

NTI Days 26-30

April 20-24

6th Grade Modified

Kaitlyn Justice

Jeanie Royse

First and Last Name:

First and Last Names:

Name: _____

Day 26

_____ **Math:** Read Study Guide (2-sided) on Classifying Quadrilaterals. Use the information in the study guide to complete Types of Quadrilaterals and Describing Quadrilaterals.

_____ **Reading:** Watch the local news (Lexington) or national news (CNN or Fox) and complete the attached assignment "Daily News Connection".

-OR-

Read the attached article, "Play It Safe: What Kids Should Know About the Coronavirus", and answer the questions that go with it.

_____ **Science:** Read about the water cycle and study the chart with all of the steps. Complete the chart with the term and definition that describes each picture. If you have the internet you can watch the following video about the water cycle:

<https://www.neok12.com/video/Water-Cycle/zX050f737b727e69637c5106.htm>

_____ **Social Studies:** Geography of Ancient Rome- Read the information and answer the questions. Use the Blank paper to draw your quick sketch. Question 2- Make sure your sentence is in quotation marks and that it supports the given sentence. If you have the internet, you can watch the following video about Ancient Rome:

<https://video.nationalgeographic.com/video/101-videos/00000161-95b9-dc38-a763-dfbfea890000>

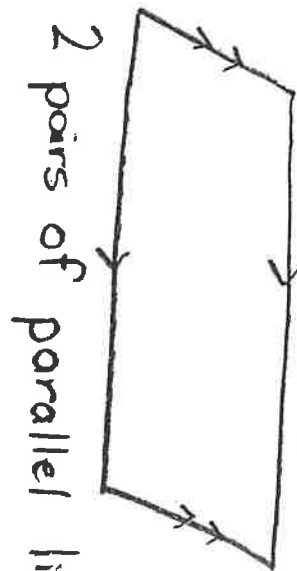
_____ **Explore:** Choose ONE assignment from the Explore menu to complete this week.

1911

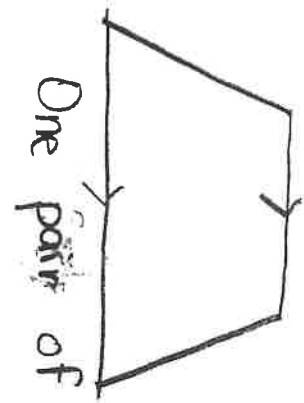
Quadrilaterals

Study Guide

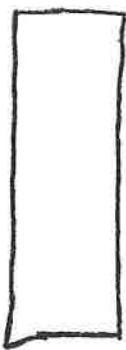
Parallelograms



Trapezoid



Rectangle



Rhombus



A parallelogram
with Congruent
Sides

A parallelogram
with 4 right angles



Square

A parallelogram
with 4 right angles and
congruent sides

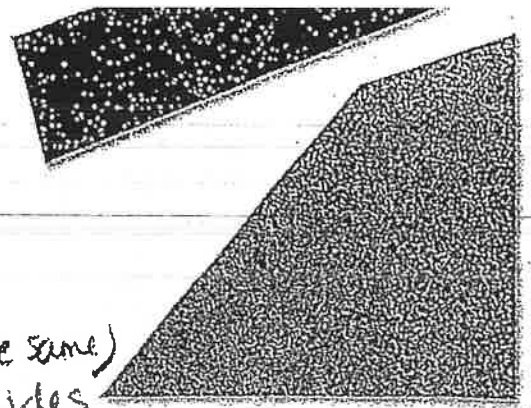
A quadrilateral is a plane figure with four sides and four angles.

Five special types of quadrilaterals and their properties are shown in the table below. The same mark on

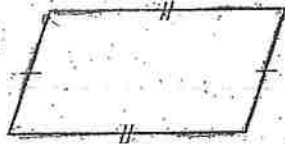
two or more sides of a figure

indicates that the sides are congruent (the same)

* polygon = a shape with 3 or more sides

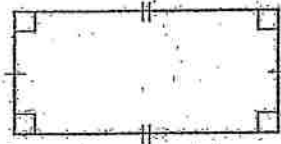


Parallelogram



Opposite sides are parallel and congruent.
Opposite angles are congruent.

Rectangle



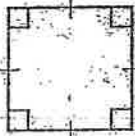
Parallelogram with four right angles

Rhombus



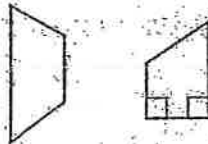
Parallelogram with four congruent sides

Square



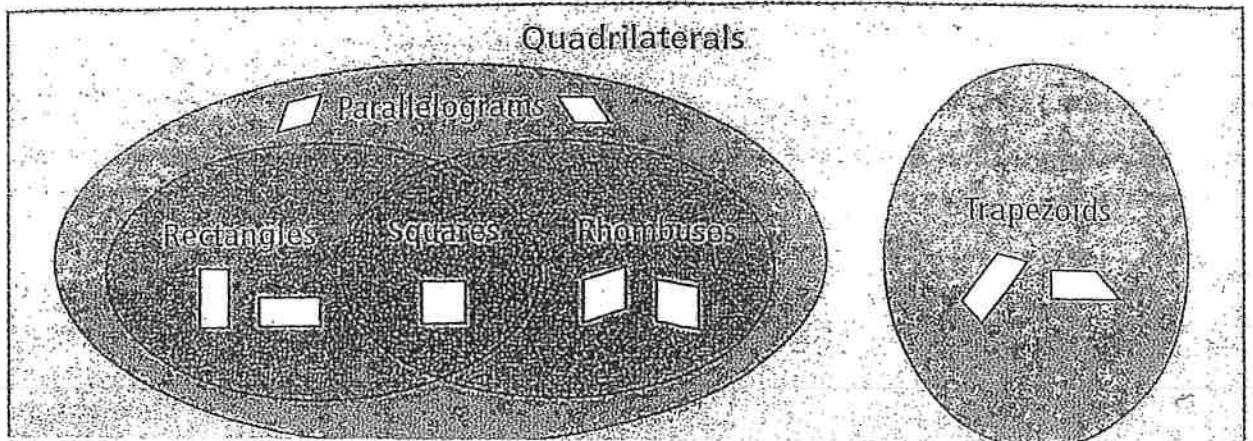
Rectangle with four congruent sides

Trapezoid



Quadrilateral with exactly two parallel sides
May have two right angles

You can draw a diagram to classify quadrilaterals based on their properties.

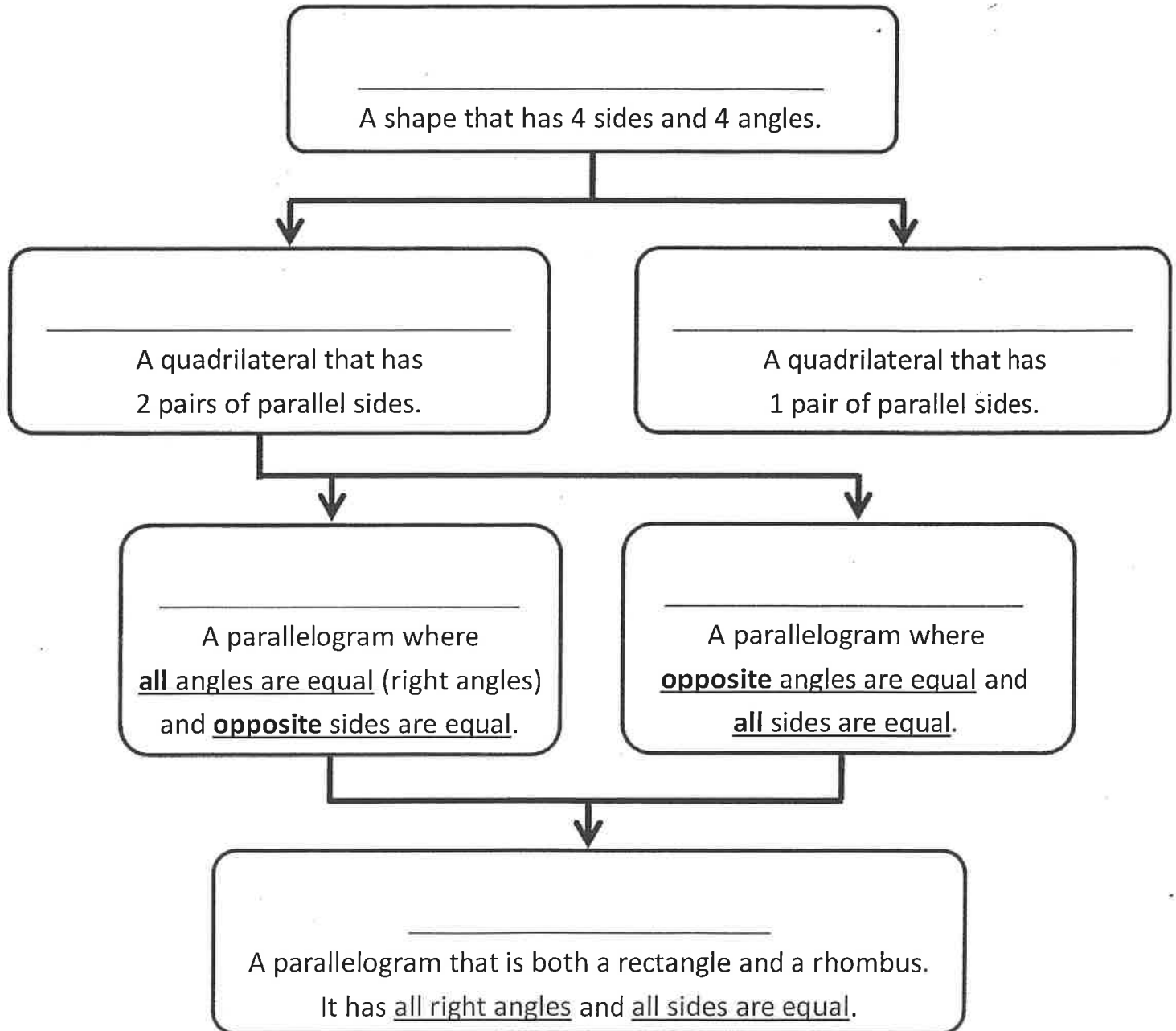


Types of Quadrilaterals

Grade 6 Geometry Worksheet

Fill in the blanks with words from the word bank.

Rectangle Trapezoid Square Parallelogram Rhombus Quadrilateral



Describing Quadrilaterals

Grade 6 Geometry Worksheet

Fill in the blanks to describe each type of quadrilateral.

Quadrilaterals

A quadrilateral is a shape that has _____ sides and _____ angles.

Two types of quadrilaterals are trapezoids and parallelograms.

- A trapezoid has _____ pair(s) of parallel sides.
- A parallelogram has _____ pair(s) of parallel sides.

Types of Parallelograms

A rectangle is a parallelogram with _____ angles equal and _____ sides equal. *(opposite or all)*
(opposite or all)

A rhombus is a parallelogram with _____ angles equal and _____ sides equal. *(opposite or all)*
(opposite or all)

A square is both a _____ and a _____.

When all angles in a quadrilateral are equal, what type of angles are they?

_____ angles

ELA : Reading NTI Packet days 26-30
NONFICTION

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
<p>ASSIGNMENT: Watch one televised daily news program either from local (Lexington-based) or national news such as CNN or FOX.</p> <p>While watching complete the attached sheet labeled " Daily News Connection".</p> <p>Alternate assignment: Read the article attached. If you choose to read the article you will answer the questions that go with the reading for today only. ** Only Days 26 and 29 offer an alternate assignment!</p>	<p>Assignment: Review text structures and complete the activities attached.</p> <p><u>5 types of text structures:</u> Description -describes a topic Cause and Effect - details an event/cause and tells the effects/issues Problem and solution- tells a problem and how to solve it or how it was solved sequence of events -timeline Compare and contrast- similarities and differences</p>	<p>Assignment: Read the article from Scope Magazine and complete the attached assignments on text features and sequence of events.</p> <p>Text features help you find information in a text. Common types of text features: Maps, Timelines, Graphs, Charts, Bold Words, Italics, Key, Captions, Photos, Dictionary, Table of Contents, Titles, Subtitles, etc.</p>	<p>ASSIGNMENT: Watch one televised daily news program either from local (Lexington-based) or national news such as CNN or FOX.</p> <p>While watching complete the attached sheet labeled " Daily News Connection".</p> <p>Alternate assignment: Read the article attached. If you choose to read the article you will answer the questions that go with the reading for today only.</p>	<p>Assignment: Description Journaling</p> <p>Describe your experience at Harrison County Middle School/</p> <p>8th grade students : reflect on your 3 years at HCMS. Describe what you have loved, what you will miss, and what you look forward to in high school. Also, describe your favorite HCMS memory</p> <p>6th and 7th grade students: describe what you enjoy about HCMS and explain what future 6th grade students need to do in order to succeed at HCMS.</p>

Daily News Connection

Day 26

Name: _____

Directions: While watching the news program, answer the following questions. You must watch the programming for at least 35 minutes. *Read these questions prior to viewing the program!!*

1. Day and time of the news program you viewed:
2. What channel or internet site was this program on?

Focus on one story or segment of the news program. Then answer the following questions based on that part of the news.

3. What is happening and What do you think about it?
4. Where and when does this event happen?
5. Why is this information important?
6. How does this make you feel? And Why?
7. What question(s) do you have based on what you watched?



Play it safe: What kids should know about the coronavirus outbreak

By Jason Bittel, Washington Post on 03.25.20

Word Count 977

Level MAX

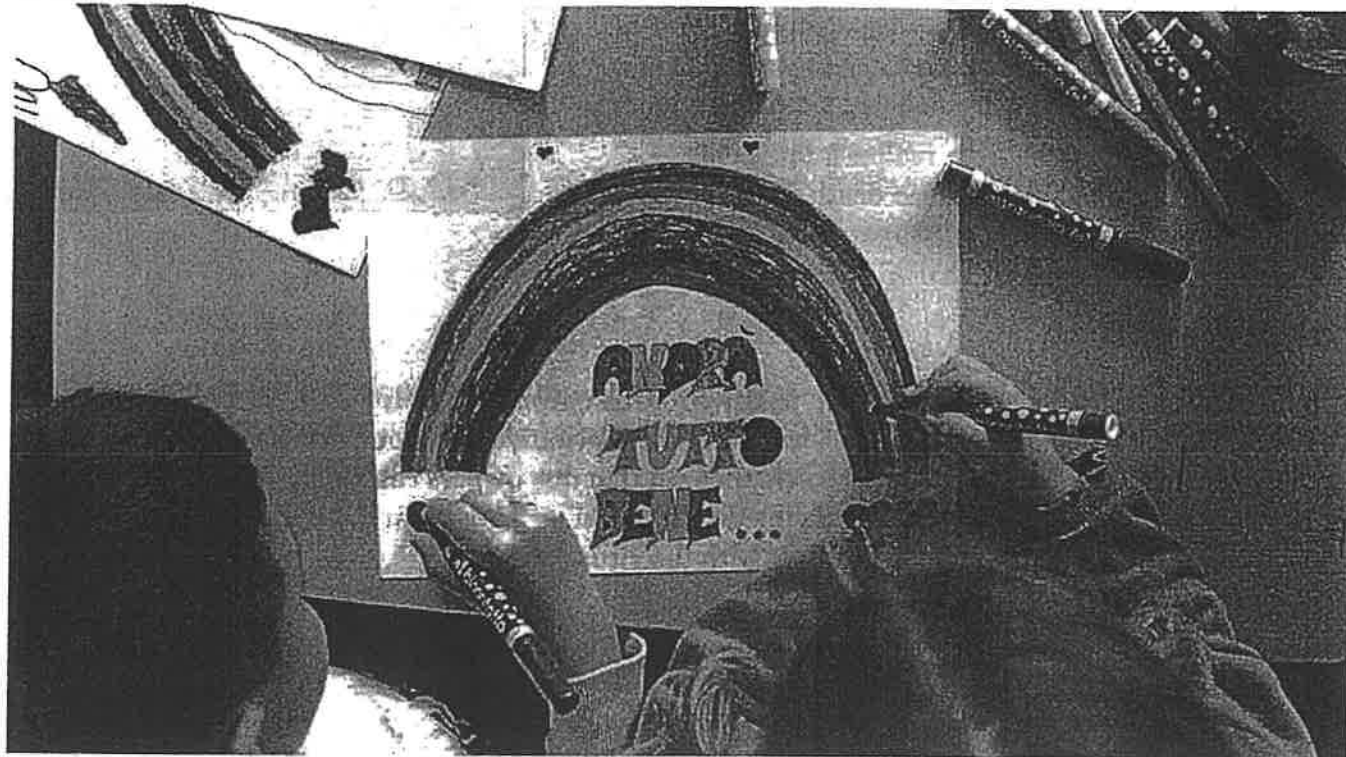


Image 1. Children draw a rainbow and the slogan of hope being shared in Italy, "Andrà tutto bene" (Everything will be alright), during quarantine measures amid the novel coronavirus COVID-19 pandemic on March 13, 2020, in Milan, Italy. Photo: Pietro D'Aprano/Getty Images

With schools closing across the nation in response to coronavirus concerns, many students may be jumping for joy. Others are worried, scared or confused. But as the American essayist Ralph Waldo Emerson wrote, "Knowledge is the antidote to fear."

With that in mind, let's answer a few common questions about coronavirus. Let's start with its name.

Everybody keeps talking about "coronavirus" and "covid-19." Which is it?

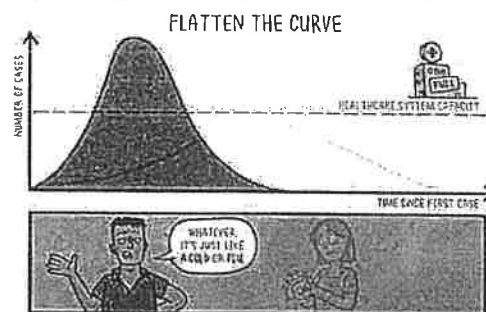
Technically, either of these terms could be correct, depending on how they are used. The actual virus that appeared in China at the end of 2019 and has since hopped across the world is called "SARS-CoV-2." This is short for "Severe Acute Respiratory Syndrome" and "coronavirus." Once the virus gets into a person, it can cause an illness known as "Coronavirus Disease 2019," or covid-19. Also, you might hear it referred to as a "novel coronavirus." This means that scientists already

knew about other coronaviruses, such as the one that caused an outbreak of SARS in Asia in 2003, but that this one is new.

How does covid-19 affect people?

The most common symptoms of covid-19 include fever, cough and/or shortness of breath. A person might develop one or more of these symptoms in as few as two days after being exposed to the virus. But they may also not feel sick for up to two weeks after contact.

Scientists say most people who get the virus will be able to fight it as they might a bad case of the flu. However, some people will have a harder time than others. Elderly people seem to be especially vulnerable. So are those with other conditions such as heart disease, lung disease or diabetes. Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death. Fortunately, death is extremely unlikely to happen in infected children and teenagers.



Can pets get covid-19?

So far, one dog in Hong Kong has tested positive for the coronavirus. However, it isn't showing any symptoms. So it's unclear whether the virus can have a negative effect on pets. According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.

Why are schools, stores and restaurants closing?

Because SARS-CoV-2 is new, our immune systems haven't had a chance to learn how to fight it off. This allows the virus to move around quickly, infecting many new people for each group it comes into contact with. This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.

The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment. This concern comes from what happened in Italy. This is a problem for those who need treatment because of covid-19. This is also a problem for anyone else who might need medical services for everything from a twisted ankle or a cut requiring stitches to more serious conditions.

Can this coronavirus be stopped?

There are many scientists around the world working to develop a vaccine. This could be used to halt the spread of this coronavirus for good. However, it will take time to develop that vaccine. There are measures communities and families can adopt in the meantime to help slow the virus' spread.

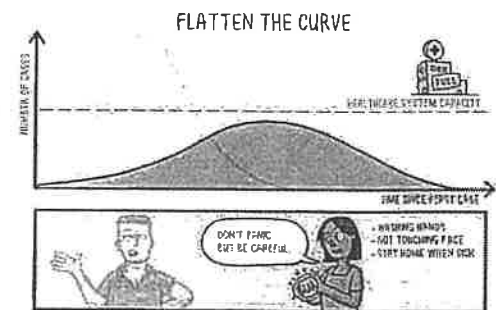
Why do we have to wash our hands so often?

First, washing your hands after going to the restroom or before handling food is a great practice in general. It can help you avoid catching all sorts of nasty illnesses. But hand-washing has become even more important as this coronavirus spreads. This is the easiest way to ensure you're washing your hands well enough: Use warm or cold water and soap and keep scrubbing every inch of your fingers, thumbs, palms and wrists. Scrub for the time it takes to sing "Happy Birthday to You" twice. The Centers for Disease Control and Prevention (CDC) has more tips at [cdc.gov/handwashing](https://www.cdc.gov/handwashing). (Also, remember to cover your cough with a tissue or at least your inner elbow.)

What is "social distancing"?

Your parents might not want you to play basketball with your neighbors. Or they might not want you to go to a party that was scheduled for next weekend. This is because of something called "social distancing." And while it seems like a bummer, experts say it's another way everyone can work together to limit the impact of this coronavirus.

The idea behind social distancing is simple. The fewer people we have close contact with each day, the fewer opportunities the virus has to spread. (The CDC says "close" is six feet or less.) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus. Any of these people might be at a higher risk to have a more serious reaction from the virus.



How long will this last?

Unfortunately, no one can answer that question yet. The CDC recommends that large events be canceled or postponed for at least the next eight weeks. Your parents, teachers and KidsPost will be coming up with creative ways to pass the time.

Quiz

- 1 Which sentence from the article shows hospitals' MAIN problem?
- (A) Some people who have the virus won't even realize it but in the worst cases, covid-19 can result in death.
 - (B) This makes schools, stores, restaurants and other public gatherings the perfect places for the virus to spread.
 - (C) The biggest concern now is that if enough people get sick at the same time, hospitals might not be able to keep up with the demand for treatment.
 - (D) And that means not only will you and your family have better chances of avoiding covid-19, but so will your grandparents, your Scout group and the person you sit next to in a bus.

- 2 Read the conclusion below.

Social distancing might be the key to stopping the coronavirus.

Which sentence from the article provides the BEST support to the statement above?

- (A) Your parents might not want you to play basketball with your neighbors.
 - (B) And while it seems like a bummer, experts say it is another way everyone can work together to limit the impact of this coronavirus.
 - (C) The fewer people we have close contact with each day, the fewer opportunities the virus has to spread.
 - (D) Any of these people might be at a higher risk to have a more serious reaction from the virus.
- 3 How does the author build understanding of the coronavirus pandemic?
- (A) by discussing the difference between "coronavirus" and "covid-19"
 - (B) by listing the symptoms of covid-19 and noting how long it might take to develop them
 - (C) by providing a timeline of the coronavirus pandemic
 - (D) by listing and answering common questions about the coronavirus

- 4 Read the following selection introducing the effect of the coronavirus on pets.

According to the World Health Organization, there is no evidence yet that dog owners can catch the virus from their pets. Of course, if you keep your animals inside and avoid walking them in public places, they will be even more unlikely to come into contact with the virus.

What does the author MOST LIKELY want the reader to think about the effect of the coronavirus on pets based on this selection?

- (A) Though it is not likely that pets can spread the virus, pet owners should still take precautions.
- (B) Pet owners should practice social distancing with their pets, as animals are the main carriers of the virus.
- (C) Even though there is no evidence showing dog owners can catch the virus from their pets, it is very likely.
- (D) When social distancing, people should avoid both people and animals.

The Water Cycle

© Contributed by Leanne Guenther

Run and get a glass of water and put it on the table next to you. Take a good long look at the water. Now -- can you guess how old it is?

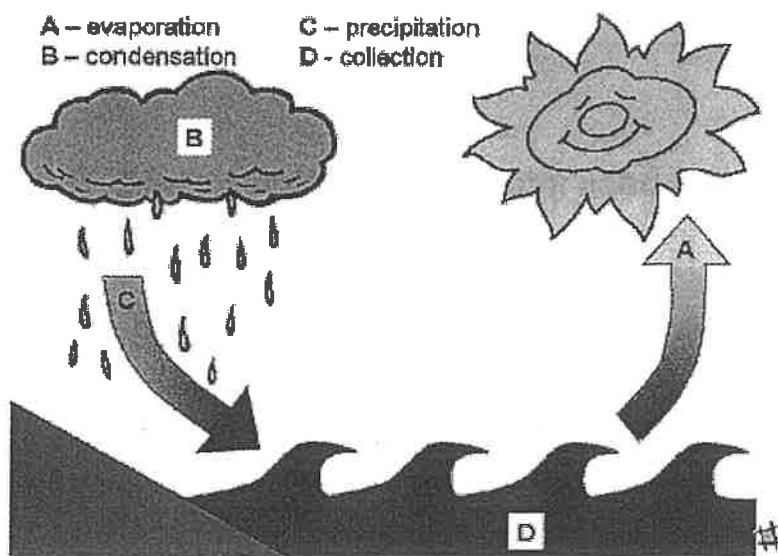


The water in your glass may have fallen from the sky as rain just last week, but the water itself has been around pretty much as long as the earth has!



When the first fish crawled out of the ocean onto the land, your glass of water was part of that ocean. When the Brontosaurus walked through lakes feeding on plants, your glass of water was part of those lakes. When kings and princesses, knights and squires took a drink from their wells, your glass of water was part of those wells.

And you thought your parents were OLD



The earth has a limited amount of water. That water keeps going around and around and around and around and (**well, you get the idea**) in what we call the "Water Cycle".

This cycle is made up of a few main parts:

condensation

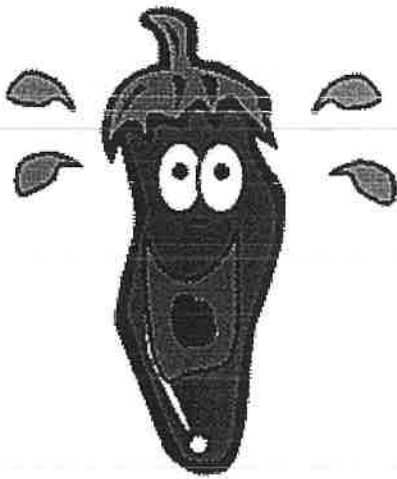
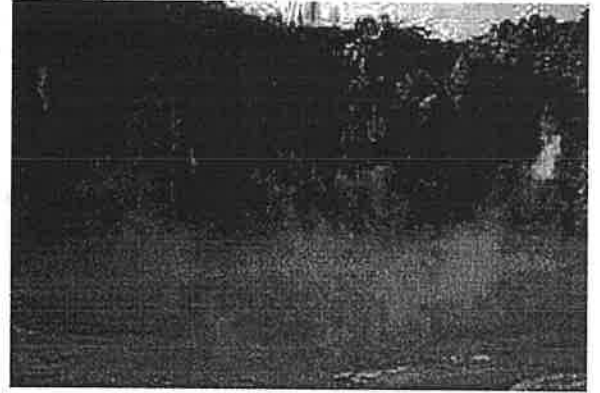
evaporation (and transpiration)

precipitation

collection

Evaporation:

Evaporation is when the sun heats up water in rivers or lakes or the ocean and turns it into vapor or steam. The water vapor or steam leaves the river, lake or ocean and goes into the air.



Do plants sweat?

Well, sort of.... People perspire (sweat) and plants transpire. Transpiration is the process by which plants lose water out of their leaves. Transpiration gives evaporation a bit of a hand in getting the water vapor back up into the air.

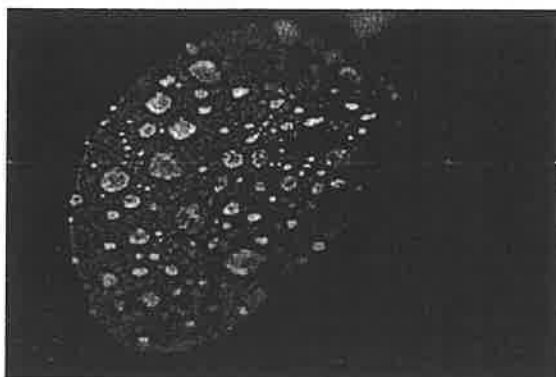
Condensation:

Water vapor in the air gets cold and changes back into liquid, forming clouds. This is called condensation.

You can see the same sort of thing at home... Pour a glass of cold water on a hot day and watch what happens. Water forms on the outside of the glass. That water didn't somehow leak through the glass! It actually came from the air. Water vapor in the warm air, turns back into liquid when it touches the cold glass.



Precipitation:



Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back

to the earth in the form of rain, hail, sleet or snow.

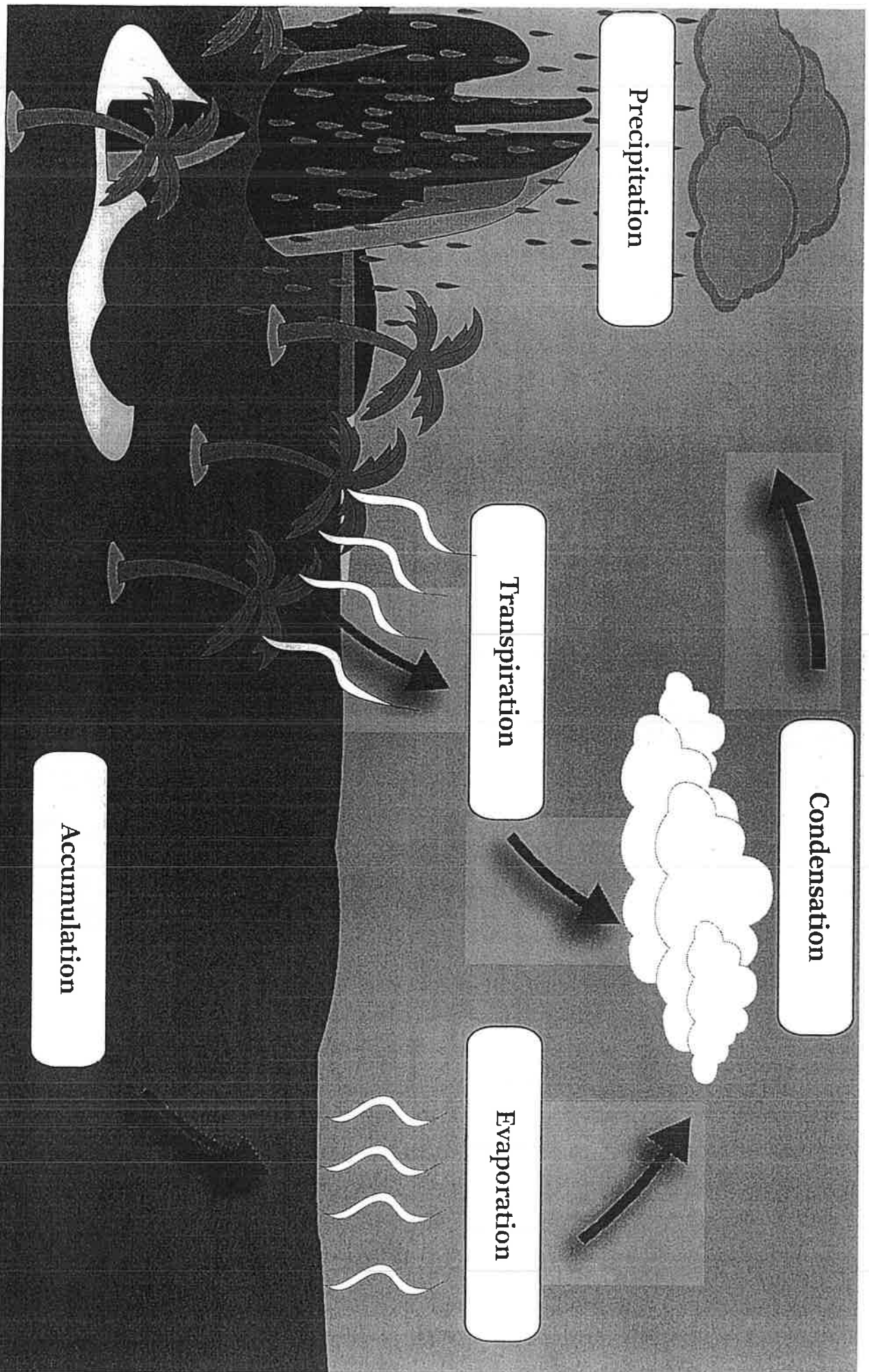


Collection:

When water falls back to earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the earth and become part of the "ground water" that plants and animals use to drink or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts **ALL OVER AGAIN**

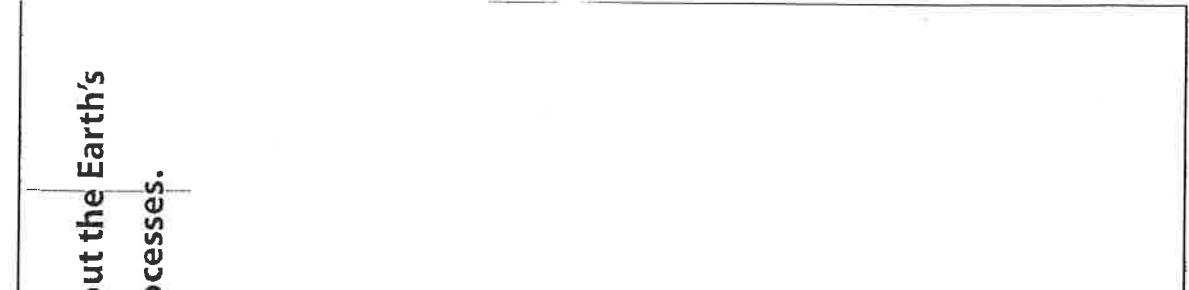
The Water Cycle

the steps in the water cycle.



The Water Cycle

erase the picture and write the appropriate term and definition. The first one has been done for you

PICTURE	TERM	DEFINITION
	Water Cycle	The continuous process by which water is circulated throughout the Earth's surface, atmosphere and underground through a series of processes.

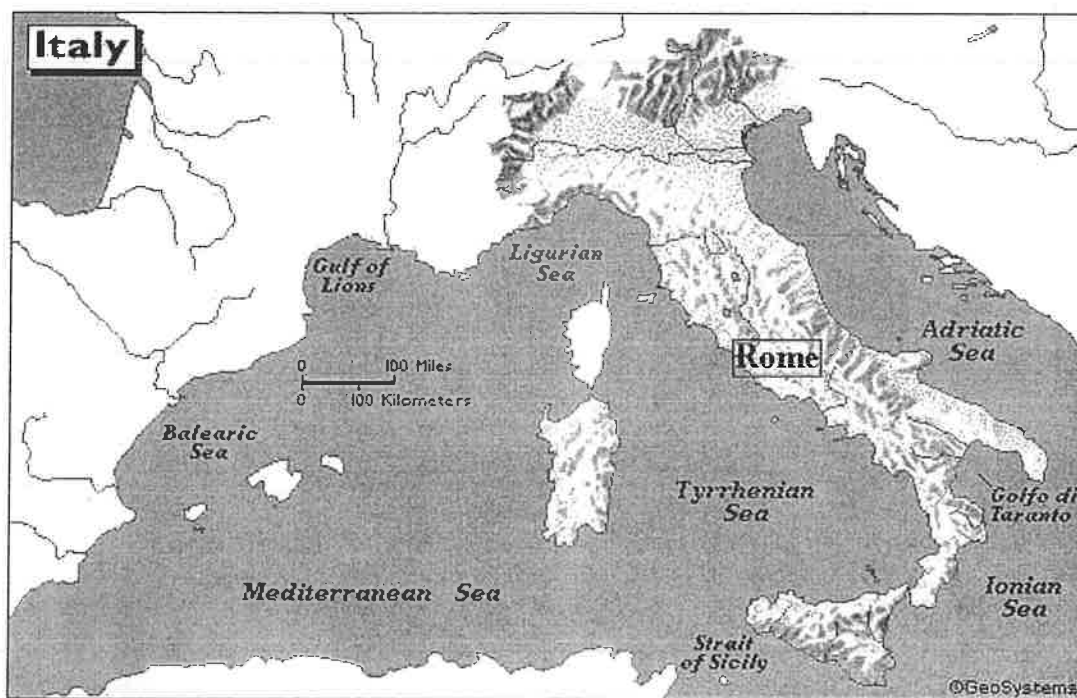
GEOGRAPHY OF ANCIENT ROME

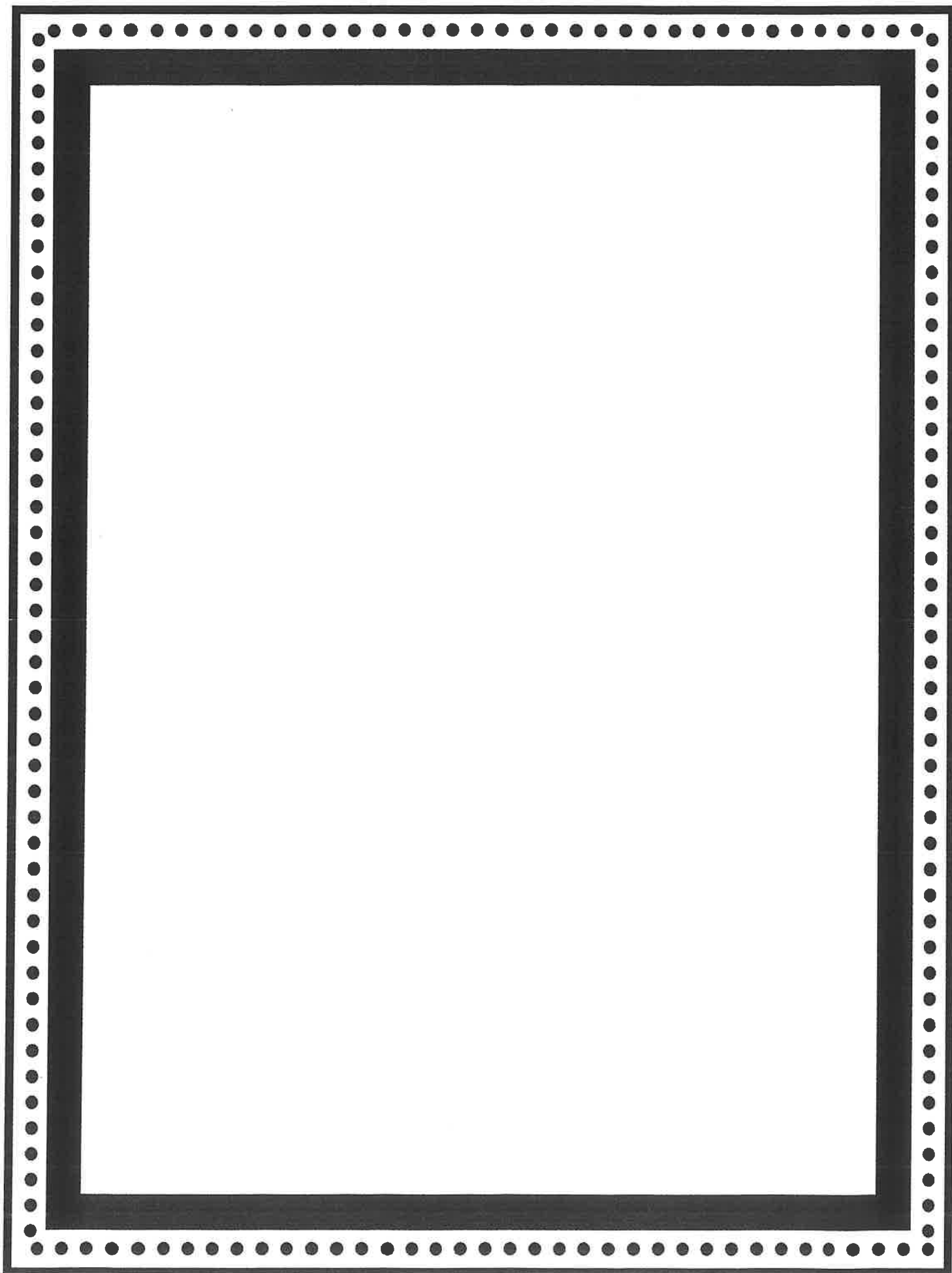
GEOGRAPHY—PHYSICAL ENVIRONMENT AND HOW IT MAY INFLUENCE AN ECONOMY AND CULTURE.

The early civilization, known as Ancient Rome, began in present-day Italy. Located on a peninsula in southern Europe it extends into the Mediterranean Sea. This peninsula is shaped like a high-heeled boot. Two major mountain ranges cover most of this land. The Alps, in the north, and the Apennines in the south. Among this hilly, rugged land are several volcanoes such as Mt. Vesuvius. Areas of fertile flatlands can be found throughout this region. Along with a mild climate this area is used to farm such crops as grains, grapes, olives, and citrus fruits. The Tiber River, along with several other rivers, is used to provide fresh water for the country.

QUESTIONS TO CONSIDER!

1. Adaptation: Where did the Ancient Romans get their fresh water?
2. **Support with Evidence from the Text-** Support the following sentence with evidence in the form of a direct quote from the text: Volcanoes are often found in rough and rocky areas. Make sure to place the sentence chosen in quotes when you write it down.
- 3 Draw quick sketch of the Geography of Rome (try to include 2-3 features in your drawing).





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Remind 101 code: Text @hcmschor to 81010

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Google Classroom Codes: 6th - fmm2d3d 7th - ebrxcw 8th - cnygkel
<https://sites.google.com/harrison.kyschools.us/mr-lonaker/s-see1th-class/>

Chelsea Hill (Physical Education)
Phone Extension: 4608
Email: Chelsea.Hill@harrison.kyschools.us
Google Classroom Code: liscsig ** If this code does not work, try 4xlysbp
Remind 101 codes: Text the appropriate code to 81010
6th grade @hillhcm
7th grade @hill7hcm
8th grade @hill8hcm

Login on your School Google Account To get To The Google Classroom Page.

First - 1ASt@5th.harrison.kyschools.us

Welcome to 6th, 7th, and 8th grade

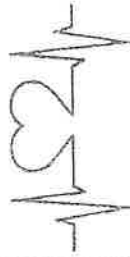
Explore

Fine dining restaurant for a well-rounded mind.
NTI 26-30

Choose 1 of the following activities to complete during the week of April 20th - April 24th.

Each student in the school must complete this assignment!

Appetizer	Main Course	Dessert
Phys. Ed. Explore the thrill of creation through designing your own cardiovascular workout regimen!	Agriculture Travel through time and explore how agriculture has changed over the years!	Music Explore the power of music to underscore and express life events and personal characteristics by creating a soundtrack to your life!



Contact information for each teacher found on the next page!

PE NTI Days 26-30: Day 4

FITNESS HOMEWORK – WHY?

So why are we going to have fitness homework for NTI?

- To make sure you are getting your 30-60 mins a day
- To learn how to train to reach our fitness goals
- To reinforce concepts learned in class

Did you know????

1. As many as **676,000 deaths** per year can be attributed to the lack of physical activity.
2. The average child middle school students gets 5-8 hours screen time a day.
3. Excess body weight during adolescence may lead to low self esteem and poor social health.
4. Children are more likely to exercise when their parents exercise.
5. Each hour of exercise adds two hours to your life expectancy.

A healthy lifestyle must be reinforced at home as well as at school. That is why it is so important to start positive exercise habits at a young age.

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature(Required): _____

I participated with my child: Yes _____ No _____

Assignment – Written

1. Which fitness fact from above stood out to you? And why? (parent or child may answer)

2. What physical activity do you enjoy the most?

Student: _____

Parent: _____

3. Why is a parent signature required for each homework assignment?

PE NTI Days 26-30: Day 2

Fitness Homework - Math connection

Name _____ Date _____ Class _____

In PE, you would be learning how to calculate a target heart rate range. For homework, your assignment is to use YOUR AGE, and YOUR RESTING HEART RATE to calculate a PERSONAL target heart rate range. Then answer the questions and have your parent/guardian sign your work. Remember to keep your decimal points lined up.

Calculating YOUR Target Heart Rate Range

Purpose: To identify a PERSONAL target heart rate zone; which is a safe and comfortable level at which to perform physical activities.

Procedure: Study the example provided before completing this activity

	EXAMPLE	FOR YOU	
		LOWER LIMIT	UPPER LIMIT
Start with 220 Subtract your age	220 -20	220 - _____	220 - _____
Equals Maximum Heart Rate (MHR) Maximum times heart should beat/min.	200	= _____	= _____
Subtract YOUR Resting Heart Rate	-70	- _____	- _____
Multiply by: 60% - Lower Limit 80% - Upper Limit	130 x .60	= _____ x .60	= _____ x .80
Add Resting Heart Rate	78.00 + 70.00	= _____ + _____	= _____ + _____
Equals Target Heart Rate (THR)	158 Beats per minute	Beats per minute	Beats per minute
		YOUR THR	

1. What does it mean if your heart rate is not within your target heart rate range when you are done exercising or participating in a physical activity?

2. What should you do if you take your pulse (heart rate) during activity and it is above your target heart rate range? **WHY?**

3. What should you do if you take your pulse (heart rate) during activity and it is below your target heart rate range? **WHY?**

Parent/Guardian Signature Required: _____

PE NTI Days 26-30: Day 1

Cardio Graph Worksheet - Follow the directions below, placing a dot on the line above each category to represent your score. At the end, you will connect the dots to form a line graph.

Name: _____

Parent Signature: _____

H
E
A
R
T  R
A
T
E

Heart Rate	Resting	Walk Backwards	Walk Backwards	Brisk Walk Forward	Brisk Walk Forward	Grapevine	Jog	Skip	Jump Rope	Jump Rope	Jumping Jacks	Squat Jumps	Lunges	Mountain Climbers	Run in Place
200															
190															
180															
170															
160															
150															
140															
130															
120															
110															
100															
90															
<80															

Bpm

Activities

Before participating in the activities, record your resting heart rate: _____. You will now participate in each of the activities listed on the graph for 1 minute. After each activity, quickly locate your pulse and count your beats for 10 seconds. Multiply the number of heart beats you counted by 6. This is your BPM on the graph. After the cool down walk, your heart rate was _____. Look at the pattern that developed on your personal Cardio Graph as you charted your heart rate for each activity.

How does the exercise affect your heart rate? _____

What could you have done to increase your heart rate? _____

What could you have done to decrease your heart rate? _____

Did you give your best effort? Why or Why not? _____

PE NTI Days 26-30: Day 3

FITNESS HOMEWORK : **Cardiovascular Exercise**

Types of Cardiovascular Exercise

There many **types of cardiovascular exercise**. Cardiovascular exercise is something that involves using the larger muscles like your legs. So as you can imagine there are many different way to do this. They can be divided up into a number of different categories. Indoors and outdoors exercise and with or without special exercise equipment.

Outdoor Cardiovascular Exercise

This includes running, walking, jogging, bicycling, jump-roping, swimming and some types of skiing

Indoor Cardiovascular Exercise

The indoor types of cardiovascular exercise include using treadmills, stationary bicycles, stair climbers, rowing machines, elliptical trainers and ladder climbers.

You may have noticed from the list above that for the most part the types of cardiovascular exercises you can do outside tend to be the ones that do not need any kind of special equipment. That is true for the most part. However, even when running or walking you should make sure that you wear the right kind of shoes - or you may injure your feet. Also, when bicycling you should wear a helmet. And of course, you need a jump rope to be able to go jump-roping!

For the most part though the indoor equipment is kind of expensive stuff. You may want to try some yard sales to see if you can find some of that equipment cheaper there first.

But, overall there are still many different types of cardiovascular exercise. What is best for one person may not be for another, depending upon your needs.

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature (Required): _____

I participated with my child: Yes _____ No _____

1) What makes an exercise a cardiovascular exercise?

2) List three indoor cardiovascular exercises.

3) List three outdoor cardiovascular exercises.

PE NTI Days 26-30: Day 5

FITNESS HOMEWORK : Cardiovascular Exercise

Benefits of Cardiovascular Exercise

There are many health **benefits of cardiovascular exercise**. It can also have a number of psychological benefits - it can help you feel stronger and more capable, happier, more energetic, etc.

It can burn a lot of calories

One of the benefits of cardiovascular exercise is that it is a good way to burn calories. Still, to lose weight with cardiovascular exercise - you need to do it for longer periods of time and more frequently to lose weight. It is best to try and both decrease your caloric intake and start a cardiovascular exercise program at the same time.

Can raise you metabolic rate

Some studies have shown that with regular cardiovascular exercise your resting metabolic level will increase. This is one way in which it can help you to lose weight.

Decreases Risk of cardiovascular disease

Some research suggests that even just walking 20 minutes, three times a week and can lower your risk of heart diseases

Assignment – Physical – 30 min. cardiovascular workout of your choice.

Activity: _____

Parent Signature (Required): _____

I participated with my child: Yes _____ No _____

1) What lowers your risk of heart disease?

2) How does a cardiovascular workout help you lose weight?

3) List three benefits of cardiovascular exercise.

Agriculture

(Part 1): Read through the provided documents that discuss how agriculture has changed over the years. After reading these, answer the questions on the pages titled History of Agriculture Production and Name the Equipment. After you have finished part one, you will move on to part two.

Time Travel: The History of American Agriculture

1493: Christopher Columbus brings calves, goats, sheep, pigs, chickens, melons and many vegetables to America.

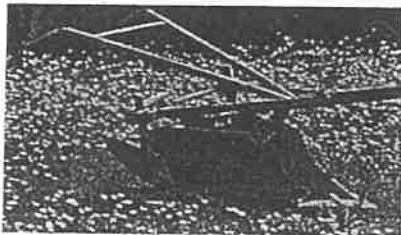
1607: English Colonists in Jamestown, Virginia plant grain potatoes, pumpkins, melons, cotton and oranges.

1609: Indians teach the Jamestown settlers how to grow corn.

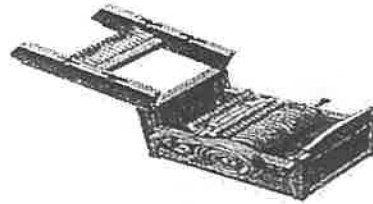
1731: Jethro Tull introduced the horse-drawn cultivator and seed drill into English farming which allowed people to plant seeds much quicker than by hand.



1784: James Small invents the iron plow in England to help break up the soil.



1793: Eli Whitney invents the cotton gin which helps separate the cotton from the seeds saving a lot of time and human labor.



< Cotton Gin

1798: John Chapman (Johnny Appleseed) plants his first apple nursery in western Pennsylvania.

1831: Cyrus McCormick invents the reaper that helps to cut crops.

1837: John Deere begins to manufacture steel plows.

1842: The first grain elevator is used in New York to move and store grains.



1847: Irrigation methods begin to help water crops during dry periods.

1850: S.S. Rembert and J. Prescott develop a mechanical cotton picking machine.

1855: Michigan and Pennsylvania establish the first state agriculture colleges.

1858: Mason jars are invented and are commonly used to help store canned goods.

**** For additional agriculture assignments, feel free to visit Mrs. Farrow NTI Google Classrooms. (The code can be found on the front of the Explore NTI Packet.)**

1862: President Abraham Lincoln signs legislation creating the first Department of Agriculture.

1867: Barbed wire used for fencing is invented to help keep in animals.



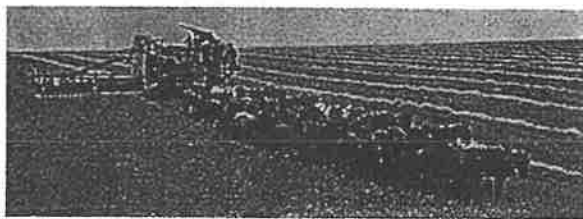
1868: Steam tractors are tested.



1869: Transcontinental railroad was finished allowing quicker movement of goods from East to West.

1875: The first silos are built for grain storage.

1884: Horse drawn combines are used.



1888: The first long-haul shipment of a refrigerated freight (train) car goes from California to New York.

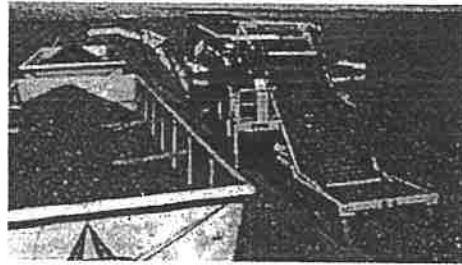
1890: Cream separators are used to separate the cream from whole milk. This gives us cream for things like butter.

1892: John Froelich builds first gasoline tractor.

1927: All-purpose, rubber tired tractor with machinery is used.

1936: A hay baler with a self-tie system was invented.

1959: The mechanical tomato harvester is developed.



1970-80s: Minimum tillage agriculture is popularized to help reduce the risk of soil erosion (soil getting washed/blown away).

1994: Farmers begin using GPS to track and plan their farming.

2000: Ethanol (a renewable fuel made from plants like corn) use increases with 1.63 billion gallons produced.

2000-Present: Many previous inventions have been updated throughout the years and have made farming easier. (See some examples of these in the current equipment section of the notes.) New technologies like self-driving tractors, new crop varieties, new planting techniques, and many more things are continuing to be developed daily which will change the future of agriculture.

Objective 1: Describe agriculture's role in developing civilizations.

Anticipated Problem: How does agriculture develop civilizations?

- I. A *civilization* is a group of people who settle in one place. In order for a civilization to survive in that place they must have food.
 - A. One way to obtain food is by hunting and gathering. If a civilization depends on this method of obtaining food, it must designate members of the group to be *hunters and gatherers*, people who go out and find food for everyone. Eventually, the group will use up all local sources of food or the population will outgrow the supply.
 - B. Another way to obtain food is to plant, care for, and harvest crops.
 1. Early civilizations found that for them to establish a community and remain in the same place, it was necessary to plant food and to tame animals. This was the beginning of agriculture science.
 2. As people began planting food and raising animals, they immediately began looking for better ways to care for plants and animals. Through scientific experimentation they began improving the science of agriculture.
 3. As people became more dependent on land and animals, they began to practice *stewardship*. *Stewardship* is the practice of taking care of land and animal resources so they can benefit future generations.

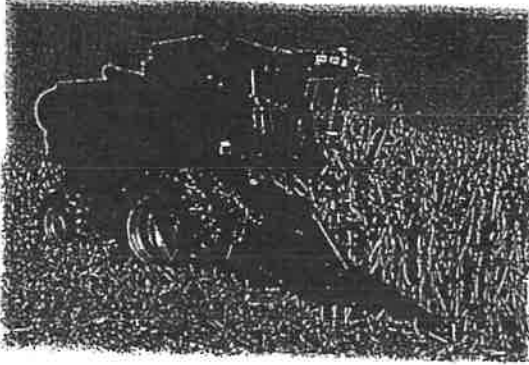
Objective 2: Identify some of the inventions that changed the agriculture industry.

Anticipated Problem: What are some of the major inventions that changed the agriculture industry?

- II. In early agricultural practices, seeds were planted and harvested by hand. Over time a number of inventions and innovations have advanced farming practices to their current state.
 - A. In 1831, Cyrus McCormick invented a mechanical reaper that made harvesting crops more efficient. The *reaper* was a machine pulled by horses that was used to cut wheat at the base of the stem. Prior to the invention, plants had to be cut by hand and bundled into shocks and stacked.
 - B. In 1837, John Deere began manufacturing a plow with a steel cutting edge, called a *steel plow*. This steel plow was light enough that horses could pull it through the ground, while at the same time it was strong enough to break up heavy prairie soil.
 - C. Soon after McCormick's reaper was invented, a thresher was invented. A *thresher* separates the grain from the stem of the plant. Farmers would pick up the stalks cut by the reaper and then hand-feed them through the thresher. After the invention of the internal combustion engine, these two machines were combined to make a combine.
 - D. An *internal combustion engine* is a device that uses fuel to create energy which is then used to do work. The invention of this engine led to the invention of tractors and combines. Work that once took days to do by hand could now be done in minutes.

COMBINE

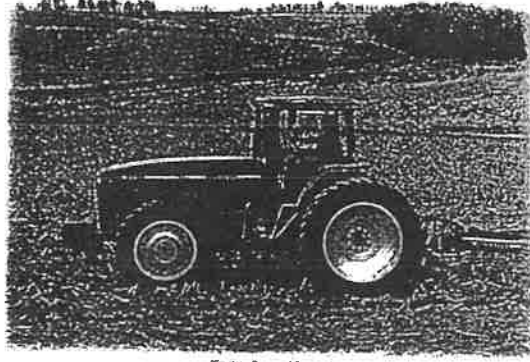
A combine is a machine that picks crops from the field and separates the grain from the stems, cobs, or pods. The grain is then stored in a large bin behind the cab. When the bin is full, the auger, or arm, on the side of the combine moves the grain from the combine into a grain truck or wagon.



(Courtesy, Case Corporation)

TRACTOR

Tractors do many jobs on a farm. Because of their powerful engines, they are mostly used to pull heavy machines like plows and planters. Their large tires provide traction.

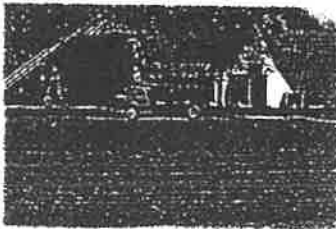


(Courtesy, Deere and Company)

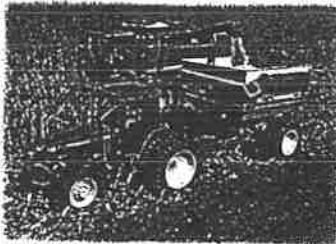
Current Agriculture Equipment

GRAIN TRUCK AND WAGON

Farmers use grain trucks and wagons to move grain from the field to grain bins or the grain elevator.



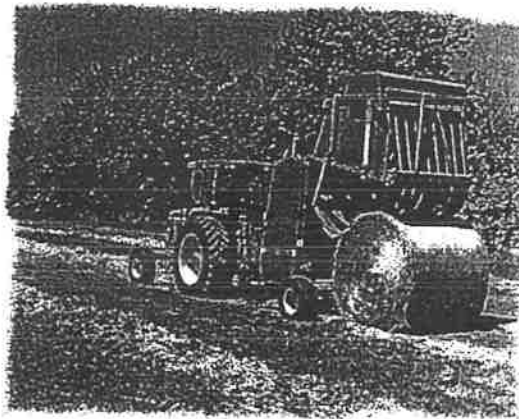
(Courtesy, U.S. Department of Agriculture)



(Courtesy, Deere and Company)

BALER

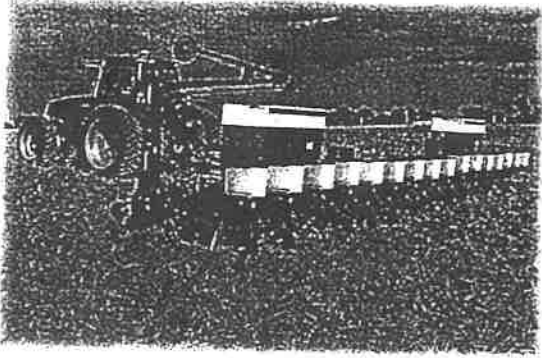
A baler is used to wrap hay or straw into round or rectangular bales. The baler packs the hay or straw tightly and ties it together with wire or twine.



(Courtesy, Deere and Company)

PLANTER

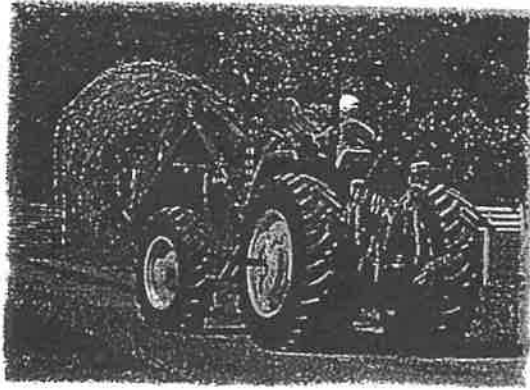
The planter places seeds into the ground as a tractor pulls it through the field. The seeds are loaded into tanks on the planter. The machine creates a row and drops the seed in the row. The seed is then covered with a layer of soil.



(Courtesy, Case Corporation)

TRACTOR WITH LOADER

The loader is a scoop or bucket located on the front of a tractor that is used like a large shovel. It helps farmers move hay, straw, gravel, dirt, and manure around the farm.

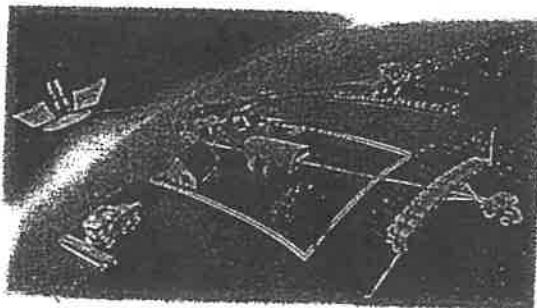


(Courtesy, Deere and Company)

Current Agriculture Equipment

GLOBAL POSITIONING SYSTEM AND GEOGRAPHIC INFORMATION SYSTEM

GPS works through satellites and computers in the tractor to pinpoint exact location. GIS is then used to make a grid for each field to tell farmers how to prepare and maintain the soil and crops in that field.



(Courtesy, Deere and Company)



Name _____

HISTORY OF PRODUCTION AGRICULTURE

▶ Matching

Instructions. Match the word with the correct definition.

- a. combine
- b. thresher
- c. reaper
- d. loader
- e. tractor

1. Powerful machine used to pull other farm implements.
2. A machine that separates grain from the stalk.
3. This machine is a combination of a reaper and a thresher.
4. A machine invented in 1831 by Cyrus McCormick.
5. Large bucket on the front of a tractor.

▶ Fill-in-the-Blank

Instructions. Complete the following statements.

1. _____ was the first person to manufacture the steel plow.
2. A _____ packs hay or straw into tight bales.
3. Global Positioning Systems use _____ and _____ to pinpoint locations within a field.

▶ Short Answer

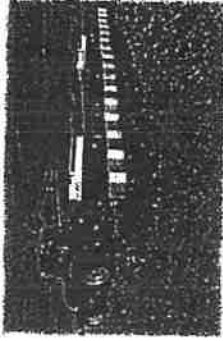
Instructions. Answer the following question.

What are two major inventions that changed the agriculture industry? Explain how they changed ag.

NAME THE EQUIPMENT

▶ Directions

Write the name of the piece of equipment on the line under its photo.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

(Part 3): Based on what you have learned during this lesson, summarize how agriculture has changed over the years in one paragraph (5-8 sentences). *Hint: Think about how things were done before technology / machinery was used and how things have changed since then. You may also include discussions of how specific inventions changed agriculture.* Use the space below to complete this part of the assignment.

THE SOUNDTRACK OF MY LIFE

Lesson Plan for Middle School Music

Prepared by Mrs. Eastman

PROMPT

In every great movie, there is a soundtrack that underscores the drama of what happens in the plot. The composer John Williams wrote musical themes for each of the main characters in the Star Wars movies. If a movie were to be made about you, what type of music would be in the soundtrack? Create an imaginary music album that shows who you really are. You may use existing songs or create original songs to describe events in your life or your personality. Finally, design an artistic cover for your album.

THE PLAYLIST

1. Choose *at least* five songs to include for your playlist. Remember, you can use existing songs or come up with your own.
2. Write down your song list on a separate sheet of paper. Put the playlist in the order you like best.
3. For each song, write liner notes that include the following: musical genre of the song, the tempo, the time signature, type of musical ensemble performing the song, the mood of the song, and why it is relevant to your life.

COVER ART

Create an album cover for the Playlist of Your Life. You can title the album whatever you like. Include that on the cover.

Name: _____

Day 27

_____ **Math:** Use the information in your study guide to help you do "Can a Polar Bear Go On a Safari?"

_____ **Reading:** Read Day 27 on the menu to review the 5 Types of Text Structures. Then complete the attached assignment based on COVID-19.

_____ **Science:** The Water Cycle Word Search

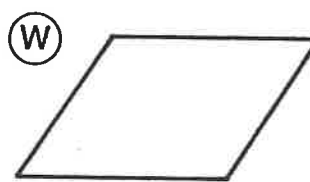
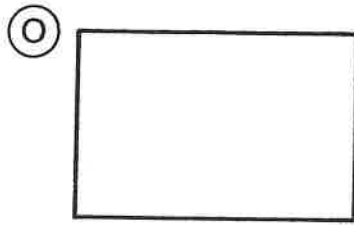
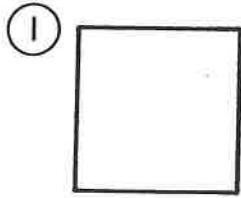
_____ **Social Studies:** Achievements of Ancient Rome- Read the information at the top of the page and answer the three questions. Make sure to look back in the passage to find the answers!

_____ **Explore:** Continue working on your assignment that you chose from the menu.

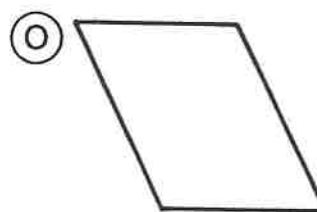
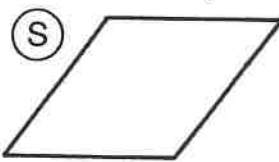
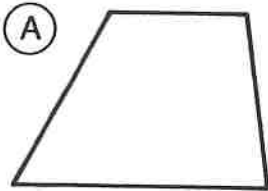
Notes:

Can a Polar Bear Go On a Safari?

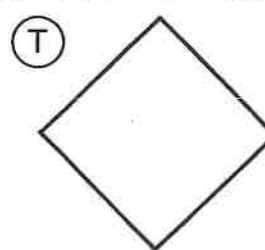
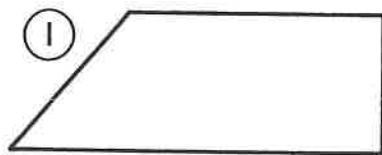
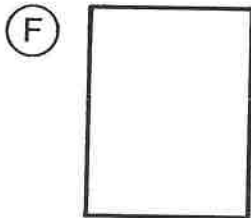
Write the name that best describes each quadrilateral. (Put each quadrilateral in the smallest or most exact class to which it belongs.) Write the letter of the exercise in the box containing the number of the answer.



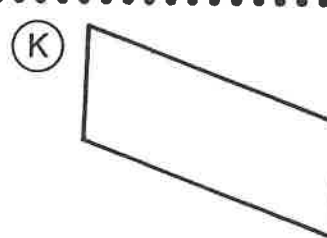
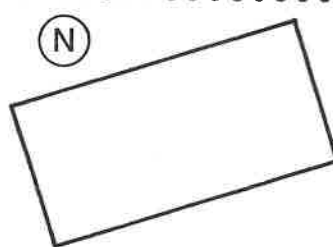
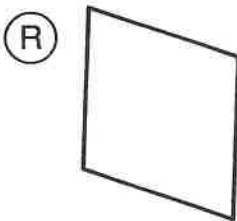
- (2) rectangle
- (15) trapezoid
- (10) square
- (18) parallelogram



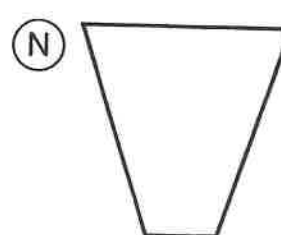
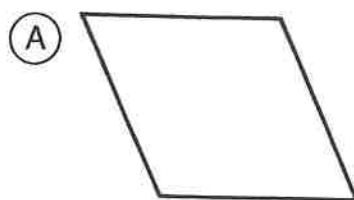
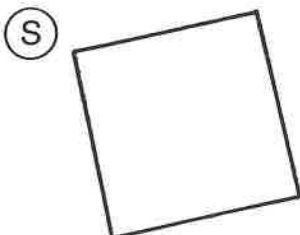
- (9) rectangle
- (6) trapezoid
- (17) parallelogram
- (11) rhombus



- (3) square
- (13) trapezoid
- (4) parallelogram
- (7) rectangle



- (15) parallelogram
- (1) rectangle
- (9) rhombus
- (12) trapezoid



- (16) trapezoid
- (5) square
- (14) rectangle
- (8) rhombus

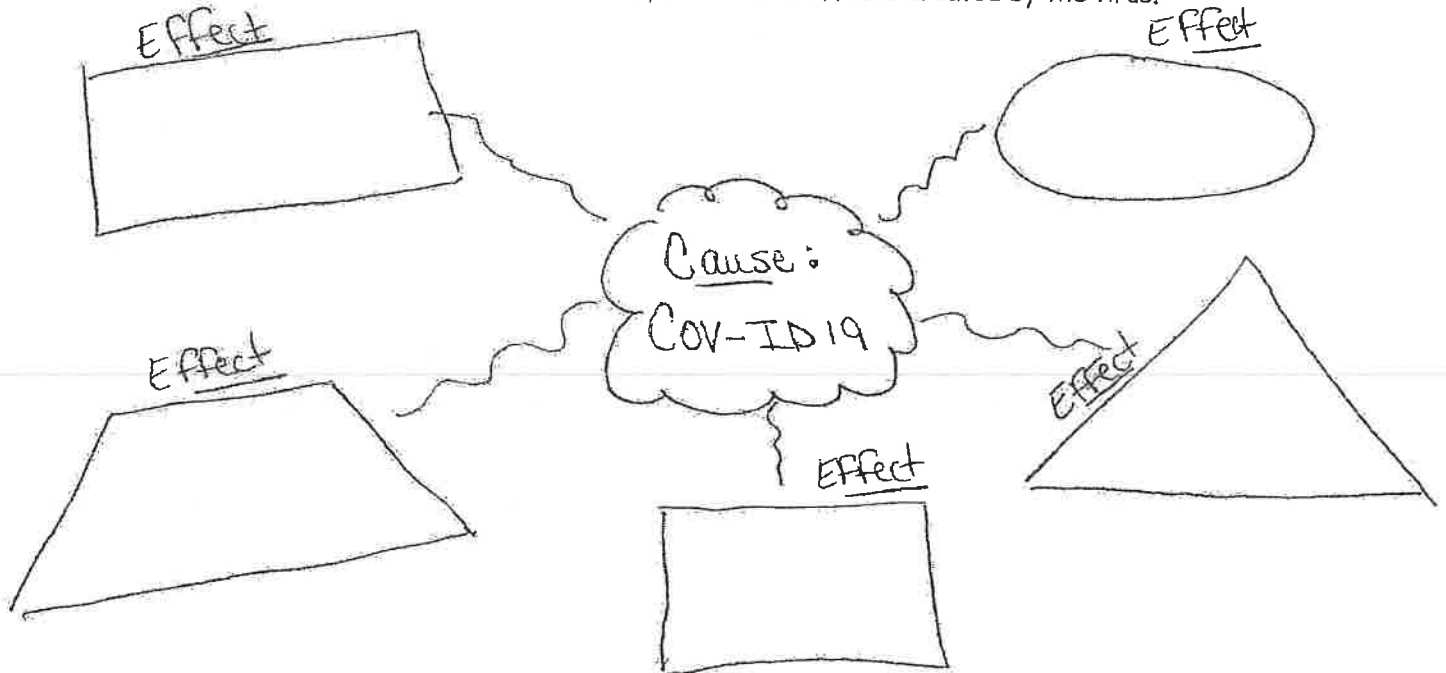
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Text Structures

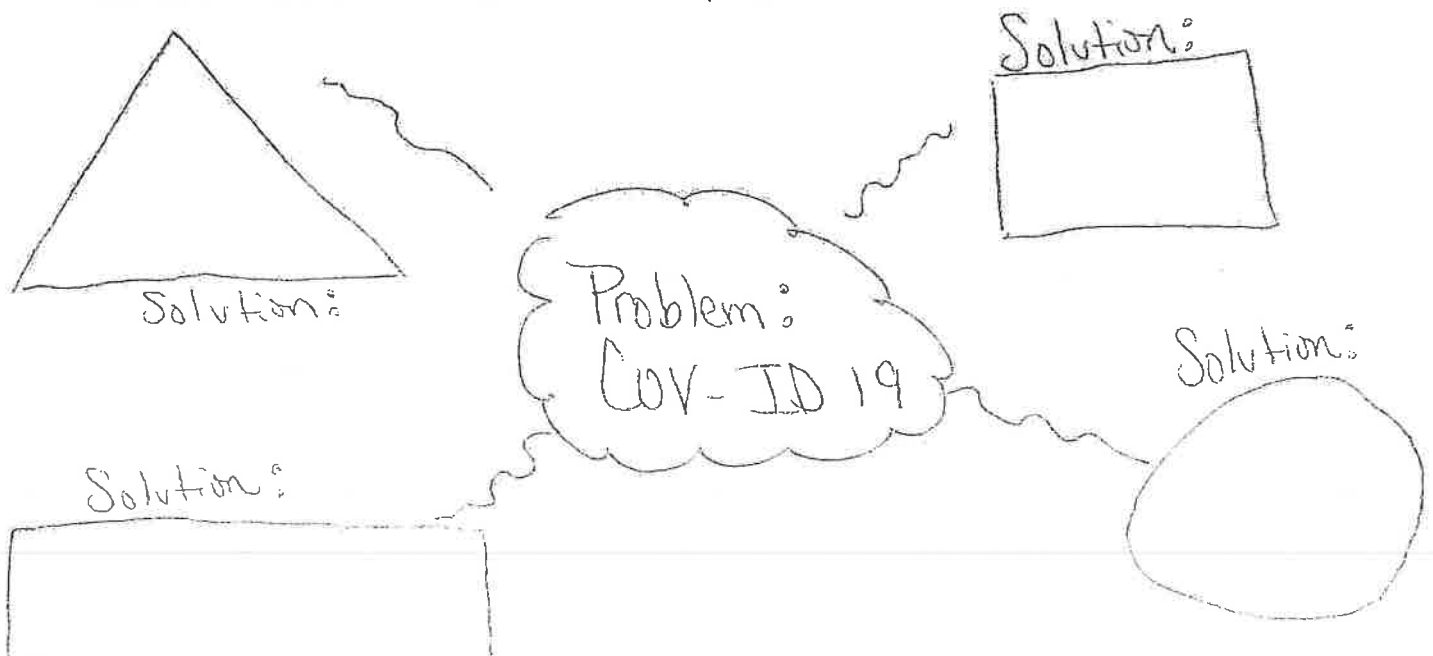
Day 27

Today we will focus on Cause and Effect and Problem and Solution text structures focusing on COV-ID 19. Using your knowledge and understanding of the virus complete the following activities. Another text structure that can be used is Question and Answer. While completing today's lesson, you can ask the family members in your home or call others to help you complete these activities by asking questions and using their answers to help.

Cause and Effect: The cause is COV-ID 19, list several effects created by the virus.

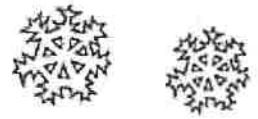


Problem and Solution: The problem is COV-ID 19, list ways that local, state, and national leaders have tried to solve the problem.



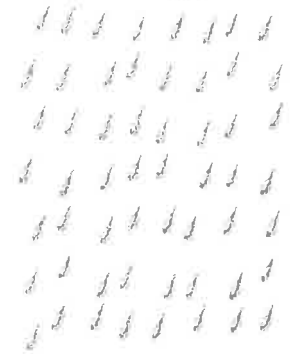


The Water Cycle



M	V	R	A	P	E	J	N	S	T	R	J	L	F	P	M
G	L	I	P	H	W	V	I	B	Y	A	Q	A	F	U	L
C	N	V	R	A	A	T	A	A	C	D	N	K	O	A	W
V	U	E	E	I	T	Q	G	P	G	W	N	E	T	Z	P
L	W	R	C	L	E	E	Z	J	O	N	M	S	D	M	P
F	A	H	I	C	R	W	T	N	M	R	Y	B	D	N	F
O	T	E	P	T	D	T	S	B	A	R	A	K	Q	F	Z
C	E	V	I	B	R	Y	R	M	C	C	O	T	Z	S	S
E	R	W	T	C	O	N	D	E	N	S	A	T	I	O	N
A	V	A	A	L	P	T	C	C	L	Y	C	Q	H	O	E
N	A	B	T	T	L	I	P	S	G	X	L	K	T	E	N
W	P	B	I	C	E	B	J	R	I	Q	O	O	J	R	B
F	O	M	O	Q	T	R	E	J	O	G	U	U	M	A	R
D	R	O	N	Y	T	N	C	J	W	F	D	A	I	I	U
W	Q	T	H	N	E	V	W	Y	N	H	E	W	Z	N	N
T	I	F	E	R	W	I	H	U	C	R	M	N	L	I	O
W	D	N	S	E	A	J	S	K	T	L	R	N	G	Z	F
X	H	Q	D	Q	Y	M	J	S	H	W	E	D	F	P	F

Find the words below in the grid to the left.



cloud
 condensation
 energy
 evaporation
 hail
 ice crystal
 lake

ocean
 precipitation
 rain
 river
 runoff
 sea
 snow

stream
 sun
 water cycle
 water droplet
 water vapor
 wind

ACHIEVEMENTS OF ANCIENT ROME

ACHIEVEMENTS—THE LASTING CONTRIBUTIONS OF A CIVILIZATION.

The land of Ancient Rome was very mountainous and hilly. Therefore, sturdy roads were needed to move people and supplies from one area to other. The Ancient Romans constructed roads of long lasting materials that could withstand heavy traffic and exposure to weather. These roads connected large areas of the country. The Ancient Romans also created aqueducts, channels, that carried fresh water from the mountains to the cities. These aqueducts, like many other buildings in Ancient Rome were made with concrete, a mixture of sand or gravel and cement. Concrete made the structures very strong. The Ancient Romans also created vaults, a series of arches, to support the roof of buildings.

The Ancient Romans sought knowledge in order to improve their lives. They loved to learn about new things and tell stories. They also loved to argue in order to find deeper meanings. The story of the Trojan War hero, Aeneas, tells how Ancient Rome was formed with a group of people called the Latins.

QUESTIONS TO CONSIDER!

1. Why were Roman roads built to last a long time?
2. What makes up the building material known as concrete?
3. How did the Ancient Romans find deeper meaning in what they knew and what they did not know?



Name : _____

Day 28

_____ **Math:** Use the information in your study guide to help you complete "Why Didn't the Snobbish Potatoes Want Their Daughter to Marry a News Broadcaster?"

_____ **Reading:** Read the Scope Magazine article titled "The History of the Trampoline". Answer the questions about text structures and text features on the Day 28 assignment.

_____ **Science:** The Water Cycle Fill in the Blank- You will use all of the words in the word bank. Read carefully!

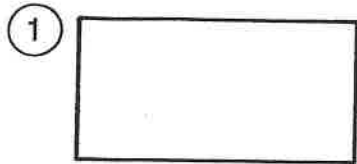
_____ **Social Studies:** Economy of Ancient Rome-Read the passage and answer the questions using information from the passage.
Question 1- Make sure that your answer supports the given sentence and that you put it in quotation marks.

_____ **Explore:** Continue working on your assignment that you chose from the menu.

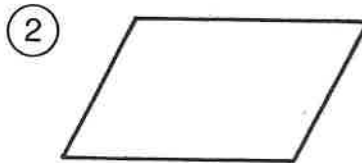
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Why Didn't the Snobbish Potatoes Want Their Daughter to Marry a News Broadcaster?

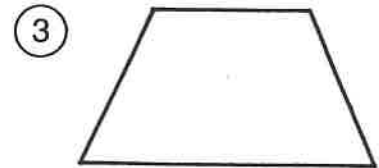
Under each figure, circle the number-letter combination next to each word that correctly names the figure. Write the letter in the matching numbered box at the bottom of the page.



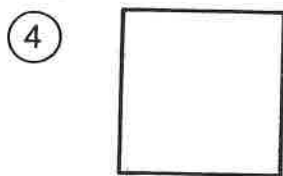
5-A parallelogram
16-O rectangle
19-F square



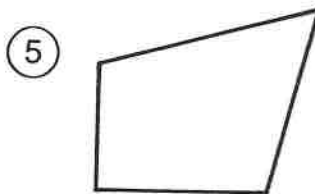
25-E parallelogram
13-I rectangle
4-D rhombus



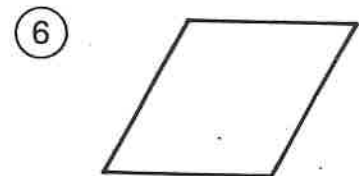
9-U quadrilateral
21-F parallelogram
1-H trapezoid



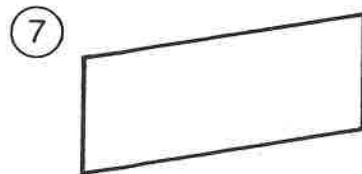
20-N parallelogram
11-T rectangle
23-A square



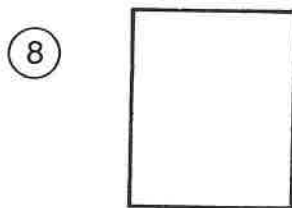
2-E quadrilateral
24-V parallelogram
8-P rhombus



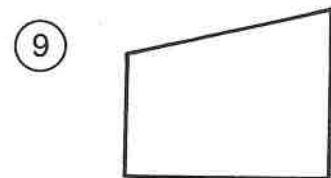
19-O parallelogram
15-L rectangle
6-S rhombus



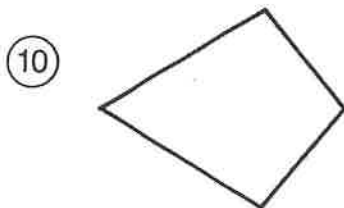
13-A quadrilateral
26-R parallelogram
7-N trapezoid



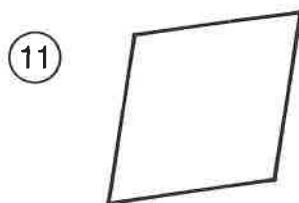
17-M rectangle
10-P square
14-S trapezoid



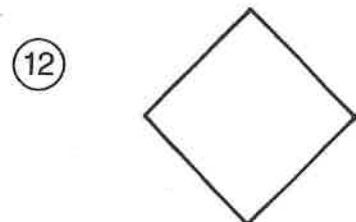
21-E parallelogram
18-I rhombus
8-J trapezoid



4-W quadrilateral
12-O parallelogram
24-N trapezoid



22-T quadrilateral
15-C rhombus
3-B square



10-S rectangle
18-M rhombus
24-T square

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

Text Structures

Day 28

Text Features and Sequence of Events:

Read the passage "The History of the Trampoline" and complete the following:

1. List 4 text features used in the passage.
2. Sequence of Events: List 4 major events involving the history of the trampoline. Be sure to list them in order of occurrence (1st, 2nd, etc)
3. ENRICHMENT ASSIGNMENT -**OPTIONAL** Complete the "You Be the Editor" activity at the top of page 30.

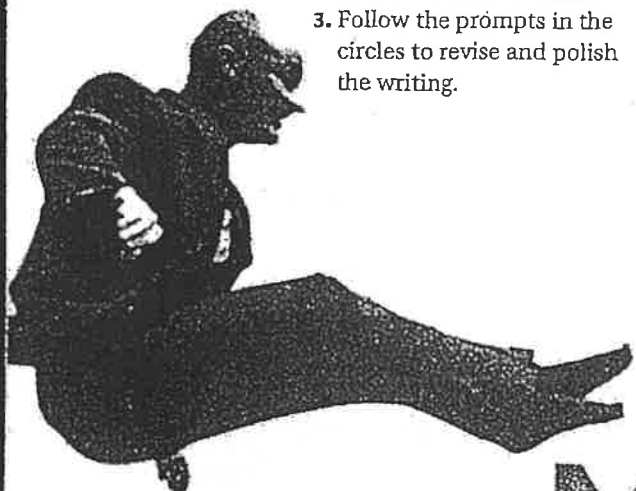
You Be the Editor

Day 28

We love this story, but we need your help to edit it.

Directions:

1. Read the article.
2. Note the words in bold.
3. Follow the prompts in the circles to revise and polish the writing.



The History of the

TRAMPOLINE

It all began with a whimsical idea: **Bouncing** could be a lot of fun.

Trampoline inventor George Nissen (above) rented a kangaroo to bounce with him in New York City's Central Park. Today this would be considered cruel, but back then, animals were often used for entertainment.

It was 1930, and 16-year-old George Nissen was at the circus, watching a trapeze show. But Nissen wasn't watching the performers flipping and twisting high up in the air. His eyes were glued to the safety net stretched below them. At the end of each routine, the trapeze artists would let themselves fall into the net, which caught them like a springy mitt and **1** sent them back up into the air.

Now that looks fun, Nissen thought.

In that instant, the idea for the trampoline was born.

1
Revise this phrase to be more descriptive and fun.

2
These lines all have the same rhythm. Give this paragraph some zing by mixing up the sentence structures.

A POPULAR PASTIME

2 Nissen went home and began to work on a new invention. His gymnastics coach helped him. Nissen took a sheet of canvas. He stretched it across a frame made of steel. He called the contraption "the bouncing rig." He came up with a far better name a few years later. The name was trampoline. The name comes from the Spanish word for diving board.

Over the next few years, Nissen worked hard to improve his creation. He gave demonstrations all over the world to promote his trampoline. In 1941, he started a company that produced and sold trampolines—and he made millions of dollars.

Soon, trampolines were popping up all over America. **3** They were appearing in backyards. They were appearing at public "jump centers." They were appearing at some gas stations, where road-weary kids could bounce while their parents filled the gas tank. The U.S. military even used trampolines to train pilots and parachutists.

A DANGEROUS THRILL

There was no denying the thrill of jumping on a trampoline. But there was—and still is—a major problem: Trampolines are dangerous. Every year, thousands of bouncers are injured, some seriously. According to a 2014 study by the *Journal of Pediatric Orthopaedics*, trampoline-related injuries sent more than 1 million people to emergency rooms between 2002 and 2011—most of them children under age 16.

In 1989, the company Nissen started went out of business because it could not afford the lawsuits from people who were getting hurt on trampolines.

But Nissen never lost his passion for his invention. He continued trampolining until his death at age 96, and he lived to see one of his dreams come true: In 2000, trampolining became an Olympic sport.

4 So the next time you leap on a trampoline, be careful. And be sure to thank George Nissen for the **5** thrill of flying through the air. ●

3
Combine these three sentences into one.

4
Research trampoline safety and add some tips after this sentence.

5
The author already used this word. Replace it with another.

Editing Contest

Send your revised article to Trampoline Contest. Three winners will each get a \$25 Visa gift card and have their entries published online. See page 2 for details.

Go to Scope Online for a great activity.





The Water Cycle



Fill in the blanks below with words from this box:

evaporation	sunny	precipitate	condenses
evaporates	clouds	vapor	atmosphere
heating	heavy	oceans	lakes
droplets	plants	hail	glaciers
runoff	snow	cycle	crystals
rain	rivers	streams	

Evaporation

On a warm, _____ day, water in a glass of water seems to slowly disappear. This is because the energy from the sun is _____ the water up and turning the liquid water into water _____. This process is called _____. When the water _____, it becomes an invisible gas in the _____. Evaporation takes place all over the earth, but especially in the _____ and _____ where there is lots of water.

Condensation

As the water vapor rises, it cools off and _____ into water _____. If the water vapor becomes extremely cold, it will form ice _____ instead of water droplets. As the water droplets or ice crystals grow bigger and more numerous, they form _____.

Precipitation

If water droplets or ice crystals become too _____, they can't stay in the air. They _____. Water droplets precipitate as _____ and ice crystals precipitate as _____. Sometimes, the rain freezes before it hits the earth and precipitates as _____.



Runoff

This precipitation gathers into _____ and _____ that flow down to the lakes and oceans. This is called _____. Not all of the water makes it back to the oceans and lakes right away. Some of it is used by animals and _____. Some is frozen into _____. Eventually, the animals and plants breathe the water out and the glaciers melt, releasing the water back into the water _____.

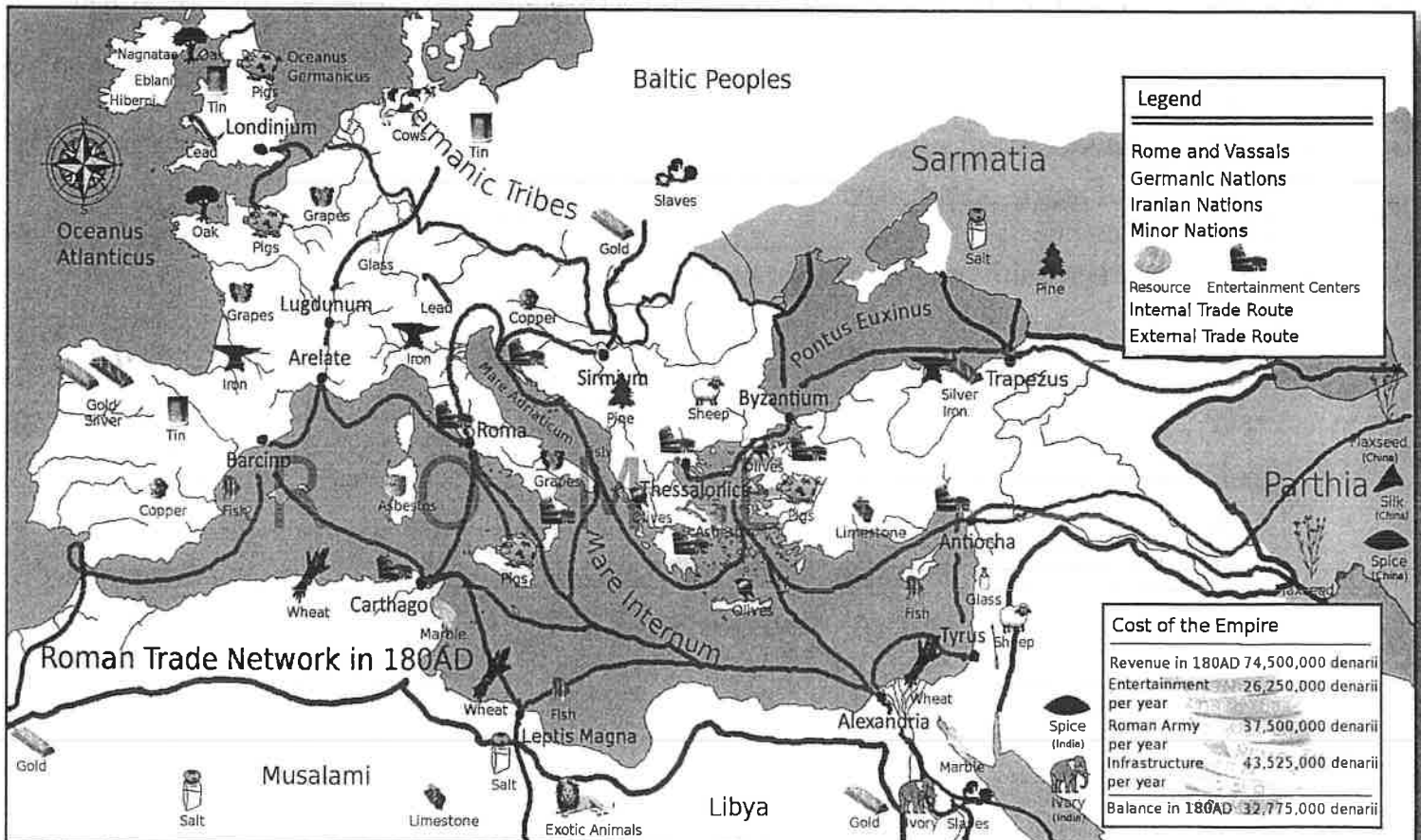
ECONOMY OF ANCIENT ROME

ECONOMY—HOW A CIVILIZATION MAKES MONEY THROUGH THE BUYING AND SELLING OF GOODS AND SERVICES.

The land of Ancient Rome that is not mountains is hilly with very little flat land. Therefore, many of the cities were built atop these hills. This made for excellent defense against enemies. Farming was able to take place on the hills of Ancient Rome because of the mild climate. Crops such as grains, grapes, olives and citrus fruits were raised. The surplus of crops led to the development of other jobs such as artisans, builders, and other specialized workers. Surplus crops were also sold by sea traders to such places as Greece, Spain, northern Africa, and kingdoms of Asia. These merchants would then buy and sell other items such as meats, vegetables, cloth, sandals, and pottery. Ancient Romans even traded for books made on Egyptian papyrus. Maritime trading advanced Ancient Rome's economy.

QUESTIONS TO CONSIDER!

- Support with Evidence from the Text**—Support the following sentence with evidence in the form of a direct quote from the text: Ancient Rome sold its surplus crops to other places. Make sure to place the sentence chosen in quotes when you write it down.
- What advanced the economy of Ancient Rome?
- Map Analysis:** List 8 items that were traded in the Roman trade network in 180 AD.



Name: _____

Day 29

_____ **Math:** Use the information in your study guide to help you complete, "Why Was Cinderella Kicked Off the Baseball Team?"

_____ **Reading:** Watch the local news (Lexington) or national news (CNN or Fox) and complete the attached assignment "Daily News Connection".

-OR-

Read the attached article, "A Creepy Career", and answer the questions that go with it.

_____ **Science:** The Water Cycle Crossword Puzzle-Use the words from the word bank to complete the puzzle.

_____ **Social Studies:** Religion of Ancient Rome- Read the passage and answer the three questions.

_____ **Explore:** Continue working on your assignment that you chose from the menu.

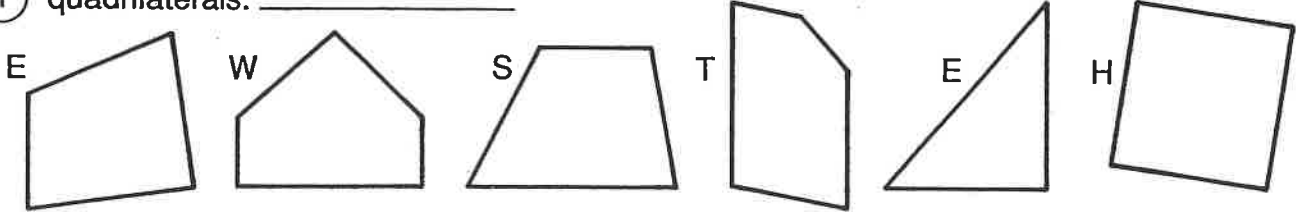
..... : small

Why Was Cinderella Kicked Off the Baseball Team?

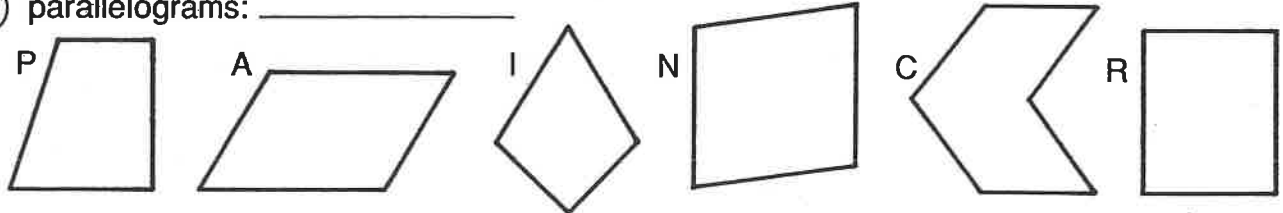
For each exercise, circle the letter of each figure that belongs in the category named. Arrange these letters to form a word. Then write this word on the line next to the name of the category.

(You may assume the following: sides that appear parallel are parallel; sides that appear perpendicular are perpendicular; sides that appear congruent are congruent.)

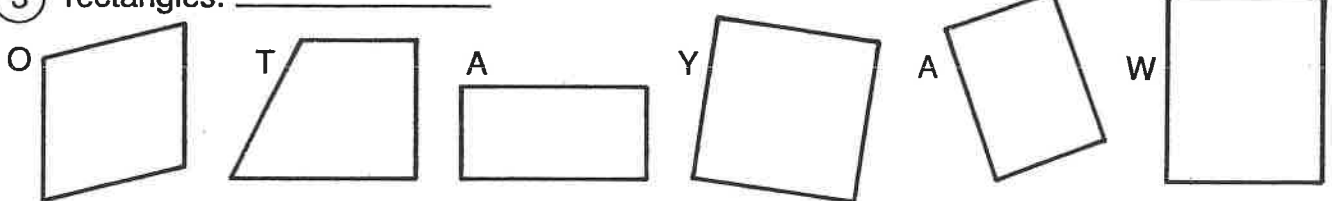
① quadrilaterals: _____



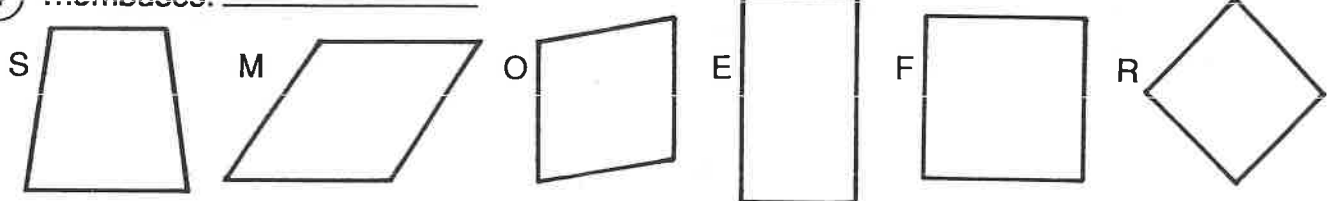
② parallelograms: _____



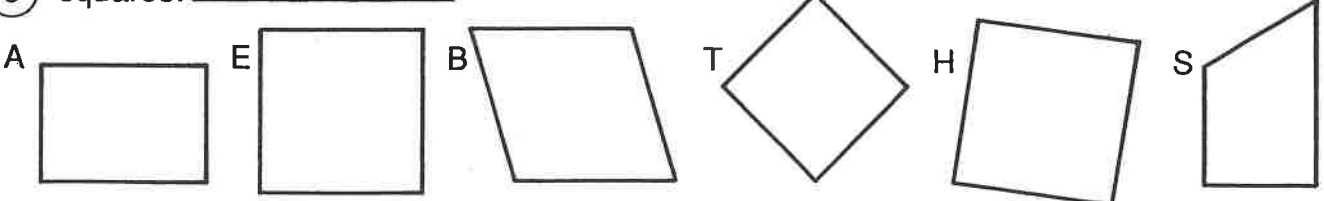
③ rectangles: _____



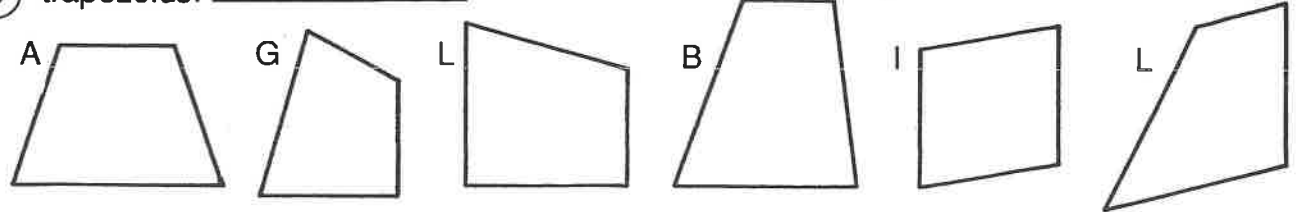
④ rhombuses: _____



⑤ squares: _____



⑥ trapezoids: _____



Daily News Connection

Day 29

Name:

Directions: While watching the news program, answer the following questions. You must watch the programming for at least 35 minutes. *Read these questions prior to viewing the program!!*

8. Day and time of the news program you viewed:
9. What channel or internet site was this program on?
10. What events or situations have changed since you watched the news on Day 26?

Focus on one story or segment of the news program. Then answer the following questions based on that part of the news.

11. What is happening and What do you think about it?
12. Where and when does this event happen?
13. How do you feel about the news you watched today? And Why?

4
Is This Burger Bad
for the Planet?
In the News

8
Day of Disaster
Nonfiction Feature

14
"I Was Adopted"
True Teen Story

18
Is This Ghost Town
Cursed?
Weird But True

20
Sherlock Holmes and the
Midnight Killer
Readers Theater Play

26
Superman Becomes a
Star/Superheroes Take
Over the World
Paired Texts

30
Does Lulu Need a Phone?
Debate

32
Is This Your Future
Home?
Infographic

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A CREEPY



Lauren Esposito travels the world studying scorpions and spiders. Here's what she wants you to know about these misunderstood creatures. BY ANNA STARECHESKI

If you were to see the animals on this page in real life, what would you do? Most people might run screaming. But not Lauren Esposito. She's a biologist—a scientist who studies living things. And her specialty is arachnids, like spiders and scorpions.

Lauren spends about half her time traveling the world looking for these creatures. Then she comes back home to write about what she found. We talked to her about working with some of the most feared animals on Earth.

Have you always loved arachnids?

Not exactly. But I would look

for bugs and worms in my garden as a kid. So I've always been drawn to creepy-crawly creatures.

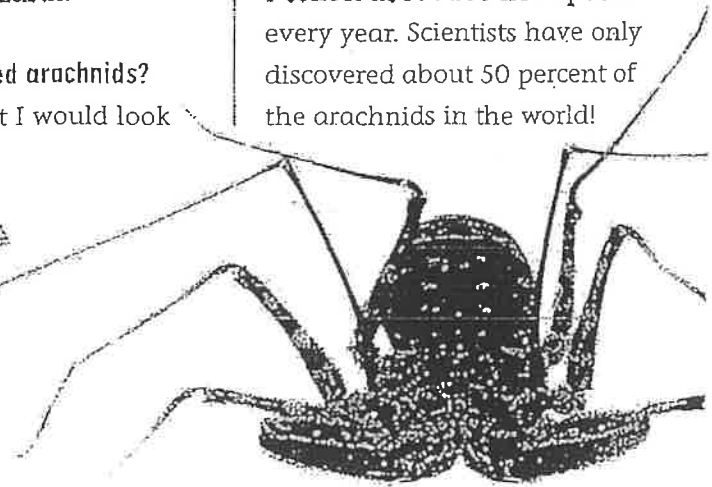
Why is it important to study arachnids?

They've been around since before the dinosaurs! They can teach us about how animals survive through time as Earth changes around them.

What's something that people might find surprising about your job?

We are finding new species—or types—of arachnids all the time. I collect about 100 new species every year. Scientists have only discovered about 50 percent of the arachnids in the world!

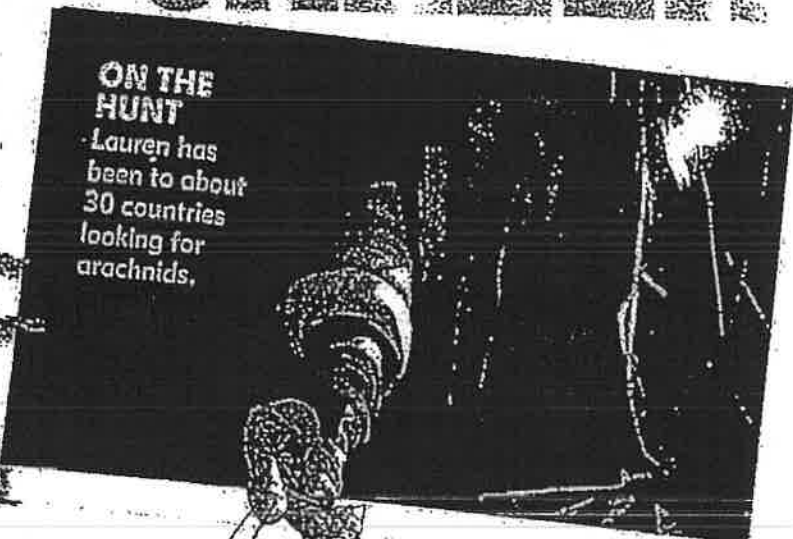
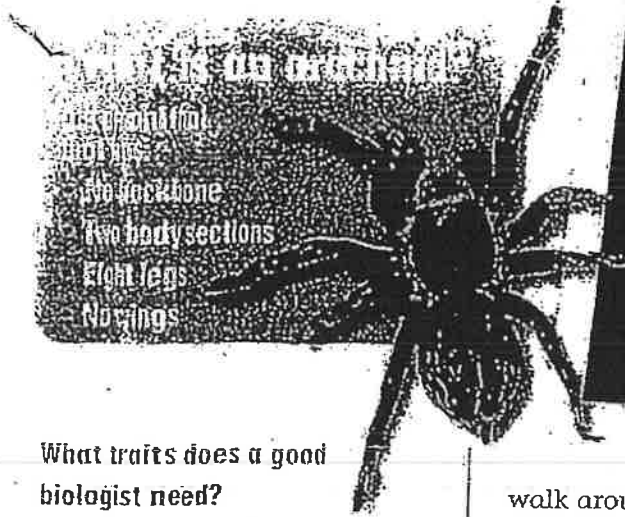
Lauren's favorite arachnid is the whip spider. They've been known to eat lizards and hummingbirds!



Day 29: Alternate Assignment Continued

ONLINE EXTRA Go scorpion-hunting with Lauren in our video.

CAREER



What traits does a good biologist need?

You need to be curious and observant—always noticing what’s around you. And you have to be fascinated by nature! A lot of people are afraid of arachnids. Why is that?

Well, the way they move is very alien to us. We’re not used to seeing things

walk around on the ceiling with eight legs! Plus, there are *some* arachnids that are venomous—that means they have a poisonous bite or sting. So people think *all* arachnids can hurt them. What do you say to those people?

Fewer than 1 percent of all arachnids are dangerous

to humans. Most spiders can’t even bite people—their fangs are too small to get through human skin.

Have you ever been bitten or stung?

I was once stung by a scorpion. It felt like getting pricked by a thumbtack. I was totally fine! •



Mini Skills Workshop

Write your answers on the lines below.



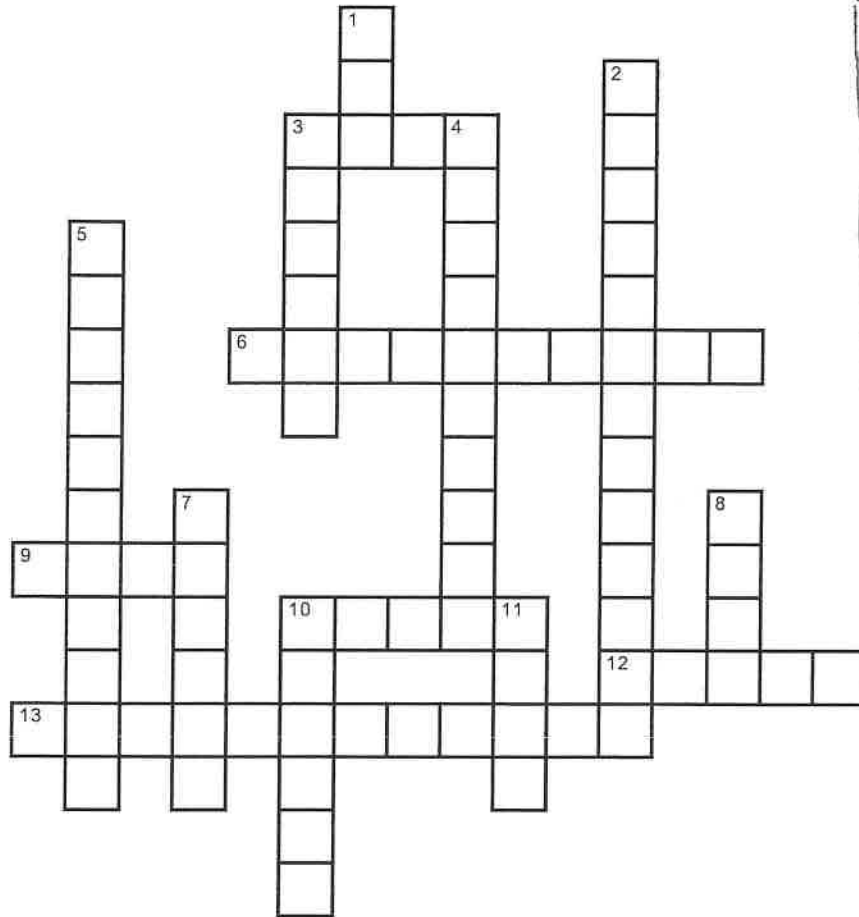
1. How arachnids move is *alien* to us. What’s another word Lauren could have used? Write it here.

What are three traits a biologist needs?

Find a sentence where Lauren explains what we can learn from arachnids. Write it here.



The Water Cycle



WORD BANK

- sun
- rain
- river
- hail
- lake
- clouds
- ocean
- snow
- stream
- condensation



- evaporation
- water cycle
- water vapor
- precipitation

Across

3. Ice crystals that fall from the sky.
6. Water that has been heated to a gas.
9. Frozen rain.
10. A large body of water that flows across the land.
12. A large body of salt water.
13. The process of changing from water vapor to water droplets.

Down

1. What provides the energy that drives the water cycle?
2. The process of water droplets or ice crystals falling from the sky.
3. A small body of water that flows across the land.
4. The process of water moving through the world by precipitation, evaporation, and condensation.
5. The process of water turning into a vapor.

7. These form in the sky when water vapor condenses into water droplets.
8. A large body of fresh water.
10. Water that flows in streams and river into the oceans and lakes.
11. Water droplets that fall from the sky.

RELIGION OF ANCIENT ROME

RELIGION—A BELIEF SYSTEM THAT INFLUENCES THE DEVELOPMENT OF A CIVILIZATION.

Ancient Romans were very practical people. Because of this the Ancient Romans did not want to offend any god, or goddess, or any religion therefore, they were polytheistic or worshipped numerous gods and practiced numerous religions. Ancient Romans would include other gods and rituals from people they met and conquered. Many Romans took on the Olympian gods of Greece. Soon the Greek gods of mythology had Roman names.

The Ancient Romans allowed citizens and non-citizens living within their borders to practice their religions because they felt it was easier to rule someone who was able to keep their belief system than someone who was forced to change. The only exception would come when Roman officials began to believe that Christianity was causing political problems. But, even with Christianity the Romans only placed limits on where and when Christians could meet.

QUESTIONS TO CONSIDER!

1. What religions were practiced by Ancient Romans?
2. Why would the Ancient Roman government allow foreign religions to be practiced within their borders?
3. What religion ever had an limitations placed on it? Why was this religion treated differently?



Name: _____

Day 30

_____ **Math:** Identifying Polygons-Practice 10. Use the information on the left hand side of the page to help you identify the polygons.

_____ **Reading:** Journal Activity: Describe what you enjoy about HCMS and explain what future 6th graders should do in order to do well at HCMS next year.

_____ **Science:** Draw a simple sketch of the water cycle and label it Use the paper that's been provided.

_____ **Social Studies:** Government in Ancient Rome- Read the passage and complete the web.

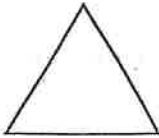
_____ **Explore:** You should finish your Explore activity today.

How:

Practice 10



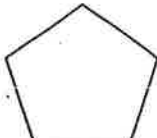
Polygon Names



Triangle



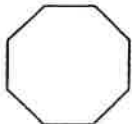
Square



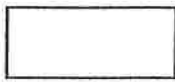
Pentagon



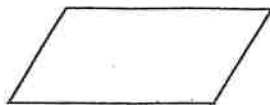
Hexagon



Octagon



Rectangle



Parallelogram



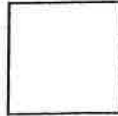
Rhombus



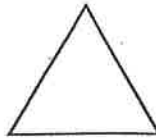
Trapezoid

Directions: Use the names listed on the left to identify each of the polygons below. Use the most specific name for each figure.

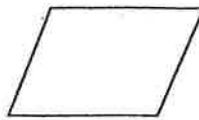
1.



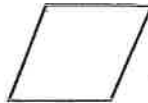
2.



3.



4.



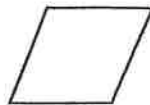
5.



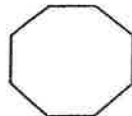
6.



7.



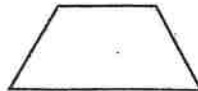
8.



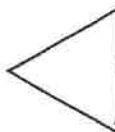
9.



10.



11.



12.



HCMS Journal

Day 30

Complete your journal activity below.

8th grade students : reflect on your 3 years at HCMS. Describe what you have loved, what you will miss, and your favorite HCMS memory. Write a 3.8 paragraph to describe your HCMS journey.

6th and 7th grade students: describe what you enjoy about HCMS and explain what future 6th grade students need to do in order to succeed at HCMS.

Sketch the Water Cycle!

Make sure you include arrows to show the flow of the cycle. Be sure to label each phase of the cycle with the terms you learned on day 26.

GOVERNMENT IN ANCIENT ROME PART 1

GOVERNMENT- HOW A CIVILIZATION CREATES AN ORGANIZED WAY OF LEADERSHIP.

The Ancient Romans formed a republic where the people elected leaders to govern themselves. In the beginning only the wealthy patricians could hold power. However, it did not take long before the plebeians, or common people, began to want to have a say in their government. The republic was reformed to include a tripartite, three part, government. Each part had its own rights and responsibilities. The first part of the tripartite was the two magistrates. To guarantee against corruption, the two magistrates shared the power and performed the duties of ruling the country. Their term of office was only a year long. The second part of the tripartite was the Senate. The Senate was made up of wealthy, powerful Romans who kept their positions for life. The Senate's responsibility was to advise the leaders. The third part of the tripartite was divided into two different branches. One of the branches was the assembly which had the responsibility of electing the magistrates. The assembly was made up of both patricians and plebeians. The second branch was the tribune. Only plebeians could serve on the tribune. It held the power to veto, which means "I forbid" in Latin. This allowed the tribune to vote down any law or action taken by any other part of the government and made the tribune very powerful.

QUESTIONS TO CONSIDER!

1. Create a chart that shows the different parts of the Roman republic.

