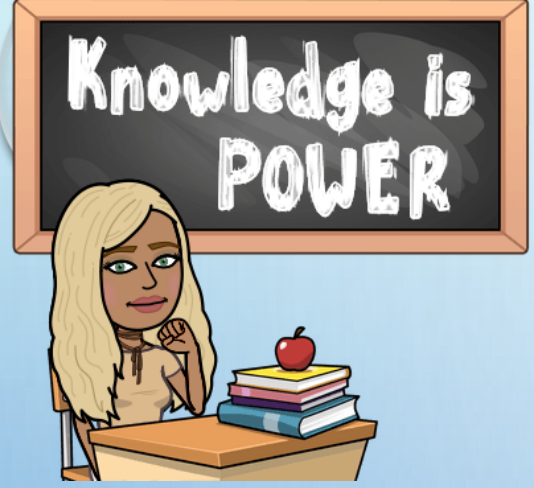
INSTRUCTION WEEK OF MAY 11TH 2020

MS. KELLY'S SIXTH GRADE GLOBAL THINKERS

STUDENT OF THE WEEK:

- STUDENT OF THE WEEK FOR THE WEEK OF MAY 4TH 2020: **BRYAN** FOR ALWAYS ATTENDING ZOOM EVEN WITH ONLY HAVING ACCESS TO A CELL PHONE AND SUBMITTING WORK ALL WEEK. HOPEFULLY YOU CAN GET SOMETHING WITH A SCREEN SOON!
- 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.**



MORNING MESSAGE:

- GOOD MORNING! TODAY IS MONDAY MAY 11TH 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, MICHAEL, KEVIN, MARIO, AND BRYAN! YOU GUYS MAKE ME SMILE!
- TODAY WE WILL BEGIN DAY 17. (OLD INSTRUCTIONAL PLANS) I WILL NO LONGER BEING ACCEPTING WORK FOR DAY 15/ 16AFTER TODAY. ONCE A NEW WEEK BEGINS ALL OLD WORK SHOULD HAVE BEEN SUBMITTED.
- THIS WEEK WE WILL:

WE WILL BE READING, “WHY BIRDS WEAR BRIGHT FEATHERS” IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL BE FINISHING THROUGH MODULE 12 GRAPHING POINTS AND WORKING ON RALLY BOOK LESSON 11.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 41: CLIMATES AND BIOMES.

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

2020 YEAR BOOK WRITING

- WHAT IS YOUR FAVORITE MEMORY AT BARACK OBAMA ELEMENTARY SCHOOL? EITHER THIS YEAR OR ANY YEAR YOU ATTENDED.

RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS" (PAGE 299-298)

- **LESSON: KEY IDEA AND DETAILS**
- **STANDARD: RI.6.3** ANALYZE IN DETAIL HOW KEY INDIVIDUAL, EVENT, OR IDEA IS INTRODUCED, ILLUSTRATED, AN ELABORATED IN A TEXT.
- **OBJECTIVE:** I CAN IDENTIFY THE KEY DETAIL, INDIVIDUAL, OR EVENT IN A TEXT AND EXPLAIN HOW IT IS ELABORATED IN VARIOUS WAYS THOUGHT THE TEXT.
- **ENTRY TICKET:** LAST WEEK WE DISCUSSED DIFFERENT MEDIA THAT WAS DESIGNED TO ENHANCE UNDERSTANDING, BASED ON THE TITLE AND IMAGES, WHAT MIGHT THIS TEXT BE LACKING?

RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS."

- BEFORE READING, LET'S ANALYZE THE DIFFERENT SUB-HEADINGS PROVIDED AND THINK ABOUT HOW THEY ARE ALL CONNECTED THROUGH THE LARGER TEXT.

SUB-HEADING 1: YELLOW IS BETTER

SUB-HEADING 2: A BLACK CAP

SUB-HEADING 3: IS BLACKER BETTER?

RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS" (PAGE 296)

- WHAT IS THE OVERALL PURPOSE OF THE TEXT?

Why Birds Wear Bright Feathers

By Kevin McGraw and Geoffrey Hill, Ph.D.

1 Have you seen any colorful birds lately? Common backyard visitors such as cardinals, blue jays, and orioles make a parade of color. For years, scientists have wondered why little creatures, like songbirds, are so brightly colored, especially when their colors might make them more obvious to their predators.

2 Usually, the colorful birds we see are the males. For instance, in the familiar house finch, males are bright red, but females are brown. It turns out that female birds are attracted to the bright colors and prefer to mate with the most colorful male house finch they can find.

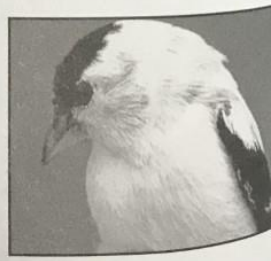
3 But why do females choose the brightest male? What does a male's color tell a female about him?

4 In many species, male and female birds work together to raise the young. Each female wants to choose the best male to help her. Might the colors of a male bird's feathers tell something about whether he'll be a good father?

Yellower Is Better

5 We are scientists who study how animals communicate with one another. We reasoned that a healthier male would make a better father. So we wanted to see if the feather colors of male birds say something about their health.

6 We studied the American goldfinch, a species in which females form pairs with the brightest-colored males. The neat thing about these birds is that the males display two different types of color in their feathers. Most of the body of a male goldfinch is covered in lemon-yellow feathers. These feathers have this color because they contain yellow *carotenoid* (kah-RAW-tin-oid) pigments, which also make carrots orange and autumn leaves colorful.



RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS" (PAGE 297)

How does each subheading connect to the overall text?

A Black Cap

7 The male goldfinch also has a nice round cap of black feathers on his head. These feathers are full of *melanin* (MEL-uh-nin) pigments, like the ones that color our hair and skin. Unlike males, females grow only a small patch of yellow feathers on their bodies and do not have black caps.

8 The difference between carotenoid pigments and melanin pigments is that animals can't make their own carotenoids. Birds can make their own melanin pigments. But to grow red, orange, or yellow feathers, birds must eat fruits, berries, and seeds that have carotenoid pigments.

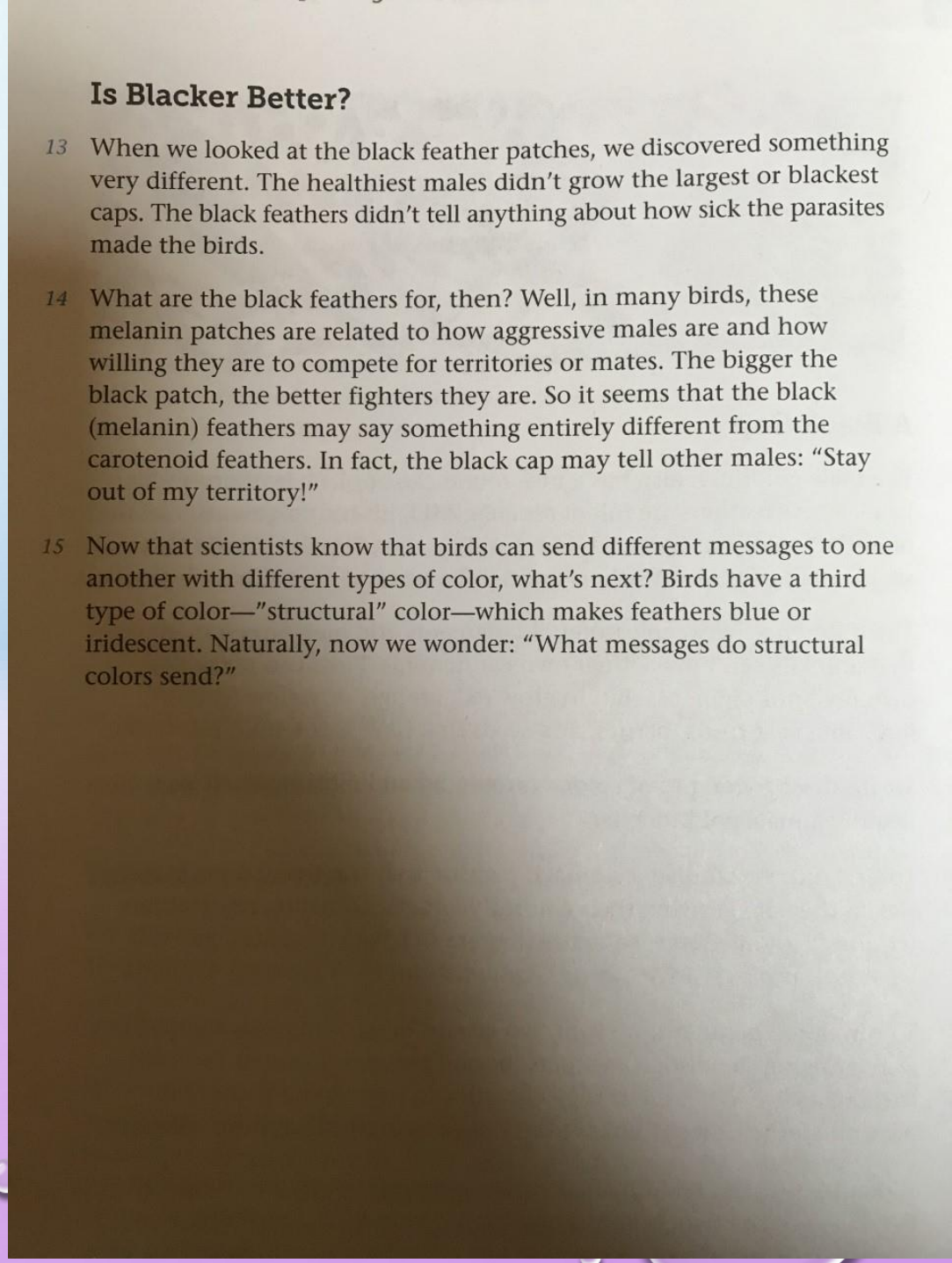
9 So, do these two types of color—carotenoid and melanin—tell how healthy a male goldfinch is?

10 To find out, we studied a stomach parasite that can make these birds sick as they are growing their colorful feathers. Growing new feathers requires a lot of energy, so males that are sick with parasites may not be able to put as many colorful pigments into their growing feathers.

11 To run our experiment, we kept two groups of birds in cages when they were growing their bright feathers. In one group, we treated the birds with medicine to get rid of their parasites so that the birds could be healthy. In the other group, we did not protect the birds from parasites.

12 When the finches had finished growing their feathers, we compared the colors of the two groups of males. We found that the males in the parasite-free group had grown brighter-yellow feathers than the males that weren't as healthy. So, by choosing the yellowest males, females get the healthiest mates.

RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS" (PAGE 29)



Is Blacker Better?

13 When we looked at the black feather patches, we discovered something very different. The healthiest males didn't grow the largest or blackest caps. The black feathers didn't tell anything about how sick the parasites made the birds.

14 What are the black feathers for, then? Well, in many birds, these melanin patches are related to how aggressive males are and how willing they are to compete for territories or mates. The bigger the black patch, the better fighters they are. So it seems that the black (melanin) feathers may say something entirely different from the carotenoid feathers. In fact, the black cap may tell other males: "Stay out of my territory!"

15 Now that scientists know that birds can send different messages to one another with different types of color, what's next? Birds have a third type of color—"structural" color—which makes feathers blue or iridescent. Naturally, now we wonder: "What messages do structural colors send?"

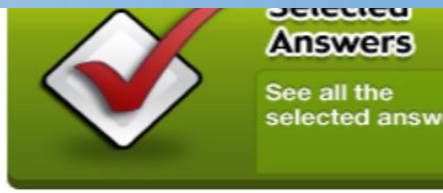
RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS" (PAGE 299-298)

- **LESSON: KEY IDEA AND DETAILS**
- **STANDARD: RI.6.3** ANALYZE IN DETAIL HOW KEY INDIVIDUAL, EVENT, OR IDEA IS INTRODUCED, ILLUSTRATED, AN ELABORATED IN A TEXT.
- **OBJECTIVE:** I CAN IDENTIFY THE KEY DETAIL, INDIVIDUAL, OR EVENT IN A TEXT AND EXPLAIN HOW IT IS ELABORATED IN VARIOUS WAYS THOUGHT THE TEXT.
- **EXIT TICKET:** WHAT IS THE OVERALL IDEA, EVENT, OR INDIVIDUAL THAT THE AUTHORS OF THIS PARTICULAR TEXT WANT US TO UNDERSTAND?

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 ON 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.

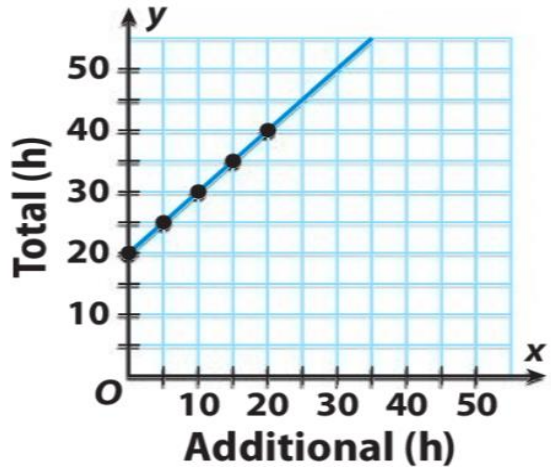


Students at Mills Middle School are required to work a certain number of community service hours. The table shows the numbers of additional hours several students worked beyond their required hours, as well as the total numbers of hours worked.

5. Read the ordered pairs from the graph to make a table.

Additional hours					
Total hours					

6. Write an equation that expresses the total hours in terms of the additional hours.



RALLY BOOK PAGE 71 QUESTION 2

- EACH BATCH OF DOG TREATS MAKES 4 DOZEN. LISA CAN SELL 6 DOG TREATS FOR $10.

- PART A: ASSUME LISA MAKES THE MAXIMUM NUMBER OF BATCHES SHE CAN ON DAY 1. HOW MUCH WILL SHE EARN IF SHE SELLS ALL OF THE DOG TREATS SHE MAKES?

- PART B: AT THE FAIR, LISA RECEIVED ORDERS FOR 40% MORE THAN THE NUMBER OF BATCHES SHE MADE ON DAY 1. HOW MANY DOZEN DOG TREATS WILL SHE HAVE TO MAKE TO FILL THE ORDERS?

RALLY BOOK PAGE 71 QUESTION 3

- ANDREA WANTS TO PAINT HER CLOSET. SHE WILL PAINT THE WALLS AND THE DOOR THE SAME COLOR. THE CLOSET MEASURES 2 YARDS BY 1.5 YARDS. THE CEILING IS 8 FEET HIGH.

PART A: FIND THE TOTAL AREA OF THE WALLS IN HER CLOSET, INCLUDING THE DOOR, USING THE FORMULA A = LENGTH X WIDTH.

PART B: EACH CAN OF PAINT COVERS 350 SQUARE FEET OF SURFACE. WILL SHE HAVE ENOUGH TO PUT 2 COASTS OF PAINT ON THE WALLS AND DOOR OF HER CLOSET? EXPLAIN YOUR ANSWER.

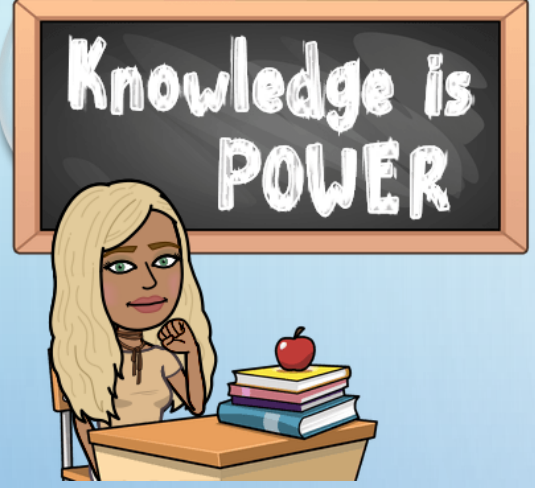
GO MATH ONLINE STUDENT BOOK

- STUDENTS WILL COMPLETE MODULE 12 LESSON 4 BY FOLLOWING ALONG ONLINE WITH THE STUDENT ONLINE WORK BOOK AND THEIR MATH NOTEBOOK.

WORK DUE MONDAY MAY 11TH 2020

- **READING: RALLY BOOK READING,** "WHY BIRDS WEAR BRIGHT FEATHERS." (PAGES 296-298) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 1-6
- **MATH: RALLY BOOK MATH** LESSON 11. READ THE INSTRUCTIONAL PAGES 73-76. ANSWER MULTIPLE CHOICE QUESTION 5 . EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 41: CLIMATES AND BIOMES (PAGES 263-266) 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 "BUILDING AN EMPIRE": (PAGE 31)

    1. WHAT IS A REFORM?
    2. WHAT WAS ONE OF HIS REFORMS? WHY IS THIS IMPORTANT?
    3. WHY DID THEY NEED TO USE THE SAME CURRENCY?



MORNING MESSAGE:

- GOOD MORNING! TODAY IS TUESDAY MAY 12TH 2020. WE WILL HAVE ART TODAY AT 10:40 A.M. WITH MS. CHESTER.
- THIS WEEK WE WILL WORK THROUGH DAY 17. (OLD INSTRUCTIONAL PLANS) REMEMBER WORK IS DUE DAILY.
- THIS WEEK WE WILL:

WE WILL FINISH READING, "WHY BIRDS WEAR BRIGHT FEATHERS" IN OUR RALLY READING BOOK THIS WEEK.

IN MATH WE WILL TAKE OUR MATH TEST TODAY AND CONTINUE WORKING ON RALLY BOOK LESSON 11.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 41: CLIMATES AND BIOMES.

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- **ENTRY TICKET:** HOW DOES THE SUB-HEADING YELLOW IS BETTER CONTRIBUTE TO THE ENTIRE TEXT?

RALLY BOOK READING ASSIGNMENT: "WHY BIRDS WEAR BRIGHT FEATHERS."

- LET'S TAKE NOTES ON EACH SUB-HEADING AS WE READ AND THINK ABOUT HOW IT CONNECTS TO THE LARGER TEXT.

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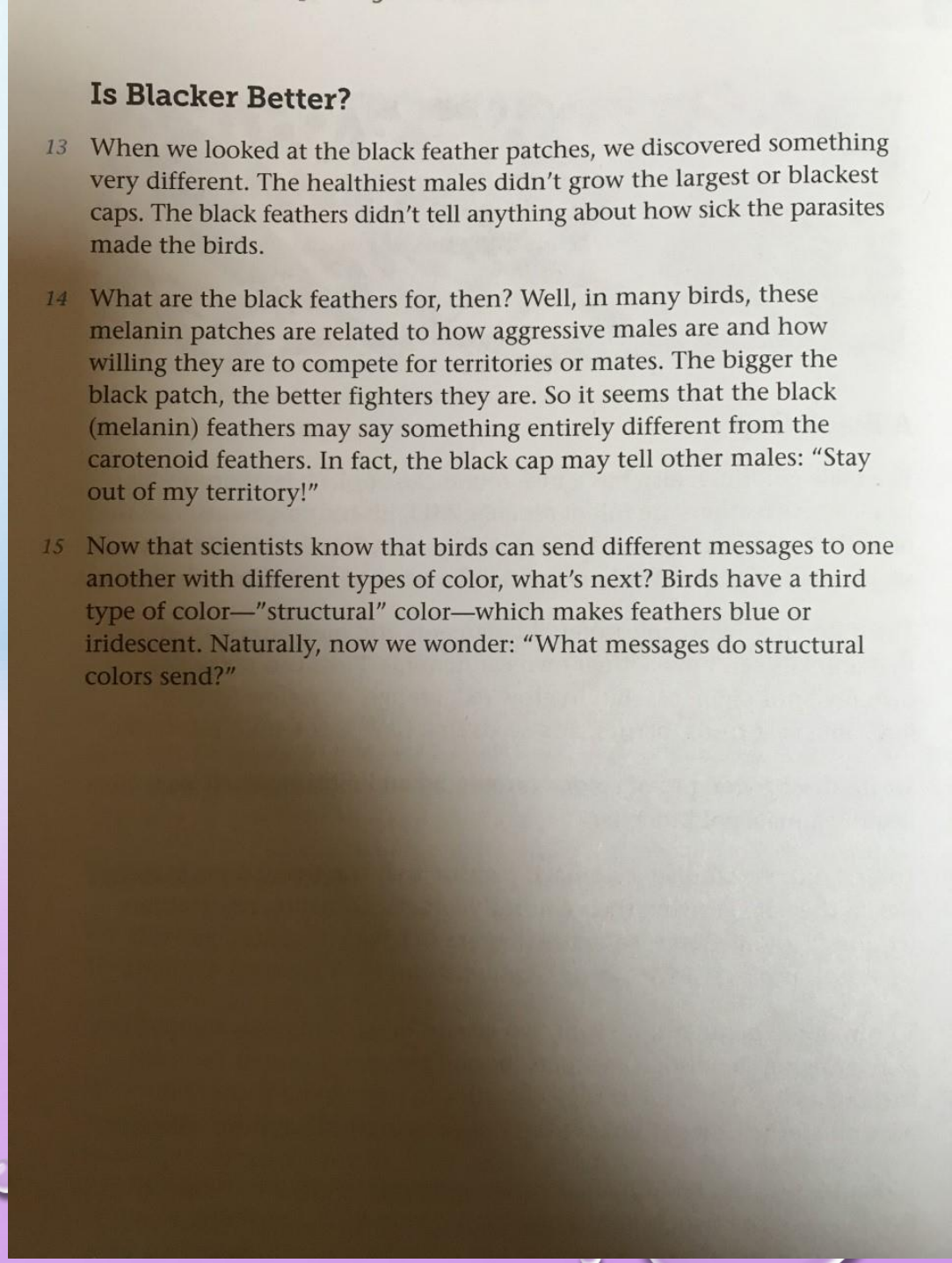

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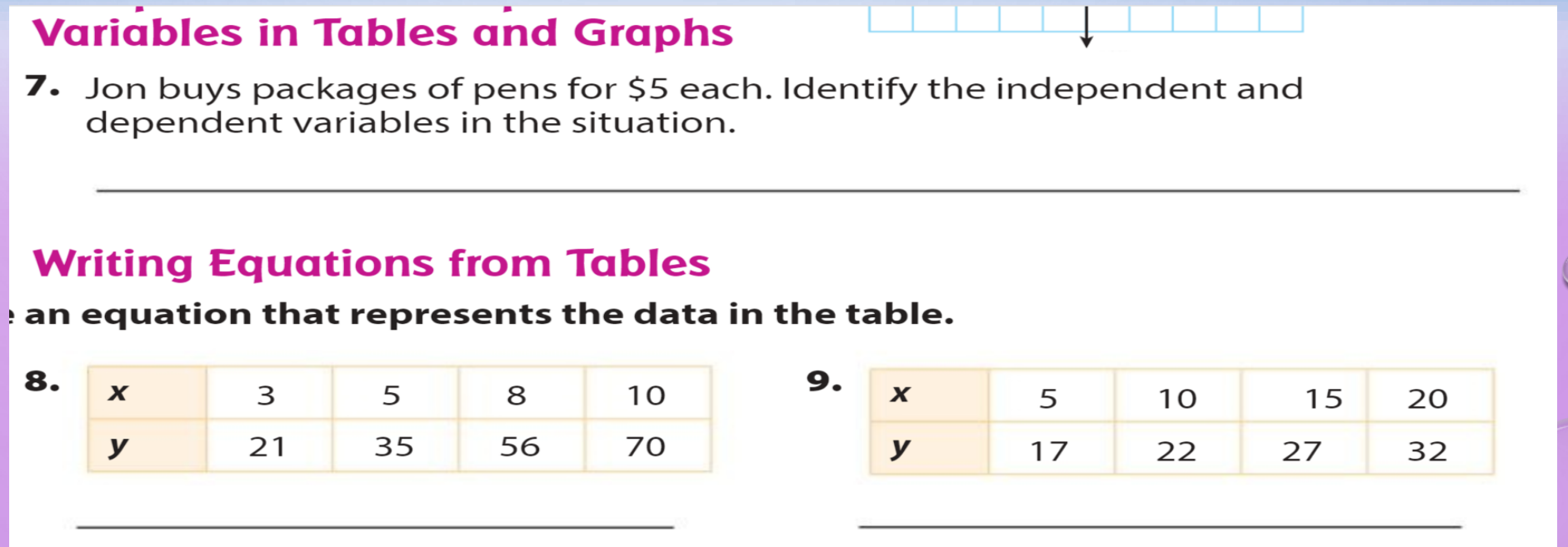
MODULE 12: RELATIONSHIPS IN TWO VARIABLE

- **LESSON 1-4**: RELATIONSHIPS IN TWO VARIABLES
- **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 ON QUANTITY, THOUGHT OF AS THE DEPENDENT VARIABLE, IN TERMS OF THE OTHER QUANTITY, THOUGHT OF AS THE INDEPENDENT VARIABLE.
- **OBJECTIVE:** I CAN IDENTIFY, EVALUATE, WRITE, AND PLOT RELATIONSHIPS AMONG VALUES AND VARIABLES.
- **ENTRY TICKET:**



Variables in Tables and Graphs

7. Jon buys packages of pens for $5 each. Identify the independent and dependent variables in the situation.

_____

Writing Equations from Tables

an equation that represents the data in the table.

8.

x	3	5	8	10
y	21	35	56	70

_____

9.

x	5	10	15	20
y	17	22	27	32

_____

RALLY BOOK REVIEW QUESTION PAGE 80 QUESTION 5

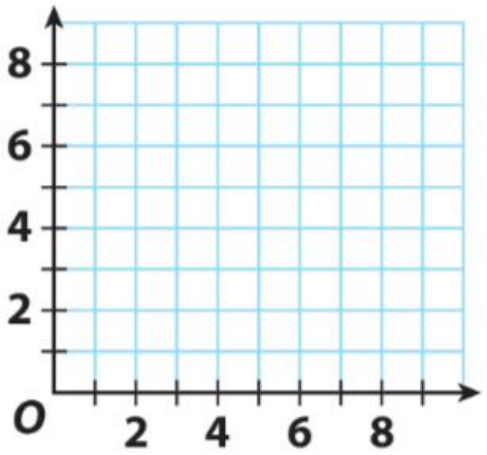
5. A LARGE RECTANGULAR DRAWING ON A WALL MEASURES 2 YARDS AND 6 INCHES BY 24 FEET. WHAT IS THE AREA OF THE POSTER MEASURED IN SQUARE FEET?

MODULE 12: RELATIONSHIPS IN TWO VARIABLE

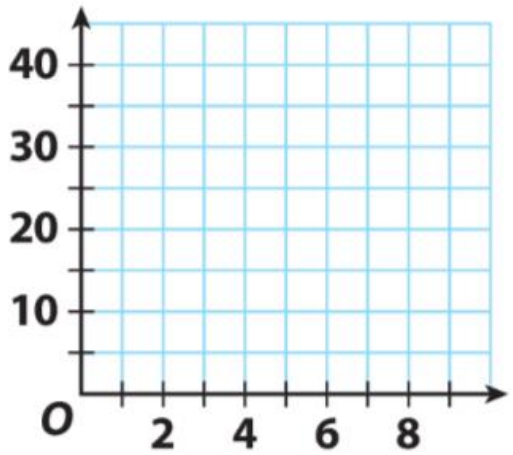
12.4 Representing Algebraic Relationships in Tables and Graphs

Graph each equation.

10. $y = x + 3$



11. $y = 5x$



ESSENTIAL QUESTION

12. How can you write an equation in two variables to solve a problem?

_____

MODULE 12: RELATIONSHIPS IN TWO VARIABLE

12.1 Graphing on the Coordinate Plane

Graph each point on the coordinate plane.

1. $A(-2, 4)$

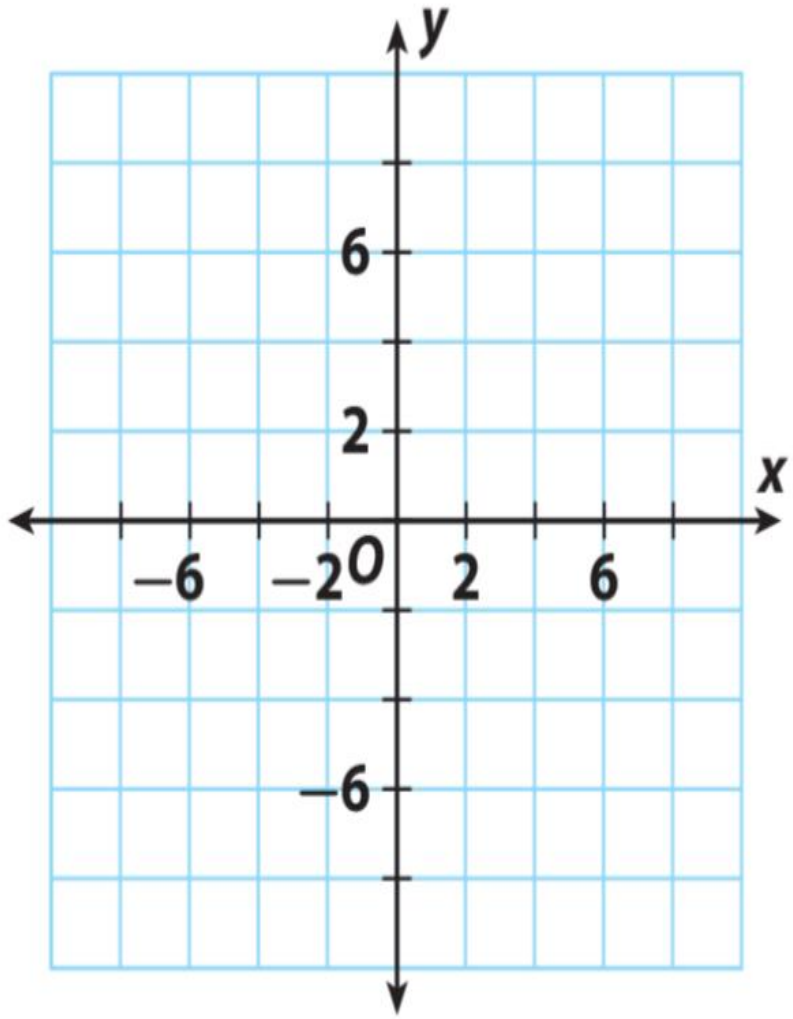
2. $B(3, 5)$

3. $C(6, -4)$

4. $D(-3, -5)$

5. $E(7, 2)$

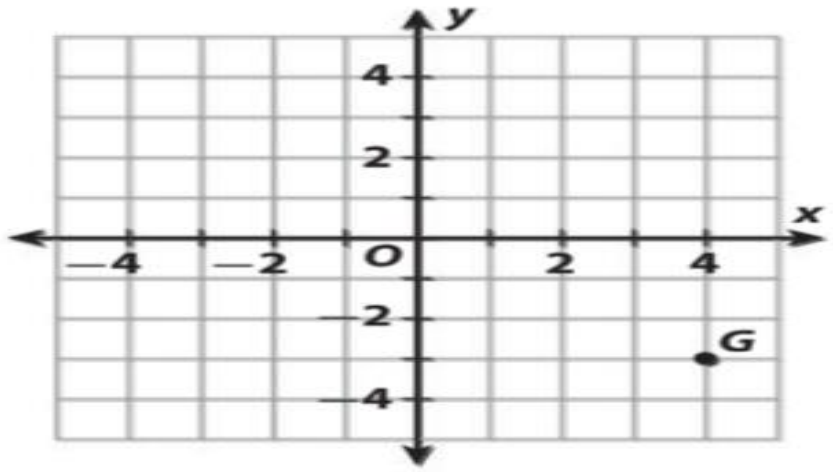
6. $F(-4, 6)$



12.2 Independent and Dependent Variables in Tables and Graphs

Module 12 Assessment

1. What are the coordinates of point G on the coordinate gr



Ⓐ (4, 3)
Ⓒ (−4, 3)
Ⓑ (4, −3)
Ⓓ (−4, −3)

2. A point is located in quadrant II of a coordinate plane. Which of the following could be the coordinates of that point?

Ⓐ (−5, −7)
Ⓒ (−5, 7)
Ⓑ (5, 7)
Ⓓ (5, −7)

3. Matt had 5 library books. He checked 1 additional book out every week without returning any books. Which equation describes the number of books he has, y, after x weeks?

Ⓐ $y = 5x$
Ⓒ $y = 1 + 5x$
Ⓑ $y = 5 - x$
Ⓓ $y = 5 + x$

4. Stewart is playing a video game. He earns the same number of points for each prize he captures. He earned 1,200 points for 6 prizes, 2,000 points for 10 prizes, and 2,600 points for 13 prizes. Which is the dependent variable in the situation?

Ⓐ the number of prizes captured
Ⓑ the number of points earned
Ⓒ the number of hours
Ⓓ the number of prizes available

5. Which point is *not* on the graph of the equation $y = 10 + x$?

Ⓐ (0, 10)
Ⓒ (8, 2)
Ⓑ (3, 13)
Ⓓ (5, 15)

6. Amy gets paid by the hour. Her sister helps. As shown, Amy gives her sister part of her earnings. Which equation represents Amy's pay when her sister's pay is $13?

Amy's pay in dollars	10	20	30	40
Sister's pay in dollars	2	4	6	8

Ⓐ $y = \frac{13}{5}$
Ⓒ $5 = 13y$
Ⓑ $13 = \frac{x}{5}$
Ⓓ $13 = 5x$

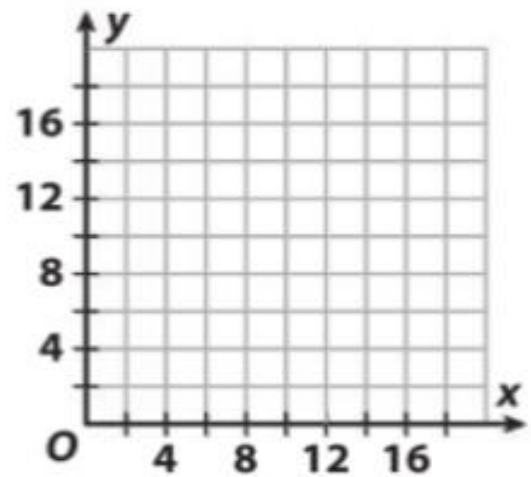
7. The table compares the ages, in years, of two cousins.

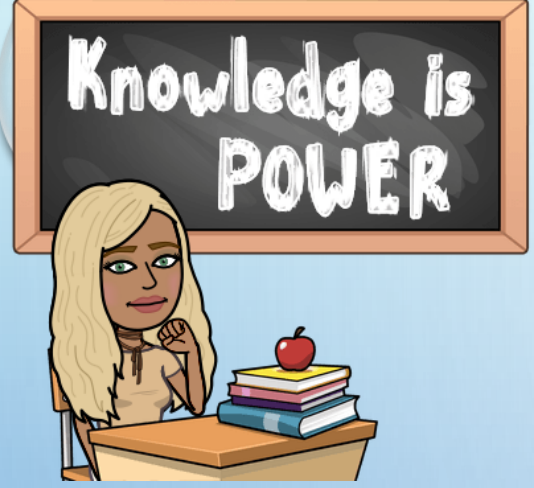
Ann's age, *x*	4	8	12
Tom's age, *y*	8	12	16

a. Write an equation that compares Tom's and Ann's ages.

_____

b. Draw a graph to represent the equation.





MORNING MESSAGE:

- GOOD MORNING! TODAY IS WEDNESDAY MAY 13TH 2020. WE WILL HAVE MEDIA TODAY AT 10:40 A.M. WITH MS. RANDAZZO.
- THIS WEEK WE WILL WORK THROUGH DAY 17. (OLD INSTRUCTIONAL PLANS) REMEMBER WORK IS DUE DAILY.
- THIS WEEK WE WILL:

WE HAVE FINISHED READING , "WHY BIRDS WEAR BRIGHT FEATHERS" IN OUR RALLY READING BOOK. YOU WILL ANSWER A SHORT RESPONSE QUESTION AS AN ASSIGNMENT TODAY.

IN MATH WE WILL REVIEW OF MODULE 12 MATH TEST AND PREPARE FOR OUR NEXT MODULE. WE WILL CONTINUE WORKING ON RALLY BOOK LESSON 11.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 41: CLIMATES AND BIOMES.

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

MEASURING UP: LESSON 41 CLIMATES AND BIOMES

- **LESSON:** CLIMATES AND BIOMES
- **STANDARD: LE7.1A** A POPULATION CONSISTS OF ALL INDIVIDUALS OF A SPECIES THA TARE FOUND TOGETHER AT A GIVEN PLACE AND TIME. POULATIONS LIVING IN ONE PLACE FROM A COMMUNITY. THE COMMUNITY AND THE PHUSICAL FACTORS WITH WHICH IT INTERACTS COMPOSE AN ECOSYSTEM.
- **OBJECTIVE:** I CAN IDENTIFY THE DIFFERENT ENVIRONMENTS THAT SUPPORT DIFFERENT KINDS OF ORGANISM BASED ON THEIR CLIMATE AND OTHER ENVIRONMENTAL FACTORS.
- **ENTRY TICKET:** IF YOU WERE A GIRAFFE WHERE WOULD YOU LIVE?

KEY VOCABULARY

- **BIOME:** A LARGE REGION WITH A CERTAIN CLIMATE AND CERTAIN KINDS OF PLANTS AND ANIMALS.

  EXAMPLE: THE TROPICAL RAINFOREST

- **BIODIVERSITY:** A GREAT VARIETY OF LIVING THINGS.

  EXAMPLE: UNITED STATES OF AMERICA

- **CLIMATE:** THE PATTERN OF WEATHER OVER A LONG PERIOD OF TIME.

  EXAMPLE: THE TUNDRA IS KNOWN FOR A COLD CLIMATE ALL YEAR LONG.

EXPLORING VARIOUS BIOMES LAND

Tropical Rain Forest:

Information: Are wet and warm all year round. Lots of plants that provide food for various animals. Lots of biodiversity. Animal examples: Toucans, frogs, snakes, and jaguars.

Picture: Brazil!

Temperate Forest: Have all 4 seasons. Limits the amount of plants and animals found due to various climate. Lots of trees that will lose leaves. Animals such as raccoons and bears. Upstate New York has Temperate Forest.

Picture:

Grasslands:

EXPLORING VARIOUS BIOMES WATER

Estuaries **Information:** **Picture:**

MEASURING UP: LESSON 41 CLIMATES AND BIOMES

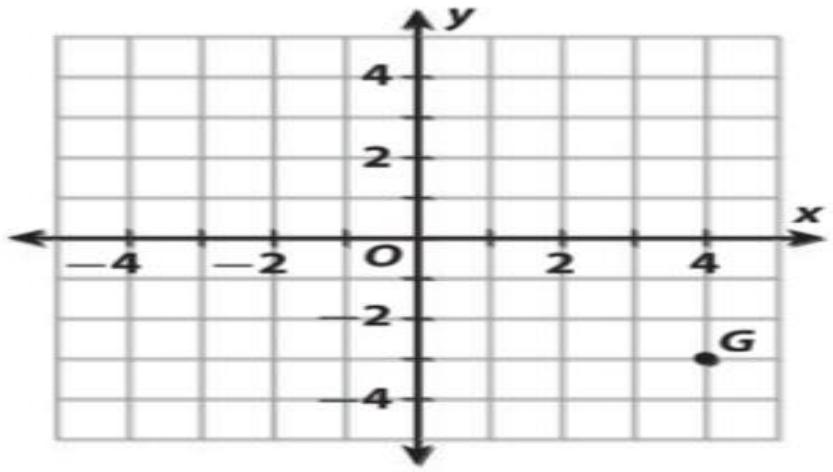
- **LESSON:** CLIMATES AND BIOMES
- **STANDARD: LE7.1A** A POPULATION CONSISTS OF ALL INDIVIDUALS OF A SPECIES THA TARE FOUND TOGETHER AT A GIVEN PLACE AND TIME. POULATIONS LIVING IN ONE PLACE FROM A COMMUNITY. THE COMMUNITY AND THE PHUSICAL FACTORS WITH WHICH IT INTERACTS COMPOSE AN ECOSYSTEM.
- **OBJECTIVE:** I CAN IDENTIFY THE DIFFERENT ENVIRONMENTS THAT SUPPORT DIFFERENT KINDS OF ORGANISM BASED ON THEIR CLIMATE AND OTHER ENVIRONMENTAL FACTORS.
- **EXIT TICKET:** PICK ONE ORGANISM AND EXPLAIN IN DETAIL WHERE IT WOULD BEST SURVIVE.

UNIT 6: RELATIONSHIPS IN GEOMETRY
MODULE 13: AREA AND POLYGONS

- **LESSON:** AREA OF POLYGONS
- **STANDARD: 6.G.A.1** FIND THE AREA OF RIGHT TRIANGLES, OTHER TRIANGLES, SPECIAL QUADRILATERALS, AND POLYGONS BY COMPOSING INTO RECTANGLES OR DECOMPOSING INTO TRIANGLES AND OTHER SHAPES.
- **OBJECTIVE:** I CAN FIND THE AREA OF PARALLELOGRAMS, RHOMBUSES, AND TRAPEZOIDS.
- **ENTRY TICKET:** HOW DO YOU FIND THE AREA OF A RECTANGLE? DOES THAT WORK FOR EVERY SHAPE?

Module 12 Assessment

1. What are the coordinates of point G on the coordinate gr



Ⓐ (4, 3)
Ⓒ (−4, 3)
Ⓑ (4, −3)
Ⓓ (−4, −3)

2. A point is located in quadrant II of a coordinate plane. Which of the following could be the coordinates of that point?

Ⓐ (−5, −7)
Ⓒ (−5, 7)
Ⓑ (5, 7)
Ⓓ (5, −7)

3. Matt had 5 library books. He checked 1 additional book out every week without returning any books. Which equation describes the number of books he has, y, after x weeks?

Ⓐ $y = 5x$
Ⓒ $y = 1 + 5x$
Ⓑ $y = 5 - x$
Ⓓ $y = 5 + x$

4. Stewart is playing a video game. He earns the same number of points for each prize he captures. He earned 1,200 points for 6 prizes, 2,000 points for 10 prizes, and 2,600 points for 13 prizes. Which is the dependent variable in the situation?

Ⓐ the number of prizes captured
Ⓑ the number of points earned
Ⓒ the number of hours
Ⓓ the number of prizes available

5. Which point is *not* on the graph of the equation $y = 10 + x$?

Ⓐ (0, 10)
Ⓒ (8, 2)
Ⓑ (3, 13)
Ⓓ (5, 15)

6. Amy gets paid by the hour. Her sister helps. As shown, Amy gives her sister part of her earnings. Which equation represents Amy's pay when her sister's pay is $13?

Amy's pay in dollars	10	20	30	40
Sister's pay in dollars	2	4	6	8

Ⓐ $y = \frac{13}{5}$
Ⓒ $5 = 13y$
Ⓑ $13 = \frac{x}{5}$
Ⓓ $13 = 5x$

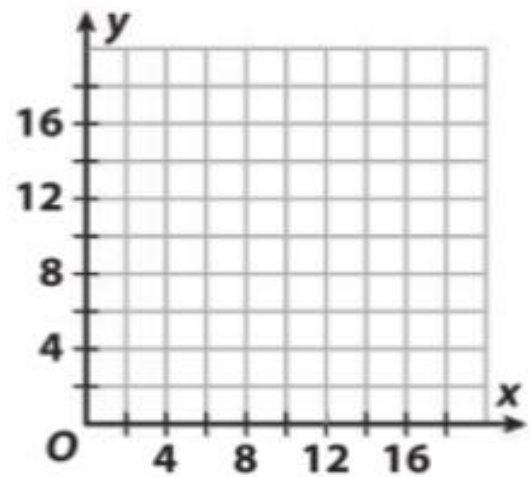
7. The table compares the ages, in years, of two cousins.

Ann's age, *x*	4	8	12
Tom's age, *y*	8	12	16

a. Write an equation that compares Tom's and Ann's ages.

_____

b. Draw a graph to represent the equation.



GO MATH: MODULE 13 AREA AND POLYGON

Inverse Operations

EXAMPLES

$7k = 35$
$\frac{7k}{7} = \frac{35}{7}$
$k = 5$

k is multiplied by 7. Use the inverse operation, division.

$k + 7 = 9$
$k + 7 - 7 = 9 - 7$
$k = 2$

7 is added to k. Use the inverse operation, subtraction.

Solve each equation using the inverse operation.

1. $9p = 54$ _____ **2.** $m - 15 = 9$ _____ **3.** $\frac{b}{8} = 4$ _____ **4.** $z + 17 = 23$ _____

Metric Units

EXAMPLE

6 m = ▢ cm
6 m = 600 cm

4, 000 mL = ▢ L
4, 000 mL = 4 L

Multiply to go from a larger unit to a smaller unit.

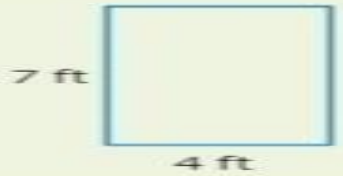
Divide to go from a smaller unit to a larger unit.

Convertto the given units.

5. 64 m = _____ cm **6.** 500 g = _____ kg **7.** 4.6 kL = _____ L

Area of Squares and Rectangles

EXAMPLE



Find the area of the rectangle.

$A = bh$
$= 7 \times 4$
$= 28$

Use the formula for the area of a rectangle. Substitute for base and height.

The area is 28 square feet.

8. Find the area of a rectangle with a base of 5 feet and a height of $9\frac{1}{2}$ feet _____

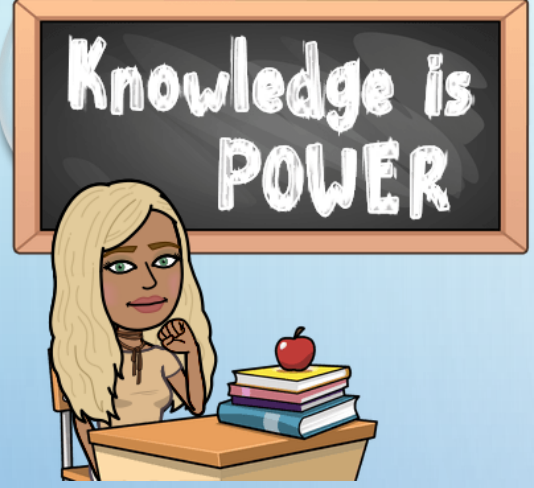
WORK DUE WEDNESDAY MAY 13TH 2020

- **READING: RALLY BOOK READING,** "WHY BIRDS WEAR BRIGHT FEATHERS." (PAGES 296-298) READ, ANNOTATE, AND ANSWER SHORT RESPONSE QUESTION 8.
- **MATH: RALLY BOOK MATH** LESSON 11. READ THE INSTRUCTIONAL PAGES 73-76. ANSWER MULTIPLE CHOICE QUESTION 7 . EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 41: CLIMATES AND BIOMES (PAGES 263-266) READ, ANNOTATE, AND ANSWER QUESTIONS 1-5 ON PAGE 265.
- **SOCIAL STUDIES: SCHOLASTIC APP:** READ THE TEXT "ANCIENT CHINA." ANSWER THE FOLLOWING QUESTIONS BASED ON THE SUB-HEADING "A HARSH RULER": (PAGE 34)

    1. WHO IS HAN FEI? EXPLAIN IDEAS?

    2. WHAT DID THE FIRST EMPEROR DO TO PEOPLE WHO COMMITTED A CRIME? WHY?

    3. WHAT ARE SOME OCCUPATIONS THAT THE EMPEROR GAVE? WHY DID HE GIVE THEM THESE OCCUPATIONS?



MORNING MESSAGE:

- GOOD MORNING! TODAY IS THURSDAY MAY 14TH 2020. WE WILL HAVE GYM TODAY AT 10:40 A.M. WITH MR. JACOBS.
- PTO MEETING TONIGHT AT 6:00 P.M. HAVE YOUR PARENTS ATTEND FOR IMPORTANT INFORMATION!
- STUDENT OF THE MONTH: DARWIN ESCOBAR
- STUDENT OF THE MONTH FOR ART: JACQUELINE GONZALEZ
- THIS WEEK WE WILL WORK THROUGH DAY 17. (OLD INSTRUCTIONAL PLANS) REMEMBER WORK IS DUE DAILY.
- THIS WEEK WE WILL:

YOU WILL BE READING, "THE SANDPIPERS TRICK" IN OUR RALLY READING BOOK TODAY. YOU WILL ANSWER MULTIPLE CHOICE QUESTIONS TODAY. YOU WILL NEED TO REFER BACK TO "WHY DO BIRDS WEAR BRIGHT FEATHERS!"

IN MATH WE WILL BEGIN MODULE 13 AREA AND POLYGONS. WE WILL CONTINUE WORKING ON RALLY BOOK LESSON 11.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 41: CLIMATES AND BIOMES.

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

Jacqueline Gonzalez – Grade [redacted]

The Art of Upcycling; Remote Learning

Student of The Month in Art

April 2020

Ask yourself …before I throw something away can I UPCYCLE and make Art with it?

Student of the Month: Darwin Escobar

MEASURING UP: LESSON 41 CLIMATES AND BIOMES

- **LESSON:** CLIMATES AND BIOMES
- **STANDARD: LE7.1A** A POPULATION CONSISTS OF ALL INDIVIDUALS OF A SPECIES THA TARE FOUND TOGETHER AT A GIVEN PLACE AND TIME. POULATIONS LIVING IN ONE PLACE FROM A COMMUNITY. THE COMMUNITY AND THE PHUSICAL FACTORS WITH WHICH IT INTERACTS COMPOSE AN ECOSYSTEM.
- **OBJECTIVE:** I CAN IDENTIFY THE DIFFERENT ENVIRONMENTS THAT SUPPORT DIFFERENT KINDS OF ORGANISM BASED ON THEIR CLIMATE AND OTHER ENVIRONMENTAL FACTORS.
- **ENTRY TICKET:** WHERE WOULD A CAMEL SURVIVE? WHAT ADAPTATION MUST IT HAVE TO SURVIVE?

Biomes

KEY VOCABULARY

- **BIOME:** A LARGE REGION WITH A CERTAIN CLIMATE AND CERTAIN KINDS OF PLANTS AND ANIMALS.

  EXAMPLE: THE TROPICAL RAINFOREST

- **BIODIVERSITY:** A GREAT VARIETY OF LIVING THINGS.

  EXAMPLE: UNITED STATES OF AMERICA

- **CLIMATE:** THE PATTERN OF WEATHER OVER A LONG PERIOD OF TIME.

  EXAMPLE: THE TUNDRA IS KNOWN FOR A COLD CLIMATE ALL YEAR LONG.

EXPLORING VARIOUS BIOMES LAND

<u>Tropical Rain Forest:</u>
Information: Are wet and warm all year round. Lots of plants that provide food for various animals. Lots of biodiversity. Animal examples: Toucans, frogs, snakes, and jaguars.

Picture: Brazil!

<u>Temperate Forest:</u> Have all 4 seasons. Limits the amount of plants and animals found due to various climate. Lots of trees that will lose leaves. Animals such as raccoons and bears. Upstate New York has Temperate Forest.
Picture:

<u>Grasslands:</u> are very dry. They do have four seasons. Very few trees, long yellow grass from the sun. Many herbivores such as antelopes and rabbits.

<u>Deserts:</u> The hottest and driest biome. Very little plants. Which means very little organisms. Some animals do mange to live here such as lizards, snakes, jackrabbits. One example of a plant would be a cactus.

Tundra:

EXPLORING VARIOUS BIOMES WATER

UNIT 6: RELATIONSHIPS IN GEOMETRY
MODULE 13: AREA AND POLYGONS

- **LESSON:** AREA OF POLYGONS
- **STANDARD: 6.G.A.1** FIND THE AREA OF RIGHT TRIANGLES, OTHER TRIANGLES, SPECIAL QUADRILATERALS, AND POLYGONS BY COMPOSING INTO RECTANGLES OR DECOMPOSING INTO TRIANGLES AND OTHER SHAPES.
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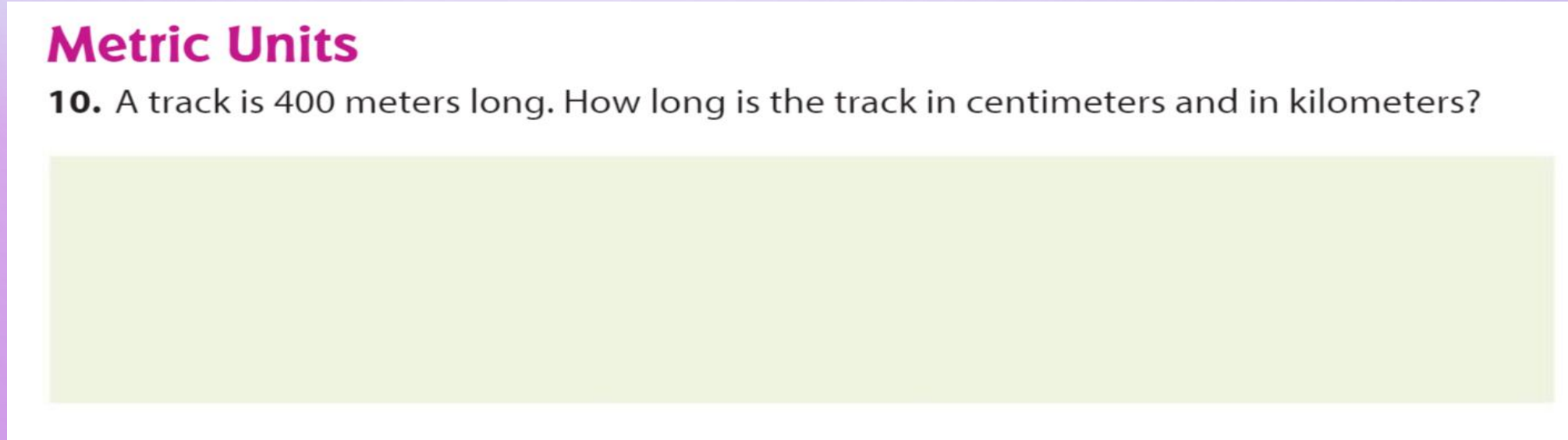
- **ENTRY TICKET:**



Metric Units

10. A track is 400 meters long. How long is the track in centimeters and in kilometers?

RALLY BOOK REVIEW PAGE 90 QUESTION 7

- WHICH ANSWER CHOICE SHOWS A TRUE RELATIONSHIP?

a. 2,000 POUNDS IS GREATER THAN 2 TONS

b. 2 POUNDS + 8 OUNCES IS LESS THAN 4 POUNDS – 7 OUNCES

c. 36 INCHES + 1 YARD IS EQUAL TO 16 FEET

d. 3.5 TONS IS EQUAL TO 3,500 POUNDS

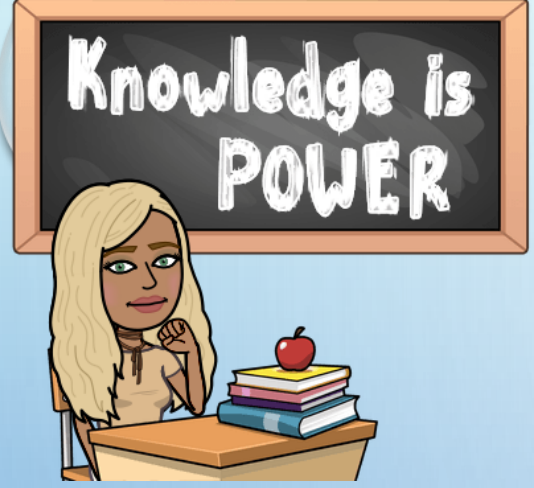
GO MATH MODULE 13 LESSON 1: AREA OF QUADRILATERALS

- STUDENTS WILL CONTINUE INSTRUCTION THROUGH GO MATH STUDENT ADDITION ONLINE!

WORK DUE THURSDAY MAY 14TH 2020

- **READING: RALLY BOOK READING,** "THE SANDPIPER'S TRICK." (PAGES 299-300) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 9 AND 13. (YOU NEED BOTH TEXTS FOR QUESTION 13)
- **MATH: RALLY BOOK MATH** LESSON 11. READ THE INSTRUCTIONAL PAGES 73-76. ANSWER SHORT RESPONSE QUESTION 2 . EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 41: CLIMATES AND BIOMES (PAGES 263-266) READ, ANNOTATE, AND ANSWER MULTIPLE CHOICE QUESTIONS 1-5 ON PAGE 266.
- **SOCIAL STUDIES: SCHOLASTIC APP:** READ THE TEXT "ANCIENT CHINA." ANSWER THE FOLLOWING QUESTIONS BASED ON THE SUB-HEADING "AN ARMY OF STONE": (PAGE 34-37)

    1. WHY DID THE EMPEROR MAKE TERRACOTTA SOLDIERS?
    2. WHAT HAPPENED TO THE TERRACOTTA SOLDIERS OVER TIME?
    3. WHAT WOULD YOU WANT TO BE BURIED WITH?



MORNING MESSAGE:

- GOOD MORNING! TODAY IS FRIDAY MAY 15TH 2020. WE WILL HAVE STEM WITH MORRISON MENTORS AT 1:00 P.M. WE WILL ALSO HAVE FLES WITH MRS. MORAN AT 2;25 P.M. (YOU SHOULD HAVE ALL ZOOM LINKS FROM PREVIOUS WEEKS.)
- THE PTO MEETING WAS LAST NIGHT! IT WAS FABULOUS! HOPE SOME OF YOUR PARENTS CAN ATTEND THE NEXT ONE!
- STUDENT OF THE MONTH: DARWIN ESCOBAR
- STUDENT OF THE MONTH FOR ART: JACQUELINE GONZALEZ
- THIS WEEK WE WILL WORK THROUGH DAY 17. (OLD INSTRUCTIONAL PLANS) REMEMBER WORK IS DUE DAILY.
- THIS WEEK WE WILL:

YOU WILL BE READING, "THE SANDPIPERS TRICK" IN OUR RALLY READING BOOK TODAY. YOU WILL ANSWER MULTIPLE CHOICE QUESTIONS TODAY. YOU WILL NEED TO REFER BACK TO "WHY DO BIRDS WEAR BRIGHT FEATHERS!"

IN MATH WE WILL BEGIN MODULE 13 AREA AND POLYGONS. WE WILL CONTINUE WORKING ON RALLY BOOK LESSON 11.

IN SCIENCE WE WILL BE WORKING IN OUR MEASURING UP BOOKS ON LESSON 41: CLIMATES AND BIOMES.

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

MEASURING UP: LESSON 41 CLIMATES AND BIOMES

- **LESSON:** CLIMATES AND BIOMES
- **STANDARD: LE7.1A** A POPULATION CONSISTS OF ALL INDIVIDUALS OF A SPECIES THA TARE FOUND TOGETHER AT A GIVEN PLACE AND TIME. POULATIONS LIVING IN ONE PLACE FROM A COMMUNITY. THE COMMUNITY AND THE PHUSICAL FACTORS WITH WHICH IT INTERACTS COMPOSE AN ECOSYSTEM.
- **OBJECTIVE:** I CAN IDENTIFY THE DIFFERENT ENVIRONMENTS THAT SUPPORT DIFFERENT KINDS OF ORGANISM BASED ON THEIR CLIMATE AND OTHER ENVIRONMENTAL FACTORS.
- **ENTRY TICKET:** WHICH BIOME HAS 4 SEASONS?

Biomes

EXPLORING VARIOUS BIOMES LAND

<u>Tropical Rain Forest:</u>
Information: Are wet and warm all year round. Lots of plants that provide food for various animals. Lots of biodiversity. Animal examples: Toucans, frogs, snakes, and jaguars.

Picture: Brazil!

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Picture:

<u>Grasslands:</u> are very dry. They do have four seasons. Very few trees, long yellow grass from the sun. Many herbivores such as antelopes and rabbits.

<u>Deserts:</u> The hottest and driest biome. Very little plants. Which means very little organisms. Some animals do mange to live here such as lizards, snakes, jackrabbits. One example of a plant would be a cactus.

Taiga: This area is very wet and cold. They have a very short summer and very long winter! Most of the trees are evergreens. (Christmas Tree) They do have animals that survive they are: wolves, deer, and moose. These animals have certain adaptations to survive like thick fur.

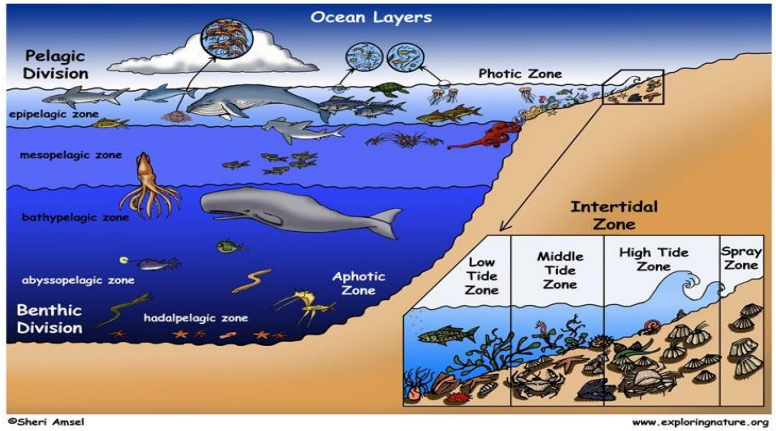
Tundra: FROZEN! Only moisture it gets is snow. The grown is frozen, the ocean, and rivers are frozen. (Arctic Circle: North and South poles) Not much can survive. Caribou, polar bears, lemmings, and some birds and insects. These animals have incredible adaptations to survive.

EXPLORING VARIOUS BIOMES WATER

Estuaries: Both salt water and fresh water from the rivers. Lots of nutrients from rivers which allows it to support lots of plant life. If there are lots of plant life their will be lots of organisms. Plants = food for fish and birds!

Intertidal Zone: Area in the ocean between high tide and low tide. Lots of exposed rocks and sand. Animals are often one minute above water and the next minute below! Not many animals can survive due to rough conditions. The waves are always crashing. Such animals are starfish because they can cling to rocks.

Near-Shore Zone: Located in the ocean. Home to coral reefs! Lots of plants and kelp survive here. Many kinds of seaweed, fishes, sponges, and other sea life.



MEASURING UP: LESSON 41 CLIMATES AND BIOMES

- **LESSON:** CLIMATES AND BIOMES
- **STANDARD: LE7.1A** A POPULATION CONSISTS OF ALL INDIVIDUALS OF A SPECIES THA TARE FOUND TOGETHER AT A GIVEN PLACE AND TIME. POULATIONS LIVING IN ONE PLACE FROM A COMMUNITY. THE COMMUNITY AND THE PHUSICAL FACTORS WITH WHICH IT INTERACTS COMPOSE AN ECOSYSTEM.
- **OBJECTIVE:** I CAN IDENTIFY THE DIFFERENT ENVIRONMENTS THAT SUPPORT DIFFERENT KINDS OF ORGANISM BASED ON THEIR CLIMATE AND OTHER ENVIRONMENTAL FACTORS.
- **EXIT TICKET:** IF YOU COULD VISIT ONE BIOME WHICH WOULD IT BE AND WHY?

RALLY BOOK PAIRED TEXT SELECTION "WHY DO BIRDS WEAR BRIGHT FEATHERS" & "THE SANDPIPER'S TRICK"

- **LESSON:** ANALYZING PAIRED PASSAGES
- **STANDARD:** RI.6.9 ANALYZE HOW TWO OR MORE TEXTS ADDRESS SIMILAR THEMES OR TOPICS IN ORDER TO BUILD KNOWLEDGE OR TO COMPARE THE APPROACHES THE AUTHORS TAKES.
- **OBJECTIVE:** I CAN ANALYZE TWO TEXTS TO DEVELOP A DEEPER UNDERSTAND OF A SIMILAR TOPIC OR THEME.
- **ENTRY TICKET:** WHAT IS ONE SIMILARITY OR DIFFERENCE THAT WE WILL FIND IN OUR TWO TEXT SELECTIONS FROM THIS WEEK?

The Sandpiper's Trick

By Celia Thaxter

1 One lovely afternoon in May I had been wandering up and down, through rocky gorges, by little swampy bits of ground, and on the tops of windy headlands, looking for flowers, and had found many: large blue violets, the like of which you never saw; white violets, too, creamy and fragrant; gentle little houstonias; dancing erythroniums, and wind-flowers delicately tinted, blue, straw-color, pink, and purple. I never found such in the mainland valleys; the salt air of the sea deepens the colors of all flowers. I stopped by a swamp which the recent rains had filled and turned to a little lake. Light green iris-leaves cut the water like sharp and slender swords, and, in the low sunshine that streamed across, threw long shadows over the shining surface.

2 Some blackbirds were calling sweetly in a clump of bushes, and song-sparrows sang as if they had but one hour in which to crowd the whole raptures of the spring. As I pressed through the budding bayberry bushes to reach some milk-white sprays of shadbush which grew by the water-side, I startled three curfews. They flew away, trailing their long legs, and whistling fine and clear. I stood still to watch them out of sight. How full the air was of pleasant sounds! The very waves made a glad noise about the rocks, and the whole sea seemed to roar afar off, as if half asleep and murmuring in a kind of gentle dream. The flock of sheep was scattered here and there, all washed as white as snow by the plenteous rains, and nibbling the new grass eagerly; and from near and far came the tender and plaintive cries of the young lambs.

3 Going on again, I came to the edge of a little beach, and presently I was startled by a sound of such terror and distress that it went to my heart at once.

4 In a moment a poor little sandpiper emerged from the bushes, dragging itself along in such a way that, had you seen it, you would have concluded that every bone in its body had been broken. Such a dilapidated bird! Its wings drooped and its legs hung as if almost lifeless. It uttered continually a shrill cry of pain, and kept just out of the reach of my hand, fluttering hither and thither, as if sore wounded and weary. At first I was amazed, and cried out, "Why, friend and gossip! What is the matter?" and then stood watching it in mute dismay.

5 Suddenly it flashed across me that this was only my sandpiper's way of concealing from me a nest; and I remembered reading about this little trick of hers in a book of natural history. The object was to make me follow her by pretending that she could not fly, and so lead me away from her treasure. So I stood perfectly still, lest I should tread on the precious habitation, and quietly observed my deceitful little friend.

6 Her apparently desperate and hopeless condition grew so comical when I reflected that it was only trickery, that I could not help laughing, loud and long. "Dear gossip," I called to her, "pray don't give yourself so much unnecessary trouble! You might know I wouldn't hurt you or your nest for the world, you most absurd of birds!"

7 As if she understood me, and as if she could not bear being ridiculed, up she rose at once, strong and graceful, and flew off with a full, round, clear note, delicious to hear.

8 Then I cautiously looked for the nest, and found it quite close to my feet, near the stem of a stunted bayberry bush. Mrs. Sandpiper had only drawn together a few bayberry leaves, brown and glossy, a little pale green lichen, and a twig or two, and that was a pretty enough house for her. Four eggs, about as large as robins', were within, all laid evenly with the small ends together, as is the tidy fashion of the sandpiper family. No wonder I did not see them; for they were pale green like the lichen, with brown spots the color of the leaves and twigs, and they seemed a part of the ground, with its confusion of soft neutral tints. I couldn't admire them enough, but, to relieve my little friend's anxiety, I came very soon away; and as I came, I marveled much that so very small a head should contain such an amount of cunning.

RALLY BOOK PAIRED TEXT SELECTION "WHY DO BIRDS WEAR BRIGHT FEATHERS"

"WHY DO BIRDS WEAR BRIGHT FEATHERS"

- ANALYZE THE SIMILARITIES AND DIFFERENCES BETWEEN THE TWO TEXTS.

"THE SANDPIPER'S TRICK"

- ANALYZE THE SIMILARITIES AND DIFFERENCES BETWEEN THE TWO TEXTS.

RALLY REVIEW PAGE 78 QUESTION 2

- THE SPEED OF LIGHT IS 186,282 MILES PER SECOND. HOW MANY MILES DOES LIGHT TRAVEL IN 1 HOUR?

WORK DUE FRIDAY MAY 15TH 2020

- **READING: RALLY BOOK READING,** "THE SANDPIPER'S TRICK" AND "WHY BIRDS WEAR BRIGHT FEATHERS." (PAGES 299-300) READ, ANNOTATE, AND ANSWER SHORT RESPONSE QUESTION 14.
- **MATH: RALLY BOOK MATH** LESSON 11. READ THE INSTRUCTIONAL PAGES 73-76. ANSWER SHORT RESPONSE QUESTION 3 . EXPLAIN YOUR THINKING AND PROCESS.
- **SCIENCE: MEASURING UP BOOK** LESSON 41: CLIMATES AND BIOMES (PAGES 263-266) READ, ANNOTATE, AND SUMMARIZE 3 PIECES OF INFORMATION LEARNED THIS WEEK.
- **SOCIAL STUDIES:** LOG ONTO IREADY READING AND COMPLETE ONE LESSON. (NON-FICTION TEXT SELECTION.)