

**Weekly Enrichment Plan: Week of April 13**

**Grade: 6**

Day 1		Day 2	Day 3	Day 4	Day 5
<b>Math</b> (45 Minutes)	<b>Easter Monday</b>	Khan Academy Videos: "Creating a Histogram" and "Interpreting a Histogram" Activities: Make Histograms and Frequency Tables (14.3 Reteach) and Make Histograms and Frequency Tables (14.3 Additional Practice)	Khan Academy Videos: "Statistics Intro: Mean, Median, and Mode" and "Mean, Median, Mode Example" Activities: Explore Mean as Fair Share (15.1 Reteach) and Find Measures of Center (15.2 Reteach)	Activities: Choose a Measure of Center (15.3 Reteach) and Choose a Measure of Center (15.3 Additional Practice)	Khan Academy Videos: "Impact on Median and Mean: Removing an Outlier" and "Impact on Median and Mean: Increasing an Outlier" Activity: Calculate Measures of Center and Measures of Variation
<b>Physical Education</b> (15 Minutes)		<b>Physical Activity –</b> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<b>Physical Activity –</b> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<b>Physical Activity –</b> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>	<b>Physical Activity –</b> <ul style="list-style-type: none"> <li>Go for walk/run</li> <li>YouTube – <a href="#">Kidz Bop Dance</a></li> <li>YouTube – <a href="#">Kids Workout</a></li> </ul>
<b>English Language Arts</b> (60 Minutes)		<b>Reading Comprehension : Wit and Wisdom Lesson 4 part 2</b> <b>Reading Comprehension:</b> Commonlit "Identity" by Julio Noboa. Poem and comprehension questions. (print copies available at meal site)	<b>Reading Comprehension : Wit and Wisdom Lesson 5</b> <b>Reading Comprehension:</b> Commonlit "To A Daughter Leaving Home" by Linda Pastan. Poem and comprehension questions (print copies available at meal site).	<b>Reading Comprehension: Lesson 5 part 2</b> <b>Word Work and Vocabulary Practice:</b> <a href="http://membean.com/enroll?i=CLEVMID">membean.com/enroll?i=CLEVMID</a> and enter code: CLEVMID Membean can be accessed from any device – including a smartphone. Follow directions to enroll in your class, and answer the "calibration" questions to get your own personalized word list.	<b>Reading Comprehension: Wit and Wisdom Module 4 Lesson 1 part 1. Text Read</b> aloud can be accessed below video link on Wit and Wisdom page  <b>Word Work and Vocabulary Practice:</b> <a href="#">Click Here</a> for

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		<p><b>Springboard</b> <b>Grammar Practice:</b> Pronouns (Print copies available at meal sites)</p> <p><b>Grammar</b> <b>Practice:</b> <a href="#">Click Here</a> for Khan Academy</p> <p><b>Independent Novel Reading:</b> Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p><b>Paired text questions</b> comparing "Identity" and "To a Daughter Leaving Home"</p> <p><b>Springboard</b> <b>Grammar Practice:</b> Formal and Informal style and tone (Print copies available at meal sites)</p> <p><b>Grammar</b> <b>Practice:</b> <a href="#">Click Here</a> for Khan Academy</p> <p><b>Independent Novel Reading:</b> Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p><b>Writing Practice:</b> Access <a href="#">Writable.com</a> and select Argument Writing Skills Activities Skill 2. (Print copies available at meal sites). * This assignment will take more than 1 day.</p> <p><b>Independent Novel Reading:</b> Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>	<p>Membean.com. Continue working on your personalized vocabulary practice.</p> <p><b>Writing Practice:</b> Access <a href="#">Writable.com</a> and select Argument Writing Skills Activities Skill 2. (Print copies available at meal sites). * This assignment will take more than 1 day.</p> <p><b>Independent Novel Reading:</b> Novels available at meal sites Read for 20 minutes and spend 10 minutes answering the reading comprehension questions that you are able to each day. You can write a summary of what you read, write a critique or review, or call a friend and tell him or her about what you read as well.</p>
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## Weekly Enrichment Plan: Week of April 13

**Grade: 6**

					about what you read as well.
<b>Fine Arts</b> (15 Minutes)	<b>Music</b> Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?	<b>Art</b> Free draw/paint/build Create something new from imagination or take inspiration from objects you see every day.	<b>Music</b> Listen to a piece of music. Reflect on how this new music makes you feel. Do you like it? Why or why not?	<b>Art</b> Free draw/paint/build Create something new from imagination or take inspiration from objects you see every day.	
<b>Science</b> (30 Minutes)	<b>Topic: Earth's Resources</b> <a href="#">The Rock Cycle Activity</a>	<b>Topic: Earth's Resources</b> <a href="#">Three Classes of Rocks Activity</a>	<b>Topic: Earth's Resources</b> <a href="#">Soil Formation Activity</a>	<b>Topic: Earth's Resources</b> <a href="#">Soil Formation Activity Part 2</a>	
<b>Social Studies</b> (30 Minutes)	Read the text below and then complete the Symbol and Metaphor Handout  <b>Political Cartoons</b> Political cartoons are expressions of opinions that use all sorts of emotional appeals and other techniques to persuade others to accept those opinions.	Click <a href="#">Here</a> to read and complete Visual Distortion Worksheet	Click <a href="#">Here</a> to read and complete Iron Words & Images Worksheet	Read the following editorial in favor of social distancing. Do you agree with the article? Explain your answer.  <a href="#">Social Distancing Required. Emotional Connections Needed</a>	
<b>Social Emotional Learning/ Reflection</b> (15 Minutes)	<b>Emotion Check-In</b> Share your feelings with someone or journal about school being closed.	<b>Self-Awareness</b> Write a compliment to yourself and keep it to look at later.	<b>Empathy &amp; Communication</b> Leave a kind note somewhere for a family member to find.	<b>Self-Awareness</b> Make a list of things for which you are grateful.	
<b>Student Daily Check-Off (check off each activity</b>	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	<input type="checkbox"/> Math <input type="checkbox"/> English <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Fine Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	

that you completed)	<input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> SEL/Reflection	<input type="checkbox"/> SEL/Reflection
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**Suggested Daily Schedule: Grades 6-8**

Time	Activity
8:00 – 9:00 am	Wake up, make your bed, eat breakfast and get ready for an awesome day!
9:00 – 9:45 am	Mathematics
9:45- 10:00 am	Physical Activity
10:00– 10:45 am	English Language Arts – Reading Comprehension
10:45 – 11:00 am	15-Minute Break
11:00 – 11:15 am	Art
11:15 am – 12:00 pm	English Language Arts - Novel
12:00 – 1:00 pm	Lunch
1:00 – 1:30 pm	Science
1:30-1:45 pm	15-Minute Break
1:45-2:15 pm	Social Studies
2:15-2:30pm	Social-Emotional Learning/Reflection

Family Suggestions

Parent Suggestions	Student Suggestions
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<p><b>How can I support my student as a learner outside of school?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarize yourself with your child's learning calendar.</li> <li><input type="checkbox"/> Encourage your child to do their best when completing tasks and assignments.</li> <li><input type="checkbox"/> Contact your child's teacher or the district's homework hotline when you or your child have questions or need feedback.</li> <li><input type="checkbox"/> Support your child in starting the daily work early in the day. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li> <li><input type="checkbox"/> Remind your child to take frequent breaks to stay focused.</li> <li><input type="checkbox"/> Consider designating a dedicated workspace to maximize time on task and facilitate learning.</li> </ul>	<p><b>How can I continue learning outside of school?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete work on your suggested learning calendar.</li> <li><input type="checkbox"/> Put in your best effort when completing tasks and assignments.</li> <li><input type="checkbox"/> Ask an adult to contact your teacher when you need help. Teachers are available via e-mail, your school's online learning program or on the district's homework hotline.</li> <li><input type="checkbox"/> Let your teacher know if you have access to a phone or computer.</li> </ul> <p><b>How can I stay organized?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Start your work early. Waiting until the late afternoon or evening to start work adds unnecessary stress and creates missed opportunities for collaboration and feedback.</li> <li><input type="checkbox"/> Take short breaks to increase focus and stay motivated to complete tasks on time.</li> <li><input type="checkbox"/> Find a quiet place to complete your work.</li> </ul>
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<p><b>Individual Support</b></p>	<p><b>Individualizing Supports</b></p> <ul style="list-style-type: none"> <li>• See “Individualizing Supports for Students” for more information on how to support your child at home with these assignments.</li> <li>• Additional materials are available online and at school meal sites:             <ul style="list-style-type: none"> <li>• “Specially Designed Instruction for Students with IEPs” packets with instructional routines that can be used at home to address students’ IEP goal areas.</li> <li>• Materials and resources for students with life skills needs and significant disabilities will also be available.</li> </ul> </li> </ul>
<p><b>English Language Learners</b></p>	<p><b>Enrichment Packet</b></p> <ul style="list-style-type: none"> <li>• Daily language learning is important! The following links/resources are available for students to access daily.</li> <li>• ¡El aprendizaje diario de idiomas es importante! Los siguientes enlaces/recursos están disponibles para que los estudiantes accedan al aprendizaje diario de idiomas.</li> <li>• Kujifunza lugha ya kila siku ni muhimu! Viungo vifuatavyo/rasilimali vinapatikana kwa wanafunzi kupa ta mafunzo ya lugha ya kila siku.</li> <li>• दैनिक भाषा सिक्न महत्वपूर्ण छ! तलका लिंकहरू / स्रोतहरू विद्यार्थीहरूको लागि दैनिक भाषा सिक्ने पहुँचको लागि उपलब्ध छन्।</li> </ul> <p>مهم ! الروابط / الموارد التالية متاحة للطلاب للوصول إلى تعلم اللغة اليومى.</p>

## Individualizing Support for Students in Grades 6-12

### For Students Who Struggle with Reading

#### **Before Reading:**

- For content area reading (nonfiction), provide some background information about the topic addressed in the text. The scholar can go online to look up information on the topic. Have scholar find resources in his/her preferred learning modality (videos, simplified text, activities) and summarize the new information learned.
- Look through the reading passage or book and look at pictures, graphics, and text features such as headings, captions, bolded words, etc. Discuss what you see and make a prediction about what you think will happen. During and after reading, adjust the prediction based on what you read.
- Look through the reading passage or book and identify difficult or unusual words. Have scholar practice decoding these words (reading them aloud). Provide meanings for these words. Create a vocabulary dictionary of these words to refer to later.

#### **During Reading:**

- **Accommodations:** Allow scholar to read aloud if they need to. Provide an audio recording of the text if available.
- **Chunking:** Read one paragraph or section at a time, and check for understanding by asking student to summarize or paraphrase what was read before moving to the next section.
- Make real-world connections (does the book remind you of something in your life? Another book, a movie, etc.)
- Stop and ask questions while reading. Ask questions with answers that can either be found in the reading or could be predictions about what might happen after the passage/story ends.

#### **After Reading:**

- For literature/fiction reading, have your scholar summarize what they read. Use the “5 W’s”
  - Who was the story/passage about?
  - What was the story/passage about? Make sure to include the main idea, some details, and how the story/passage ended
    - What did the character(s) learn?
    - What would be a good title for the story/passage? If one is provided already, what would be a different title you would give the story/passage?
  - When did the story/passage occur? This would be most important for informative and historical passages
  - Where did the story/passage occur?
  - Why? This can be many things, why did a specific character act in a certain manner? Why was a decision made? etc.
  - How? If there was a problem discussed ask how your scholar would have solved the problem differently, or how did that make you feel?
- For nonfiction reading/content area reading, have your scholar summarize what he/she has learned from the text and how he/she would apply the learning to real life.
- Allow an “open book” policy. Make sure that the scholar shows exactly where in the text he/she is getting the information to answer whatever question has been posed.

### For Students Who Struggle with Written Assignments

- Have scholar dictate assignments into a phone's "notes" app or computer with speech-to-text technology. Most speech-to-text will also respond to commands to add punctuation (by saying "comma," "period," etc.). Student can then print out their writing, or copy it into their own handwriting.
- Write one sentence at a time, then have someone read it aloud to make sure it makes sense.
- Provide examples of quality writing that meets the task criteria.
- Accept a written assignment that is shorter than what is expected, as long as the task criteria are met.

### For Students Who Struggle with Math Assignments

- Find a video of someone completing a similar task and have scholar watch it multiple times. Excellent resources for this are YouTube, Khan Academy, and LearnZillion.
- **Talk about math:** Have student explain a problem and its solution in mathematical terms. Have student teach a skill to another student. If they can teach it, they understand it.
- **Accommodations:** For tasks that require problem-solving, allow use of a calculator. Teach student how to use the calculator to accurately solve problems with multiple steps. Also provide access to anchor sheets for math procedures that may not be memorized, such as formulas.
- **Chunk assignments for easier completion/to ease frustration:** If there are 20 math problems to solve, complete 10 and take a break to move around. After the break go back and finish the other 10
- **Fractions:** use round food items to discuss fractions. Example: Cut a frozen pizza into 8 pieces and talk about pieces individually (1 piece is  $\frac{1}{8}$ ) or in parts together (2 pieces is  $\frac{2}{8}$  or  $\frac{1}{4}$ ). Compare and contrast pieces of different sizes.
- **Graph paper:** use graph paper to organize work and problems, and to model mathematical situations visually.
- **Manipulatives:** any small item can be used as a manipulative to help with basic facts. Examples: coins, blocks, pieces of paper cut into smaller pieces. There are also virtual manipulatives online (Google "virtual math manipulatives").
- **Measurement, Money, and Time:**
  - Bake something and have your child measure out all of the ingredients for the recipe.
  - Have your child measure different items around the house and compare the sizes (What is bigger? What is smaller? How many \_\_\_ does it take to measure the couch?)
  - Take a walk outside for a movement break. While walking have them time how long it takes to go for the walk and get back home. Pick something outside like houses and have them count how many they pass while walking. You can also practice skip counting while you walk (example: for each step you take count by 2s, or 5s, or 10s).
  - Create a store using items around your house. Label each item with a dollar amount and have your child "shop" in your store or have them act as the cashier and make change.
  - Create a schedule for the day with times attached. Start with times on the hour and then get progressively more difficult with times on the half hour and quarter hour. Give a specific time they can play a game or use tech. This will help work on math skills and will also help keep your child focused on different tasks throughout the day!
- **Reference materials:** create a number line, hundreds chart, or anchor charts (worked examples) to help with math calculation, counting, and problem-solving.
- **Patterns:** use blocks or toys of similar colors to make a pattern. Example: 3 red Legos, 2 blue Legos, 3 yellow Legos, repeat.
- **Sorting:** Gather a group of toys and have your child sort them based on similar attributes (color, size, shape, etc.). Do the same with a set of books and have your child sort them based on fiction vs. nonfiction, type of book, etc.



- **Make it fun!** Practice math skills using games and things you might already have around the house and turn real-life activities into mathematical opportunities.
  - A deck of cards: each person draws 2 cards and then adds, subtracts, or multiply the numbers reflected on the cards.
  - Dice: can be used the same way as a deck of cards to work on basic facts or create multi-digit problems to solve.
  - Yahtzee: basic addition
  - Connect Four, Othello: problem solving, and strategic thinking
  - Puzzles: perfect for working on spatial awareness, which is key to geometry
  - Monopoly: have your child be the “banker” to work on money skills
  - Battleship: graphing coordinates
  - Uno: use numbers on cards to create calculation problems

#### **For Students Who Struggle with Focus, Attention, and/or Study Skills**

- Given scholar very clear written (or visual) directions of what to work on and what successful completion of the task looks like. Have scholar self-monitor whether or not he/she has completed all parts of the task.
- Use a timer, starting with a very brief amount of time (even 5-10 minutes is ok). After the timer “beeps,” provide student with a brief break (5 minutes) before continuing. Work to increase the amount of time for each work interval, up to 25 minutes.
- Provide a reward, such as a sticker or carrot, for every successful interval of on-task behavior.
- Only give one assignment or task at a time, but also provide scholar with a calendar or daily schedule to refer to so it is clear what to expect next.
- Have older students model study skills for younger children.

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

## Identity

By Julio Noboa  
1973

*Julio Noboa is a poet, author, and former professor of social studies at the University of Texas at El Paso. Through his writing and career, Dr. Noboa is known for advocating for better representation of Latin American history in U.S. social studies classes. In the following poem, a speaker describes flowers and weeds. The poem is also presented in the translated Spanish version. As you read, take notes on how the speaker describes flowers and weeds.*

### In English

[1] Let them be as flowers,  
always watered, fed, guarded, admired,  
but harnessed to a pot of dirt.

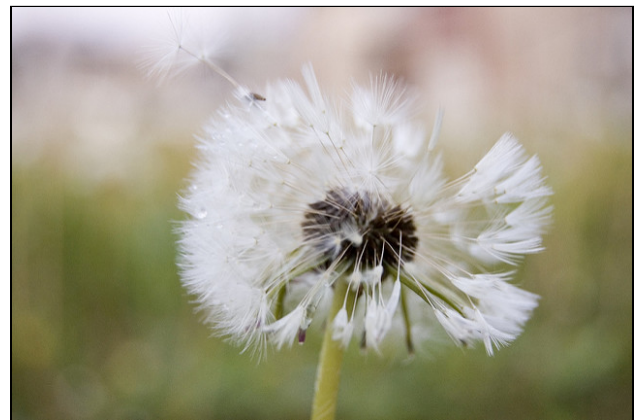
[5] I'd rather be a tall, ugly weed,  
clinging on cliffs, like an eagle  
wind-wavering above high, jagged rocks.

To have broken through the surface of stone,  
to live, to feel exposed to the madness  
of the vast, eternal sky.

[10] To be swayed by the breezes of an ancient sea,  
carrying my soul, my seed,  
beyond the mountains of time or into the abyss<sup>1</sup> of the bizarre.

[15] I'd rather be unseen, and if  
then shunned by everyone,  
than to be a pleasant-smelling flower,  
growing in clusters in the fertile valley,  
where they're praised, handled, and plucked  
by greedy, human hands.

[20] I'd rather smell of musty, green stench  
than of sweet, fragrant lilac.  
If I could stand alone, strong and free,  
I'd rather be a tall, ugly weed.



*"Sunny Day" by Caffeinius is licensed under CC BY-NC-ND 2.0*

### Spanish Translation

Déjenlas ser como flores

1. **Abyss (noun):** a seemingly deep or bottomless opening

rociadas, alimentadas,  
cuidadas, admiradas,  
pero presas en una maceta de tierra

Prefiero ser una hierba alta y fea  
adherido a los acantilados, como un águila  
mecido por el viento  
en las alturas de afiladas rocas.

Haber brotado  
por la superficie de la piedra  
para vivir, para sentirme expuesto  
a la locura del cielo tan vasto y eterno.

Ser sacudido por la brisa de un antiguo mar  
llevándose mi alma, mi semilla,  
más allá de las montañas del tiempo  
o hacía el abismo de lo extraño.

Prefiero no ser visto,  
o ser rechazado por todos  
antes que ser una flor perfumada  
creciendo entre montones en el fértil valle,  
donde las alaban, acarician y arrancan  
codiciosas manos del gentío.

Prefiero oler a moho verde y apestoso  
que a la dulce fragancia de la lila  
si me puedo parar solo, fuerte y libre

prefiero ser mala hierba, alta y fea.

*"Identity" from Nosotros Anthology, Revista Chicano-Riqueña by Julio Noboa. Copyright © 1977 by Julio Noboa. Used with permission.  
"Identidad" translated by Julio Noboa. Copyright © 2017 by Julio Noboa.*

## Text-Dependent Questions

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

1. PART A: Which of the following identifies the theme of the poem?
  - A. People often fear those who choose not to conform to the majority.
  - B. It is much easier to be true to yourself than to conform to what others expect.
  - C. Being different can be isolating, but it leads to true independence and happiness.
  - D. People who must overcome difficult circumstances are often stronger.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "always watered, fed, guarded, admired" (Line 2)
  - B. "beyond the mountains of time or into the abyss of the bizarre." (Line 12)
  - C. "where they're praised, handled, and plucked" (Line 17)
  - D. "If I could stand alone, strong and free" (Line 21)
  
3. PART A: How does the poet's description of the weed contribute to the meaning of the poem?
  - A. It emphasizes the wild nature of the weed, which shows the thrill of uncontrolled freedom.
  - B. It portrays the weed as dangerous to the other flowers, which explains why the weed is isolated.
  - C. It portrays the weed as angry that it is unwanted, and this emphasizes the pain of isolation.
  - D. It presents the weed as quietly beautiful, and this challenges traditional ideas of beauty.
  
4. PART B: Which section from the poem best supports the answer to Part A?
  - A. "but harnessed to a pot of dirt." (Line 3)
  - B. "to live, to feel exposed to the madness" (Line 8)
  - C. "I'd rather be unseen" (Line 13)
  - D. "growing in clusters in the fertile valley" (Line 16)
  
5. How does the speaker's description of flowers develop the meaning of the poem?

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## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. In your opinion, how can we achieve happiness? What brings the speaker of the poem happiness? To what extent do you share the speaker's views?
2. In the context of the poem, what makes you who you are? Does the speaker portray being a flower or a weed as a decision? Why or why not? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the poem, why do people follow the crowd? How does the speaker respond to "the flowers"?

## Lesson: Pronouns

### Learning Targets

- Review, identify, and use different pronoun types.
- Ensure that pronouns are in the proper case (subjective, objective, or possessive).
- Use intensive pronouns (for instance, *myself*, *ourselves*).

Pronouns refer to persons, places, ideas, and things. They take the place of nouns or other pronouns. There are many different kinds of pronouns. Here are three kinds.

Types of Pronouns and Their Functions		Examples
<b>Personal</b>	refers to people or animals	I, me, my, mine; you, your, yours; he, him, she, her, hers, it, its; we, us, our, ours; they, them, their, theirs
<b>Reflexive</b>	refers to the subject of the verb; functions as a complement or as the object of a preposition	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
<b>Intensive</b>	emphasizes its antecedent (the noun or pronoun it refers to)	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

### Using Pronouns Correctly

It is important to use pronoun forms carefully so that readers can understand what they refer to.

**Pronoun Case of Personal Pronouns:** In English, **pronoun case** (the form of the pronoun) tells you whether the word can be used as a subject, an object, or a possessive. Review the pronoun forms you studied in Activity 1.6:

	Subject (Nominative) Case	Objective Case	Possessive Case
Singular			
<b>First person</b>	I	me	my, mine
<b>Second person</b>	you	you	your, yours
<b>Third person</b>	he, she, it	him, her, it	his, her, hers, its

	Subject (Nominative) Case	Objective Case	Possessive Case
Plural			
First person	we	us	our, ours
Second person	you	you	your, yours
Third person	they	them	their, theirs

## Using Reflexive and Intensive Pronouns

The forms of reflexive and intensive pronouns are the same. However, they are used differently.

**Reflexive pronouns** refer to the subject of the verb and function as a complement or object of a verb or preposition. **Intensive pronouns** simply emphasize their antecedents.

**Reflexive:** She patted **herself** on the back. (*Herself is the object of the verb patted.*)

**Intensive:** She created the entire diorama **herself**. (*Herself emphasizes its antecedent, She.*)

Do not use reflexive pronouns in place of personal pronouns. Remember that a reflexive pronoun functions as a complement or the object of a preposition. It should not be used as the subject of a verb.

**Incorrect:** She and myself will go to the movie. (*Myself is incorrectly used as a subject of the verb.*)

**Correct:** She and I will go to the movie. I am rewarding **myself** for working hard all week. (*Myself is correctly used as the object of the verb am rewarding.*)

## Check Your Understanding

For each of the following sentences, fill in the blank with a correct pronoun form and label it *personal*, *reflexive*, or *intensive*. If it is a personal pronoun, state whether it is in subject case, object case, or possessive case. (Most sentences can be completed with a variety of correct forms.)

**EXAMPLE:** I gave them 45 minutes to finish the task. (*personal, objective*)

1. We're unsure if the package was for \_\_\_\_\_.
2. Iris and \_\_\_\_\_ will be finishing the experiment later.
3. Well, she \_\_\_\_\_ said we could use the projector.
4. I gave Owen and \_\_\_\_\_ some help painting the backdrop.
5. He said to \_\_\_\_\_ that he could finish the project if he set his mind to it.

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

## To a Daughter Leaving Home

By Linda Pastan  
1988

*Linda Pastan (b. 1932) is an American poet of Jewish background. Pastan was named Poet Laureate of Maryland from 1991 to 1995. Her short poems address a wide range of topics: such as family, motherhood, the fragility of life, and much more. This brief poem describes a mother watching her daughter ride away on her bike. As you read, take notes on how the mother feels as her daughter learns how to ride a bike.*

- [1] When I taught you  
at eight to ride  
a bicycle, loping<sup>1</sup> along  
beside you
- [5] as you wobbled away  
on two round wheels,  
my own mouth rounding  
in surprise when you pulled  
ahead down the curved
- [10] path of the park,  
I kept waiting  
for the thud  
of your crash as I  
sprinted to catch up,
- [15] while you grew  
smaller, more breakable  
with distance,  
pumping, pumping  
for your life, screaming
- [20] with laughter,  
the hair flapping  
behind you like a  
handkerchief waving  
goodbye.



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*"To a Daughter Leaving Home" from Poetry Magazine by Linda Pastan. Copyright © 1988. Used by permission of W.W. Norton & Company. All rights reserved.*

1. **Lope (verb):** to run or move with a long bounding stride



## Text-Dependent Questions

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

1. PART A: Which statement best identifies the theme of the poem? [RL.2]
  - A. Learning how to ride a bike and leaving home are both exciting experiences for daughters.
  - B. Watching their children do new things brings parents nothing but fear.
  - C. Nothing brings a mother more joy than watching their daughter grow up.
  - D. Watching their children grow up is both exciting and stressful for parents.
  
2. PART B: Which lines from the poem best support the answer to Part A? [RL.1]
  - A. "When I taught you / at eight to ride / a bicycle, loping along" (Lines 1-3)
  - B. "my own mouth rounding / in surprise when you pulled / ahead down the curved / path of the park" (Lines 7-10)
  - C. "I kept waiting / for the thud / of your crash as I / sprinted to catch up" (Lines 11-14)
  - D. "you grew / smaller, more breakable / with distance" (Lines 15-17)
  
3. PART A: How does the narrator's point of view most influence how the events are described in the poem? [RL.6]
  - A. It emphasizes that the mother is nervous as her daughter develops independence.
  - B. It allows the narrator to reflect on her own experiences of growing up.
  - C. It reveals the daughter's experiences of growing up.
  - D. It shows that the narrator wants to watch her daughter do new things.
  
4. PART B: Which lines from the poem best supports the answer to Part A? [RL.1]
  - A. "When I taught you / at eight to ride / a bicycle" (Lines 1-3)
  - B. "you wobbled away / on two round wheels" (Lines 5-6)
  - C. "I kept waiting / for the thud / of your crash as I / sprinted to catch up" (Lines 11-14)
  - D. "pumping, pumping / for your life, screaming / with laughter" (Lines 18-20)

5. How do lines 21-25 contribute to development of the poem's theme? Cite evidence from poem to support your answer. [RL.5]

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## Discussion Questions

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. As a daughter or son, how do you connect with Linda Pastan's portrayal of a parent watching their child grow up?
2. In the context of the poem, what does it mean to be grown up? How does the experience of the child compare to the parent? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
3. In the context of the poem, how are the mother and daughter both changed by love? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## **Pairing Questions for "Identity" and "To a Daughter Leaving Home"**

**Directions:** After reading the texts, choose the best answer for the multiple-choice questions below and respond to the writing questions in complete sentences.

1. Which statement best describes the difference in point of view between "Identity" and "To a Daughter Leaving Home"? [RL.6, RL.9]
  - A. In "Identity," the speaker's point of view is from a parent, while in "To a Daughter Leaving Home" the speaker's point of view is from a child.
  - B. In "Identity," the speaker's point of view is from a plant, while in "To a Daughter Leaving Home," the speaker's point of view is from a human.
  - C. In "Identity," the speaker wants to set themselves apart from others, while in "To a Daughter Leaving Home," the speaker is being left behind.
  - D. In "Identity," the speaker lives in a fantasy world, while in "To a Daughter Leaving Home," the speaker lives in the real world.
2. What similar messages do the poems "Identity" and "To a Daughter Leaving Home" share about the role of independence in creating an identity? [RL.9]

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## Lesson: Standard English: Formal and Informal Style and Tone

### Learning Targets

- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Maintain consistency in style and tone.

**Standard English** is language that, by convention, is considered grammatically correct. Standard English can be formal or informal.

**Formal standard English** is appropriate in academic or serious speech and writing (such as in school essays or speeches). Using formal language helps create a credible, serious tone.

**Informal standard English** is grammatically correct but not appropriate in academic or serious situations. It is common in conversation and everyday writing.

**Nonstandard English** does not follow conventional grammar rules. It is generally appropriate only in very casual speaking situations. Writers sometimes use nonstandard English to create writing that sounds like casual speech—in dialogue, for instance.

Standard		Nonstandard
Formal	Informal	
very impressive	totally awesome	2 gr8!
Soon I will . . .	I'm fixing to . . .	I'm gonna . . .
Do as you please.	Do what you want to.	Do whatcha wanna.
using a search engine	Googling it	giving it a goog

## Lesson: Standard English: Formal and Informal Style and Tone (continued)

It is helpful to be able to use different kinds of English in different situations. Compare using different tone and style in language to tone and style in clothing. You wouldn't wear a tuxedo or a ball gown to a softball game, and you wouldn't wear sweatpants and flip-flops to visit the White House. Similarly, you probably wouldn't use formal standard English on a basketball court or nonstandard English to give a speech at City Hall.

Two good ways to learn to tell the difference between standard and nonstandard English:

- Read often. Find things that you enjoy reading, such as magazines and books on subjects that interest you, and read them regularly.
- Watch and listen to programming on educational television shows and websites. The speakers and narrators typically use standard English.

As you read and listen to standard English, you unconsciously and consciously take in the conventions that writers and speakers follow. As you learn the conventions, you will become better at using a consistent style and tone in speech and writing in order to create the effect you want.

### Check Your Understanding

Write two short, humorous dialogues between people who each use only one style and tone of speech—one that is different from the other speakers'. The dialogues might be funny because the characters don't understand one another or because they are surprised at the others' style and tone of speech.

1. Set the first dialogue in a very casual setting, such as a bus stop or football stadium. Have at least one character use only formal, standard English and at least one character use only nonstandard English.
2. Set the second dialogue in a very formal setting, such as a visit to a world leader (such as the U.S. president or a monarch in England) or a job interview. Have at least one character use only formal, standard English and at least one character use only nonstandard English.

## 6<sup>th</sup> Grade Week 2 Writing: Introduce a Claim

**Directions:** *Read* the prompt below, and then *read and analyze* the text titled “Student Sample: Grade 6”. Use the Graphic Organizer to *take notes on the* student sample and paying close attention to the strength of the introduction and the claim, and then using the planning prompts in the graphic organizer for week 2, plan your own persuasive letter and finally, write your own letter.

### Writing Prompt:

The writer of this letter argues that it's a bad idea to have characters smoking cigarettes in movies. What is one thing you think should be done differently by Hollywood movie producers? Write a two- or three-paragraph Persuasive Letter to a movie producer making a claim about something you think they should change. Do you think there is too much violence? Should there be more racial diversity in leading roles? Decide on one thing you'd like to see done differently and write to a producer about it. Start your letter with an engaging hook and strongly state your claim.

1. **\*\*Read\*\*** and analyze the Student Sample, noticing how the writer introduces the claim.
2. **\*\*Choose\*\*** a topic. Create a claim and hook for your own Persuasive Letter.
3. **\*\*Write\*\*** your Persuasive Letter.



## Student Sample: Grade 6

*This Persuasive Letter was written after grade 6 students viewed a movie titled Benchwarmers and discussed how movie writers and producers promote smoking. The letter is addressed to the producer of a film in which smoking appears.*



Dear Mr. Sandler,

Did you know that every cigarette a person smokes takes seven minutes off their life? I mentioned this because I just watched the movie, Benchwarmers, and I noticed that Carlos smoked. Why did you feel the need to have one of the characters smoke? Did you think that would make him look cool? Did you think that would make him look older? It did neither of those things. As a matter of fact, I think it made him look stupid and not very cool. Especially when he put out a cigarette on his tongue.



If I were producing a movie, I would want my characters to be strong, healthy and smart. I would not have any smokers in my movies for many reasons. The first reason is it sets a bad example for children. An estimated 450,000 Americans die each year from tobacco related disease. In fact, tobacco use causes many different types of cancers



such as lung, throat, mouth, and tongue. Another reason not to promote smoking is it ages and wrinkles your skin. Who wants to look 75 if you are only 60? It turns your teeth yellow and may lead to gum disease and tooth decay. Lastly, smoking is a very expensive habit. A heavy smoker spends thousands of dollars a year on cigarettes. I can think of better things to spend money on.

So Mr. Sandler, I urge you to take smoking out of all future movies you produce. Instead of having your characters smoke have them do healthy things. That will set a positive influence for children instead of poisoning their minds. Thanks for reading my letter. I hope you agree with my opinion.

Sincerely, \_\_\_\_\_

P.S. I love your Chanukah song.

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## Analyze the Student Sample

Use this chart to analyze the strength of each introductory paragraph.

Analyze the Introduction
<b>Hook:</b> How does the writer try to hook the reader?
<b>Copy &amp; Paste:</b> Copy the hook from the text and paste it here if you can.
<b>Reflect:</b> Did it hook you? Why or why not?
<b>Copy &amp; Paste:</b> Highlight background information (if you can find it) and paste it here.
Analyze the Claim
<b>Claim:</b> What is the writer's claim?
<b>Copy &amp; Paste:</b> Copy the claim from the text and paste it here if you can.
<b>Reflect:</b> Is the claim clear, interesting, and supported by evidence? Why or why not?

## Plan Your Persuasive Letter

Use the chart to plan your Persuasive Letter. Then use your answers to help write your letter.

<p>What is your topic?</p> <p><b>Topic:</b> Name one thing you'd like to see changed in movies.</p>
<p><b>Greeting:</b> Address your letter</p> <p>Who are you writing to?</p>

to a specific person or use a general title, such as "Dear Producer."

How will you hook your reader?

**Hook:** Use an interesting fact, anecdote, or detail to grab readers' attention.

What is your claim?

**Claim:** State your claim so your position is clear. Use persuasive language.

What reasons and evidence will support your claim?

**Reasons & Evidence:** Provide relevant facts and details from one or more movies.

How will you close your letter?

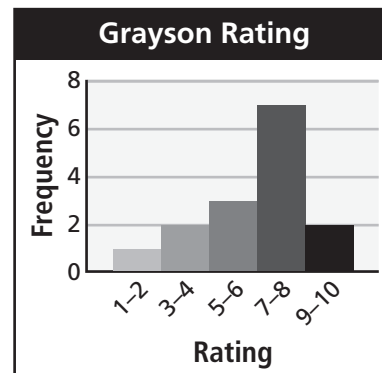
**Closing:** Sign off with a closing such as "Sincerely yours," and sign your name.

## Make Histograms and Frequency Tables

A **frequency table** lists items together according to the number of times, or frequency, that the items occur within each interval. A **histogram** is a bar graph in which the bars represent the frequencies of the numeric data within intervals. The bars on a histogram touch, but do not overlap.

Grayson rates each movie he sees using a scale of 1 to 10 on an online site. Here are his ratings so far: 6, 9, 8, 5, 7, 4, 8, 8, 3, 7, 8, 7, 5, 1, 10. Make a frequency table and a histogram of the data.

Interval	Frequency
1–2	1
3–4	2
5–6	3
7–8	7
9–10	2



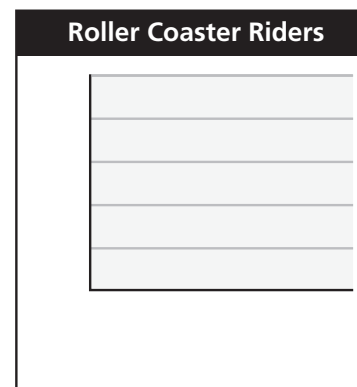
- Count the number of times Grayson gives each movie a rating that falls within each interval.
- Use the data from the frequency table to create the bars on the histogram.

An amusement park employee records the ages of the people who ride the new roller coaster during a fifteen minute period.

Ages of riders: 47, 16, 35, 45, 43, 11, 29, 31, 50, 23, 18, 18, 20, 29, 17, 18, 48, 56, 24, 18, 21, 38, 12, 23, 13.

- Complete the frequency table. Then make a histogram.

Interval	Frequency
10–19	



- Describe two things you know about the riders.

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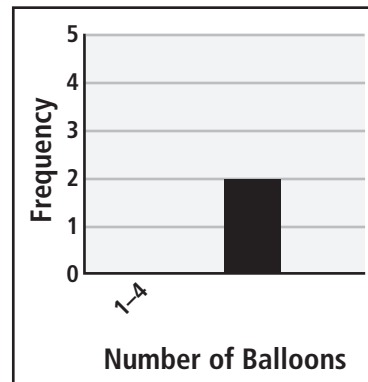
## Make Histograms and Frequency Tables

1. O'Keisha makes balloon bouquets at The Party Place. She records the number of balloons in each bouquet.

15, 5, 10, 13, 8, 12, 14, 3, 6, 15

Complete the frequency table. Then use the data from the frequency table to complete the histogram.

Interval	Frequency
1–4	
	2



2. The Party Place also sells edible fruit arrangements. The number of arrangements sold each day is shown in the list below.

12, 9, 4, 16, 5, 6, 15, 3, 19, 5, 12, 8, 4, 13, 5, 14, 15, 17, 11, 10

- A. If a frequency table displays the data in 4 intervals, what are the intervals that could be used?

First interval: 0 –

Second interval:  –

Third interval:  –

Fourth interval:  –

- B. Use your intervals from Part A to complete the frequency table.

Interval	Frequency

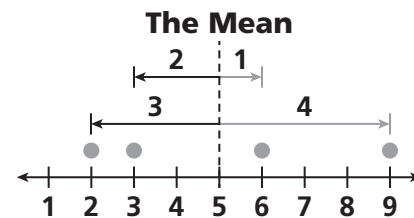
- C. If you drew a histogram for the data, which interval would be the tallest bar?

\_\_\_\_\_

## Explore Mean as Fair Share

You can think of the **mean** as the **balancing point**, which means that the sum of the distance from the mean to each data point above the mean is equal to the sum of the distance from the mean to the data points below the mean.

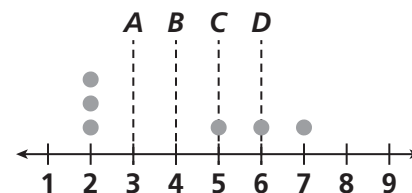
The mean is another way of describing **fair share**. If those with the most give something to those with the least until everyone has the same amount, each person would have their fair share. The amount they would each have would be the mean.



Which of the lines represents the mean, or balance point, of the data points shown?

- A.** Determine whether the sum of the distance from each point left of the line is equal to the sum of the distance from each point right of the line.

Line	Left	Right	Equal?
A	$1 + 1 + 1 = 3$	$2 + 3 + 4 = 9$	No
B	$2 + 2 + 2 = 6$	$1 + 2 + 3 = 6$	Yes
C	$3 + 3 + 3 = 9$	$0 + 1 + 2 = 3$	No
D	$1 + 4 + 4 + 4 = 13$	$0 + 1 = 1$	No



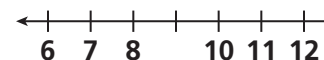
Line B represents the mean of the data points shown.

- Emma surveys her classmates about the number of hours they usually sleep on a school night. Their responses (in hours) were: 7, 10, 8, 9, 11, 11, 8, 8, 10, 8.

**A.** Draw a dot plot that represents the data set.

**B.** Use the dot plot to find the balance point. Draw a line on the dot plot to show the mean.

The mean of the data is \_\_\_\_\_ hours.



- Isabel has a basket of fruit with 3 apples, 6 bananas, 5 oranges, 4 pears, and 2 peaches. She wants to share the fruit with 4 of her friends. How many pieces of fruit will each person get?

## Find Measures of Center

The **mean**, or the average, of a set of data is the sum of the items in a data set divided by the number of items in the set.

The **median** is the middle number, or the average of the two middle numbers, in an ordered set of data.

The **mode** is the number or numbers that occur most frequently in a set of data. When all the numbers occur with the same frequency, there is no mode.

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Zeke surveyed a group of classmates about how many times they ate school lunch in the last month. The results are 5, 1, 22, 15, 12, 18, 9, 8, 9. What are the mean, median, and mode of the data?

- A.** To find the mean, total the responses and divide by the number of people who responded.  $\frac{5 + 1 + 22 + 15 + 12 + 18 + 9 + 8 + 9}{9} = \frac{99}{9} = 11$   
The mean of the data is 9.
- B.** To find the median, order the data and locate the middle number. 1, 5, 8, 9, 9, 12, 15, 18, 22  
The median of the data is 9.
- C.** To find the mode, determine which data point occurs most frequently. 9 occurs twice in the data set, so the mode of the data set is 9.
- 

Find the mean, median and mode of each data set.

- 1.** 3, 12, 11, 7, 5, 5, 6, 5, 9  
mean: \_\_\_\_\_ median: \_\_\_\_\_ mode: \_\_\_\_\_
- 2.** 30, 39, 42, 29, 39, 40, 36, 46, 41  
mean: \_\_\_\_\_ median: \_\_\_\_\_ mode: \_\_\_\_\_
- 3.** 133, 215, 254, 108, 206, 159, 206  
mean: \_\_\_\_\_ median: \_\_\_\_\_ mode: \_\_\_\_\_

## Choose a Measure of Center

An **outlier**, or a data value that is much greater or much less than the other values in a data set, can create a **skewed distribution**. While the **mean** is the most commonly used measure of center, it may not always be the best measure of center to use in a skewed distribution.

The dot plot shows the number of swimmers in each line at a water park. Is the median or the mean a better measure of center for this data?

- A. Calculate the mean of the data.

$$\frac{\text{sum of data values}}{\text{\# of data items}} = \frac{151}{18} \approx 8.39$$

- B. How many data points are above and below the mean? What is the difference between the two numbers?

There are 11 data points above the mean and 7 data points below the mean. There are 4 more points above the mean than below.

- C. Is there an outlier that skews the data?

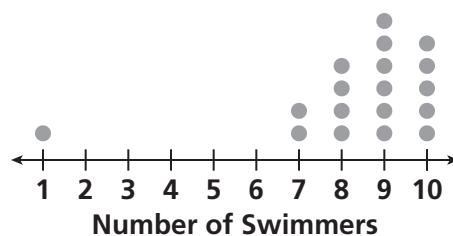
Yes, 1 is significantly less than the other data points.

- D. What is the median? Is the median a better measure of center for this data? Explain.

The median is 9.

The median is a better measure of center for this data. It is closer to more of the data points.

Swimmers in Line



Determine which measure of central tendency is a better measure of the data. Explain.

1. 35, 30, 50, 200, 30, 70, 20

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**Choose a Measure of Center**

1. The weights (in pounds) of 8 white-tailed deer are shown below.

150, 160, 145, 196, 152, 160, 158, 147

A. What is the mean of the data? \_\_\_\_\_

B. What is the median of the data? \_\_\_\_\_

C. What is the mode of the data? \_\_\_\_\_

D. Which weight is the outlier of the data? \_\_\_\_\_

E. How does the outlier affect the mean, median, and mode?

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

F. Which measure of center best represents the data? Why?

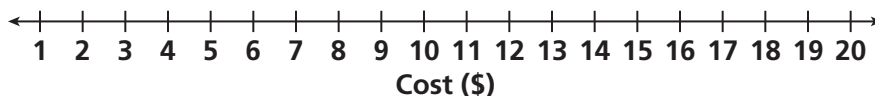
\_\_\_\_\_  
\_\_\_\_\_

2. Carol is giving each of her friends a calendar for the new year. The first 9 calendars that she buys cost \$15, \$18, \$16, \$17, \$6, \$19, \$18, \$16, \$17.

A. How much does the tenth calendar cost if the mean price of all the calendars is \$15.80? \_\_\_\_\_

B. Complete the dot plot to represent the prices of the 10 calendars.

**Cost of Calendars**



C. What is the median of the data? \_\_\_\_\_

D. What are the modes of the data? \_\_\_\_\_

E. Which measure of center best represents the data? Why?

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

- 1** Jake's final grade in science class is calculated by finding the mean of his scores for six project reports. The scores Jake received on his first five reports are 66, 80, 88, 82, and 72.

What is the lowest possible score that Jake can earn on his last report in order to have at least an 80 for his final grade?

- (A) 86                      (C) 92  
(B) 88                      (D) 96

- 2** The number of touchdowns scored by a football team in each game during their season is shown.

2, 4, 1, 0, 4, 3, 2, 4, 5, 1, 0, 3, 6, 4, 2, 3

What was the mean of the touchdowns the team scored per game during their season?

- (A) 2.75 touchdowns  
(B) 3 touchdowns  
(C) 3.14 touchdowns  
(D) 4 touchdowns

- 3** Jesse asked how many magazine subscriptions each house on his street had. These numbers are shown.

1, 0, 2, 3, 4, 1, 0, 0, 4, 1, 2, 2, 1

What is the interquartile range of the data set?

- (A) 0.5 subscription  
(B) 1 subscription  
(C) 2 subscriptions  
(D) 2.5 subscriptions

- 4** The number of showtimes for one movie over several days is shown.

9, 6, 8, 9, 7, 4, 3, 5, 2, 4

What is the mean absolute deviation?

- (A) 2.1 showtimes  
(B) 5.5 showtimes  
(C) 5.7 showtimes  
(D) 11.4 showtimes

- 5** Which measures describe the variation of a data set?

Select **all** the correct measures.

- (A) mean  
(B) median  
(C) mode  
(D) mean absolute deviation  
(E) interquartile range  
(F) range

- 6** Identify the measures for the following data set.

2, 6, 8, 3, 4, 6, 2, 6, 8, 5, 6, 2, 7, 8, 4, 3, 2, 7, 3, 4

Mean: \_\_\_\_\_

Median: \_\_\_\_\_

Mode(s): \_\_\_\_\_

Mean absolute deviation: \_\_\_\_\_

Interquartile range: \_\_\_\_\_

Range: \_\_\_\_\_

4.8	3.5	1.9	2 and 6	4.5	6
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**7** Hannah recorded the number of cake orders she had over the past 10 months. The number of cake orders are 14, 25, 18, 34, 27, 31, 27, 15, 22, and 27. What is the median of the data?

- (A) 24

(B) 26
- (C) 27

(D) 29

**8** Kylie’s teacher collected data on the heights of boys and girls in a sixth grade class. Use the information in the table to compare the data.

Heights (in.)

Girls	55	60	56	51	60	63	65
Boys	72	68	70	56	58	62	64

The mean of the boys’ heights is \_\_\_\_\_ the mean of the girls’ heights.

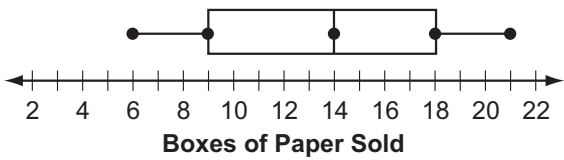
The range of the boys’ heights is \_\_\_\_\_ the range of the girls’ heights.

the same as

less than

greater than

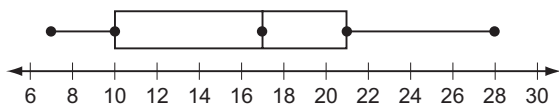
**9** The box plot shows the number of boxes of paper sold at an office supply store each day for a week.



Place an X in the table to show whether each statement is true or false.

	True	False
The median is 18.		
The range is 15.		
The interquartile range is 9.		

**10** The box plot shows the number of points scored in each game by a football team in one season.



Place an X in the table to show whether the statement is true, false, or if there is not enough information to tell.

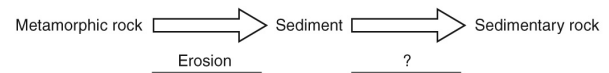
	True	False	Not Enough Information
The range is 22.			
The mean is 18.			
The lower quartile is 10.			
The interquartile range is 11.			

# The Rock Cycle

Choose the letter of the best answer.

1. A large amount of sediment is deposited on a plain in a short amount of geologic time. Which of the following correctly describes a possible result?
  - A. The crust is uplifted due to groundwater infiltrating the sediment.
  - B. The crust subsides due to the weight of the sediment that accumulates.
  - C. The crust subsides due to the motion of the sediment as it is deposited.
  - D. The crust is uplifted due to the difference in weight between the sediment and bedrock.
2. A volcanic eruption took place about 2 billion years ago and released lava onto Earth's surface. The lava cooled to form basalt. Which processes will be needed to transform the basalt into sedimentary rock?
  - A. sifting and floating
  - B. heating and cooling
  - C. uplift and subsidence
  - D. erosion and deposition
3. Which of these phrases defines *subsidence*?
  - A. Earth's crust rising
  - B. Earth's crust sinking
  - C. Earth's crust shifting sideways
  - D. Earth's crust moving in any direction

4. When a volcano erupts, ash can enter Earth's atmosphere. Eventually, the ash falls back down to Earth's surface. Which term describes the falling of volcanic ash to Earth's surface?
  - A. erosion
  - B. deposition
  - C. subsidence
  - D. weathering
5. The flow chart below shows how a metamorphic rock can change into a sedimentary rock.



Which term should replace the question mark?

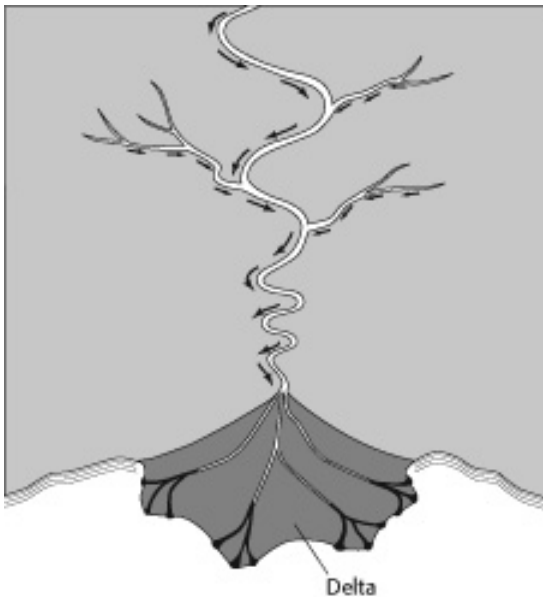
- A. cooling
- B. melting
- C. deposition
- D. weathering

## Lesson Quiz

## Three Classes of Rock

Choose the letter of the best answer.

1. The diagram below shows a river forming a delta as it slows down and enters the sea. As the river slows down, it deposits large amounts of sediment.



Which term describes the rock that will eventually form from the sediment?

- A. clastic
  - B. organic
  - C. foliated
  - D. extrusive
2. Igneous rocks form when magma cools and solidifies. As the magma cools, minerals form. What effect will the rate at which the magma cools have on the texture of the igneous rock?
- A. the faster the magma cools, the smaller the crystals in the rock will be
  - B. the slower the magma cools, the smaller the crystals in the rock will be
  - C. the faster the magma cools, the more

foliated the rock's texture will be

- D. the slower the magma cools, the more  
foliated the rock's texture will be

3. Which of the following is a direct source of material for the formation of metamorphic rock?
- A. clasts
  - B. magma
  - C. sediments
  - D. existing rock
4. Which of the following correctly describes the difference between a mineral and a rock?
- A. Rock can be made of inorganic material, but minerals are always organic.
  - B. Rocks are made of naturally occurring material, but minerals can be synthetic.
  - C. Rocks are made of crystalline material, but minerals are always noncrystalline.
  - D. Rock can be made of noncrystalline material, but minerals are always crystals.
5. Granite forms when liquid magma slowly cools within Earth's crust. Basalt can form when lava cools on Earth's surface. What do granite and basalt have in common?
- A. They are kinds of igneous rock.
  - B. They are not made up of minerals.
  - C. They are identical in color and texture.
  - D. They are made up of layers of sediment.

# Soil Formation

## Mix and Match: *All About Soil*

Mix and match ideas to show what you've learned about soil and how it forms.

1. Choose one information source from Column A, two topics from Column B, and one option from Column C. Check your choices.
2. Be ready to submit or talk about your results when you return to school.

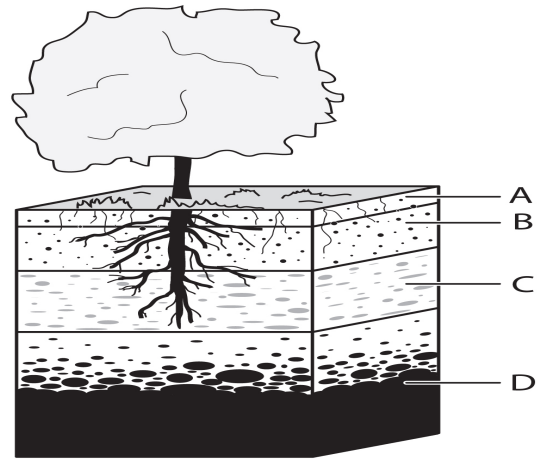
A. Choose One or More Information Sources	B. Choose Two or More Things to Analyze	C. Choose One Way to Communicate Analysis
<p>___ direct observations of soil in a natural environment</p> <p>___ direct observation of modified soil, such as from a garden or a potted plant</p> <p>___ observations of soil from a photograph, video, or similar source</p> <p>___ records of observations of soil, such as from a naturalist's journal or a geological survey</p>	<p>___ soil horizons</p> <p>___ soil characteristics (texture, color, moisture, organic matter, fertility)</p> <p>___ soil chemistry</p> <p>___ formation, including possible parent rock or transport</p> <p>___ actions of living things</p>	<p>___ realistic illustration</p> <p>___ schematic diagram with a key</p> <p>___ model</p> <p>___ informational booklet, such as a field guide</p> <p>___ multimedia presentation</p>

## Soil Formation

### Choose the letter of the best answer.

1. Susan rubs two rocks together. One of the rocks wears away to form small particles. What would most likely happen if this rock continues to break into small pieces after Susan puts the rocks back on the ground?
  - A. The pieces may become part of the soil.
  - B. The pieces may become part of the bedrock.
  - C. The pieces may become part of the ice wedging process.
  - D. The pieces may become part of the organic matter in the soil.
2. Gopher tortoises live on dry land. They live in large holes that they dig in the soil. Which statement gives the best explanation of how this behavior aids in soil formation?
  - A. It hardens the soil, allowing less water to reach of the rocks underground.
  - B. It erodes the soil by moving it from underneath the ground to above ground.
  - C. It loosens and mixes the soil, increasing air in the soil and the ability to drain water.
  - D. It causes weathering of the rocks, as the tortoise breaks the rocks into smaller pieces.
3. Which of the following describes how microorganisms influence the chemical characteristics of soil?
  - A. They loosen and mix the soil by digging burrows underground.
  - B. They add inorganic material to the soil by weathering rocks on Earth's surface.
  - C. They add moisture to the soil by creating pores through which water can move.
  - D. They add organic material to the soil by breaking down the remains of plants and animals.

4. Examine the soil profile below. Note there are many ground cover plants and a tree with deep roots.



Which soil horizon is primarily responsible for this soil's fertility?

- A. Horizon A, because it contains humus and other organic nutrients that plants need.
  - B. Horizon B, because plant roots can grow down into the smaller rock fragments.
  - C. Horizon C, because most of the groundwater is stored in this horizon.
  - D. Horizon D, because it is the parent rock that breaks up to form soil.
5. What is humus?
    - A. spaces between soil particles through which water and air can move
    - B. weathered sediment broken down by atmospheric forces on Earth's surface
    - C. dark, organic material formed in soil from the decayed remains of plants and animals
    - D. a loose mixture of rock fragments, organic material, water, and air that can support the growth of vegetation



Day One—Read the text below and complete the Symbol and Metaphor Handout

### Political Cartoons

Political cartoons are expressions of opinions that use all sorts of emotional appeals and other techniques to persuade others to accept those opinions. Most political cartoons are created to highlight problems or defend a political position. They cannot be treated as evidence either of the way things actually are or how everyone else feels about the subject of the cartoon. They are only a point of view, often a heavily biased point of view. Political cartoons use the following to express the viewpoint of the cartoonist: symbolism, exaggeration, labeling, analogy and irony.

Symbolism -- an illustration to represent the issue

Exaggeration—body parts are overdone to make a point

Labeling—write text to make sure that the reader understands what the symbol represents

Analogy—a comparison between unlike things (person, objects)

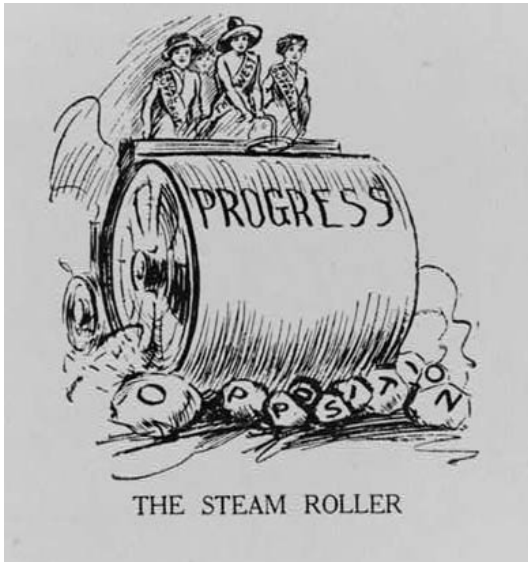
Irony—the difference between what things are and what they should be

<https://www.youtube.com/watch?v=BNkJNNuxsuQ>

[https://www.teachinghistory.org/sites/default/files/2018-08/Political\\_Cartoon\\_Docs\\_1-3\\_1.pdf](https://www.teachinghistory.org/sites/default/files/2018-08/Political_Cartoon_Docs_1-3_1.pdf)

## Sample Lesson – Handout 1 Symbol and Metaphor

**The Cartoon:** This cartoon on the drive for women’s suffrage appeared along with an article in the magazine *Judge*, March 3, 1917. The cartoon shows four women backing the drive for female suffrage riding on a steamroller crushing rocks labeled "opposition."



Library of Congress, Prints and Photographs Division,  
LC-USZ62-128029

**Background:** By March of 1917, an energized women’s suffrage movement was in the last stages of its push to win the right to vote for all women in the United States. Women began winning voting rights in some western states in the late 1800s. The reform movement known as “Progressivism” further boosted the drive for female suffrage in the early 1900s. The effective roles women played during World War I may have finally pushed President Woodrow Wilson in 1917 to agree to back a Constitutional amendment guaranteeing women the right to vote. The 19th amendment was passed in 1919 and sent to the states. The states ratified it in 1920.

**Checklist Item – Symbol and Metaphor in Cartoons:** A visual symbol in a cartoon is any image that stands for some other thing, event, person, abstract idea or trend in the news. For example, a dollar sign may stand for the entire economy. An octopus may stand for a powerful corporation with “tentacles” controlling many other institutions. Metaphors are like symbols in that they describe one thing as something else entirely. Shakespeare used a metaphor when he wrote “All the world’s a stage.” (A cartoon would simply show the world as a stage.)

- Begin any cartoon analysis by describing all the details in it that are symbols and metaphors.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

## **Handout 1: Cartoon Analysis Worksheet**

(Take brief notes to use in a class discussion)

**1. What is this cartoon about?**

(a one sentence summary of its main point)

**2. What elements in the cartoon can be called symbols?**

**3. How are these symbols drawn? Are they drawn in specific ways that add to the point the cartoon makes? Why or why not?**

**4. What other objects might have been used instead of a steamroller and the rubble it is crushing?**

**5. Notice how the three women are drawn. Are these figures also symbols? Why or why not?**

**6. Why is one woman wearing a banner labeled "West"?**

**7. How might an opponent of this cartoon's point of view have altered the symbols in it?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

## Sample Lesson – Handout 2

### Visual Distortion

**The Cartoon:** The Library of Congress records no exact date or location for this cartoon on child labor by artist Herbert Johnson. It is a part of a collection attributed to photographer Lewis Hine. Based on photos near it, it is dated to approximately 1912.



Library of Congress, Prints and Photographs Division,  
LC-DIG-nclc-04783

**Background:** Child labor existed throughout American history. As the nation industrialized, child labor moved from the farm to the factory. Children were seen as cheaper and easy to control. They were hired in large numbers to work in mines and factories, often in extremely unhealthy and dangerous conditions. In the early 1900s, labor unions and other national reform organizations began to seek legislation regulating or limiting child labor and promoting free, compulsory education as a substitute.

**Checklist Item – Visual Distortion:** Changes or exaggerations in size, shape, emotions or gestures often add extra meaning to the symbols the cartoon includes. For example, a dragon is often used as a symbol for China. But a huge, snorting dragon will make a different point about China from a tired, limping, meek dragon. Every detail in a cartoon, especially one that is distorted in some way, is likely to be a part of the cartoon's meaning.

- Identify the cartoon's symbols and notice how they are drawn.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

## **Handout 2: Cartoon Analysis Worksheet**

(Take brief notes to use in a class discussion)

**1. What big problem is this cartoon concerned with?**

(a one sentence summary of its main point)

**2. What are the key symbols in the cartoon and how are they distorted?**

**3. How do the distortions help the cartoon make its point?**

**4. Is there anything else about this huge hand besides its size that helps the cartoon make its point?**

**5. How are the children in the cartoon drawn? How does this add to the visual effect of the huge hand in the cartoon?**

**6. What else besides a hand might the artist have used to create an effective cartoon on this topic?**

**7. How might an opponent of this cartoon's point of view have altered the symbols in it or changed the way these symbols are distorted?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

### Sample Lesson – Handout 3

## Irony in Words and Images

**The Cartoon:** This cartoon on the evils of political patronage is by one of America's most famous cartoonists, Thomas Nast. It appeared in *Harper's Weekly*, April 28, 1877.



Library of Congress, Prints and Photographs Division,  
LC-USZ62-89864

**Background:** This cartoon shows a statue of Andrew Jackson on pig. The statue is titled “To the Victors Belong the Spoils,” a phrase used to explain why election winners were entitled to hand out government jobs (patronage) to their loyal followers. Jackson was president from 1829-1837. However, Thomas Nast drew the cartoon in 1877, when he was battling machine politicians in New York City who in his view had proved how corrupt the patronage principle “to the victors belong the spoils” really was.

**Checklist Item – Irony in Words and Images:** Irony is a form of humor in which something is said in a way that undercuts or mocks its own apparent meaning. In other words, what is said seems to mean one thing, but it will be taken to mean the opposite. Irony is well suited to political cartoons, which often seek to mock something and show how false, unfair or dangerous it is. Irony always entails a contradiction. Often, an amusing image undercuts and reverses the meaning of the words in a caption. Sometimes, however, the image alone conveys the double meaning.

- Consider whether irony is used and if so, how?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

## Handout 3: Cartoon Analysis Worksheet

(Take brief notes to use in a class discussion)

1. **This cartoon makes fun of one aspect of politics in the 1800s. Can you explain?** (a one sentence summary of its main point)
2. **In what ways does this image of a statue remind you of monuments dedicated to great or heroic figures?**
3. **Using your background knowledge, explain the term "To the Victors Belong the Spoils" in your own words.**
4. **What visual symbols in this cartoon undercut or go against the idea that this statue is meant to be heroic or admirable?**
5. **The pig on this statue is rooting around in some garbage labeled "fraud," "bribery," "spoils" and "plunder." How does this add to the ironic message of the cartoon?**

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/21733>

Day Four-- Read the following editorial in favor of social distancing. Do you agree with the article? Explain your answer.

**Social Distancing Required, Emotional Connections Needed**



## Grade 6-8 Art & Music Week 2 D 1-4

### Art M-W

Free draw/paint/build—use the materials available to you—pen, pencil, apps, paint, clay, recyclables—it is up to you. Create something new from imagination, or take inspiration from objects you see every day.

### Music T-Th

Listen to a piece of music-suggested music style for week 2: Blues--and take time to reflect on how this music makes you feel. Ask a friend or family member for suggestions. Reflect on how this new music makes you feel. Do you like it? Why or why not?

21 essential Blues songs link:

[https://www.youtube.com/playlist?list=PLEFgBdod0r3QohHYbG2no75\\_ETtkQ2qW](https://www.youtube.com/playlist?list=PLEFgBdod0r3QohHYbG2no75_ETtkQ2qW)

### Once weekly for art and music

Use the online music and art resource guides you received to virtually visit a museum or attend a concert. Practice good audience behavior. Reflect on your experience.

#### *Art*

1. What do you notice?
2. What do you think the artists intended?

#### *Music*

1. How did the music make you feel?
2. What do you think the artist intended?

Suggested Art: Dorothea Lange, MoMA NY <https://www.moma.org/artists/3373>

Suggested Music: B.B. King <https://www.pbs.org/video/austin-city-limits-bb-king/>

### Photo Journal (as often as possible)

Materials: any camera (phone, tablet, regular camera, etc.)

Using a camera that you already have, take a daily image or set of images based on a theme, and use words to reflect on what the image means to you. Save all images and thoughts for a future share/presentation of your reflections of this time.

### Week 2 theme: Sudden change

Perhaps you were going to visit family or take a vacation, or you are used to going to the park or a friend's house. Everything is different. Capture pictures with a camera that show how your world has changed and explain why with an artist's statement

An **artist's statement** is a written document that introduces you as an **artist**. It explains why and how you make your art, along with other facts about you and your art. ...**Artist's statements** typically **contain**: A few sentences on your personal relationship with art in general as well as why you do what you do, and thoughts on the art you created.

### Quarantine Playlist

Curate your own playlist of music to use during the quarantine. Select songs to help you feel better when you are down, to get you up and moving, to represent your feelings (happiness, confusion, anger, love, etc.) Make a written reflection on why you selected the songs—there is no limit on how many you choose.

## Online Music Resources for Students

McGraw-Hill Curriculum

GRADE LEVEL: K-5

WEBSITE: [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)

STUDENT USERNAME & PASSWORD: OHstudentsk5

Virtual Keyboard for computer or phone

GRADE LEVEL: All

WEBSITE: <https://www.onlinepianist.com/virtual-piano>

Free music tutorials for guitar, ukulele, voice, piano

GRADE LEVEL: 7-12

WEBSITE: <https://yousician.com/>

Rhythm Practice:

WEBSITE: <http://www.therhythmtrainer.com/>

Instruments of the Orchestra visual and aural identification:

WEBSITE: <http://www.musicgames.net/livegames/flyinginstruments/flyinginstruments1.htm>

Identify the notes on the treble clef staff:

WEBSITE: <http://musicteachersgames.com/trebleClefOne>

Various Music Activities Curated by CMSD's own Ms. Elardo

GRADE LEVEL: K-8

WEBSITE: <https://sites.google.com/site/musicroomtech/>

Rock & Roll Hall of Fame

GRADE LEVEL: K-12

WEBSITE: <https://edu.rockhall.com/>

Reflective essay on hip hop

GRADE LEVEL: 8-12

WEBSITE: <https://edu.rockhall.com/sites/default/files/2018-11/Hip%20Hop%20essay.pdf>

## Online Music Resources for Teachers

McGraw-Hill Curriculum

GRADE LEVEL: K-5

WEBSITE: [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)

TEACHER USERNAME & PASSWORD: OHteachersk5

GRADE LEVEL: 6-12

WEBSITE: [Distance Learning & Music Studio](#)

HELP VIDEOS: [For teachers to give assignments](#) –AND- [For students to access content](#)

## Online Visual Art Resources for Students

Live Drawing & Writing with Kennedy Center's Artist in Residence (weekdays at 1:00pm)

GRADE LEVEL: K-5

WEBSITE: [https://www.kennedy-center.org/mowillems?fbclid=IwAR2STUDFsE424sGLY2gw2nl1vtd9jN7GZchwW9yahKh\\_UFuPuHdnJzdy-XU](https://www.kennedy-center.org/mowillems?fbclid=IwAR2STUDFsE424sGLY2gw2nl1vtd9jN7GZchwW9yahKh_UFuPuHdnJzdy-XU)

ADDITIONAL (Printable) RESOURCES: <http://pigeonpresents.com/get-busy/>

Live Drawing & Illustration with Children's Book Author & Illustrator JJK (weekdays at 2:00pm)

GRADE LEVEL: K-12

WEBSITE: <https://www.youtube.com/channel/UCObbZ-lkhRQ203mtX9ZmgtA>

Wall Art & Poetry

GRADE LEVEL: K-3

WEBSITE: <https://kinderart.com/art-lessons/multic/a-box-of-crayons/>

Create Comics & Digital Paintings

GRADE LEVEL: 5-12

WEBSITE 1: <https://krita.org/en/>

WEBSITE 2: <https://medibangpaint.com/en/>

Drawing App

GRADE LEVEL: 8-12

WEBSITE: <https://sketchbook.com/education>

Virtual Museum Tours

GRADE LEVEL: ALL

WEBSITE 1: <https://www.louvre.fr/en/visites-en-ligne> (The Louvre - Paris, France)

WEBSITE 2: <https://www.metmuseum.org/art/online-features/met-360-project> (The Metropolitan Museum of Art – New York, NY)

WEBSITE 3: <http://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html> (Sistine Chapel – Vatican City, Rome, Italy)

WEBSITE 4: [https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&sv\\_lng=-73.95897540047744&sv\\_lat=40.78284373830581&sv\\_h=314.0433944528588&sv\\_p=-](https://artsandculture.google.com/streetview/solomon-r-guggenheim-museum-interior-streetview/jAHfbv3JGM2KaQ?hl=en&sv_lng=-73.95897540047744&sv_lat=40.78284373830581&sv_h=314.0433944528588&sv_p=-)

[14.064051297192009&sv\\_pid=rfLOHTGWrOlcY4J1Oc\\_UzQ&sv\\_z=0.2739310462916821](https://www.guggenheim.org/new-york/exhibitions/14.064051297192009&sv_pid=rfLOHTGWrOlcY4J1Oc_UzQ&sv_z=0.2739310462916821)

(Guggenheim – New York, NY)

WEBSITE 5: <https://360stories.com/amsterdam/oldamsterdam/story/vincent-van-gogh> (Van Gogh Museum – Amsterdam, Netherlands)

WEBSITE 6: <https://www.thechinaguide.com/destination/great-wall-of-china> (Great Wall of China – Northern China)

WEBSITE 7: <https://naturalhistory.si.edu/visit/virtual-tour> (National Museum of Natural History – Washington, DC)

WEBSITE 8: <https://artsandculture.google.com/partner/moma-the-museum-of-modern-art> (Museum of Modern Art – New York, NY)

Games to Play with ONLY Pencil & Paper

GRADE LEVEL: K-12

WEBSITE: <https://raisingwonder.com/12-brain-boosting-pencil-and-paper-games/>

DIY Loom for Weaving

GRADE LEVEL: 3-12

WEBSITE: <https://www.brooklyncraftcompany.com/blogs/news/how-to-make-a-diy-mini-loom-draft>

## Online Visual Art Resources for Teachers

National Gallery of Art

GRADE LEVEL: K-12

WEBSITE: [Www.nga.gov](http://www.nga.gov)

Trash To Treasures Assemblage Art

GRADE LEVEL: 3-5

WEBSITE: [https://www.incredibleart.org/lessons/elem/trash\\_treasures.html](https://www.incredibleart.org/lessons/elem/trash_treasures.html)

Remote Teaching Resources

GRADE LEVEL:

WEBSITE: <https://www.artedguru.com/home/covid-19-remote-teaching-resources>

CMA's "open access" program

WEBSITE: <https://www.clevelandart.org/open-access>