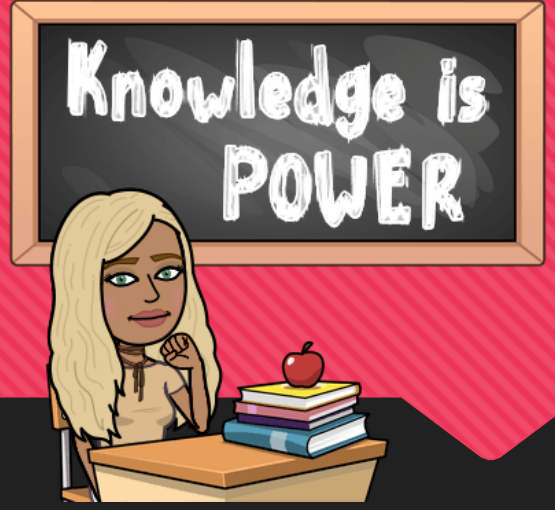
Ms. Kelly's Virtual Classroom

Daily Shout-Outs: New student of the week for April 13th 2020: Kenia for submitting all work and always attending zoom sessions on time!

Who will be the student on the week? Reward: Lunch of their choice on Ms. Kelly!

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 April 20th, 2020. We will have art today at 10:40 a.m.
- On Friday we began Day 14 of our instructional plans. We will continue to work on Day 14 today and tomorrow.
- On Friday we conducted a science experiment for chemical and physical reactions, who tried it?

This week we will:

- We also read the text, "Why Do Cliff Swallows Live Together?" We answered the multiple choice questions as our assignment for Friday. Today we will focus on some of the short response questions.
- For Science: Lesson 9 Solid, Liquid, Gases
- For Social Studies: Scholastic Text, "Ancient History"
- For Math: Rally Book Lesson 8: Using ratios and rates to find percentages
- This afternoon we will complete a Go Math Module 11 Lesson 4.

Monday April 20th 2020 Work Due

- **Reading:** Rally Book, "Why Do Cliff Swallows Live Together?" multiple choice and short response question 9. Pages 152-157
- **Science:** Lesson 9: Solid, Liquids, and Gases pages 50-52 guided questions (Only 2!)
- **Math:** Rally Book Lesson 8 pages 53-59. Multiple choice questions 6 explain your solution. Math Exit Ticket Question Lesson 4.
- **Social Stuides:** Log onto scholastic App. Open the book, "Ancient History" Find the answers to the following questions:
    1. What did the Mesopotamians do for a living?
    2. Why is the Nile river known as a lifeline of Egypt?

Solid, Liquid, Gases

- **Lesson 9-** Solid, Liquid, Gases
- **Standard:** PS3.1d,e, & f: Gases have neither a determined shape nor a definite volume. Gases assume the shape and volume of a closed container. A liquid has definite volume, but takes the shape of a container. A solid has definite shape and volume. Particles resist a change in position.
- **Objective:** I can identify 3 examples of solids, liquids, and gases providing explanation and reasoning for each examples category based on the definitions.
- **Entry Ticket:** What are the 3 states of matter?

Solid, Liquid, Gases

Pre-Lesson Questions:

- What is matter?
- Air is a gas. What are some ways we can see air?
- What are some examples of a solid in your home?
- What are some examples of liquids in your home?
- What are some examples of gases in your home?

Solid, Liquid, Gases

After Video Questions:

- What state of matter is slime? How do you know?
- What is the difference between a liquid and a solid?
- Why isn't a dream made of matter?
- What is special about a Oobleck?

Module 11: Lesson 4: Writing Inequalities

- **Lesson 4:** Writing Inequalities
- **Standard:** 6.EE.B.5 Understand solving an equation or inequality as a process of answering question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- **Essential Question:** How can you use inequalities to represent real-world constraints or conditions?
- **Objective:** I can use inequalities to represent real-world constraints or conditions.
- **Entry Ticket:**

Carmen participated in a read-a-thon. Mr. Cole pledged $4.00 per book and gave Carmen $44. How many books did Carmen read?

35 What number is **not** part of the solution set to the inequality below?

$$w - 10 \leq 16$$

A 11

B 15

C 26

D 27

Review Module 11 Lesson 3

10. Lee drove 420 miles and used 15 gallons of gasoline. How many miles did Lee's car travel per gallon of gasoline?

_____

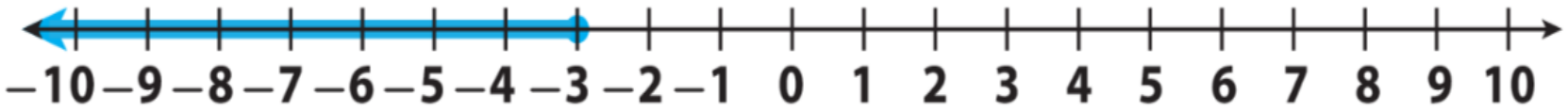
11. On some days, Melvin commutes 3.5 hours per day to the city for business meetings. Last week he commuted for a total of 14 hours. How many days did he commute to the city?

_____

Lesson 4 Writing Inequalities Exit Ticket

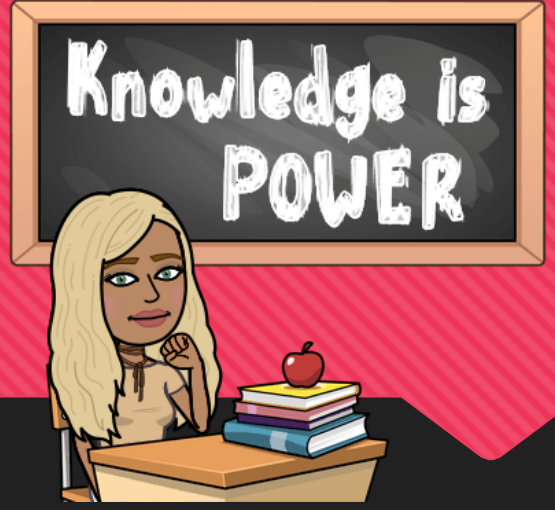
Write an inequality that matches the number line model.

13. _____



14. _____

15. _____



Morning Message

- Good Morning! Today is Tuesday April 21st, 2020! We will have gym today at 10:40 a.m.
- Parent Portal Letters Mailed Home!
- We will continue to work on Day 14 together today.

This week we will:

- We are reading the text, "Why Do Cliff Swallows Live Together?" We answered the multiple choice questions and question 9.
- For Science: Lesson 9 Solid, Liquid, Gases
- For Social Studies: Scholastic Text, "Ancient History"
- For Math: Rally Book Lesson 8: Usng ratios and rates to find percentages
- This afternoon we will complete a Go Math Module 11 Lesson 4 continued.

Fourth Quarter Special Schedule

Monday 10:40 a.m.	**Tuesday 10:40 a.m.**	**Wednesday 10:40 a.m.**	**Thursday 10:40 a.m.**	**Friday 2:25 p.m.**
Music	Art	Media	Gym	FLES
Della-Ratta	Chester	Randazzo	Jacobs	Moran

“Why Do Cliff Swallows Live Together?”

- **Question 10**: Complete the chart by listing three tools the scientists use to gather information about cliff swallows and stating the purpose of each tool.

Tool	Purpose

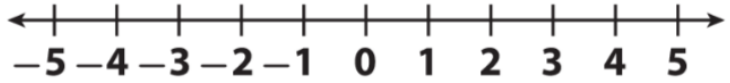
Tuesday April 21st 2020 Work Due

- **Reading:** Rally Book, "Why Do Cliff Swallows Live Together?" short response question 11. Complete 1 iReady Lesson for reading.
- **Science:** Lesson 9: Solid, Liquids, and Gases pages 50-52 . Questions 1, 2, and 3 on page 51.
- **Math:** Rally Book Lesson 8 pages 53-59. Multiple choice questions 7 explain your solution. Math Exit Ticket Question Lesson 4.
- **Social Stuides:** Log onto scholastic App. Open the book, "Ancient History" Find the answers to the following questions:
    1. What did the people of the Indus River Valley Civilization do for a living? Which civilization is this referring to?
    2. Who was Confucius? What civilization followed him?

Module 11: Lesson 4: Writing Inequalities

- **Lesson 4:** Writing Inequalities
- **Standard:** 6.EE.B.5 Understand solving an equation or inequality as a process of answering question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- **Essential Question:** How can you use inequalities to represent real-world constraints or conditions?
- **Objective:** I can use inequalities to represent real-world constraints or conditions.
- **Entry Ticket:**

4. During hibernation, a garter snake's body temperature never goes below 3 °C. Write and graph an inequality that represents this situation. (Example 2)



36 The coordinates of the vertices of triangle ABC are $A(1, -1)$, $B(1, 4)$, and $C(8, 4)$. What is the length, in units, of the line segment that connects vertex A and vertex B?

A 1

B 4

C 5

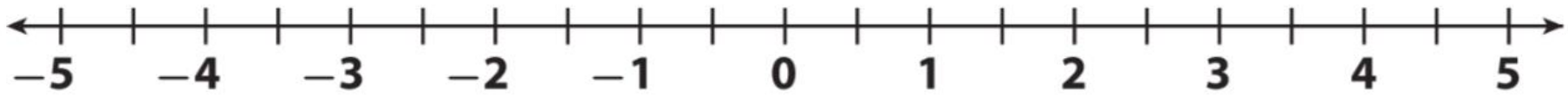
D 7

Rally Book Page 56 Question 6

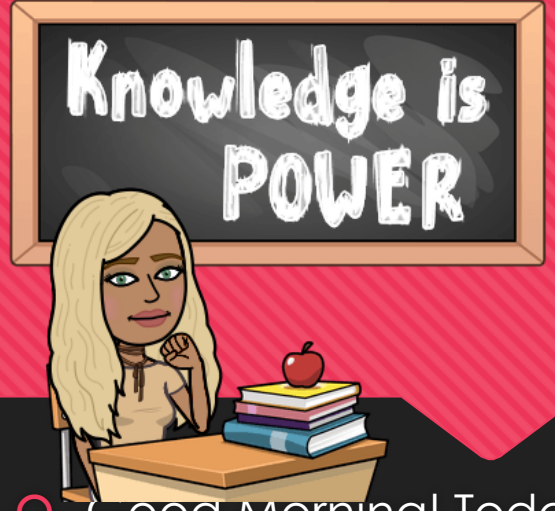
6. Hannah earns a salary of $75,000 per year. She also earns 15% commission on the amount of sales she makes. She made 240,000 in sales this year. What total amount did she earn this year?

Math Exit Ticket April 21st 2020

18. The temperature is less than 3.5 °F. _____



19. The goal of the fundraiser is to make more than $150. _____



Morning Message

- Good Morning! Today is Wednesday April 22nd, 2020. We will have MEDIA today at 10:40 a.m. We are following our new special schedule.
- Parent Portal Letters Mailed Home! I emailed a copy to some students. Who got on and saw their report card grades?
- We will continue to work on Day 14 together today.

This week we will:

- We are reading the text, "Why Do Cliff Swallows Live Together?" We answered the multiple choice questions and short response question 9, 10 , and 11.
- For Science: Lesson 9 Solid, Liquid, Gases
- For Social Studies: Scholastic Text, "Ancient History"
- For Math: Rally Book Lesson 8: Using ratios and rates to find percentages
- This afternoon we will complete a Go Math Module 11 TEST!

Social Studies: Ancient Civilizations

- **Lesson:** Exploring Ancient Civilizations
- **Standard:** 6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.
- **Objective:** I can identify the complex societies and civilizations from 35000 B.C.E – 500 B.C.E and the geographical features that shaped them.
- **Entry Ticket:** Name an Ancient Civilizations and one fact you have learned.

Ancient & Medieval History

- A renewed appreciation of _____ led to the Italian Renaissance.
- After Emperor Qin Shi Huangdi's death, the Qin dynasty in China?
- Athens was the frst Greek city-state to introduce DEMOCRACY, which is _____.
- Because Christianity had spread throughout Europe by the Middle Ages, _____.
- During China's "golden period" under the Tang dynasty,_____.
- How did the Incas pay taxes to support the kingdom?_____.
- Once the Romans established the Roman Republic, _____

Tuesday April 21st 2020 Work Due

- **Reading:** Rally Book, "Why Do Cliff Swallows Live Together?" short response question 12. Complete 1 iReady Lesson for reading.
- **Science:** Lesson 9: Solid, Liquids, and Gases pages 50-52 . Questions 1, 2, and 3 on page 52.
- **Math:** Complete the math test.
- **Social Stuides:** Log onto scholastic App. Open the book, "Ancient History" Find the answers to the following questions:
    1. What are city states? Where did city states exist?
    2. What were Ancient Greeks good at?

Selected Response

Q

1. Kate has gone up to the chalkboard to do math problems 5 more times than Andre. Kate has gone up 11 times. Which equation represents this situation?

Ⓐ $a - 11 = 5$

Ⓑ $5a = 11$

Ⓒ $a - 5 = 11$

Ⓓ $a + 5 = 11$

2. For which equation is $y = 7$ a solution?

Ⓐ $7y = 1$

Ⓑ $18 = 11 + y$

Ⓒ $y + 7 = 0$

Ⓓ $\frac{y}{2} = 14$

3. Which is an equation?

Ⓐ $17 + x$

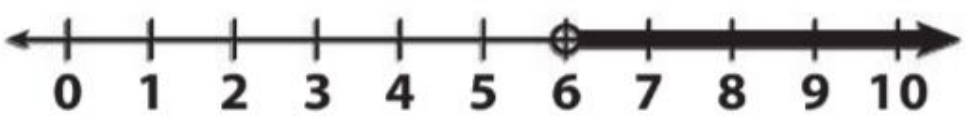
Ⓑ $45 \div x$

Ⓒ $20x = 200$

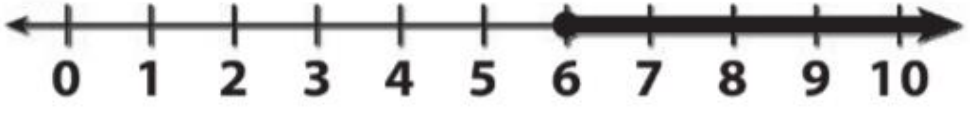
Ⓓ $90 - x$

4. The temperature never rose above 6 °F on Friday. Which number line could represent this situation?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

5. Becca hit 7 more home runs than Beverly. Becca hit 21 home runs. How many home runs did Beverly hit?

Ⓐ 3

Ⓑ 14

Ⓒ 21

Ⓓ 28

6. Jeordie spreads out a rectangular picnic blanket with an area of 42 square feet. Its width is 6 feet. Which equation could you use to find its length?

Ⓐ $6x = 42$ Ⓒ $\frac{6}{x} = 42$

Ⓑ $42 - x = 6$ Ⓓ $6 + x = 42$

7. What is a solution to the equation $6t = 114$?

Ⓐ $t = 19$ Ⓒ $t = 120$

Ⓑ $t = 108$ Ⓓ $t = 684$

8. The area of a rectangular deck is 680 square feet. The deck's width is 17 feet. What is its perimeter?

Ⓐ 40 feet Ⓒ 114 feet

Ⓑ 57 feet Ⓓ 228 feet

Mini-Task

9. Q Sylvia earns $7 per hour at her afterschool job. After working one week, she received a paycheck for $91.

a. Write and solve an equation to find the number of hours Sylvia worked to earn $91.

_____

b. The greatest number of hours Sylvia can work in any week is 15. Write an inequality to represent this statement.

_____

c. What is the greatest amount of money Sylvia can earn in one week?

_____

Module 11 TEST

- Today you will complete a math test based on our instruction.

NYS Test Question

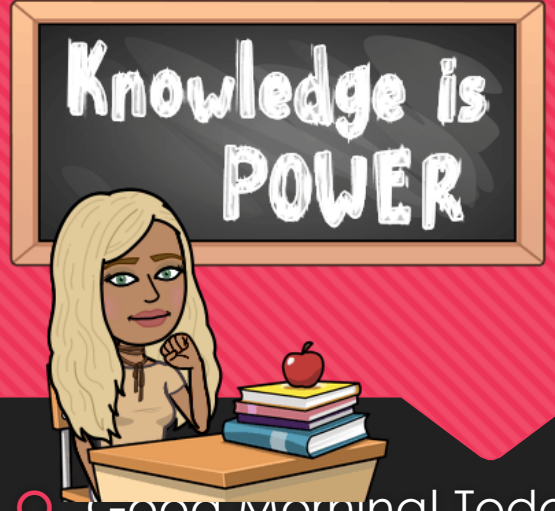
37 Ken and Tami are making necklaces. Ken makes 25 necklaces. Tami makes m more necklaces than Ken. Which expression represents the total number of necklaces Ken and Tami made?

A $25 + (25 + m)$

B $25 + 25m$

C $25 + m$

D $25m$



Morning Message

- Good Morning! Today is Thursday April 23rd, 2020.We will have Gym today at 10:40 a.m. We are following our new special schedule.
- Tomorrow is a Global Thinkers Academy Meeting Mrs. Fairclough wants 3 students to attend to give information to the 5th graders. Jacqueline, Angel, and Darwin I told her you will be there for the 9 a.m. zoom session.
- Parent Portal is available for your parents to view your 3rd quarter grades.
- We will continue to work on Day 14 together today. This is our last day on Day 14.
- We are reading the text, "Why Do Cliff Swallows Live Together?" We answered the multiple choice questions and short response question 9, 10 , 11, and 12.
- For Science: Lesson 9 Solid, Liquid, Gases
- For Social Studies: Scholastic Text, "Ancient History"
- For Math: Rally Book Lesson 8: Using ratios and rates to find percentages
- This afternoon we will complete a Go Math Module 12 Lesson.

Thursday April 23rd 2020 Work Due

- **Reading:** Rally Book, "Why Do Cliff Swallows Live Together?" short response question 14. Complete 1 iReady Lesson for reading.
- **Science:** Lesson 9: Solid, Liquids, and Gases pages 50-53 . Page 53 multiple choice questions.
- **Math:** Rally Book Lesson 8 page 59 question 8.
- **Social Stuides:** Log onto scholastic App. Open the book, "Ancient History" Find the answers to the following questions:
    1. What did the people of Greece do for fun?
    2. Did girls attend school in Ancient Greece?
    3. One fact you learned about Ancient Greece.

Social Studies: Ancient Civilizations

- **Lesson:** Exploring Ancient Civilizations
- **Standard:** 6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.
- **Objective:** I can identify the complex societies and civilizations from 35000 B.C.E – 500 B.C.E and the geographical features that shaped them.
- **Entry Ticket:** What two rivers run through Ancient Mesopotamia?

Ancient Mesopotamia

- What written language did Ancient Mesopotamia create?
- What did they do for jobs?
- What do civilizations need to survive?

Ancient Times

Civilization: Egypt	Civilization: Ancient Greece	Civilization: Ancient Rome	
Written Language: Hieroglyphics			
1.			
2.			
3.			

Module 12: Lesson 1: Graphing on the Coordinate Plane

- **Lesson 1:** Graphing on the Coordinate Plane
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on th eline and in the plans with negative number coordinates.
- **Essential Question:** How do you locate and name points on the coordinate plane?
- **Objective:** I can locate and name points on the coordinate plane.
- **Entry Ticket:**

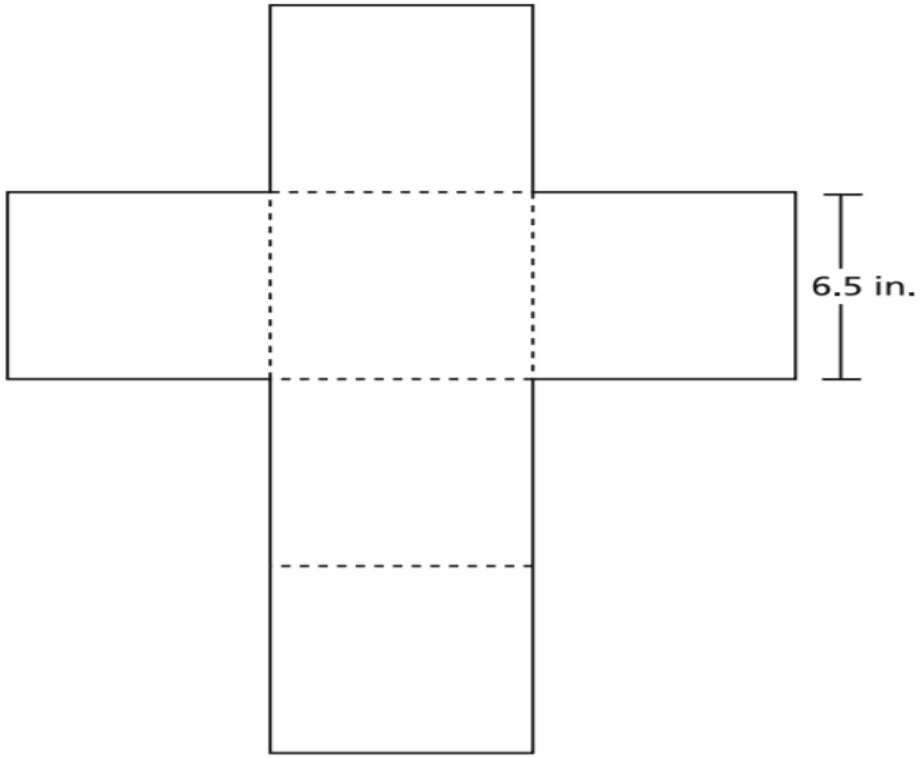
Multiply.

1. 7×6_____ **2.** 10×9_____ **3.** 13×12_____ **4.** 8×9_____

NYS Test Question

38 Kira decorates the exterior faces of a gift box in the shape of a cube. The figure below shows the net of the gift box.

NET OF KIRA'S GIFT BOX



What is the surface area, in square inches, of the gift box that Kira decorates?

Are You Ready?

Write the rule for each table.

5.

x	1	2	3	4
y	7	14	21	28

_____

6.

x	1	2	3	4
y	7	8	9	10

_____

7.

x	1	2	3	4
y	5	10	15	20

_____

8.

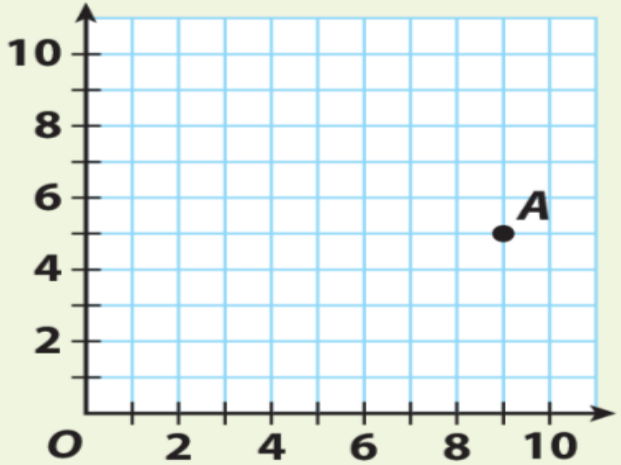
x	0	4	8	12
y	0	2	4	6

_____

Are You Ready?

Graph Ordered Pairs (First Quadrant)

EXAMPLE



Start at the origin.
Move 9 units right.
Then move 5 units up.
Graph point $A(9, 5)$.

Graph each point on the coordinate grid above.

Q

9. $B\,(0, 8)$ **10.** $C\,(2, 3)$ **11.** $D\,(6, 7)$ **12.** $E\,(5, 0)$

Are You Ready?

Multiplication Facts

13. Movie tickets at the Cineplex cost $9.00 per ticket. Erin buys 5 movie tickets for $45. Marcial buys 6 movie tickets. Use multiplication facts to determine the total cost of Marcial's movie tickets.

14. Write the rule for the table. Then complete the table using the rule. Explain how you found the missing value.

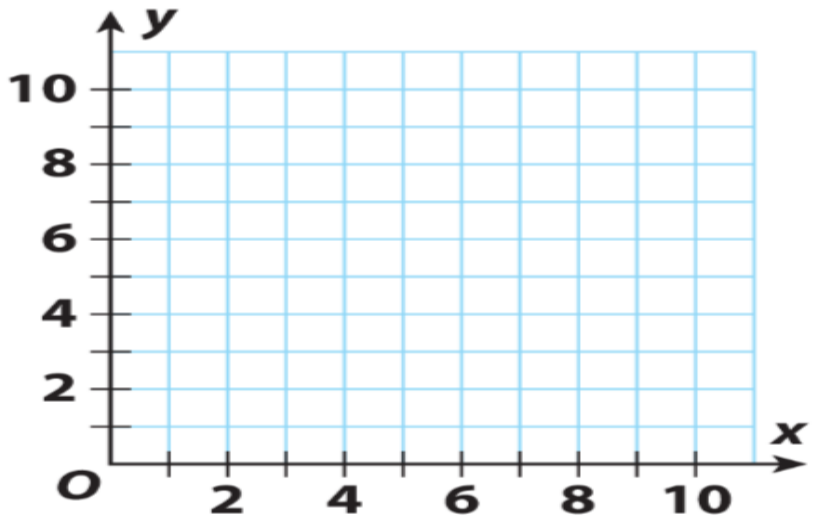
x	0	6	12	18	24
y	0	2	4	6	

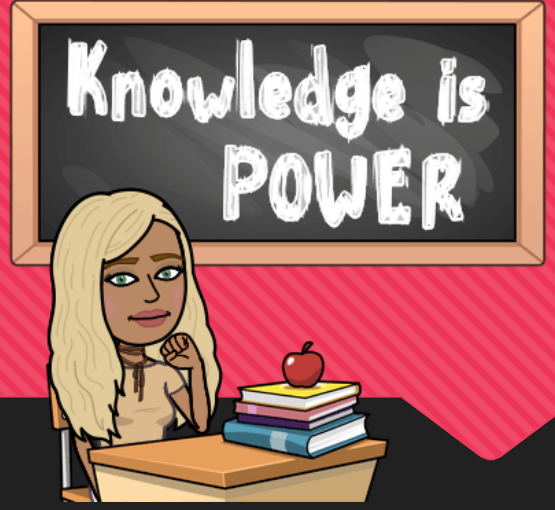
Are You Ready?

Graph Ordered Pairs (First Quadrant)

15. On the coordinate grid below, graph only the points where *y*, the vertical distance from the origin, is greater than *x*, the horizontal distance from the origin.

A(4, 4)	*B*(7, 4)	*C*(3, 5)	*D*(6, 0)
E(1, 2)	*F*(0, 3)	*G*(8, 7)	*H*(9, 10)





Morning Message

- Happy Friday! Today is April 24th, 2020. We will have FLES today at 2:25 p.m. with Ms. Moran. You must attend to pass the class.
- Parent Portal is available for your parents to view your 3rd quarter grades.
- I have decided to stay on day 14 because today is fun Friday!
- We are reading the text, "Why Do Cliff Swallows Live Together?" We answered the multiple choice questions and short response question 9, 10 , 11, 12, and 14!
- For Science: Lesson 9 Solid, Liquid, Gases summary.
- For Social Studies: Scholastic Text, "Ancient History"
- For Math: Go Math Exit Ticket Lesson 1.
- This afternoon we will complete a Go Math Module 12 Lesson 1.

Friday April 24th 2020

- **Reading:** Complete 1 iReady Lesson for Reading: Write a summary about the lesson.
- **Science:** Write a paragraph about solids, liquids, and gases. Include important information that a student should know.
- **Math:** Exit Ticket Questions
- **Social Stuides:** Log onto scholastic App. Open the book, "Ancient History" Find the answers to the following questions:
    1. Who were the first five good emperors?
    2. What was special about the Colosseum?
    3. What civilization do you want to learn more about and why?

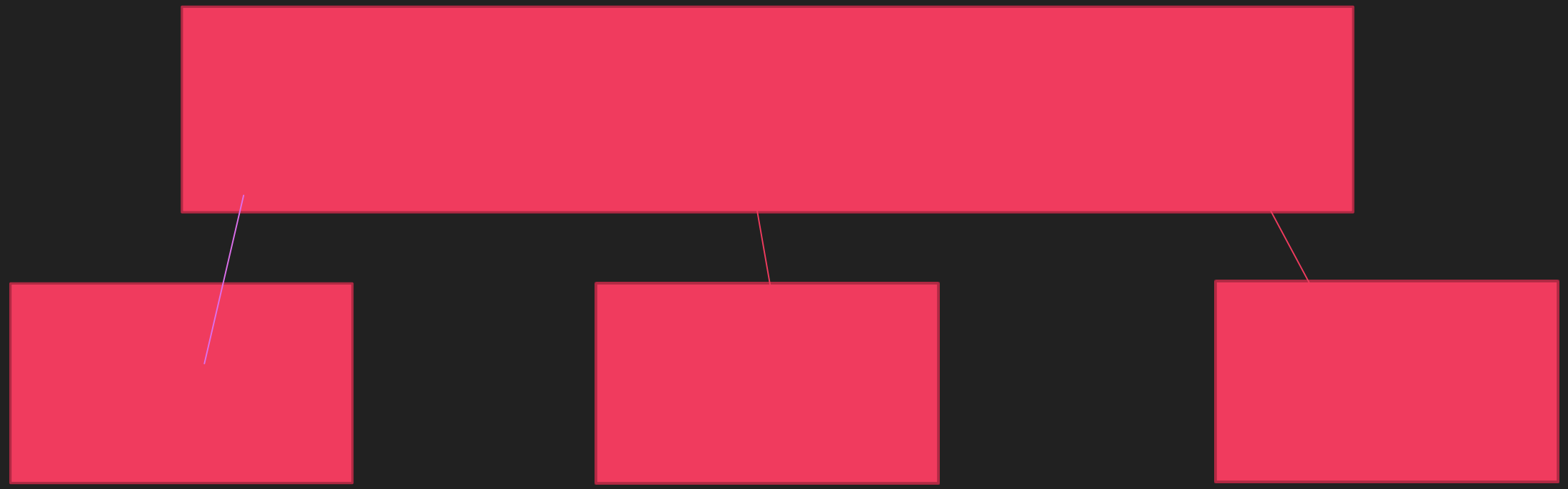
“Why Do Cliff Swallows Live Together?”

- **Lesson:** Writing and preparing a long response
- **Standard:** RI6.9 Compare and contrast one author’s presentation of events with that of another.
- **Objective:** I can compare and contrast the advantages and disadvantages on a topic using evidence from the text.
- **Entry Ticket:** What can we compare and contrast in the text?

“Why do Cliff Swallows Live Together?”

- Let’s compare and contrast the advantages and disadvantages for cliff swallows of nesting close together in colonies. Page 160

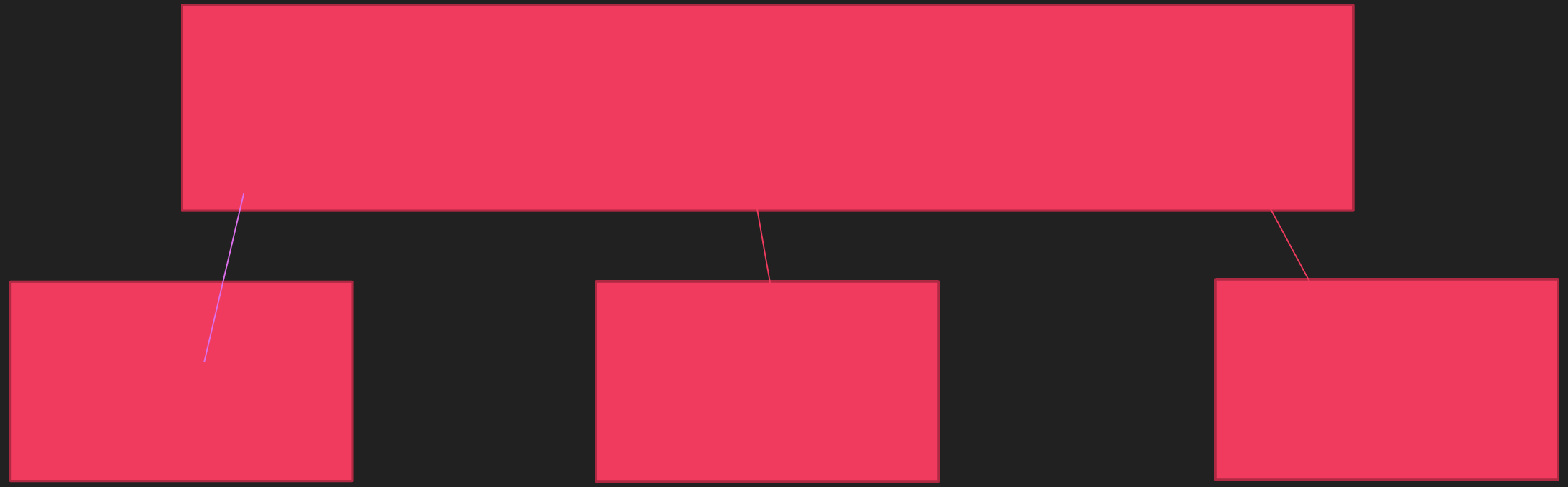
Advantages



“Why do Cliff Swallows Live Together?”

- Let’s compare and contrast the advantages and disadvantages for cliff swallows of nesting close together in colonies. Page 160

Disadvantages



Solid, Liquids, & Gases

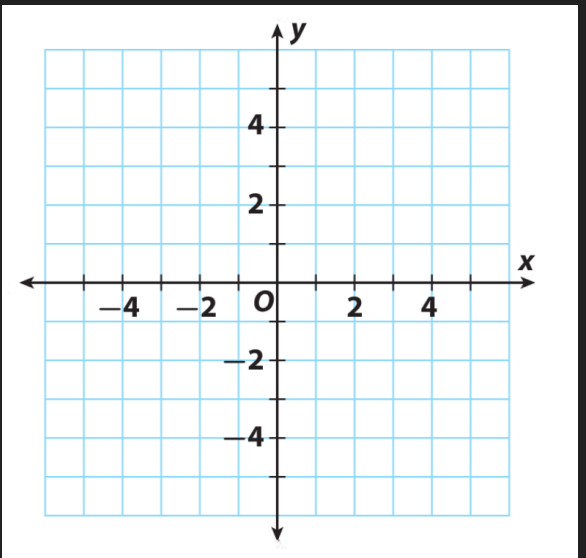
Read the selection below.

The force of gravity pulls liquid to the bottom of any container. Why did the author include this idea?

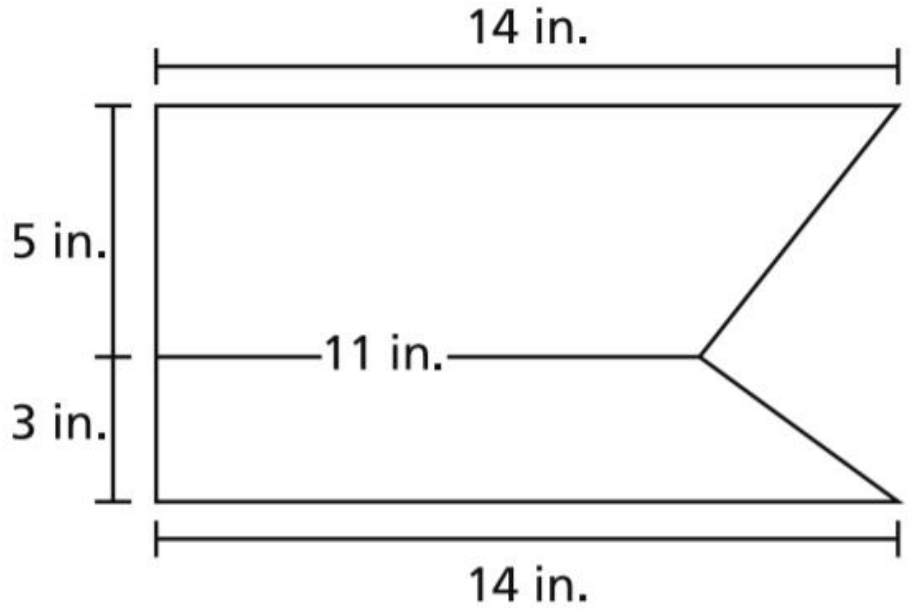
Why did the author include this idea?

Module 12: Lesson 1: Graphing on the Coordinate Plane

- **Lesson 1:** Graphing on the Coordinate Plane
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plans with negative number coordinates.
- **Essential Question:** How do you locate and name points on the coordinate plane?
- **Objective:** I can locate and name points on the coordinate plane.
- **Entry Ticket:** Label the quadrants.



39 David made a class banner out of a large rectangular piece of paper. He cut a triangular piece out of one side, as pictured below.

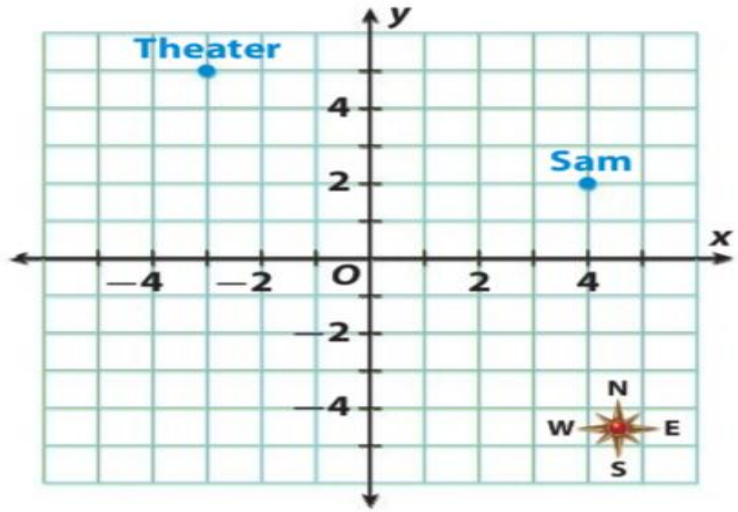


What is the area, in square inches, of the banner?

Show your work.

Math Exit Ticket Questions

Q **For 10–13, use the coordinate plane shown. Each unit represents 1 kilometer.**



10. Write the ordered pairs that represent the location of Sam and the theater.

_____

11. Describe Sam's location relative to the theater.

_____

_____

12. Sam wants to meet his friend Beth at a restaurant before they go to the theater. The restaurant is 9 km south of the theater. Plot and label a point representing the restaurant. What are the coordinates of the point?

_____

13. Beth describes her current location: "I'm directly south of the theater, halfway to the restaurant." Plot and label a point representing Beth's location. What are the coordinates of the point?

Ms. Kelly's Virtual Classroom

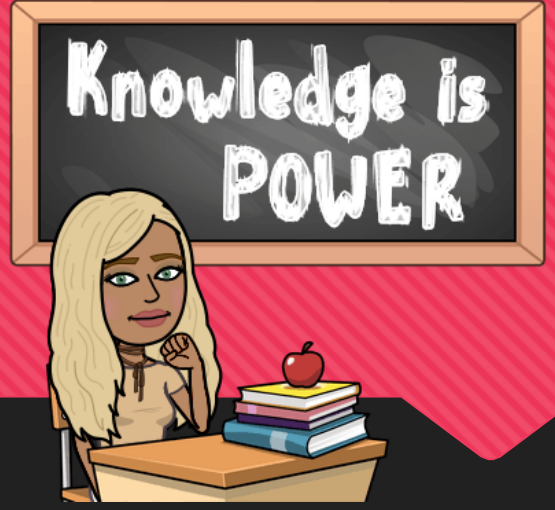
Daily Shout-Outs: Student of the week Mario! Very proud of your dedication to zoom sessions and submitting work!

New student of the week for April 13th 2020: Kenia for submitting all work and always attending zoom sessions on time!

Who will be the student on the week? Reward: Lunch of their choice on Ms. Kelly!

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 April 27th 2020. We will have Music today at 10:40 a.m. with Mr. Della-Ratta!
- Those students going on iReady: Jacqueline, Mario, Darwin, Angel, and Jasmin. The following students logged on, but you need to spend time completing a lesson: Jake, Kenia, and Michael.
- Today we will begin Day 15. I will no longer being accepting work for Day 14 after today. Once a new week begins all old work should have been submitted.
- This week we will:

We will be reading, "A Moment to Remember" in our Rally Reading Book this week.

In math we will be progressing through Module 12 Graphing Points and working on Rally Book Lesson 5.

In science we will be working in our Measuring Up Books on Lesson 21: The Solar System.

In social studies we will be reading "Ancient China" found on our scholastic app.

Work Due Monday April 27th 2020

- **Reading:** Rally Book Text, "A Moment to Remember." This is found on page 164-178. Read, annotate, and complete multiple choice questions.
- **Science:** Measuring Up Lesson 21: The Solar System. Read the text found on pages 127-129.Complete the guided questions.
- **Math:** Rally Book page 40 question 4. Must explain your thinking.
- **Social Studies:** Log onto scholastic App. Open the book, "Ancient China" Find the answers to the following questions:

  Read about the Xia Dynasty and answer the following questions:

  1. What is a dynasty?
  2. What did Shun do differently compared to most rulers?
  3. What character trait would you give Yu?

“A Moment to Remember”

- Lesson: Making Connections to Fictional Stories
- **Standard:** RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- **Objective:** I can determine the central idea of text using explicit details.
- **Entry Ticket:** What is a moment in your life you will always remember?

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

A Moment to Remember

Look at the title. Look at the illustrations. What do you think this passage will be about?

1 All week, Branden had looked forward to, and dreaded, this night when he would play his final hockey game of the season. As his father eased the van onto the highway, Branden thought about how the hockey season had progressed this year.

2 First, he had been ecstatic to discover that he had been chosen for the traveling team. He had been playing hockey since he was five years old, but he knew there were many other players who were equally as talented as he was.

3 Hockey was a very popular sport in his town, and most of the kids he grew up with had been playing right beside him since the beginning. Some of them had also made the traveling team, but others had not.

4 Branden's friend Charlie was one who had made it — he was a superior goalie.

5 Branden sometimes wondered how Charlie did it. It would seem to Branden that Charlie was skating too far out from the goal, or too far to one side, with the other team hustling the puck down the ice headed right for the net, and out of nowhere, Charlie would materialize, with his glove outstretched,

How does Branden feel about his friend and teammate, Charlie?

his wide stick planted firmly on the ice, stopping that puck cold before it could hit the net and give the other team a goal. It was no wonder Charlie was on the team; he was a natural talent who played hard every minute of every game, and his skill and commitment were some of the principal reasons that the Terriers, Branden's team, had done so well this season.

6 Branden was a forward, and he loved moving the puck down the ice, skating past and around the other players, reacting to the teams' constantly shifting patterns, and making smooth passes to his teammates. But he had played many other positions, including tending goal, and there wasn't one he didn't like.

7 "The Falcons are one of your toughest competitors, aren't they?" Branden's father said, interrupting Branden's train of thought.

8 "Yeah, they are," said Branden. "They actually beat us by one goal the last time we played."

9 "Well, don't dwell on that, Branden. Just get in there and give it all you've got. Concentrate on winning this one, not on losing the last one."

10 I will, Dad," said Branden.

11 "We know you'll do fine, Branden, win or lose," said his mother.

12 Branden's parents always said things like that. Branden knew it wasn't all about winning, but he would rather win just the same! Branden's thoughts traveled back to a game the Terriers had played five months ago, their third game of the season and the first of the season against the Bulldogs. They had been playing on their home ice, and practically everyone Branden knew had come to the game. The Bulldogs and the Terriers were evenly matched, so the game was a close one, with neither team able to score in the first or second period, and then both of them put a goal on the board in the third period.

13 Charlie hadn't been feeling well all day, and he finally had to leave the ice about ten minutes into the third period. Coach Harder used Branden as his backup goalie, and though Branden had solid skills, he in no way felt that he was as accomplished as Charlie. He could hold his own, sure, but when it came to saving the day that was Charlie's game. Charlie made it look easy, but Branden knew better. Still, he felt up to the task and wasn't overly nervous as he put on the protective goal pads and took his place in the net.

14 It had been a relatively quiet game and probably felt like a long game to the spectators, who always appreciated a little more action than they were getting that night. Branden scanned the crowd near the place his family usually sat and spotted his parents. His father raised his hand, then pointed at the rink as if to say, "Stop looking up here and pay attention to the game!" Branden turned his attention back to the ice just in time for the referee to drop the puck into play.

15 The Terriers took the puck and passed it back and forth in front of the Bulldogs' goalie a few times, until the Bulldogs took it away and began to bring it toward Branden. They had gotten only halfway there when the Terriers recaptured the puck and returned to the front of the Bulldogs' goal. The play continued this way for a little while, and Branden ventured out from the goal a bit, feeling a little left out of the action.

Why was it difficult for Branden to focus during this game?

16 Moments later, the Bulldogs captured the puck and headed in his direction. This time, the Terriers did not intercept the puck as they had in the past. Branden felt calm and confident, watching the puck come closer. He expected the Bulldogs to bring it down close and then give it a hard push in unless it was stolen by a Terrier first, but instead, one of the Bulldog skaters moved quickly in front of the others, took the puck, and fired it unexpectedly from several yards out. Before Branden even realized what had happened, the puck had slammed into the back of the Terrier's goal and the Bulldogs were ahead. The crowd was on its feet, half of them cheering for the Bulldogs, and the other half despairing over the goal that had been given up with only a few minutes left to play.

17 The Terriers lost that game, and while Branden knew that anyone could make a mistake, he also knew that he had let his guard down. He knew that he had been thinking that it was going to be an easy game, and he had not maintained his focus the way he should have. He did not like the feeling of losing that game, especially since he felt completely responsible for the loss. Thinking about that moment still made his stomach uneasy and made him feel angry with himself for letting his teammates down.

18 His father pulled into the rink parking lot, and Branden hoisted his heavy hockey duffle onto his shoulder, joined his teammates in the locker room and got into his equipment and uniform. Finally, it was game time. The first and second periods went smoothly, with each team giving up just one goal. The Falcons were just as tough as they were the first time they had played the Terriers, but Branden's team was holding strong and had scored another goal at the start of the third period, putting them ahead. Now all the Terriers had to do was hold their lead and they would be in place to win the regional title.

19 Branden was on the bench, watching the defensive team fight back the Falcons, when suddenly there was a commotion by the goal. It looked like Charlie was injured, and soon it was apparent that the Terriers would need a replacement goalie to finish the game. The coach looked right at Branden.

20 "What do you think, Branden, are you up for this? I've seen you in front of that goal, and I know you can do the job."

21 "Sure thing, Coach!" said Branden, sounding much more confident than he felt. His whole team and half the crowd were depending on him to hold their lead!

22 Branden tried to stay calm, but had never been so apprehensive in his life. He couldn't help thinking about the other game, and the idea of making a mistake again almost made him back out.

How does Branden's coach feel about putting him in the game?

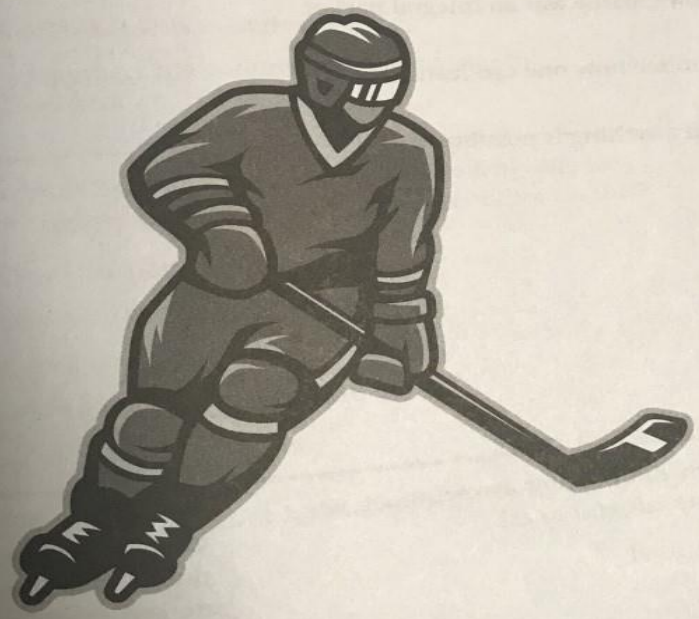
23 Then Branden remembered what his father had said. "Concentrate on winning this one, not on losing the last one." Branden blocked all negative thoughts from his mind, kept his eyes on the puck, and maintained an intense focus on the action.

24 Branden began to feel more confident as the puck sailed near the net twice, and he easily knocked it back to one of his teammates. But now, with just seconds left in the game, the Falcons had the puck, and they were moving it toward him quickly. Branden kept his eye on the puck as it sped closer. The Falcons were passing the puck with no trouble, and it appeared that the Terriers just couldn't get a piece of it. His teammates were being left behind on the ice, and Branden was on his own.

25 Then one of the players lifted his stick back and slammed the puck toward Branden. It was coming in fast on his left, but he could see it. He knew how easy it was for a puck to sneak past the big clumsy gloves, but he was determined to prevent that from happening. He shut out

the wall of Falcon players, the scrape of skates and clacking of sticks right next to him, the shouts of the Falcons, the screaming crowd, and all his doubts. He placed his glove right where it would meet the puck, and caught the puck neatly in his glove.

26 Branden was suddenly bombarded by smiling and laughing Terriers slapping him on the back and pounding on his helmet. They hoisted him in the air, and he raised his glove high above his head. Branden knew this was a moment he would never forget.



Module 12: Lesson 2: Graphing Rational Numbers

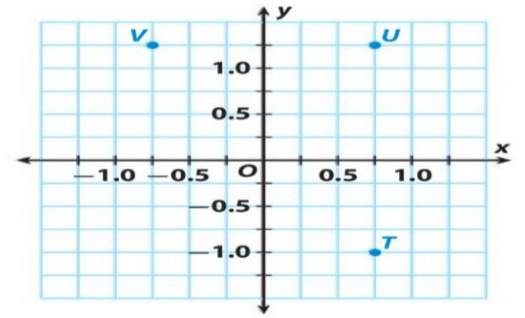
- **Lesson 2:** Graphing Rational Numbers
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plans with negative number coordinates.
- **Essential Question:** How do you locate rational ordered pairs in the coordinate plane?
- **Objective:** I can locate rational ordered pairs in the coordinate plane.
- **Entry Ticket:**

For 14–15, use the coordinate plane shown.

14. Find the coordinates of points *T*, *U*, and *V*.

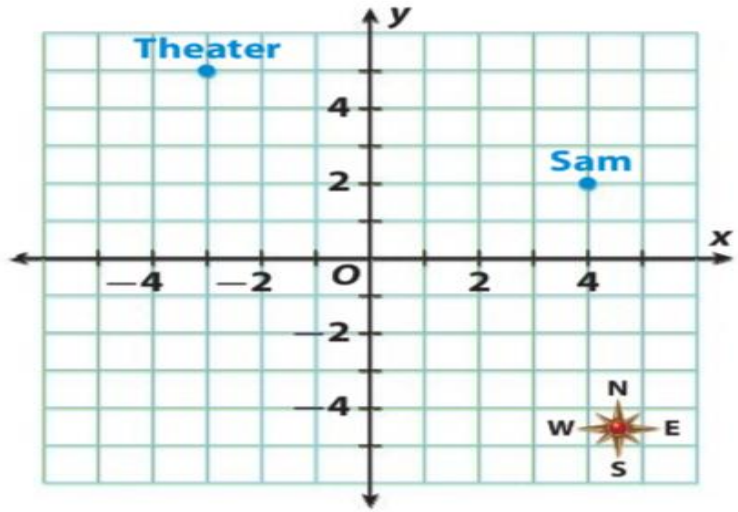
15. Points *T*, *U*, and *V* are the vertices of a rectangle. Point *W* is the fourth vertex. Plot point *W* and give its coordinates.

16. **Explain the Error** Janine tells her friend that ordered pairs that have an *x*-coordinate of 0 lie on the *x*-axis. She uses the origin as an example. Describe Janine's error. Use a counterexample to explain why Janine's statement is false.



Math Exit Ticket Questions

Q **For 10–13, use the coordinate plane shown. Each unit represents 1 kilometer.**



10. Write the ordered pairs that represent the location of Sam and the theater.

_____

11. Describe Sam's location relative to the theater.

_____

_____

12. Sam wants to meet his friend Beth at a restaurant before they go to the theater. The restaurant is 9 km south of the theater. Plot and label a point representing the restaurant. What are the coordinates of the point?

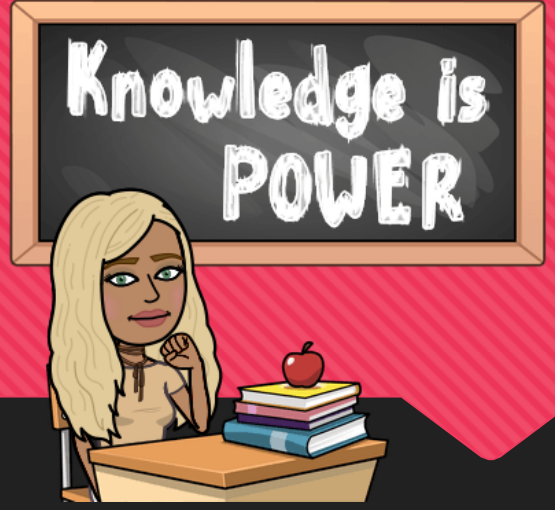
_____

13. Beth describes her current location: "I'm directly south of the theater, halfway to the restaurant." Plot and label a point representing Beth's location. What are the coordinates of the point?

NYS Test Question

40 Abdi has two electric train sets: A and B. Each train is on its own circular track. He starts both trains at the same time. Train A returns to its starting point every 12 seconds. Train B returns to its starting point every 9 seconds. If the trains continue traveling, what is the **least** amount of time, in seconds, that both trains will arrive at the starting points at the same time?

Show your work.



Morning Message

- Good Morning! Today is Tuesday April 28th, 2020. We will have art today at 10:40 a.m. with Ms. Chester.
- We will begin continue Day 15 today:
- This week we will:

We will finish reading, "A Moment to Remember" in our Rally Reading Book today.

In math we will be progressing through Module 12 Graphing Points and working on Rally Book Lesson 5.

In science we will be working in our Measuring Up Books on Lesson 21: The Solar System.

In social studies we will be reading "Ancient China" found on our scholastic app.

Work Due Tuesday April 28th 2020

- **Reading:** Rally Book Text, "A Moment to Remember." This is found on page 164-178. Read, annotate, and complete short response question 10.
- **Science:** Measuring Up Lesson 21: The Solar System. Read the text found on pages 127-129.Complete questions 1, 2, and 3 on page 128.
- **Math:** Rally Book page 40 question 5. Must explain your thinking.
- **Social Studies:** Log onto scholastic App. Open the book, "Ancient China" Find the answers to the following questions:

  Read about the Shang Period and answer the following questions:

  1. How do we know the Shang dynasty was real? Why do they question if the Xia dynasty was real?
  2. How did the Shang dynasty record their history? Explain with details.
  3. How did the Shang connect with the dead? Can you make any connections?

13 Charlie hadn't been feeling well all day, and he finally had to leave the ice about ten minutes into the third period. Coach Harder used Branden as his backup goalie, and though Branden had solid skills, he in no way felt that he was as accomplished as Charlie. He could hold his own, sure, but when it came to saving the day that was Charlie's game. Charlie made it look easy, but Branden knew better. Still, he felt up to the task and wasn't overly nervous as he put on the protective goal pads and took his place in the net.

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the wall of Falcon players, the scrape of skates and clacking of sticks right next to him, the shouts of the Falcons, the screaming crowd, and all his doubts. He placed his glove right where it would meet the puck, and caught the puck neatly in his glove.

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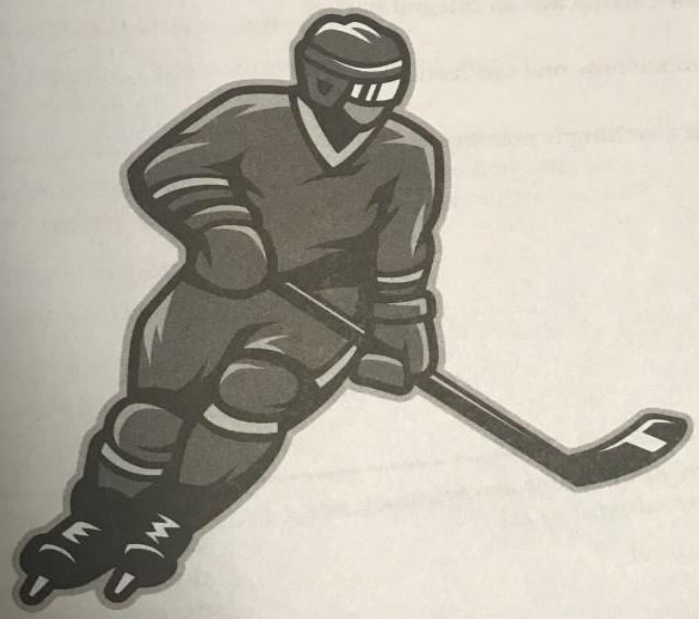


Multiple Choice Questions 6 and 7

- In paragraph 24, the authors using figurative language to describe the puck's journey. Why does the author do this?
- A. to create suspense
- To illustrate the scene on the ice
- To develop the plot
- To add to the tone of the text

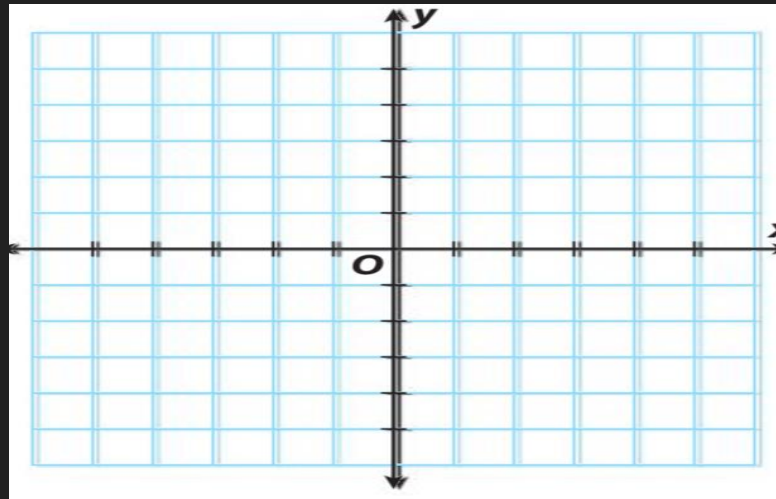
Multiple Choice Questions 6 and 7

- If the author made this story into a play, what would be different?

a. Stage directions
b. Characters
c. Settings
d. Plot

Module 12: Lesson 2: Graphing Rational Numbers

- **Lesson 2:** Graphing Rational Numbers
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plans with negative number coordinates.
- **Essential Question:** How do you identify independent and dependent quantities from tables and graphs?
- **Objective:** I can identify independent and dependent quantities from tables and graphs.
- **Entry Ticket:** What quadrant is (-1.25 , - 3) located in?

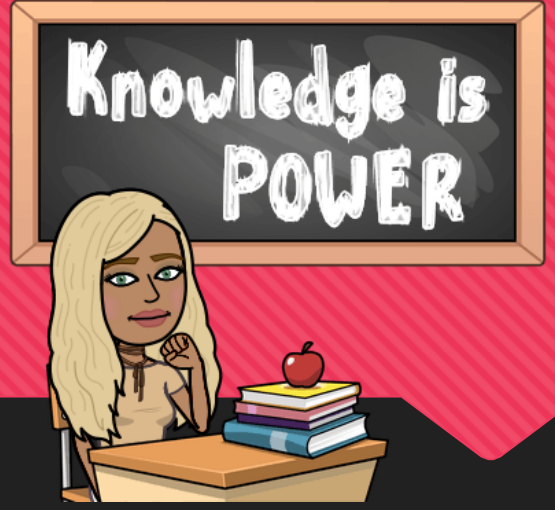


Rally Book Lesson 5 Page 40

4. The ratio of the volume of this rectangular prism to another rectangular prism is 8:5. What is the volume of the other rectangular prism?

41 Winston earns $140.00 by selling 56 hot dogs at a concession stand at school. Using the same rate for the cost of one hot dog, how many more hot dogs would Winston need to sell to earn a total of $175.00?

Show your work.



Morning Message

- Good Morning! Today is Wednesday April 29th, 2020! We will have MEDIA today at 10:40 a.m. with Ms. Randazzo. Let's show her what Ms. Kelly's class can do!
- We will begin continue Day 15 today:
- This week we will:

We have finished reading, "A Moment to Remember" in our Rally Reading Book. We will work through the short response questions at this time.

In math we will be progressing through Module 12 Graphing Points and working on Rally Book Lesson 5.

In science we will be working in our Measuring Up Books on Lesson 21: The Solar System.

In social studies we will be reading "Ancient China" found on our scholastic app.

Work Due Wednesday April 29th 2020

- **Reading:** Rally Book Text, "A Moment to Remember." This is found on page 164-178. Read, annotate, and complete short response question 11.
- **Science:** Measuring Up Lesson 21: The Solar System. Read the text found on pages 127-129.Complete questions 1, 2, and 3 on page 129.
- **Math:** Rally Book page 40 question 6. Must explain your thinking.
- **Social Studies:** Log onto scholastic App. Open the book, "Ancient China" Find the answers to the following questions:

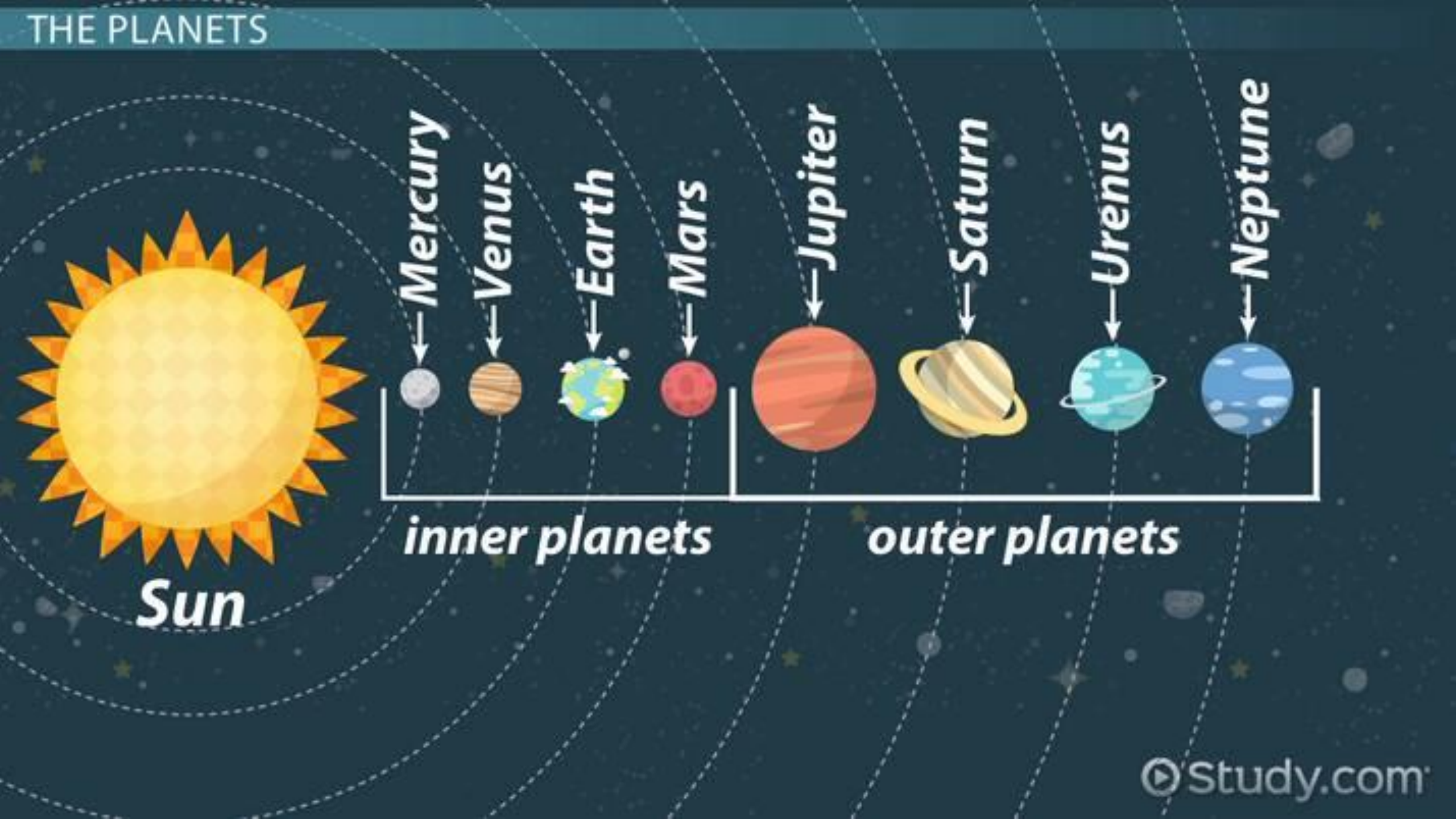
  Read about the Emergence of The Zhou and answer the following questions:

  1. What dynasty did the Zhou take over?
  2. What is a bureaucracy?
  3. What is the Warring States period? What was occurring?

The Solar System

- **Lesson;** The Solar System
- **Standard:** The Sun and the planets that revolve around it are the major bodies in the solar system. Other members include comets, moons, and asteroids. Earth's orbit is nearly circular.
- **Objective:** I can identify the planets and other major bodies that orbit around the sun.
- **Entry Ticket:** Look at page 127, determine what is the solar system.

THE PLANETS



...n orbit around the Sun and the Moon in orbit around the Earth.

Learn the parts of the solar system and explain why some astronomical events happen.

The **solar system** is made up of the Sun and all the planets and other bodies that travel around it.

A **comet** is a small body made of rock and ice that orbits the Sun and gives off gas and dust in the form of a tail when it is close to the Sun.

A **meteoroid** is a small, rocky body that moves through space.

A **meteor** is a streak of light that is seen when a meteoroid burns up in Earth's atmosphere.

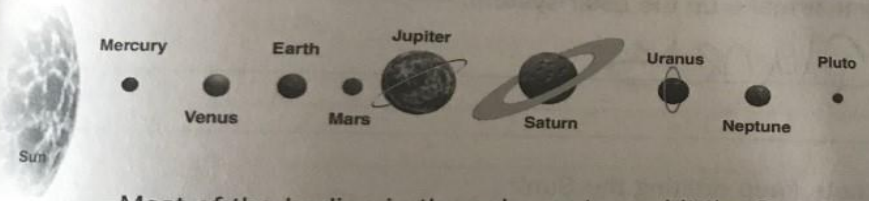
An **eclipse** happens when one body in space passes into the shadow of another body.

Guided Instruction

Directions Read the following information.

Guided Question

The **solar system** is made up of the Sun and all the planets and other bodies that travel around it. The eight planets in the solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. There are three dwarf planets named Ceres, Pluto, and Eris. All the planets and dwarf planets are spherical or nearly spherical in shape. Other bodies in the solar system include comets, asteroids, and the moons of planets. A diagram of the major bodies of the solar system is shown below.



What shape do planet and dwarf planets ha

Spherical or nearly spherical shape

Most of the bodies in the solar system orbit the Sun. The gravity between the Sun and the bodies keeps the bodies in orbit. The path of all orbits is a shape called an *ellipse*, which resembles a squashed circle. The orbits of the planets, including Earth, are nearly circular. But the orbits of Pluto and comets are more squashed and look like stretched ovals. Because of gravity, the moons orbit their respective planets. The paths of the moons' orbits are called *orbit ellipses*.

The movements of all the bodies in the solar system are regular and predictable. These movements explain some of the astronomical events that you may see, such as comets, meteor showers, and eclipses.

A **comet** is a small body made of rock and ice that orbits the Sun. When a comet moves close to the Sun, a tail made of dust and gas forms. This tail always points away from the Sun and is the part of the comet that can be seen from Earth. Halley's comet is one of the most famous comets. The orbit of Halley's comet brings it into view about every 76 years.

A **meteoroid** is a small, rocky body that moves through space. When a meteoroid enters Earth's atmosphere, a streak of light is seen as the meteoroid burns up because of friction between the atmosphere and the meteoroid. This streak of light is called a **meteor**. *Meteor showers* happen when many meteoroids enter Earth's atmosphere in a short period of time. Meteor showers tend to happen at the same time each year. During these times of the year, Earth's orbit crosses a comet's orbit. The dust and particles left by the comet become meteors.

An **eclipse** happens when one body in space passes into the shadow of another body. *Solar eclipses* happen when the Moon moves between the Sun and Earth and casts a shadow on Earth. Anyone in that shadow will see the Moon passing in front of part or all of the Sun. *Lunar eclipses* happen when Earth moves between the Sun and the Moon and casts a shadow on the Moo During a lunar eclipse, the people on the night-side of Earth can watch Earth's shadow move across the Moon.

DIRECTIONS For each question, write your answer in the

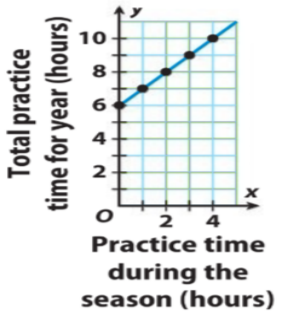
1. List the bodies that make up the solar system.

Planets

Module 12: Lesson 2: Graphing Rational Numbers

- **Lesson 2:** Graphing Rational Numbers
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plans with negative number coordinates.
- **Essential Question:** How do you identify independent and dependent quantities from tables and graphs?
- **Objective:** I can identify independent and dependent quantities from tables and graphs.
- **Entry Ticket:**

6. The graph shows the relationship between the hours a soccer team practiced after the season started and their total practice time for the year.



a. How many hours did the soccer team practice before the season began?

_____

b. What are the two quantities in this situation?

_____

_____

c. What are the dependent and independent variables?

_____

_____

d. Is the relationship between the variables additive or multiplicative? Explain.

_____

_____

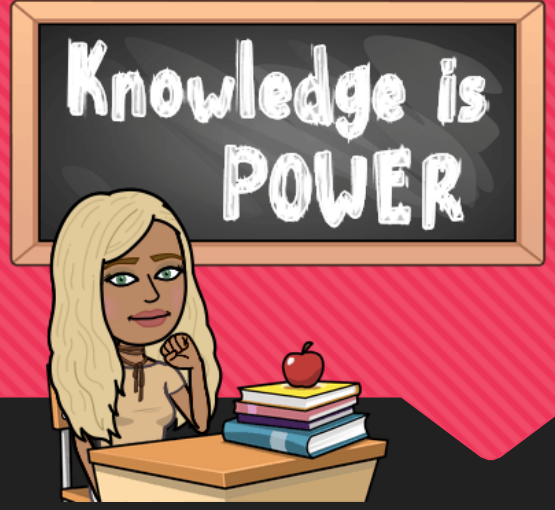
e. **Analyze Relationships** Describe the relationship between the quantities in words.

42 At the end of a baseball game, the players were given the choice of having a bottle of water or a box of juice. Of all of the players, 12 chose a bottle of water, which was $\frac{3}{4}$ of the total number of players. Write and solve an equation to determine p, the total number of players at the baseball game.

Show your work.

Rally Book Question 5 Page 40

- Which of the following sales will save shoppers the greatest amount of money base don the original cost of the item?
- A. 10% off a washing machine that originally costs $540
- 20% off a microwave that originally cost $80
- 15% off a vacuum that originally costs $320
- 25% off a slow cooker that costs $80



Morning Message

- Good Morning! Today is Thursday April 30th, 2020! We will have GYM today at 10:40 a.m. with Mr. Jacobs. We will begin continue Day 15 today:
- Tomorrow we will have our STEM Session at 1p.m. I can't wait to see what they have to offer us online!
- This week we will:

We have finished reading, "A Moment to Remember" in our Rally Reading Book. We will work through the short response questions at this time.

In math we will be progressing through Module 12 Graphing Points and working on Rally Book Lesson 5.

In science we will be working in our Measuring Up Books on Lesson 21: The Solar System.

In social studies we will be reading "Ancient China" found on our scholastic app.

The Moon and Its Phases

Lesson: The moon and Its Phases

Standard: PS.1.1e Most objects in the solar system have a regular and predictable motion. These motions explain such phenomena as a day, a year, phases on the Moon, eclipses, meteor showers, and comets.

Objective: I can identify the moon phases and what causes them.

Entry: Write down your thoughts about the moon.

The Moon and it's Phases

What you will learn:

- The moon's phases are caused by its orbit around the earth.
- The moon does not make its own light, it only reflects it.
- The phases of the moon repeat in a cycle about every 28 days.
- The moon is smaller than the sun but appears the same size because it's closer.

The Moon and it's Phases

Before the video questions:

- Is the moon always the same shape?
- Have you noticed a pattern to the changing shapes of the moon?
- Do you think the moon is the same size as the Sun? Why?
- Does the moon create its own light?
- How do scientists learn about the Moon and other planets?

Work Due Thursday April 30th 2020

- **Reading:** Rally Book Text, "A Moment to Remember." This is found on page 164-178. Read, annotate, and complete short response question 12.
- **Science:** Measuring Up Lesson 21: The Solar System. Read the text found on pages 127-129.Complete the multiple choice questions.
- **Math:** Lesson 2 Exit Ticket Questions. (Will be sent)
- **Social Studies:** Log onto scholastic App. Open the book, "Ancient China" Find the answers to the following questions:

  Read about The First Emperor and answer the following questions:

  1. Who was the first ruler of the Qin dynasty and what did he call himself? Why?
  2. What was his significant achievement? Explain with details.
  3. What have you noticed overall about China so far based on your reading? Provide details.

Module 12: Lesson 2: Independent and Dependent Variable in Tables and Graphs

- **Lesson 2:** Independent and Dependent Variables in Tables and Graphs
- **Standard:** 6.NS.C.6 Understand a rational number as a point on a number line. Extend a number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plans with negative number coordinates.
- **Essential Question:** How do you identify independent and dependent quantities from tables and graphs?
- **Objective:** I can identify independent and dependent quantities from tables and graphs.
- **Entry Ticket:**

7. **Multistep** Teresa is buying glitter markers to put in gift bags. The table shows the relationship between the number of gift bags and the number of glitter markers she needs to buy.

Number of gift bags, x	0	1	2	3
Number of markers, y	0	5	10	15

a. What is the dependent variable? _____

b. What is the independent variable? _____

c. Is the relationship additive or multiplicative? Explain.

_____

_____

d. Describe the relationship between the quantities in words.

_____

Rally Book Page 40 Question 6

6. A music festival sold 1,800 tickets either in advance or at the entrance to the festival. 40% of these tickets were sold in advance. Which ratio shows the number of tickets sold at the door to the number of tickets sold in advance?

A. 2 : 3

B. 60 : 40

C. 1,800 : 1,080

D. 1,080 : 720

43 Tristan is comparing two number patterns based on the information below.

- Both patterns start with the number 1.
- Pattern A follows the rule "add 3".
- Pattern B follows the rule "add 4".

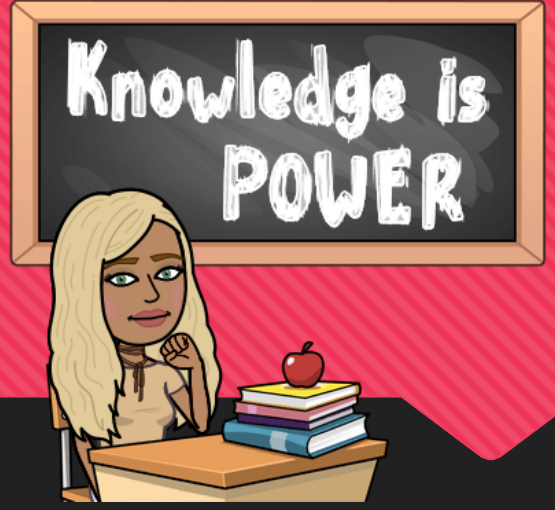
How do each of the first 5 terms in Pattern A compare to the first 5 terms in Pattern B ? As part of your answer, list the first 5 terms of each pattern.

Explain your answer.

_____

_____

_____



Morning Message

- Good Morning! Today is Friday May 1st, 2020!! We will have FLES today at 2:25 p.m. with Mrs. Moran.
- We will not meet at 12:30 p.m. today, but instead met at 1:00 p.m. for our STEM Session:
- Today we will have our **STEM Session at 1p.m.** I can't wait to see what they have to offer us online! I will be sending zoom invite!
- We will finish day 15 today, let summarize what we have done:

This week we did the following:

We have finished reading, "A Moment to Remember" in our Rally Reading Book. We will work through the short response questions at this time.

In math we will be progressing through Module 12 Graphing Points and working on Rally Book Lesson 5.

In science we will be working in our Measuring Up Books on Lesson 21: The Solar System.

In social studies we will be reading "Ancient China" found on our scholastic app.

Math Exit Ticket Thursday April 30th 2020

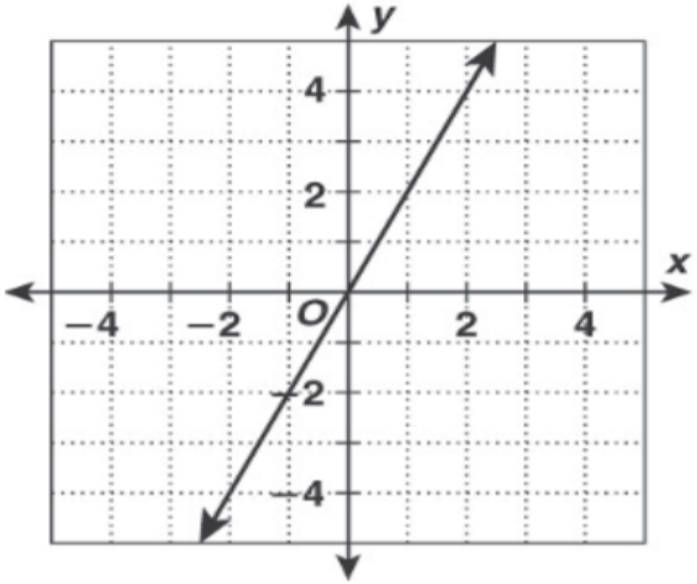
Give the relationship between *x* and *y*.

1.

x	1	2	3	4	5
y	3	4	5	6	7

_____

2.



a. What is *y* when $x = 2$?

_____

b. What value of *x* gives $y = -2$?

_____

c. Write the equation for the graph.

_____

Kahoot Game for Yesterday's Science Lesson!

- Let's first read and review what we learned after watching yesterday's science video on The Moon and its Phases!
- Following the reading we will play a review game of Kahoot!

They lived in a factory for 28 days to make raw PPE materials to fight coronavirus

Present Save Share Hide Print + Add To Text Set

Work Due Friday May 1st 2020

- **Reading:** Rally Book Text, "A Moment to Remember." This is found on page 164-178. Read, annotate, and complete short response question 14.
- **Science:** Measuring Up Lesson 21: The Solar System. Write 3 things you learned this week in science. Complete ideas and sentences.
- **Math:** Rally Book Lesson 5 Question 3 only part B. Must use information from entire page to answer!
- **Social Studies:** No social studies today. Log onto iReady and complete an additional reading lesson! Hopefully it's a nonfiction text!

What Can We Do?

- What can we do to help the world?