the slimy beasts.

19 “Wolfsnails relate to prey snails in the same way that lions relate to zebras,” Dr. Harrington said. “They are bigger, faster, smarter, and rarer.”

20 In fact, when Nathan found his first wolfsnails at the age of four, he ran into the house shouting, “Mama, Mama, baby lions!” He did not know it then, but he had indeed found the lions of his backyard snail habitat.

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- **EXIT TICKET:** HOW DID THE MEDIA IN “NATHAN’S PET SNAILS” ENHANCE OUR UNDERSTANDING OF THE TEXT? (WRITE YOUR RESPONSE IN THE CHAT!)

MODULE 12: RELATIONSHIPS IN TWO VARIABLES

- **LESSON 3:** WRITING EQUATIONS FROM TABLES
- **STANDARD: 6.EE.C9** USE VARIABLES TO REPRESENT TWO QUANTITIES IN A REAL-WORLD PROBLEM THAT CHANGE IN RELATIONSHIP TO ONE ANOTHER; WRITE AN EQUATION TO EXPRESS ONE QUANTITY, THOUGHT OF AS THE DEPENDENT VARIABLE, IN TERMS OF THE OTHER QUANTITY, THOUGHT OF AS THE INDEPENDENT VARIABLE.
- **OBJECTIVE:** I CAN WRITE AN EQUATIONS TO SHOW THE RELATIONSHIP BETWEEN TWO VARIABLES.
- **ENTRY TICKET:** WRITE YOUR ANSWERS IN THE CHAT.

Name the *dependent variable* and the *independent variable* in each problem.

1. A food service worker earns \$12 per hour. How much money, m , does the worker earn on a shift of h hours?

Dependent variable: _____; independent variable: _____

2. A large 2-topping pizza, L , costs \$2 more than a medium 3-topping pizza, M .

Dependent variable: _____; independent variable: _____

MAY THE 4TH BE
WITH YOU!

$$\text{Kylo Ren} + \text{Kylo Ren} + \text{Kylo Ren} = 42$$

$$\text{Obi-Wan Kenobi} + \text{R2-D2} = 17$$

$$\text{Kylo Ren} = \text{Obi-Wan Kenobi}$$

$$\text{Han Solo} = \text{R2-D2} \times \text{R2-D2}$$

$$\text{Obi-Wan Kenobi} + \text{R2-D2} + \text{Han Solo} = ?$$

RALLY BOOK REVIEW QUESTION 3 PAGE 39

- WITH 8 MACHINES, A FACTORY PRODUCES 4,800 PENS IN 5 HOURS.
- THE NEW GOAL OF THE FACTORY IS TO PRODUCE 250,000 PENS IN 30 BUSINESS DAYS. IF THE FACTORY IS OPEN FOR 8 HOURS PER DAY, BY HOW MUCH WILL THEY EXCEED OR MISS THEIR GOAL?

NYS TEST QUESTION

44

Mr. Jackson orders lunches to be delivered to his workplace for himself and some coworkers. The cost of each lunch is \$6.25. There is also a one-time delivery fee of \$3.50 to deliver the lunches. What expression could Mr. Jackson use to find the cost of ordering n lunches?

Expression _____

Use your expression to find the total cost of delivering 5 lunches.

Show your work.

GO MATH ONLINE STUDENT BOOK

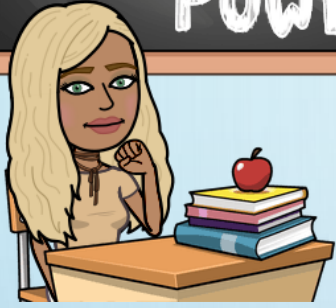
- STUDENTS WILL COMPLETE MODULE 12 LESSON 3 BY FOLLOWING ALONG ONLINE WITH THE STUDENT ONLINE WORK BOOK AND THEIR MATH NOTEBOOK.



WORK DUE MONDAY MAY 4TH 2020

- **READING: RALLY BOOK READING**, "NATHAN'S PET SNAILS." (PAGES 219-221) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 1-4
- **MATH: RALLY BOOK MATH** LESSON 10. READ THE INSTRUCTIONAL PAGES 66-70. ANSWER MULTIPLE CHOICE QUESTION 4. EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 32: HURRICANES AND GLOBAL WARMING (PAGES 198-199) READ, ANNOTATE, AND ANSWER THE GUIDED QUESTIONS.
- **SOCIAL STUDIES: SCHOLASTIC APP**: READ THE TEXT "ANCIENT CHINA." ANSWER THE FOLLOWING QUESTIONS BASED ON THE SUB-HEADING "THE HAN ERA":
 1. WHAT CAUSED THE HAN ERA TO BEGIN?
 2. HOW WOULD YOU DESCRIBE THE HAN ERA? WHY?
 3. EXPLAIN THE ILLUSTRATION PRESENTED ON PAGE 21. WHAT DOES IT DEPICT?

Knowledge is
POWER



MORNING MESSAGE:

- GOOD MORNING! TODAY IS TUESDAY MAY 5TH, 2020! WE WILL HAVE ART TODAY AT 10:40 A.M. WITH MS. CHESTER! CONGRATS TO DARWIN AND JACQUELINE FOR COMPLETING THEIR ART PROJECT!!!
- TODAY WE WILL CONTINUE DAY 16. (OLD INSTRUCTIONAL PLANS)

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IN SOCIAL STUDIES WE WILL CONTINUE READING "ANCIENT CHINA" FOUND ON OUR SCHOLASTIC APP.

Write your thoughts in the chat and
comment to a classmate!



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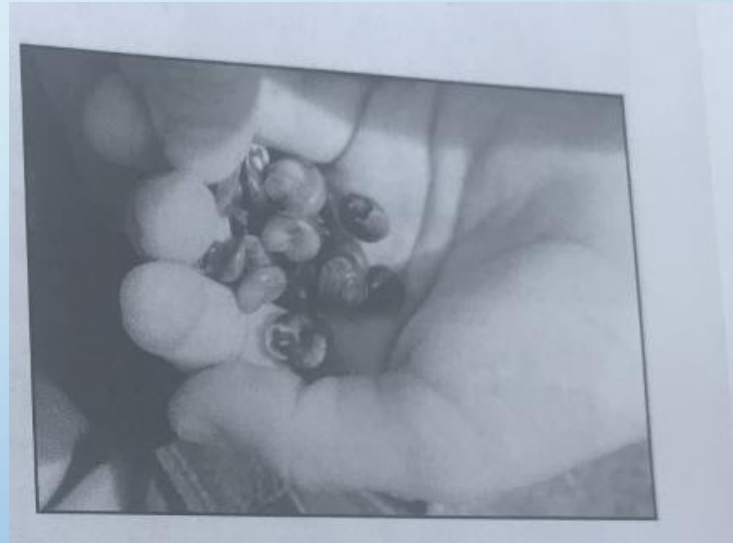
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The Mystery Solved

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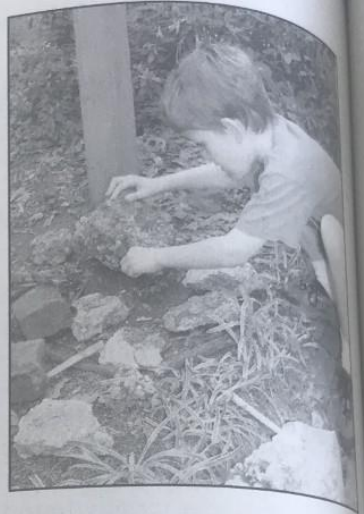
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How Snails Hunt Snails

- 11 Since most wolfsnails are not pets, they must find their own food. This is one reason they move faster, as much as three times faster, than leaf-eating snails. Scientists think wolfsnails track their prey by following the slime trails of those smaller snails.
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Their Favorite Food

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- **ENTRY TICKET:** WRITE YOUR ANSWERS IN THE CHAT.

Write an equation to express y in terms of x . Use your equation to find the missing value of y .

1.

| | | | | | | |
|-----|---|---|---|----|----|---|
| x | 1 | 2 | 3 | 4 | 5 | 6 |
| y | 3 | 6 | 9 | 12 | 15 | ? |

NYS TEST QUESTION

45

A recipe uses $1\frac{1}{4}$ cups of milk to make 10 servings. If the same amount of milk is used for each serving, how many servings can be made using 1 gallon of milk?

Show your work.

RALLY BOOK PAGE 72 QUESTION 4 REVIEW

- EMILIA HAS TWO STRIPS OF PAPER SHE WANTS TO GLUE TOGETHER TO MAKE ONE LONGER PIECE OF PAPER. THE FIRST STRIP OF PAPER IS 48 INCHES LONG. THE SECOND STRIP OF PAPER IS $\frac{1}{3}$ FOOT LONG. WHAT IS THE TOTAL LENGTH OF THE TWO STRIPS OF PAPER?

GO MATH ONLINE STUDENT BOOK

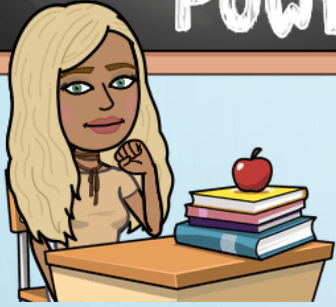
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WORK DUE TUESDAY MAY 5TH 2020

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- **MATH: RALLY BOOK MATH** LESSON 10. READ THE INSTRUCTIONAL PAGES 66-70. ANSWER MULTIPLE CHOICE QUESTION 5. EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 32: HURRICANES AND GLOBAL WARMING (PAGES 198-199) READ, ANNOTATE, AND RESPONSE QUESTIONS 1-3 ON PAGE 199.
- **SOCIAL STUDIES: SCHOLASTIC APP**: READ THE TEXT “ANCIENT CHINA.” ANSWER THE FOLLOWING QUESTIONS BASED ON CHAPTER 2: RULING THE REALM
 1. WHO HAD THE HIGHEST AUTHORITY DURING EARLY DYNASTIES? HOW DID THEY MANAGE SOME MANY AREAS?
 2. WHAT HAPPENED AS A RESULT OF THE KING SHARING HIS POWER?
 3. WHAT IS THE MANDATE OF HEAVEN?

Knowledge is
POWER



MORNING MESSAGE:

- GOOD MORNING! TODAY IS WEDNESDAY MAY 6TH, 2020! WE WILL HAVE MEDIA TODAY AT 10:40 A.M. WITH MRS. RANDAZZO! IS YOUR DIGITAL FOOTPRINT DONE?
- TODAY WE WILL CONTINUE DAY 16. (OLD INSTRUCTIONAL PLANS)

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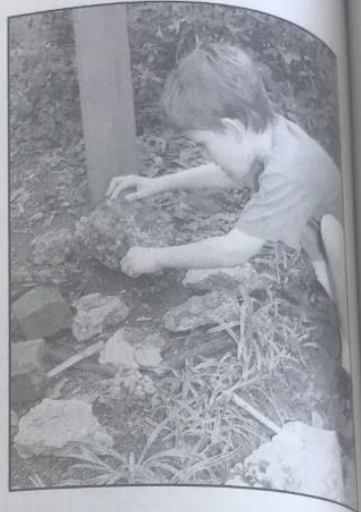
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How Snails Hunt Snails

- 11 Since most wolfsnails are not pets, they must find their own food. This is one reason they move faster, as much as three times faster, than leaf-eating snails. Scientists think wolfsnails track their prey by following the slime trails of those smaller snails.
- 12 Wolfsnails use their lips, which stretch and move like another pair of tentacles, to test the trails they find. They can tell a wolfsnail trail from a trail left by a snail they might like to eat.
- 13 After Nathan learned the name for his snails, he read more about them. He found out that Dr. Melissa Harrington, a scientist at Delaware State University, is studying how wolfsnails track food and mates. She studies this snail's simple brain to learn how all brains work, including humans'.

Big Eaters

People took wolfsnails to Hawaii in 1955 to try to control another invader, the giant African snail. But wolfsnails ate native Hawaiian snails instead. On the island of Oahu, the wolfsnail has hunted nearly 20 species of snails to extinction.

RALLY BOOK READING ASSIGNMENT:

“NATHAN’S PET SNAILS” (PAGE 221)

- READING CLOSELY AND ANALYZING TEXT FEATURES
TO ENHANCE OUR UNDERSTANDING:

Reading: Rehearsing and Exploring the Standards

14 In an e-mail message, Dr. Harrington told Nathan she could not find new wolfsnails for her laboratory in Delaware because they live only in the Southeast. She asked if he would send some from his yard.

15 Nathan used an overnight service to send the next snail he found, Soldier IV, from Jackson, Mississippi, to Dover, Delaware. He put the snail into a plastic container with a damp paper towel and some garden snails for food. Dr. Harrington wrote back that Soldier IV arrived “cool and happy.”

Their Favorite Food

16 Dr. Harrington also wrote that the prey snails Nathan had sent were flatcoils, the favorite food of wolfsnails. “If you find flatcoils, there will usually be wolfsnails nearby,” Dr. Harrington said.



17 Flatcoils eat decaying leaves, and they especially like leaves from magnolia trees, like the ones in Nathan’s yard. Although Nathan can find seven to fifteen flatcoils in a 15-minute search of the yard, he had seen fewer than a dozen wolfsnails in two years. Wolfsnails are active mainly at night. That helps them avoid birds, which eat wolfsnails.

18 But down in the leaves, they are the kings of the slimy beasts.

19 “Wolfsnails relate to prey snails in the same way that lions relate to zebras,” Dr. Harrington said. “They are bigger, faster, smarter, and rarer.”

20 In fact, when Nathan found his first wolfsnails at the age of four, he ran into the house shouting, “Mama, Mama, baby lions!” He did not know it then, but he had indeed found the lions of his backyard snail habitat.

RALLY BOOK READING ASSIGNMENT: “NATHAN’S PET SNAILS” (PAGE 219)

- **LESSON:** INTEGRATION OF KNOWLEDGE & IDEAS
- **STANDARD:** **RI.6.7** INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF THE TOPIC OR ISSUE.
- **OBJECTIVE:** I CAN IDENTIFY VARIOUS MEDIA FORMATS AND PROVIDE EVIDENCE TO HOW THOSE FORMATS SUPPORT A LARGER MAIN IDEA.
- **EXIT TICKET:** HOW DID THE MEDIA IN “NATHAN’S PET SNAILS” ENHANCE OUR UNDERSTANDING OF THE TEXT? (WRITE YOUR RESPONSE IN THE CHAT!)

MODULE 12: RELATIONSHIPS IN TWO VARIABLES

- **LESSON 3:** WRITING EQUATIONS FROM TABLES
- **STANDARD: 6.EE.C9** USE VARIABLES TO REPRESENT TWO QUANTITIES IN A REAL-WORLD PROBLEM THAT CHANGE IN RELATIONSHIP TO ONE ANOTHER; WRITE AN EQUATION TO EXPRESS ONE QUANTITY, THOUGHT OF AS THE DEPENDENT VARIABLE, IN TERMS OF THE OTHER QUANTITY, THOUGHT OF AS THE INDEPENDENT VARIABLE.
- **OBJECTIVE:** I CAN WRITE AN EQUATION TO SHOW THE RELATIONSHIP BETWEEN TWO VARIABLES.
- **ENTRY TICKET:** WRITE YOUR ANSWERS IN THE CHAT.

Write an equation to express y in terms of x . (Exploratory)

1.

| | | | | |
|-----|----|----|----|----|
| x | 10 | 20 | 30 | 40 |
| y | 6 | 16 | 26 | 36 |

3.

| | | | | |
|-----|---|---|----|----|
| x | 4 | 6 | 8 | 10 |
| y | 7 | 9 | 11 | 13 |

NYS TEST QUESTION

46

A store sells two different packages of glue sticks as described below.

- Package A: 18 glue sticks
- Package B: 12 glue sticks

Write an equation for Package A and an equation for Package B that represent the total number of glue sticks, g , in p packages.

Package A _____

Package B _____

Mr. Davis buys 5 packages of the Package A glue sticks. Ms. Wilson buys 8 packages of the Package B glue sticks. Use your equations to find the difference in the total number of glue sticks that each person purchased.

Show your work.

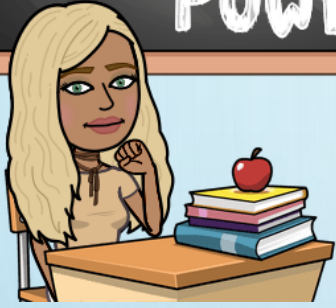
RALLY BOOK PAGE 72 QUESTION 5 REVIEW

- HOW MANY OUNCES ARE EQUAL TO 4 POUNDS 8 OUNCES?

WORK DUE WEDNESDAY MAY 6TH 2020

- **READING: RALLY BOOK READING**, “NATHAN’S PET SNAILS.” (PAGES 219-221) READ, ANNOTATE, AND ANSWER SHORT RESPONSE QUESTION 7. MAKE SURE TO UTILIZE RAFT.
- **MATH: RALLY BOOK MATH** LESSON 10. READ THE INSTRUCTIONAL PAGES 66-70. ANSWER MULTIPLE CHOICE QUESTION 6. EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 32: HURRICANES AND GLOBAL WARMING (PAGES 198-200) READ, ANNOTATE, AND RESPONSE QUESTIONS 1-3 ON PAGE 200.
- **SOCIAL STUDIES: SCHOLASTIC APP:** READ THE TEXT “ANCIENT CHINA.” ANSWER THE FOLLOWING QUESTIONS BASED ON CHAPTER 2: RULING THE REALM. LOOK AT THE SECTION TITLED: THE PAST IS PRESENT: FROM COINS TO CASH:
 1. BEFORE PAPER MONEY, WHAT DID THE CHINESE USE?
 2. WHAT DO YOU THINK ABOUT THE OLD MONEY CHINA USED? WOULD YOU LIKE TO USE THAT TODAY?
 3. GIVING THE MONEY TO A PERSON HOLD REMINDS ME OF A COMMON SYSTEM WE USE TODAY. WHAT SYSTEM IS THAT? WHICH ONE DO YOU THINK IS BETTER?

Knowledge is
POWER



MORNING MESSAGE:

- GOOD MORNING! TODAY IS THURSDAY MAY 7TH, 2020! WE WILL HAVE GYM TODAY AT 10:40 A.M. WITH MR. JACOBS!

TODAY WE WILL CONTINUE DAY 16. (OLD INSTRUCTIONAL PLANS)

THIS WEEK WE WILL:

WE WILL BE READING, “NAKAI’S PANGOLIN” IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL BE PROGRESSING THROUGH MODULE 12 GRAPHING POINTS AND WORKING ON RALLY BOOK LESSON 10.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 32:HURRICANES AND GLOBAL WARMING

IN SOCIAL STUDIES WE WILL CONTINUE READING “ANCIENT CHINA” FOUND ON OUR SCHOLASTIC APP.

RALLY BOOK READING ASSIGNMENT: “NAKAI’S PANGOLIN” (PAGE 222-224)

- **LESSON:** INTEGRATION OF KNOWLEDGE & IDEAS
- **STANDARD:** **RI.6.7** INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF THE TOPIC OR ISSUE.
- **OBJECTIVE:** I CAN IDENTIFY VARIOUS MEDIA FORMATS AND PROVIDE EVIDENCE TO HOW THOSE FORMATS SUPPORT A LARGER MAIN IDEA.
- **ENTRY TICKET:** PREVIEW THE IMAGES FROM OUR NEW TEXT, “NAKAI’S PANGOLIN” WRITE DOWN YOUR THOUGHTS, IDEA, OPINION, AND QUESTIONS IN THE CHAT.

Pangolin!



RALLY BOOK READING

ASSIGNMENT:

“NAKAI’S PANGOLIN” (PAGE 222)

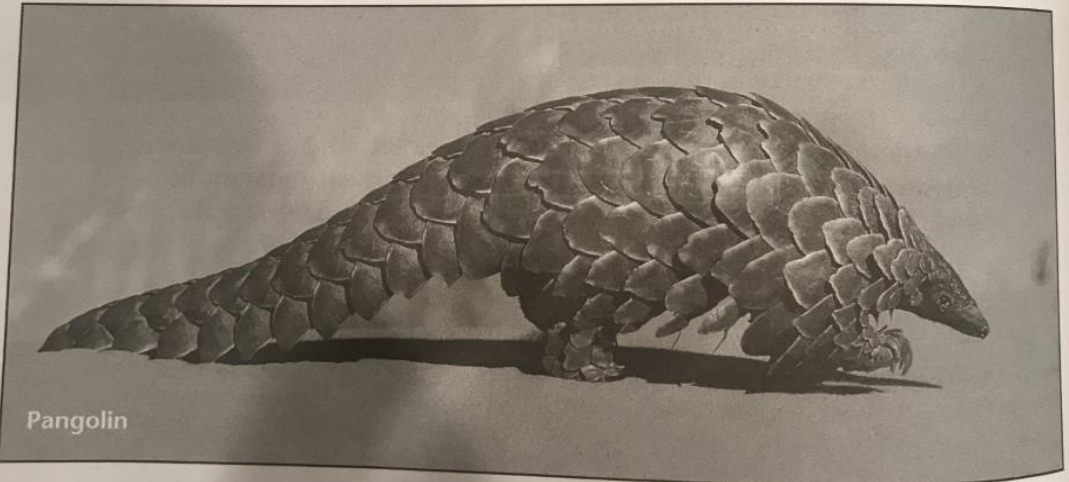
- READING CLOSELY AND ANALYZING TEXT FEATURES

TO ENHANCE OUR UNDERSTANDING:

Nakai's Pangolin

By Cecil Dzwowa

- 1 When I was in Murehwa in northern Zimbabwe, I witnessed the capture of a unique animal—a pangolin.
- 2 The creature was spotted by a 12-year-old boy named Nakai. He was watching over his family's cattle when he saw the animal. At first he did not know what type of creature it was. "I thought it was a porcupine, but it did not have quills," he said. "I had never seen such a creature, even in a picture."
- 3 In fact, many people in his village had never seen such a creature. From a distance, the Cape pangolin looks like something from the age of dinosaurs. But it's a mammal. Its body is almost completely covered with sharp overlapping scales. This armor has earned the pangolin the nickname "scaly anteater," even though it is not closely related to anteaters.



Pangolin

- 4 The pangolin has no teeth, but if a predator attacks, it rolls itself into a ball, protecting its belly and head. Its sharp-edged scales rise a little. If anyone sticks a finger between the scales, the powerful muscles clamp the scales together and give a hard pinch.

RALLY BOOK READING ASSIGNMENT:

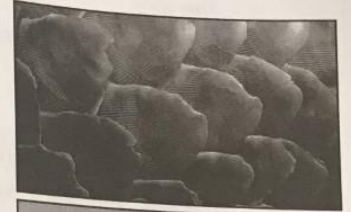
“NAKAI’S PANGOLIN” (PAGE 223)

- READING CLOSELY AND ANALYZING TEXT FEATURES
TO ENHANCE OUR UNDERSTANDING:

Exciting News

5 Fortunately, Nakai didn't have the chance to find out about the pangolin's pinch. After spotting the creature, he rushed home to tell the other villagers. Once he had described it, several others realized that the animal was a pangolin.

6 This was big news. Pangolins are rare and have been listed as an endangered species. They are illegally hunted for their meat and scales. Some people believe parts of the pangolin have medicinal properties—a popular belief that has also harmed the pangolin. Of the pangolins that are left, not many are seen because they are shy.



7 Anyone who captures a pangolin is encouraged to alert game wardens, who take the pangolin and its discoverer to the local governors or chiefs. The discoverer's name is entered into a Pangolin Finders Hall of Fame, and he or she may even be featured on television. Then the pangolin is taken to a wildlife sanctuary.

8 Coming across a pangolin was once considered good luck. In Zimbabwe, the Department of National Parks and Wildlife Management is now bringing back this idea to encourage people to conserve the pangolin.

A Long Search

9 Nakai had luck the day he spotted the pangolin, but by the time he and a group of villagers returned, the pangolin was nowhere to be seen. He and the others began searching. Some looked for it from treetops while others searched in the grass. I also joined the 20-person search team. We were all eager to capture the animal.

10 We grew hot and tired as we searched the grasslands. Where could the pangolin have gone in such a short time? Was Nakai playing a trick on us?

RALLY BOOK READING ASSIGNMENT: “NAKAI’S PANGOLIN” (PAGE 224)

- READING CLOSELY AND ANALYZING TEXT FEATURES
TO ENHANCE OUR UNDERSTANDING:

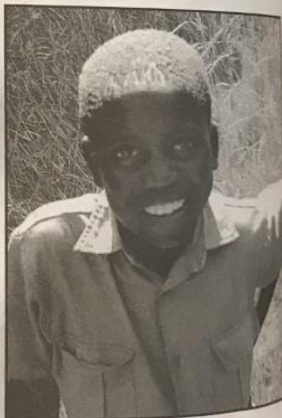
- 11 Nakai insisted that he had seen the pangolin, and he pointed out the spot.
- 12 “It moved quickly into the grass as soon as it saw me,” he said.

Nakai’s Luck

- 13 About 50 meters away, a dog began barking. One of the villagers rushed over to the dog. He then whistled to us to join him.
- 14 There by the dog was a full-grown pangolin. It had been trying to enter a small unused burrow and had become stuck.
- 15 Manoka, the villager who was the first to arrive at the burrow, pulled the pangolin out slowly, avoiding the sharp scales. When the other villagers received word, they stopped what they were doing and rushed to join the excitement. Two game wardens soon arrived.
- 16 An elderly villager jostled through the crowd. “I am lucky to finally see an animal that I failed to see for the past seventy years,” he said.

Hall of Fame

- 17 The big question now was who would be named as the discoverer of the pangolin. Would it be Nakai, the boy who spotted it first, or Manoka, the man who picked it up?
- 18 “The credit belongs to the young man,” Manoka said. He handed the pangolin to the game wardens.
- 19 The wardens assured an excited Nakai that they would come back in a couple of days to pick up Nakai and take him to a ceremony, where he would personally hand the pangolin to the governor.
- 20 “Pangolins are rare and endangered creatures that need our protection,” one warden said. “I hope the discovery of this pangolin will bring luck not only to Nakai but also to the rest of this village.”



Nakai

RALLY BOOK READING ASSIGNMENT: “NAKAI’S PANGOLIN” (PAGE 222-224)

- **LESSON:** INTEGRATION OF KNOWLEDGE & IDEAS
- **STANDARD:** **RI.6.7** INTEGRATE INFORMATION PRESENTED IN DIFFERENT MEDIA OR FORMATS (E.G., VISUALLY, QUANTITATIVELY) AS WELL AS IN WORDS TO DEVELOP A COHERENT UNDERSTANDING OF THE TOPIC OR ISSUE.
- **OBJECTIVE:** I CAN IDENTIFY VARIOUS MEDIA FORMATS AND PROVIDE EVIDENCE TO HOW THOSE FORMATS SUPPORT A LARGER MAIN IDEA.
- **EXIT TICKET:** HOW DID THE MEDIA IN “NAKAI’S PANGOLIN” ENHANCE OUR UNDERSTANDING OF THE TEXT?
(WRITE YOUR RESPONSE IN THE CHAT!)

MODULE 12: REPRESENTING ALGEBRAIC RELATIONSHIPS IN TABLES AND GRAPHS

- **LESSON 4:** REPRESENTING ALGEBRAIC RELATIONSHIPS IN TABLES AND GRAPHS
- **STANDARD: 6.EE.C9** USE VARIABLES TO REPRESENT TWO QUANTITIES IN A REAL-WORLD PROBLEM THAT CHANGE IN RELATIONSHIP TO ONE ANOTHER; WRITE AN EQUATION TO EXPRESS ONE QUANTITY, THOUGHT OF AS THE DEPENDENT VARIABLE, IN TERMS OF THE OTHER QUANTITY, THOUGHT OF AS THE INDEPENDENT VARIABLE.
- **OBJECTIVE:** I CAN USE VERBAL DESCRIPTIONS, TABLES, AND GRAPHS TO REPRESENT ALGEBRAIC RELATIONSHIPS.
- **ENTRY TICKET:** WRITE YOUR ANSWERS IN THE CHAT.

- 10. Explain the Error** A student modeled the relationship in the table with the equation $x = 4y$. Explain the student's error. Write an equation that correctly models the relationship.

| | | | | |
|-----|---|----|----|----|
| x | 2 | 4 | 6 | 8 |
| y | 8 | 16 | 24 | 32 |

TODAY'S RALLY BOOK IS A CHALLENGE!

- IN ORDER TO ANSWER QUESTION 2 YOU MUST READ THE INSTRUCTIONAL PAGES TO FIGURE OUT HOW MANY BATCHES SHE CAN MAKE IN ONE DAY! BE CAREFUL THIS WAS TRICKY!

NYS TEST PREPARATION QUESTION OF THE DAY

1

An equation is shown below.

$$12 - 9 + c = 12$$

What value of c makes the equation true?

- A** 0
- B** 3
- C** 9
- D** 12

RALLY BOOK PAGE 72 QUESTION 6 REVIEW

- IF 1 KILOGRAM = 2.2 POUNDS, HOW MANY POUNDS ARE IN 42.5 KILOGRAMS?

GO MATH ONLINE STUDENT BOOK

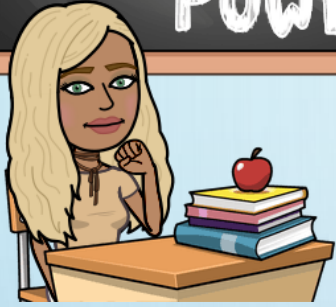
- STUDENTS WILL COMPLETE MODULE 12 LESSON 3 BY FOLLOWING ALONG ONLINE WITH THE STUDENT ONLINE WORK BOOK AND THEIR MATH NOTEBOOK.



WORK DUE THURSDAY MAY 7TH 2020

- **READING: RALLY BOOK READING**, “NAKAI’S PANGOLIN.” (PAGES 222-224) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 8, 9 , 13, AND 14. YOU WILL NEED TO REFER BACK TO THE TEXT, “NATHAN’S PET SNAILS.”
- **MATH: RALLY BOOK MATH** LESSON 10. READ THE INSTRUCTIONAL PAGES 66-70. ANSWER QUESTION 2 FOUND ON PAGE 71. EXPLAIN ALL THINKING.
- **SCIENCE: MEASURING UP BOOK** LESSON 32: HURRICANES AND GLOBAL WARMING (PAGES 198-200) READ, ANNOTATE, AND COMPLETE MULTIPLE CHOICE QUESTIONS ON PAGE 201. QUESTIONS 1-6
- **SOCIAL STUDIES: SCHOLASTIC APP**: READ THE TEXT “ANCIENT CHINA.” ANSWER THE FOLLOWING QUESTIONS BASED ON CHAPTER 2: RULING THE REALM. ORGANIZING AN ARMY.
 1. WHAT MUST THE STATE DO TO MAINTAIN A STRONG ARMY?
 2. WHAT MUST A RULER HAVE TO DO IN ORDER TO PREVENT WAR IN HIS STATE?
 3. WHAT IS AN ARTISAN?

Knowledge is
POWER



MORNING MESSAGE:

- GOOD MORNING! TODAY IS FRIDAY MAY 8TH, 2020! WE WILL HAVE STEM TODAY AT 1:00 P.M. WITH MORRISON MENTORS & FLES AT 2:25 P.M. WITH MRS. MORAN

STEM LINK: [HTTPS://US04WEB.ZOOM.US/J/6321412718?PWD=B1BWMJHKQNQYRLYYNWPWTEFYA1RMUT09](https://us04web.zoom.us/j/6321412718?pwd=B1BWMJHKQNQYRLYYNWPWTEFYA1RMUT09)

TODAY WE WILL CONTINUE DAY 16. (OLD INSTRUCTIONAL PLANS)

THIS WEEK WE WILL:

WE WILL BE READING, "NAKAI'S PANGOLIN" IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL BE PROGRESSING THROUGH MODULE 12 GRAPHING POINTS AND WORKING ON RALLY BOOK LESSON 10.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 32:HURRICANES AND GLOBAL WARMING

IN SOCIAL STUDIES WE WILL CONTINUE READING "ANCIENT CHINA" FOUND ON OUR SCHOLASTIC APP.

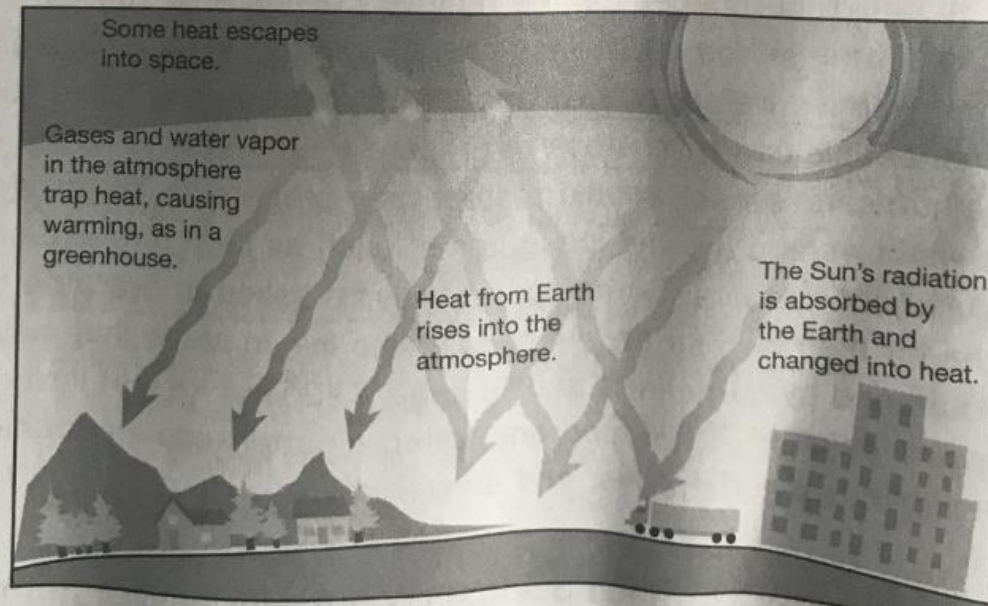
NATURAL DISASTERS/ HURRICANES AND GLOBAL WARMING

- **LESSON:** NATURAL DISASTERS/HURRICANES AND GLOBAL WARMING
- **STANDARD:PS2.2Q** HAZARDOUS WEATHER CONDITIONS INCLUDE THUNDERSTORMS, TORNADOES, HURRICANES, ICE STORMS, BLIZZARDS. HUMANS CAN PREPARE FOR AND RESPOND TO THESE CONDITIONS IF GIVEN SUFFICIENT WARNING.
- **OBJECTIVE:** I CAN EXPLORE THE SCIENCE OF NATURAL DISASTERS BY LEARNING HOW NATURAL HAZARDS IMPACT ORGANISMS (INCLUDING HUMANS) AND THE ENVIRONMENT.
- **ENTRY TICKET:** GO TO MEASURING UP PAGE 200 AND LOOK AT THE DIAGRAM. WRITE WHAT YOU SEE, THINK, AND WONDER IN THE CHAT!

DIRECTIONS Read the information, study the illustration, and answer the questions.

An increase in average global temperatures is called **global warming**. Global warming is influenced by the **greenhouse effect**, which is Earth's natural heating process. The figure below explains how the greenhouse effect works. Gases in the atmosphere trap thermal energy, thereby keeping Earth warm. These gases are called *greenhouse gases* and include carbon dioxide, water vapor, methane, and nitrous oxide. Without the greenhouse effect, Earth would be too cold for people to live on it. However, some scientists worry that pollution from the burning of fossil fuels is increasing the levels of greenhouse gases, which, in turn, is causing global temperatures to increase.

Many scientists believe that serious consequences may result if global warming trends continue. Scientists are predicting that polar ice caps will melt and cause flooding in coastal and low-lying areas. Furthermore, deserts will receive less rain, and the currently fertile farmland in the Midwest may become too hot and dry to support crops. However, northern climates, which are presently cold, may warm up and become better farmland and be able to support species that tend to live in warmer climates.



What is our responsibility as humans?

NATURAL DISASTERS

- **WHAT YOU WILL LEARN FROM THIS VIDEO**
- EARTHQUAKES, TSUNAMIS AND VOLCANOES ARE A RESULT OF NATURAL PROCESSES.
- EARTHQUAKES AND VOLCANOES OCCUR IN PATTERNS ON EARTH'S SURFACE.
- THEY ARE MAINLY FOUND ALONG THE BOUNDARIES BETWEEN OCEANS AND CONTINENTS.
- HUMANS CANNOT ELIMINATE THESE HAZARDS, BUT WE CAN TAKE STEPS TO REDUCE THEIR IMPACT

DISCUSSION QUESTIONS BEFORE THE VIDEO

- CAN YOU LIST TWO NATURAL DISASTERS?
- WHAT HAPPENS WHEN A VOLCANO ERUPTS?
- WHAT IS HAZARD?
- WHAT IS THE JOB OF AN ENGINEER AS IT RELATES TO NATURAL DISASTERS?
- WHAT IS ONE WAY TO DESCRIBE A TSUNAMI?

The background is a light blue gradient with several realistic water droplets of various sizes scattered in the corners. The droplets have highlights and shadows, giving them a 3D appearance. The text is centered in the middle of the page.

Natural Disasters!

DISCUSSION QUESTIONS AFTER THE VIDEO

- HOW ARE THE FORMATIONS OF EARTHQUAKES AND VOLCANOES SIMILAR?
- WHAT ARE HUMANS DOING TO HELP REDUCE THE IMPACT OF NATURAL DISASTERS?
- CAN YOU THINK OF ONE CONSTRAINT OR FACTOR THAT ENGINEERS MUST TAKE INTO ACCOUNT WHEN DESIGNING BUILDINGS IN AREAS WITH A LOT OF EARTHQUAKES?
- WHY ARE TSUNAMIS CALLED UNDERWATER EARTHQUAKES?
- WHY WOULD AN ENGINEER NOT CHOOSE MATERIAL SUCH AS CONCRETE WHEN DESIGNING AND EARTHQUAKE PROOF BUILDING?

ASSESSMENT

- LET'S PLAY KAHOOT TO ASSESS OUR KNOWLEDGE OF NATURAL DISASTERS!



WORK DUE FRIDAY MAY 8TH 2020

- **READING: RALLY BOOK READING**, “NAKAI’S PANGOLIN.” (PAGES 222-224) READ, ANNOTATE, AND ANSWER SHORT RESPONSE QUESTION 12. REMEMBER TO USE RAFT.
- **MATH: RALLY BOOK MATH** LESSON 10. READ THE INSTRUCTIONAL PAGES 66-70. ANSWER QUESTION 3 FOUND ON PAGE 71. EXPLAIN ALL THINKING.
- **SCIENCE: MEASURING UP BOOK** LESSON 32: HURRICANES AND GLOBAL WARMING (PAGES 198-200) READ, ANNOTATE, AND WRITE A SUMMARY STATING 3 CLAIMS ABOUT HURRICANES AND GLOBAL WARMING.
- **SOCIAL STUDIES: IREADY**: LOG ONTO IREADY READING AND COMPLETE ONE LESSON. (NON-FICTION TEXT SELECTION.)



happy
FRIDAY