GREAT HEARTS WESTERN HILLS
A Great Hearts Academy
8702 Ingram Road | San Antonio, Tx 78251 | Office: (210) 888-9488 | Fax: (210) 888-9484 | www.greatheartswesternhills.org

Dear 6th Grade Families,

We did it! Week one of Remote Learning is complete! Thank you for your patience and understanding as we worked together to charter in this new territory. As we move into Week 2, remember to check off tasks on the "To Do" list as you complete it. Each student received a composition notebook and post-it notes when you collected your "bag" last week. The composition notebook is a "gift" from the 6th grade team. We would like you to use it to do your daily work. Think of it as a "souvenir" of your Remote Learning Experience. The post-it notes can be used as "dividers" for each subject or week. These will be shared when we return to school.
Again, if you have any questions, do not know or understand how to do something, please tell your mom or dad. They can send us an e-mail and we will provide more directions and clarifications. You can do it! We can't wait to see all of you soon. Be safe, healthy, and studious!

All of our best,
Your 6th Grade Teachers

	Teacher's Name	Email
6A Lead	Nicole Glowe	Nicole.glowe@greatheartswesternhills.org
6A AT	Aleksandra Novikova	Aleksandra.Novikova@greatheartswesternhills.org
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6B Lead	Ingrid Daly	Ingrid.Daly@greatheartswesternhills.org

Table of Contents

****The Friday Assessment Packet needs to be turned in on Friday by 8pm**

Sections in **bold** are necessary for printing. The rest can be viewed online and completed in your remote learning notebook.

General Packet Instructions for Parents

Dear Families,

In this packet, you will find all of the activities and readings necessary for your student to access and complete this week's lessons. In the table of contents you will see how the material is divided. The work for Monday - Thursday does not need to be printed. The Parent Guide can be found at the beginning of the packet. This guide has helpful tips and answers to some of the Independent Work. This is a great time for our scholars to work on their great sense of wonder! Remember it is up to the parent to decide the daily schedule and chunk how much for the work to do in one sitting (see sample schedule below). As much as possible, the teachers have designed the activities to be done independently. Each activity will be coded as either **I=independent activity** *or* **PA=parent assistance needed.** Additionally, each activity/assignment will have a suggested amount of time it should take to complete.

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach, review, or assist the student. The only item that the students will be **submitting** is the **Friday Assessment Portion**. This is attached separately and will be graded. You will be asked to administer these assessments to your child. After your student completes their Assessment packet, please take pictures or scan the work and email it to your teacher.
The deadline for submission is Friday at 8pm.

Sample Daily Schedule:
8:00 AM Wake up and follow the typical school morning routine (minus the uniform!) - get dressed, comb hair, eat breakfast, brush teeth, etc.
8:30 AM Read The Wind in the Willows and answer the reflection questions
9:15 AM Take a walk, play a game, grab a snack, or play "Simon Says" ;)
9:30 AM Math- if you have extra time Check out the extra "Skill Review" in the Appendix portion OR practice your Math Facts
10:15 AM Help out around the house or help a younger sibling with their remote learning
10:30 AM Poetry and Vocabulary
10:45 AM Specials
11:00 AM Recess. Run around, build something, or have a snack!
11:30 AM History or Science
12:15-1:15 PM Go outside and pick a plant or find a cool bug to draw! Enjoy a picnic lunch if the weather is nice!
1:15 PM Complete ELAR or MATH independent work IF you are finished enjoy a book of your choice.
1:45 PM That's it! You're done for the day.

Helpful Tips and Resources:

ELAR: Our new novel is The Wind in the Willows ISBN 9780143039099
You can also access the book at the following website gutenberg.org
https://www.gutenberg.org/files/27805/27805-h/27805-h.htm

A note on reading The Wind in the Willows: If your student struggles to comprehend this text, or finds it a challenge to read on their own, please consider the following options:

1) Purchase the audiobook from Audible. Students can listen on any smart device – Android & Apple devices – you just need to download the app if necessary.
2) Read aloud with your child!

MATH: Practice Math facts at https://www.math-drills.com/
Find extra help at https://www.khanacademy.org/math

HISTORY: You can find the link to the History book online at https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/
There is also an excellent 6 minute video that highlights one of the key figures in the Mexican Revolution: https://www.youtube.com/watch?v=eaQ9ji-BQyw

SCIENCE

PARENT GUIDE/ANSWER KEY - Monday

ELAR

Poetry: The prevalent themes are love and separation. The poet has layered them using metaphors of natural objects. The poem is primarily concerned with the speaker's love for his significant other. He adores her beauty and expresses his immeasurable love for her. His love is so deep-rooted that it will stay forever no matter what happens.

Math:

Parent Instructions: Today's lesson should be a review from last week's remote packet. Mean, Median, Mode, and Range are all discussed. Your scholar should have a Math Journal that we have been using at school. This would be a great time to have them continue writing notes in their journal and then do the Independent Work in the journal as well.

ANSWERS:

1a) 66 1b) 59 1c) 50 2) 88 3) 291 4) 40

Science

1) The photographs show actual cells at each stage of the cell cycle as they appear under a microscope, whereas the drawings are simplified sketches of the stages.
2) After the last stage of the cell cycle, the cycle starts over again.
3) Sample Title: The Cell Cycle
    a) Chromatin condenses to form chromosomes, spindle fibers form and the nuclear membrane breaks down.
    b) The chromatids separate and move to opposite ends of the cell.
    c) The cell membrane pinches in around the middle of the cell, and the cell divides.

Answers from the reading:

Figure 11- This process is called the cell cycle.

Figure 12- The centromere holds the chromatids together.

Checkpoint 1- The chromatin condenses into rodlike structures during prophase of mitosis.

Checkpoint 2- Cytokinesis is the final stage, beginning at about the same time as telophase.

Figure 14- Thymine always pairs with adenine.

PARENT GUIDE/ANSWER KEY - Tuesday

ELAR

*A few reminders when making a KWO (Key Word Outline)

*Pick a format that works for you (ex Roman Numerals or Bullets - but stay consistent)

*Take one note from each sentence

* Each “note” should have no more than 3 words (feel free to use numbers or pictures)

An Example: Sea Snakes

1)most, poisonous,world

2) scientists, venom, 50x,cobra

3) (not)always, inject, bite

Math:

Parent Instructions: Today’s lesson takes what scholars practiced yesterday with median and applies it to MADs (Mean Absolute Deviation). You can view the chalkboard lesson at Khan Academy: https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics/cc-6-mad/v/mean-absolute-deviation

ANSWERS:

1a) 7 1b) 1 2a) 4 2b) 1.5 3) 12 4) 10

History:

Parent Instructions: Chapter 3 will be broken into 2 sections. Scholars will read pages 26-33 today. The textbook can be accessed online at https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/

There is also an excellent 6 minute video that highlights one of the key figures in the Mexican Revolution: https://www.youtube.com/watch?v=eaQ9ji-BQyw

ANSWERS:

2.*Both countries display their flags and their colors prominently. People gather to mark the occasion.*

1a) *Miguel Hidalgo y Costilla is similar to Toussaint and the other revolutionaries in that he believed in the importance of improving the government. Unlike the other revolutionaries, however, Miguel Hidalgo y Costilla was a religious leader.*

2a)*He helped them plant grapevines and mulberry trees. The Otomi farmers could use the grapes to make wine, which they would sell. Also, they could sell the silk thread from the cocoons of the silkworms that lived on the mulberry trees. In helping the Otomi produce wine and silk, Hidalgo was breaking Spanish law. He believed it was more important to help the Otomi than to obey the Spanish law, which made him very popular with the people of Dolores.*

2b) *He was willing to break the law to help the people*

3a, b, c)*Hidalgo rang the bell in the church tower in Dolores to alert the townspeople and rouse them to action. He and the other revolutionaries decided to put their plan in motion almost a month ahead of schedule. The conspirators had no other option but to begin their revolution ahead of schedule; if they had waited, their movement could have lost momentum, or they may have been captured by the government.*

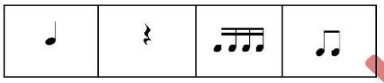
MUSIC - ANSWER KEY

Name:_____ **Class:**_____

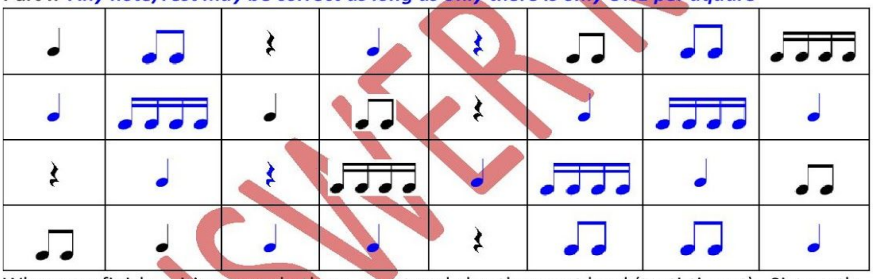
Writing Rhythms

Directions: Each square below represents ***one*** beat. Fill in the empty squares with a note(s) or rest(s) that equal ***one*** beat. An example has been provided for you already. Use quarter notes (♩), quarter rests (𝄽), paired eighth notes (♫), or beamed sixteenth notes (𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯) to fill in the empty squares. Do your best to write neatly and beautifully.

Example:

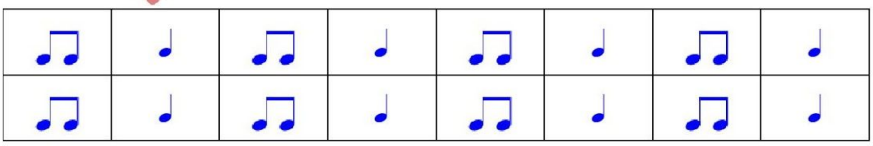


Part I: ***Any note/rest may be correct as long as only there is only ONE per aquare***



When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest). Sixteenth notes are counted "ta-ka-di-mi."

Part II: Make a pattern with your rhythms! You could write 𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 or ♩ ♫ ♩ ♫, or any pattern you like. Make sure that you can count and clap your rhythms when you're finished, and make sure that you can understand your own handwriting.



PARENT GUIDE/ANSWER KEY - Wednesday

ELAR
Ask your child to practice their memorization of the poem “A Red Red Rose”.
Scholars will be reading Chapter 6 in The Wind in the Willows. Have them share with you the “mission of mercy”.

Math
Parent Instructions: Today’s lesson continues to build on “medians” and applies it to IQR’s (Interquartile Range). You can view the chalkboard lesson at Khan Academy:
https://www.khanacademy.org/math/ap-statistics/summarizing-quantitative-data-ap/measuring-spread-quantitative/e/calculating-the-interquartile-range--iqr-
ANSWERS:
1)Restaurant C: median 79.5 Restaurant B: median 80.5 Restaurant C: median 82
Once the scholars find the median - they can divide the graph into a lower quartile and upper quartile
2) This is an opportunity for scholars to practice a sense of wonder and depth. What restaurant would they want to visit. ;)
3) IQR- 3.5 4) IQR - 7.5

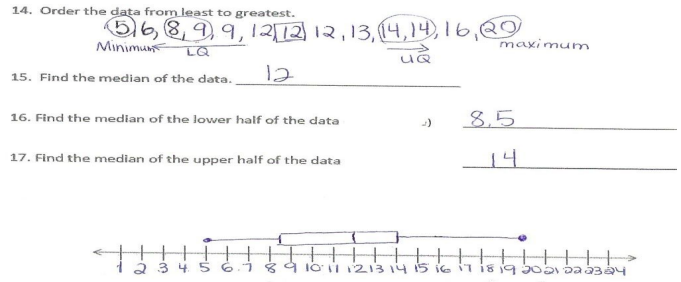
Science:

1) Figure and Checkpoint Answers
    a) Figure 1- spots
    b) Checkpoint 1- The process of grouping things based on shared traits
    c) Figure 2- The robin and the great horned owl share three levels: kingdom, phylum, and class.
    d) Checkpoint 2- kingdom, phylum, class, order, family, genus, species
    e) Figure 5- Both the frog and the fungus are heterotrophs.
2) They are from the same genus. You may also infer that *nelsoni* was discovered by someone named Nelson, or *californicus* is found in California.

PARENT GUIDE/ANSWER KEY - Thursday

ELAR
These are possible answers:
Hyperbole- “This frosty tide”
Imagery- “Blowing fingers and stamping feet”
Symbolism- “Raining bliss and benison”
Alliteration- “Saw the star o’er a stable low”
Enjambment - “And then they heard the angels tell
‘Who were the first to cry Nowell?...’
Consonance- “Animals all, as it befell,”

Math
Parent Instructions:
Today’s lesson is a chance for the scholars to put everything together and apply it to a new graph
ANSWERS:



History:
Parent Instructions: Scholars will complete Chapter 3 (pgs. 34- 39) today. Scholars should write their answer to the “big question” that was introduced on Tuesday. The textbook can be accessed online at https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/
There is also an excellent 6 minute video that highlights one of the key figures in the Mexican Revolution: https://www.youtube.com/watch?v=eaQ9ji-BQyw
ANSWERS:
BIG QUESTION: key points- *The people of Mexico, especially the mestizos and indigenous peoples (lower classes), were tired of years of oppression under Spanish rule. They joined the rebellion to assert their independence and make a better life for themselves. Miguel Hidalgo became a revolutionary leader while serving as a Catholic padre; he helped the local people in the villages where he preached.*

1a) *They wanted to take their revenge against the Spanish and claim their independence.*
1b) *fear that it would be put down by the Spanish and that they would be punished or killed as a result.*
2a)*The death of Hidalgo likely hurt morale and caused many to lose hope in the rebellion.*
3a)*pass a law making it illegal for anyone other than a person born in Mexico to serve in the government.*
4ab)*Agustín de Iturbide and his army unit joined the rebels -the balance of power tipped in favor of the rebels.*
4c)*Both revolutions were prolonged and proved very costly, both in terms of material goods and human lives*

MONDAY- 3/30/20 — Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: pages 143-147; Vocabulary Packet in the Appendix
LITERATURE: Goal/Objective: describe the character of Badger
Materials Needed: *The Wind in the Willows*, by Kenneth Grahame
Specific Instructions:

POETRY: Goal/Objective: Begin memorizing the poem, "The Red, Red Rose".
Materials Needed: Included copy of "The Red, Red Rose"
Specific Instructions: Memorize 2 stanzas per week

Math (40 minutes)(I/PA to help check answers)
Goal/Objective: Review Mean, Median, Mode, and Range
Materials needed: Included guided instruction and student independent practice, notebook & Pencil
Specific Instructions: Use the guided instruction to review and then practice by completing independent practice. You can "follow along" with the guided instruction by putting the information in your Math journal using the Note Concept we have used during class. Complete the Independent practice in your Math journal! If time allows, use the skill review to practice your Math facts. Have a parent check your answers.

Science (40 Minutes)(I)
Goal/Objective: identify the events that take place during the three stages of the cell cycle.
Materials needed: Reading material provided in the packet.
Specific Instructions: Record your answers in your Notebook. Ask a parent to help you check your answers.

Specials:

PE (15 minutes)(I)
Goal/Objective: Review warm-up exercises and how to score a bowling game
Materials needed: An open space either inside or outside & PE sheet
Specific Instructions: Follow the warm-up routine and score the bowling game

ELAR

(Monday)

Poetry “A Red, Red Rose” by Robert Burns
Read for enjoyment:

O my luve's like a red, red rose,
That's newly sprung in June;
O my luve's like the melodie
That's sweetly played in tune.

As fair art thou, my bonnie lass,
So deep in luve am I;
And I will luve thee still, my dear,
Till a' the seas gang dry.

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun:
O I will love thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only luve,
And fare thee weel awhile!
And I will come again, my luve,
Though it were ten thousand mile.
****

Assignment:

Consider the theme/s that is/are prevalent in this poem.
Write the theme and your reasoning in your notebook and copy the first stanza in the notebook.

<u>The Wind in the Willows</u>
Chapter Four: “Mr. Badger”

1) Chapter 4 Vocabulary (add to journal)
    a) Perished - destroyed or ruined
    b) Paternally -relating to a father
    c) Repast - taken as food
    d) Injunction - a writ granted by a court whereby one is required to do or to not do a specific act.
    e) Rashers - a thin slice of bacon or ham broiled or fried
    f) Somnolence - state of being drowsy
    g) Chivvying - to tease or annoy with persistent petty attacks
    h) Stile - steps for passing over a fence or wall.
2) Read Chapter Four “Mr. Badger”, using the stop, think, and jot method and/or annotating the text.
3) Comprehension Questions: Answer using at least four sentences. Be thoughtful in your responses.
    a) During Mole and Rat’s encounter with Badger, what is Badger like?
    b) Recall how Ratty described Badger in Chapter 3 as “The best of fellows”. According to Rat, Badger hates Society (including invitations and dinner), is shy, and is solitary. How is this different from what we had been told about Badger previously? Why do you think Mole described Badger as he did?
    c) How does Mole feel about being in Badger’s den and why? Does this foreshadow future behavior from Mole? Make a prediction using your current understanding of Mole’s character.

MATH- Measuring Data Sets

(Monday)

DIRECTIONS:

Read and do the practice problems in the Guided Instruction. Complete the Independent Practice.

GUIDED INSTRUCTION:

To measure a data set, you can use the mean, median, and mode. Each of these summarize a data set with a single number.

MEAN

The mean is the sum of the numbers in a data set divided by how many numbers there are in the set. The mean is often called "the average".

$$mean = \frac{\text{sum of the numbers}}{\text{how many numbers}}$$

Let's Try!

A train has five cars with 45, 51, 48, 39, and 42 passengers in them. What is the mean number of passengers per train car?

FIRST, add the five numbers.

NOW substitute the numbers into the formula, and find the mean.

$$mean = \frac{\text{sum of the numbers}}{\text{how many numbers}}$$

$$= \frac{225}{5} = 45 \quad \textit{is the mean number of passengers per train car}$$

MEDIAN

The median is the MIDDLE number in a data set from least to greatest (or greatest to least)

Let's Try!

The following list shows the number of customers who ordered macaroni at Dina's Diner each day last week.

11, 15, 8, 18, 10, 15, 12

What is the median number of customers who ordered macaroni?

Arrange the numbers in order from least to greatest. Find the middle number.

8, 10, 11, **12**, 15, 15, 15, 18 The median number is 12.

MODE

The mode is the number that appears the most often in a data set. There can be one or more modes in a data set. If all the numbers appear the same number of times, there will be no mode.

Let's Try!

Stephen played ten games of baseball and had the following numbers of at-bats:

4, 5, 3, 6, 3, 4, 4, 1, 5, 4

What is the mode of at-bats? Find the number that appears most often.

4, 5, 3, 6, 3, **4**, **4**, 1, 5, **4** The mode number at-bats is 4.

**TIP: to find the median of a data set with an even numbers in a data set, find the two middle numbers. Add the two middle numbers, then divide by 2 to find the median.

RANGE

The range is the difference between the least number and the greatest number in a data set.

Let's Try!

Cody's Crab Shack had the following number of customers last week. What is the range of the number of customers?

47, 38, 55, 68, 40, 33, 55

Subtract the smallest number in the set (33) from the largest (68) 68-33=35

The range number of customers in Cody's Crab Shask is 35.

INDEPENDENT PRACTICE

1. Find the mean, median, mode of the data set. If there is no mode – write none.
   A fishing boat caught the following weights of fish, in pounds, on 7 fishing trips at Lake Michigan.

   90, 53, 50, 59, 63, 50, 97

   a) Mean: _____

   b) Median: _____

   c) Mode: _____

2. Eduardo's test scores are 85, 93, 85, 94, 88. What is the median of his test scores?

3. Sloan read seven books over her summer vacation. The numbers of pages in the books are shown in the following list.

   212, 340, 288, 255, 340, 313, 289

   What is the mean number of pages of her books? _____

4. Find the range of the data set.
   As of 2010, the 10 tallest buildings in the world had the following numbers of stories (or floors)
   160, 101, 101, 88, 88, 66, 110, 103, 88, 88

REVIEW

Explain the meaning of each term:

1) Mean-

2) Median-

3) Mode-

4) Range-

5) Prime number-

6) Even number-

7) Odd number-

Science

Cell Division

What are the stages that people go through during their lives, starting with infancy and ending with old age? Cells, like people, undergo a life cycle, called the cell cycle. During the stages of the cell cycle, cells grow and mature. Just as the human life cycle starts again with reproduction, the cell cycle starts over again when the cell divides.

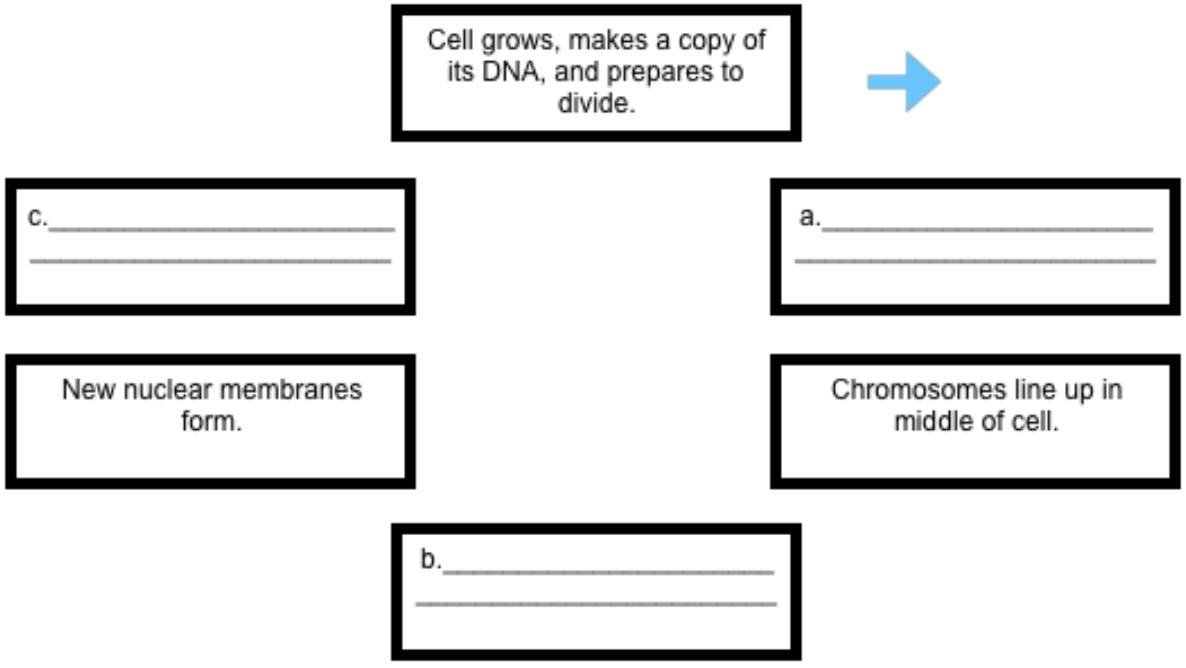
History- With the development of dyes for staining microscope specimens in the 1800s, scientists could see organelles in the nucleus, so it was given the name chromatin, from the Greek word chroma, meaning “color”. With the dye, chromatin could be seen condensing into rodlike structures during cell division. These rodlike structures were called chromosomes, or “colored bodies” (the Greek word soma means “body”.) By the late 1800s, German zoologist Theordor Boveri was able to show that, following mitosi, both daughter cells contain an exact copy of the chromosomes of the parent cell.

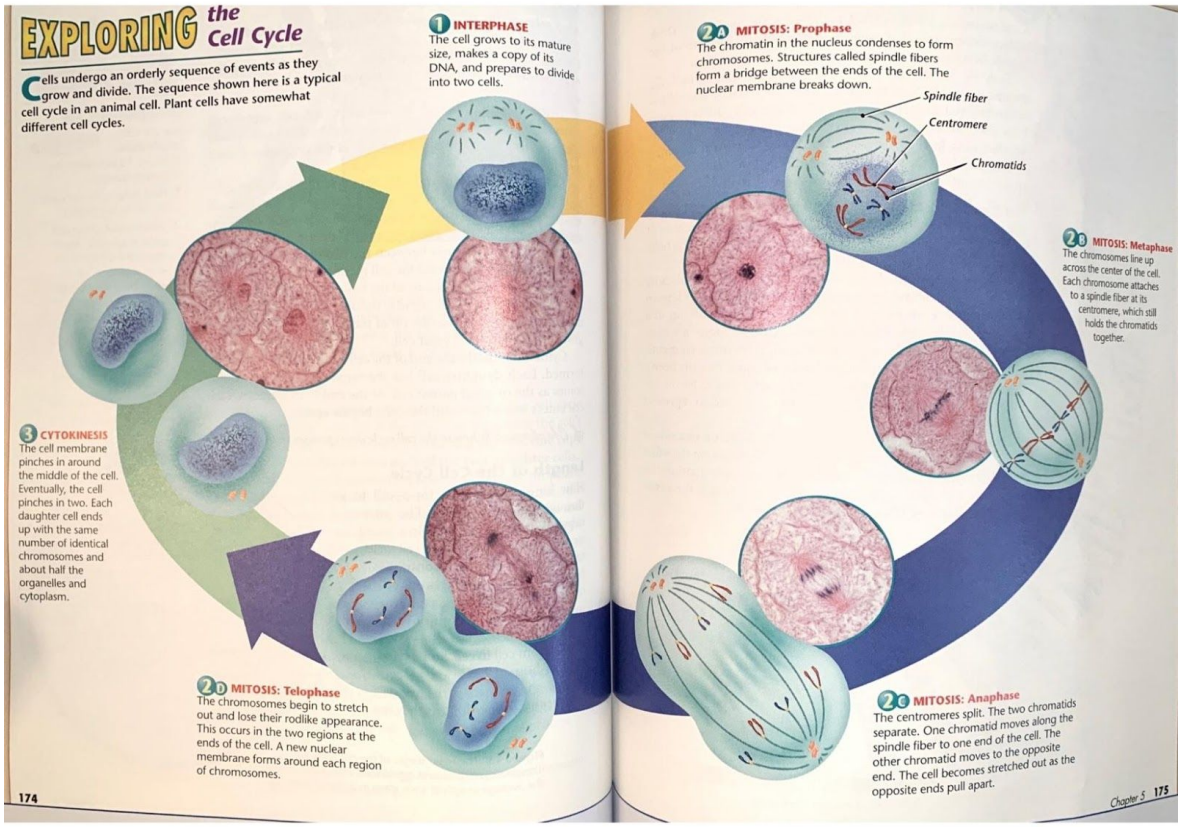
Examine the image on the next page. In prophase, each pair of chromatids consists of the original DNA of the parent cell plus a copy of the DNA, which was made during interphase. Cytokinesis and the last phase of mitosis, telophase, actually overlap in time.

1) How are the photographs related to the drawings?
2) Why do you think a circular diagram like this is a better way to represent the cell cycle than a straight-line flowchart?.

Read more about the stages of cell division in the reading material, answering the Figure Questions and Checkpoint Questions on a separate sheet of paper.

3)Draw this cycle diagram in your notebook. Add a title and arrows.




EXPLORING the Cell Cycle
Cells undergo an orderly sequence of events as they grow and divide. The sequence shown here is a typical cell cycle in an animal cell. Plant cells have somewhat different cell cycles.
1 INTERPHASE
The cell grows to its mature size, makes a copy of its DNA, and prepares to divide into two cells.
2A MITOSIS: Prophase
The chromatin in the nucleus condenses to form chromosomes. Structures called spindle fibers form a bridge between the ends of the cell. The nuclear membrane breaks down.
Spindle fiber
Centromere
Chromatids
2B MITOSIS: Metaphase
The chromosomes line up across the center of the cell. Each chromosome attaches to a spindle fiber at its centromere, which still holds the chromatids together.
2C MITOSIS: Anaphase
The centromeres split. The two chromatids separate. One chromatid moves along the spindle fiber to one end of the cell. The other chromatid moves to the opposite end. The cell becomes stretched out as the opposite ends pull apart.
2D MITOSIS: Telophase
The chromosomes begin to stretch out and lose their rodlike appearance. This occurs in the two regions at the ends of the cell. A new nuclear membrane forms around each region of chromosomes.
3 CYTOKINESIS
The cell membrane pinches in around the middle of the cell. Eventually, the cell pinches in two. Each daughter cell ends up with the same number of identical chromosomes and about half the organelles and cytoplasm.
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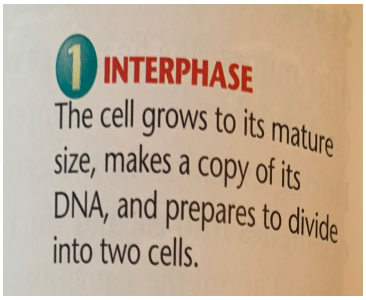
Chapter 5 175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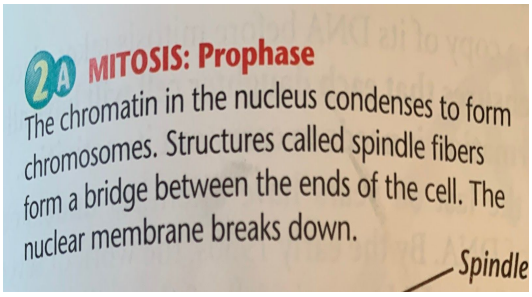
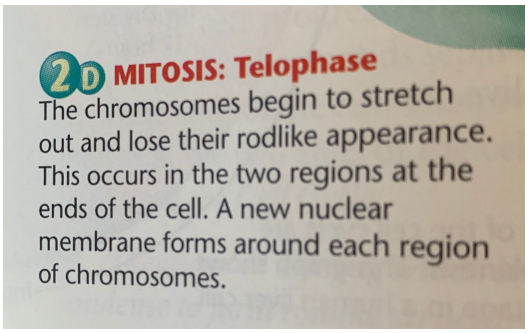

2A MITOSIS: Prophase
The chromatin in the nucleus condenses to form chromosomes. Structures called spindle fibers form a bridge between the ends of the cell. The nuclear membrane breaks down.
Spindle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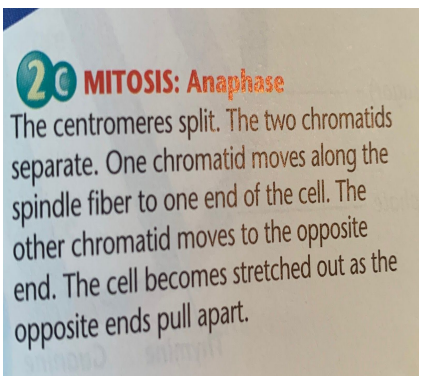
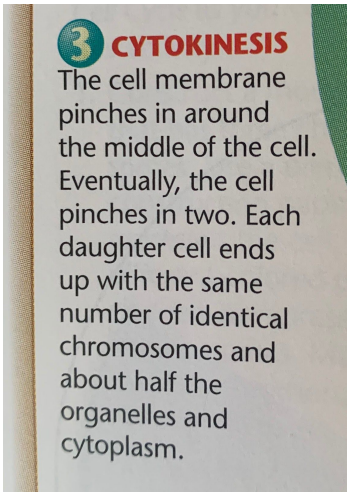

2C MITOSIS: Anaphase
The centromeres split. The two chromatids separate. One chromatid moves along the spindle fiber to one end of the cell. The other chromatid moves to the opposite end. The cell becomes stretched out as the opposite ends pull apart.


3 CYTOKINESIS
The cell membrane pinches in around the middle of the cell. Eventually, the cell pinches in two. Each daughter cell ends up with the same number of identical chromosomes and about half the organelles and cytoplasm.

SECTION 3 Cell Division

DISCOVER

ACTIVITY

What Are the Cells Doing?

1. Use a plastic dropper to transfer some yeast cells from a yeast culture to a microscope slide. Your teacher has prepared the slide by drying methylene blue stain onto it. Add a coverslip and place the slide under a microscope.

2. Examine the cells on the slide. Use low power first, then high power. Look for what appears to be two cells attached to each other. One cell may be larger than the other. Draw what you see.

Think It Over

Developing Hypotheses What process do you think the "double cells" are undergoing? Develop a hypothesis that might explain what you see.

GUIDE FOR READING

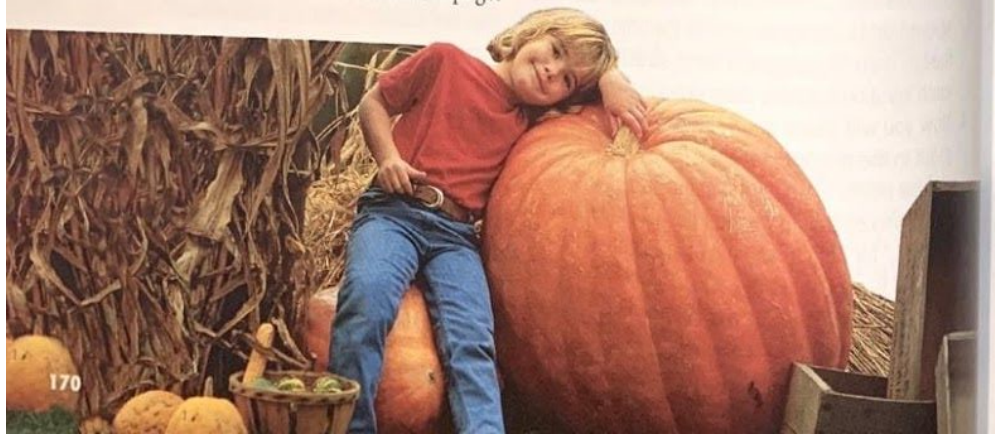
- What events take place during the three stages of the cell cycle?
- What is the role of DNA replication?

Reading Tip Before you read, use the headings to outline the process of cell division. As you read, draw pictures to help you understand the process.

Key Terms cell cycle • interphase • replication • mitosis • chromatid • cytokinesis

In the early autumn, many local fairs run pumpkin contests. Proud growers enter their largest pumpkins, hoping to win a prize. If you've never seen these prize-winning pumpkins, you would be amazed. Some have masses close to 400 kilograms and can be as big as a doghouse. What's even more amazing is that these giant pumpkins began as small flowers on pumpkin plants. How did the pumpkins grow so big?

A pumpkin grows in size by increasing both the size and the number of its cells. A single cell divides, forming two cells. Then two cells divide, forming four, and so on. This process of cell division does not occur only in pumpkins, though. In fact, many cells in your body are undergoing cell division as you read this page.



The Cell Cycle

Think about the cells you learned about in Chapter 4. Each cell contains many different structures, including a cell membrane, a nucleus, mitochondria, and ribosomes. To divide into two equal parts, the cell would need to either duplicate the structures or divide them equally between the two new cells. Both cells would then contain everything they need in order to function.

The regular sequence of growth and division that cells undergo is known as the **cell cycle.** You can see details of the cell cycle in *Exploring the Cell Cycle* on pages 174 and 175. Notice that the cell cycle is divided into three main stages. As you read about each stage, follow the events that occur as one "parent" cell divides to form two identical "daughter" cells.

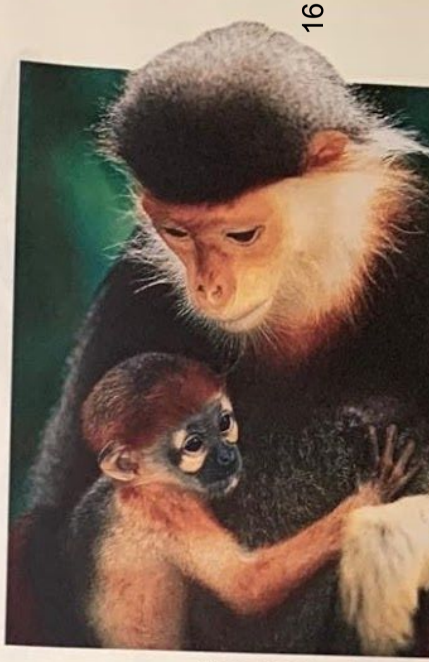


Figure 11 The cells that ma this young monkey are the sa size as those that make up its mother. However, the adult h many more cells in its body. *Applying Concepts What is th name of the regular sequence growth and division that a cell undergoes?*

Stage 1: Interphase

The first stage of the cell cycle is called **interphase.** Interphase is the period before cell division occurs. Even though it is not dividing, the cell is quite active during this stage. **During interphase, the cell grows to its mature size, makes a copy of its DNA, and prepares to divide into two cells.**

Growth During the first part of interphase, the cell doubles in size and produces all the structures needed to carry out its functions. For example, the cell enlarges its endoplasmic reticulum, makes new ribosomes, and produces enzymes. Both mitochondria and chloroplasts make copies of themselves. The cell's structure matures, and it grows to its full size.

DNA Replication After a cell has grown to its mature size, the next part of interphase begins. The cell makes a copy of the DNA in its nucleus in a process called **replication.** Recall that DNA is a nucleic acid found in the chromatin in a cell's nucleus. DNA is the genetic material that holds all the information that the cell needs to carry out its functions. The replication of a cell's DNA is very important, since each daughter cell must have a complete set of DNA to survive. At the end of DNA replication, the cell contains two identical sets of DNA. One set will be distributed to each daughter cell. You will learn the details of DNA replication later in this section.

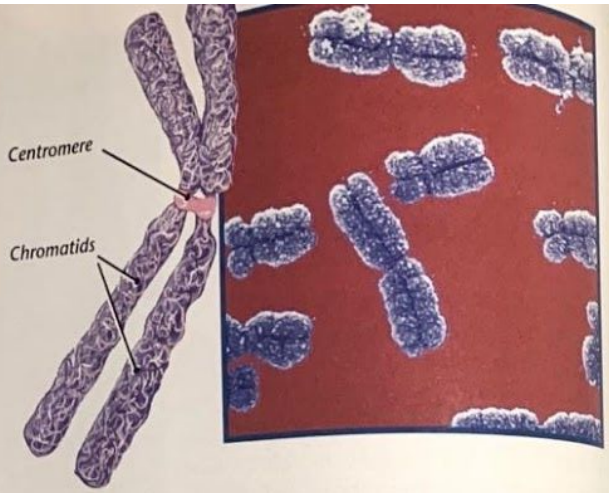


Figure 12 During mitosis, the chromatin condenses to form rodlike chromosomes. Each chromosome consists of two identical strands, or chromatids. *Interpreting Diagrams* *What is the name of the structure that holds the chromatids together?*

Preparation for Division Once the cell's DNA has replicated, preparation for cell division begins. The cell produces structures that it will use to divide during the rest of the cell cycle. At the end of interphase, the cell is ready to divide.

Stage 2: Mitosis

Once interphase is complete, the second stage of the cell cycle begins. **Mitosis** (my TOH sis) is the stage during which the cell's nucleus divides into two new nuclei. **During mitosis, one copy of the DNA is distributed into each of the two daughter cells.**

Scientists divide mitosis into four parts, or phases: prophase, metaphase, anaphase, and telophase. During prophase, the threadlike chromatin in the cell's nucleus begins to condense and coil, like fishing line wrapping around a ball. Under a light microscope, the condensed chromatin looks like tiny rods, as you can see in Figure 12. Since the cell's DNA has replicated, each rod has doubled. Each is an exact copy of the other. Scientists call each doubled rod of condensed chromatin a chromosome. Each identical rod, or strand, of the chromosome is called a **chromatid.** The two strands are held together by a structure called a centromere.

As the cell progresses through metaphase, anaphase, and telophase, the chromatids separate from each other and move to opposite ends of the cell. Then two nuclei form around the chromatids at the two ends of the cell. You can follow this process in *Exploring the Cell Cycle.*

☑ *Checkpoint* *During which stage of mitosis does the chromatin condense to form rodlike structures?*

TRY THIS

Modeling Mitosis

Refer to *Exploring the Cell Cycle* as you carry out this activity.

1. Construct a model of a cell that has three chromosomes. Use a piece of construction paper to represent the cell. Use different-colored pipe cleaners to represent the chromosomes. Make sure that the chromosomes look like double rods.
2. Position the chromosomes in the cell where they would be during prophase.
3. Repeat Step 2 for metaphase, anaphase, and telophase.

Making Models How did the model help you understand the events of mitosis? In what ways was the model unlike the actual process of mitosis?

Stage 3: Cytokinesis

After mitosis, the final stage of the cell cycle, called **cytokinesis** (sy toh kih NEE sis), completes the process of cell division. **During cytokinesis, the cytoplasm divides, distributing the organelles into each of the two new cells.** Cytokinesis usually starts at about the same time as telophase.

During cytokinesis in animal cells, the cell membrane squeezes together around the middle of the cell. The cytoplasm pinches into two cells with about half of the organelles in each daughter cell.

Cytokinesis is somewhat different in plant cells. A plant cell's rigid cell wall cannot squeeze together in the same way that a cell membrane can. Instead, a structure called a cell plate forms across the middle of the cell. The cell plate gradually develops into new cell membranes between the two daughter cells. New cell walls then form around the cell membranes.

There are many variations of the basic pattern of cytokinesis. For example, yeast cells divide, though not equally. A small daughter cell, or bud, pinches off of the parent cell. The bud then grows into a full-sized yeast cell.

Cytokinesis marks the end of the cell cycle. Two new cells have formed. Each daughter cell has the same number of chromosomes as the original parent cell. At the end of cytokinesis, each cell enters interphase, and the cycle begins again.

☑ *Checkpoint* *When in the cell cycle does cytokinesis begin?*

Length of the Cell Cycle

How long does it take for a cell to go through one cell cycle? The answer depends on the type of cell. In a young sea urchin, for example, one cell cycle takes about 2 hours. In contrast, a human liver cell completes one cell cycle in about 22 hours, as shown in Figure 13. The length of each stage in the cell cycle also varies greatly from cell to cell. Some cells, such as human brain cells, never divide—they remain in the first part of interphase for as long as they live.

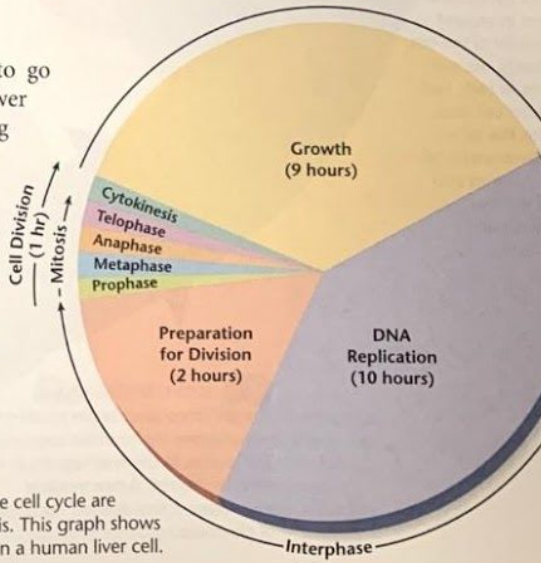


Figure 13 The main stages of the cell cycle are interphase, mitosis, and cytokinesis. This graph shows the average length of each stage in a human liver cell.

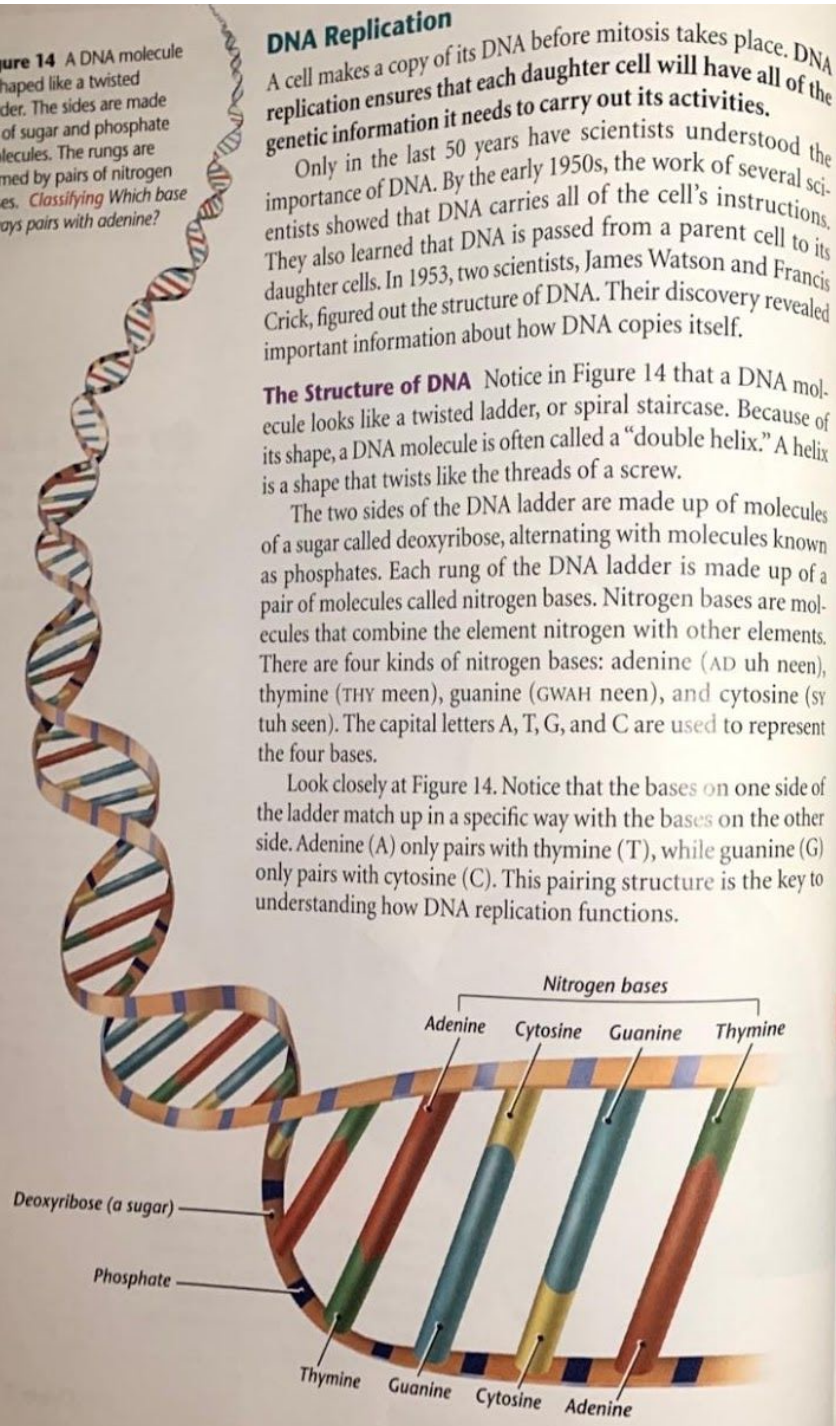
Sharpen your Skills

Interpreting Data

Use the circle graph shown in Figure 13 to answer the following questions.

1. How long is the cell cycl shown in the graph?
2. Which stage of the cell cycle would you expect more of the cells to be in at any given time—interphase, mitosis, or cytokinesis? Explain.

Figure 14 A DNA molecule is shaped like a twisted ladder. The sides are made up of sugar and phosphate molecules. The rungs are formed by pairs of nitrogen bases. *Classifying Which base always pairs with adenine?*



DNA Replication

A cell makes a copy of its DNA before mitosis takes place. DNA replication ensures that each daughter cell will have all of the genetic information it needs to carry out its activities.

Only in the last 50 years have scientists understood the importance of DNA. By the early 1950s, the work of several scientists showed that DNA carries all of the cell's instructions. They also learned that DNA is passed from a parent cell to its daughter cells. In 1953, two scientists, James Watson and Francis Crick, figured out the structure of DNA. Their discovery revealed important information about how DNA copies itself.

The Structure of DNA Notice in Figure 14 that a DNA molecule looks like a twisted ladder, or spiral staircase. Because of its shape, a DNA molecule is often called a "double helix." A helix is a shape that twists like the threads of a screw.

The two sides of the DNA ladder are made up of molecules of a sugar called deoxyribose, alternating with molecules known as phosphates. Each rung of the DNA ladder is made up of a pair of molecules called nitrogen bases. Nitrogen bases are molecules that combine the element nitrogen with other elements. There are four kinds of nitrogen bases: adenine (AD uh neen), thymine (THY meen), guanine (GWAH neen), and cytosine (SY tuh seen). The capital letters A, T, G, and C are used to represent the four bases.

Look closely at Figure 14. Notice that the bases on one side of the ladder match up in a specific way with the bases on the other side. Adenine (A) only pairs with thymine (T), while guanine (G) only pairs with cytosine (C). This pairing structure is the key to understanding how DNA replication functions.

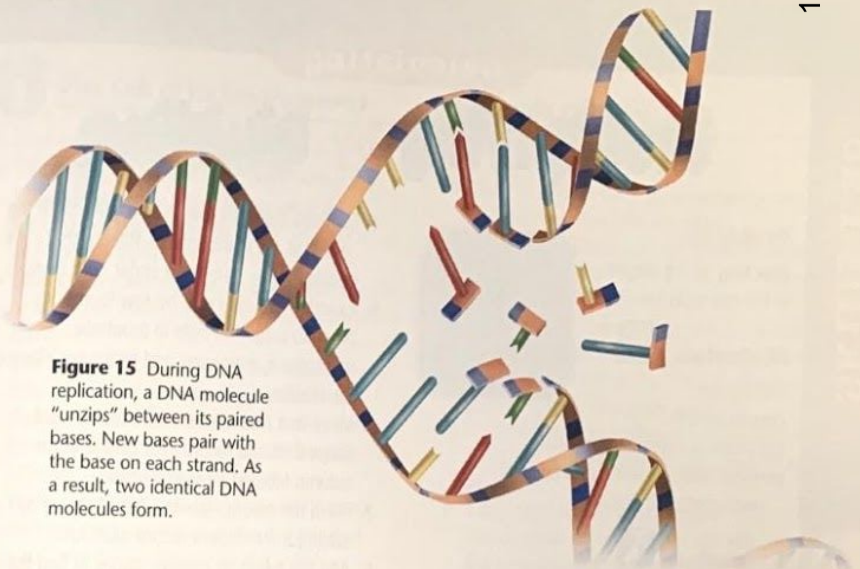


Figure 15 During DNA replication, a DNA molecule "unzips" between its paired bases. New bases pair with the base on each strand. As a result, two identical DNA molecules form.

The Replication Process DNA replication begins when the two sides of the DNA molecule unwind and separate, like a zipper unzipping. As you can see in Figure 15, the molecule separates between the paired nitrogen bases on each rung. Next, nitrogen bases that are floating in the nucleus pair up with the bases on each half of the DNA molecule. Remember that the pairing of bases follows definite rules: A always pairs with T, while G always pairs with C. Once the new bases are attached, two new DNA molecules are formed. The order of the bases in each new DNA molecule will exactly match the order in the original DNA molecule.

Section 3 Review

1. What are the three main stages of the cell cycle? Briefly describe the events that occur at each stage.
2. Why must the DNA in a cell replicate before the cell divides?
3. How does cytokinesis differ in plant and animal cells?
4. **Thinking Critically** **Predicting** Suppose that during anaphase, the centromeres did not split, and the chromatids did not separate. Predict the results.

CHAPTER PROJECT

Check Your Progress

Begin to think about why the egg changed as it did at each stage of the project. Consider how each of the different substances affected your egg. (*Hint:* Water plays a crucial role in the activities of a cell. How has water been involved in your investigation?) Organize your results into a report and make a graph of your egg's changing circumference. You may want to include diagrams to explain the processes that took place.

P.E.

Directions:
In an open area, a hallway, or yard have your scholar perform sprinting/relay drills. Establish approximately 30-50 feet for this exercise. Scholars should stretch prior to and following the exercises to reduce the chances of injury. For example, iterations might include the bear crawl, crab walk, sprint, duck walk, hopping, or any cardio related activity. This should take approximately 15-20 minutes to complete.

Daily Rubric
Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Monday, 3/30	☐ **I spent between _____ minutes on the daily activities.** ☐ **I read all directions before I asked for more help.** ☐ **If required, I wrote all of my answers in complete, cursive sentences.** ☐ **I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.** ☐ **My handwriting is neat and can be read by both me and an adult.** ☐ **I showed all of my work in math when necessary.** ☐ **I read for at least 20 minutes today. I used integrity and put forth my best effort today.** ☐ **I am proud of myself and I know my teacher would be proud of me, too.**

Tuesday- 3/31/20 Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: pages 148-149; Vocabulary Packet in the Appendix
LITERATURE: Goal/Objective: identify how Mole feels about being home.
Materials Needed: The Wind in the Willows
Specific Instructions:
GRAMMAR Goal/Objective: Summarize a paragraph using KWO
WRITING: Materials Needed: The Wind in the Willows
Specific Instructions: Use your notebook and your best penmanship.
POETRY: Goal/Objective: Begin memorizing the poem, "The Red, Red Rose".
Materials Needed: Included copy of "The Red, Red Rose"
Specific Instructions: Memorize 2 stanzas per week

Math (40 minutes)(I/PA to help check answers)
Goal/Objective: Understanding the Mean Absolute Deviation (MAD) when looking at data

Materials needed: Guided Instruction, Independent Practice, Notebook, and pencil

Specific Instructions**:** Read the directions on how to find the MAD of a data set. Follow along with the guided instruction by copying the information into your Notebook. Answer the Independent Practice questions in your math journal too! Ask a parent to review your answers with the included answer key.

History (40 minutes)(I)
Goal/Objective: Mexico's Fight for Independence

Materials needed: Scanned copy of Chapter 3 OR you can use the following link: https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/

Specific Instructions: Read the first part of Chapter 3 and answer the reflection questions in your Notebook. Ask a parent to review your answers with the included answer key.
Optional Source: video on Miguel Hidalgo https://www.youtube.com/watch?v=eaQ9ji-BQyw

Special

Music (15 Minutes)(I)
Goal/Objective: Writing Rhythms

Materials needed: Music Rhythm Worksheet

Specific Instructions: Remember to write neatly.

ELAR (Tuesday)

Poetry "A Red, Red Rose" by Robert Burns

Reread the poem. In your notebook, rewrite the first stanza from memory (try not to look)!

The Wind in the Willows
Chapter Five: "Dulce Domum"

1) Chapter 5 Vocabulary (add to journal)
    a) Dubiously- unsettled opinion
    b) Wistfulness- full of yearning or desire, or musingly sad
    c) Appurtenance - an incidental right
    d) Forlornly-sad or lonely because of isolation
    e) Paroxysm-a sudden violent emotion or action
    f) Beguile- to lead by deception
    g) pate de foie gras - pate of fat goose liver and usually truffles sometimes with added fat pork.
    h) Expatiate- to move about freely or at will.
    i) Chilblains- an inflammatory swelling or sore caused by exposure to cold
    j) Provender- a dry food for domestic animals
    k) Rancour- bitter deep-seated ill will

2) Read Chapter Five "Dulce Domum", annotating the text and/or using the stop, think, jot method.
    a) What calls to Mole as they are travelling?
    b) Why does Mole break down in tears and how does Rat respond?
    c) How does Mole feel being home?

Writing
Complete a KWO and summary on a separate sheet of paper using chapter 5's last paragraph starting "The weary Mole…" from The Wind in the Willows.

*A few reminders when making a KWO (Key Word Outline)
*Pick a format that works for you (ex Roman Numerals or Bullets - but stay consistent)
*Take one note from each sentence
* Each "note" should have no more than 3 words (feel free to use numbers or pictures)

MATH- MAD (Mean Absolute Deviation) (Tuesday)

DIRECTIONS: Work through the Guided Instruction and then do your best with the Independent Practice. Don't forget to show your work!

Guided Practice:

The mean absolute deviation of a dataset is the average distance between each data point and the mean. It gives us an idea about the variability in a dataset.

Example 1

Season	Number of Lemons
Winter	3
Spring	15
Summer	21
Fall	13

Step 1- Calculate the mean. $3+15+21+13= 52$ $\frac{52}{4}= 13$ is the mean (average)

Step 2- Calculate how far away each data point is from the mean using positive distances. (How many "steps" each data point would need to take to get to the mean.)

These are called absolute deviations. $|3-13| = 10$ $|15-13|=2$ $|21-13|=8$ $|13-13|=0$

Step 3 – Add these deviations together $10 + 2 + 8 + 0 = 20$

Step 4- Divide the sum by the number of data points $\frac{20}{4}$

So the mean absolute deviation of the data set would be 5.

Example 2

Person	Bubbles blown by each gum chewer
Sophia	5
Jack	6
Ted	1
Mani	4

Step 1- Calculate the mean. $5+6+1+4= 16$ $\frac{16}{4}= 4$ is the mean (average)

Step 2- Calculate how far away each data point is from the mean using positive distances. (How many "steps" each data point would need to take to get to the mean.)

These are called absolute deviations. $|5-4| = 1$ $|6-4|=2$ $|1-4|=3$ $|4-4|=0$

Step 3 – Add these deviations together $1 + 2 + 3 + 0 = 6$

Step 4- Divide the sum by the number of data points $\frac{6}{4}$

So the mean absolute deviation of the data set would be 1.5

Independent Practice: Complete the following in your Math journal or notebook.

1) 4 artists released albums. The following data set is the numbers of albums released by each artist.

   7, 9, 6, 6

a) Find the mean_____

b) Find the MAD _____

2) The following table shows the number of classes that each teacher in the math department at Wilson High School teaches.

Teacher	Mr. Linn	Mrs. Ross	Mr. Riley	Ms. Moss
Number of classes	3	7	4	2

a) Find the mean_____

b) Find the MAD _____

3) Suppose that the following are lengths (in millimeters) of radish seedlings grown in identical conditions for three days.
12, 11, 12, 14, 13, 9, 13, 11, 13, 10, 10, 14, 16, 13, 9

Find the mean length for these 15 radishes. _____

4) The times (rounded to the nearest minute) it took each of six classmates to run a mile are

   7, 9, 10, 11, 11, and 12 minutes.

   a) Draw a dot plot representation for the mile times.

   b) Suppose that Sara thinks the mean is 11 minutes. Is she correct? Explain your answer.

   c) What is the mean?

6th grade
March 30th - April 3rd
(Tuesday)

HISTORY

Link to History Textbook
https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/

Read Chapter 3 - Mexico's Fight for Independence

*As you read, write down key ideas in your notebook that will help you answer the Big Question.Use the KWO method to take notes.

1. Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?
2. How is Mexico's independence celebration similar to the celebration of American independence in the United States?

1) The Start of a Revolution (pgs. 28-29)
    a) In what ways is Miguel Hidalgo y Costilla similar to Toussaint L'Ouverture and the other revolutionaries you have read about so far? In what ways is he different?

2) A Good Priest (pg. 30)
    a) How did Miguel Hidalgo help the Otomi people?
    b) Why did this make him popular among the people in Dolores?

3) Revolutionary Times (pgs. 31-33)
    a) How did Hidalgo and the other revolutionaries respond when they found out their conspiracy had been discovered?
    b) Do you agree with their actions?
    c) Why or why not?
    d) Would you consider any of their actions virtuous?

Chapter 3
Mexico's Fight for Independence

Independence Day Every year, in the month of September—September 15 to be exact—hundreds of thousands of people gather in the Zócalo, the open plaza in the center of Mexico City. It is quite a sight!

The Big Question

Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?

They come to listen to the president of Mexico who speaks to the crowd and reminds them of their history. After the speech, at precisely 11 p.m., the president rings a great bell that hangs in the arch high above the main entrance to the National Palace. The bell that the president rings is called Mexico's Liberty Bell. The president calls out, "*Viva México!*" ("Long live Mexico!"), and the crowd answers back, "*Viva México, Viva la independencia!*" ("Long live Mexico! Long live independence!").

Everywhere, the colors red, white, and green are displayed—the national colors of Mexico. The National Palace is draped with red, white, and green cloth, and colored lights display a giant Mexican flag. People wave small Mexican flags.

And so each year, the people of Mexico are reminded of their long struggle for independence and the sacrifices made by thousands of Mexicans. This gathering marks the beginning of the Mexican celebration of their independence from Spain. The War for Independence officially began on, September 16, 1810.

Mexican Independence is celebrated on September 15, the eve of the outbreak of the long struggle for freedom, and on September 16.

Hidalgo was a Creole who had lived the first twelve years of his life on a hacienda where his father was manager. When he was twelve, Hidalgo went away to school. He was very bright and determined to learn. Hidalgo spent the next twelve years studying. Then, he became a priest and a teacher. He held several important posts at the Catholic college in Valladolid (/val*uh*doh*lihd/). Eventually, he became the rector, or head, of the college. He did important work, was paid well, and was highly respected. His life was a success, but it was about to change.

You see, Hidalgo was becoming a bit of a troublemaker. He began to question authority; instead of teaching the traditional material, he was spending more and more time talking about ways to improve government. He also proved himself to be a poor manager of money. He spent too much money on food and housing for students. The people in charge of the college were not happy with this unexpected debt. It seems he also liked to gamble.

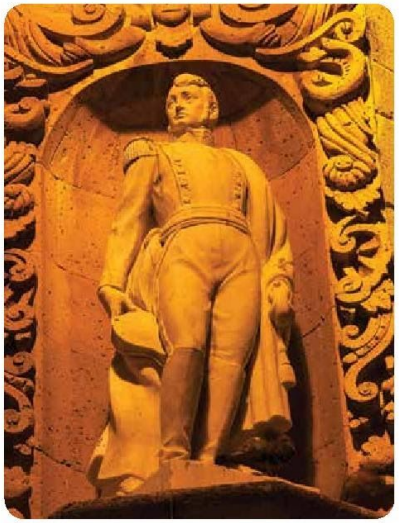
Padre Miguel Hidalgo y Costilla became a revolutionary hero.

Hidalgo was eventually forced to leave his job at the college. By all accounts, it was because of his revolutionary ideas. He was sent to serve as a priest in a very small village.

A Good Priest

Hidalgo spent ten years in this village before moving on to a somewhat larger church in the town of Dolores. The people considered him a good priest who worked hard to improve their lives. In Dolores, he helped the Otomi people plant grapevines and mulberry trees. The Otomi farmers could use the grapes to make wine, which they would sell. Also, they could sell the silk thread from the cocoons of the silkworms that lived on the mulberry trees. There was only one problem: It was illegal for the Otomi people to do these things. The Spaniards wanted to keep these profitable activities for themselves. Padre Hidalgo became a beloved figure in Dolores because he was willing to break the law in order to help the indigenous people. In return, the people loved him because he was unafraid to break rules when he thought they were wrong.

When he went to Querétaro, Hidalgo would meet with his friends in the Literary and Social Club to talk about the problems of the country. One of his best friends was Ignacio Allende (/eeg*nah*syoh/ ah*yehn*day/), a captain and commander of the local army post. He was a Creole, like Padre Hidalgo, and he did not like Spanish rule either. Juan Aldama (/hwahn/ ahl*dah*ma/) was another military officer opposed to Spanish rule. He was a good friend of Hidalgo and Allende.



Here you can see a statue of Ignacio Allende. Today, he is considered a hero in Mexico.

Revolutionary Times

By 1810, the area of New Spain that would become Mexico had been under Spanish rule for almost three hundred years. The injustices, inequality, and dissatisfaction that members of the Literary and Social Club discussed were not new. Why, then, did revolution break out at this time?

You will recall that events in Europe made this time especially ripe for revolution in Latin America. Napoleon, the ruler of France, had invaded Spain and overthrown the king. His brother Joseph Bonaparte now ruled there. The mighty colonial power of Spain had been weakened. The time had come. Rebels like Hidalgo and Allende could claim that they were fighting against France, not Spain. Of course, they really wanted to form the nation of Mexico and make it free and independent.

So the members of the Literary and Social Club plotted their revolution. They were men of **conscience**. They knew that the Spaniards had mistreated people, and they wanted to improve people's lives. But they also wanted to replace the Spaniards at the top of the social ladder.

Vocabulary

conscience, n. a sense or belief a person has that a certain action is right or wrong

conspiracy, n. a group of people working together secretly to achieve a specific goal

The plotters in Querétaro had been planning for about a year—since the fall of 1809. By September 1810, the plans were almost complete. The date set for the uprising was to be October 2. Then something went wrong. The plot was discovered! Some members of the **conspiracy** had already been arrested, and the government was searching for the others. When the news reached Hidalgo, Allende, and Aldama on September 15, they were in Dolores. They had to decide what to do. Should they run? Should they start the revolution early? Some things were still not in place. If they began the uprising early, would the people support them?

While the others argued frantically over what to do, Hidalgo sat quietly. He had made his decision. During a pause in the debate, he declared, "In action everything is accomplished; we must not lose time; you will all see the oppressor's [tyrant's] **yoke** broken and beaten into the ground."

Vocabulary

yoke, n. a harness used to restrain work animals; something that takes away people's freedom

It was then nighttime on September 15. Padre Hidalgo ran to the church tower and began to ring the bell. The people of Dolores knew something important was about to happen. When a crowd had gathered in front of the church, Hidalgo told them it was time to take up arms. If they threw out the Spaniards, they would get land. They would not have to work on the haciendas anymore. As his speech came to an end, Hidalgo shouted, "Independence and Death to the Spaniards! Long live the Virgin of Guadalupe!" The Virgin of Guadalupe was an image of Mary, the mother of Jesus. She was especially important to indigenous people who made up most of his audience.

Hidalgo's words are called the *Grito de Dolores* ("Cry of Dolores"). They are repeated every year on the night of September 15 by the president of Mexico. In this painting, you can see Miguel Hidalgo y Costilla leading the people against the Spanish colonists.

Hidalgo's speech inspired his listeners. They ran home to get whatever weapons they could find. Most of them had machetes that were used for farm work. Others grabbed hoes and other farm tools, sticks to use as clubs, and even stones to throw. By now it was the morning of September 16. Almost eight hundred men were gathered outside Hidalgo's house. They were the beginning of the revolutionary army.

An Undisciplined Army

News of Padre Hidalgo's rebellion spread quickly to other villages. Soon the whole province was up in arms. Groups of indigenous people saw their chance for revenge, and they took it. Within just a few days, thousands of people had joined the revolution. Padre Hidalgo became the leader, and Ignacio Allende and Juan Aldama were his aides, or assistants. Within a week, twenty-five thousand rebels had joined the army.

Hidalgo seemed an unlikely man to lead a revolutionary army. He was already fifty-seven years old when the revolution began. He had no military experience. He was of medium height with rounded shoulders and a dark complexion. Hidalgo's green eyes were quick and lively, but his movements were slow and thoughtful. He was nearly bald, with just a little white hair. Hidalgo wore the simple clothing of a village priest. And yet, despite his appearance, the people loved Hidalgo and confidently followed him as their revolutionary leader.

The army quickly captured several towns and villages. Then, on September 28, they attacked the rich mining city of Guanajuato (/gwahn*uh*hwaht*oh/). The Spaniards had prepared for the attack by turning the strongest building in town, the Alhóndiga (/ahl*ohn*dee*gah/), into a fort. This huge grain storage building was big enough for all the leaders, the soldiers, the Spanish citizens, and other sympathizers.

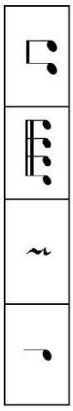
The Spanish soldiers were well trained and armed with guns and swords, but there were only a few hundred of them. They had no chance against the thousands of rebels that threw themselves into the attack. No matter

Name:_____ Class:_____

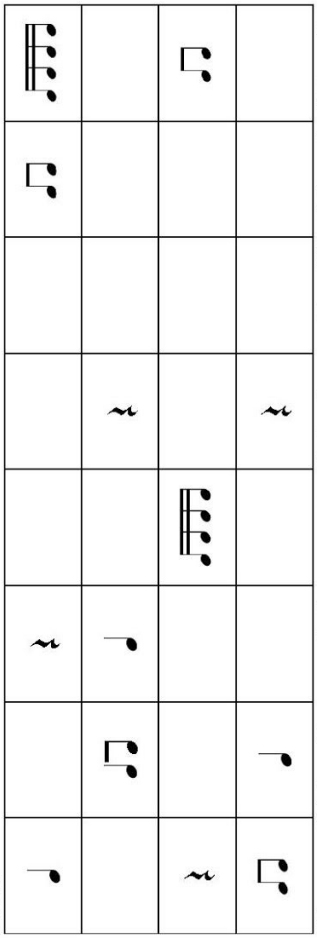
Writing Rhythms

Directions: Each square below represents ***one*** beat. Fill in the empty squares with a note(s) or rest(s) that equal ***one*** beat. An example has been provided for you already. Use quarter notes (♩), quarter rests (𝄽), paired eighth notes (♫), or beamed sixteenth notes (𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯) to fill in the empty squares. Do your best to write neatly and beautifully.

Example:

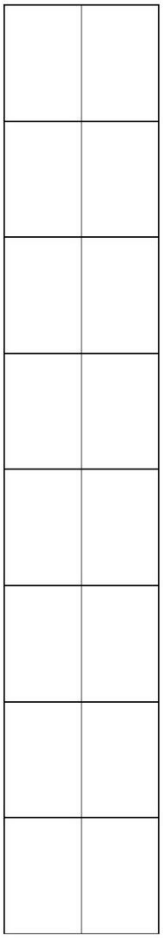


Part I:



When you finish writing your rhythms, count and clap them out loud (ta, ti-ti, rest). Sixteenth notes are counted "ta-ka-di-mi."

Part II: Make a pattern with your rhythms! You could write 𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯 or ♩♫♩♫, or any pattern you like. Make sure that you can count and clap your rhythms when you're finished, and make sure that you can understand your own handwriting.



Daily Rubric

Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Tuesday, 3/31	☐ **I spent between _____ minutes on the daily activities.** ☐ **I read all directions before I asked for more help.** ☐ **If required, I wrote all of my answers in complete, cursive sentences.** ☐ **I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.** ☐ **My handwriting is neat and can be read by both me and an adult.** ☐ **I showed all of my work in math when necessary.** ☐ **I read for at least 20 minutes today. I used integrity and put forth my best effort today.** ☐ **I am proud of myself and I know my teacher would be proud of me, too.**

Wednesday 4/1/20 Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: pages 150-151; Vocabulary Packet in the Appendix

LITERATURE: Goal/Objective: analyze- does punishment match the crime
Materials Needed: The Wind in the Willows, by Kennethe Grahame and notebook
Specific Instructions: Continue adding to your Vocabulary Journal in your notebook
Read Chapter 6.

POETRY: Goal/Objective: Begin memorizing the poem, “The Red, Red Rose”.
Materials Needed: Included copy of “The Red, Red Rose”
Specific Instructions: Memorize 2 stanzas per week

Math (40 minutes)(I/PA to help check answers)
Goal/Objective: Understanding the IQR when looking at data

Materials needed: Guided Instruction, Independent Practice, Math Journal, and pencil

Specific Instructions: Read the directions on how to find the IQR of a data set. Follow along with the guided instruction by copying the information into your notebook. Answer the Independent Practice questions in your notebook too! Ask a parent to review your answers with the included answer key.

Science (40 minutes)(I)
Goal/Objective: describe the classification system of Linnaeus

Materials needed: pencil and notebook

Specific Instructions: Read the material and answer the questions, checking your responses in the parent answer key. Use your best penmanship.

Special

Art (15 Minutes)(I)
Goal/Objective: Still Life Sketch & Review Art Vocabulary

Materials needed:Included Art Directions, Pencil, and sketch paper (blank white paper works) Cut this assignment and glue into your composition notebook.

Specific Instructions: Follow the instructions on the included Art assignment

ELAR (Wednesday)

Poetry “A Red, Red Rose” by Robert Burns

Reread the poem. In your notebook, copy the second stanza.

<u>The Wind in the Willows</u>
Chapter Six: “Mr. Toad”

1) Chapter 6 Vocabulary (add to notebook)
    a) Wonted- usual or ordinary especially by reason of established habit
    b) Summons- a warning or citation to appear in court
    c) Countenances- look, expression, composure
    d) Chauffeur-a person employed to drive a motor vehicle
    e) Panoply- ceremonial attire
    f) Oratory-a place of prayer
    g) Scandalized- to offend the moral sense of.
    h) Cheek- insolent boldness and self-assurance

2) Read Chapter Six “Mr. Toad”, annotating the text and/or using the stop, think, jot method.

3) Think:
    a) What is meant by “mission of mercy”? Was the mission successful? Why or why not?
    b) On a scale of 1 - 10, with 1 being the lowest and 10 being the highest, how would you rate Toad’s self control? Support your opinion using direct evidence from the text, stating the page number.
    c) Toad was sentenced 20 years in prison. Is this a fair sentence? Explain your opinion.

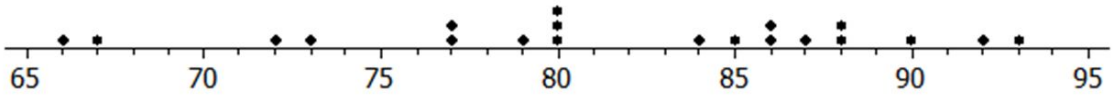
MATH- IQR (interquartile range)

(Wednesday)

Directions: Work through the guided instruction and practice the examples in your Notebook.

A Review of the Median

Suppose a chain restaurant (Restaurant A) advertises that a typical number of French fries in a large bag is 82. The dot plot shows the number of French fries in a sample of twenty large bags from Restaurant A.



Number of French Fries in a Large Bag (Restaurant A)

Sometimes it is useful to know what point separates a data distribution into two equal parts, where one part represents the upper half of the data values and the other part represents the lower half of the data values. This point is called the *median*. When the data are arranged in order from smallest to largest, the same number of values will be above the median point as below the median.

1. You just bought a large bag of fries from the restaurant. Do you think you have exactly 82 French fries? Why or why not? (Hint: how many dots are on the number 82?)

2. How many bags were in the sample?
   (Hint: each dot represents one bag)

IQR

The IQR describes the middle 50% of values when ordered from lowest to highest.
To find the interquartile range (IQR), first find the median (middle value) of the lower and upper half of the data. These values are quartile 1 (Q1) and quartile 3 (Q3). The IQR is the difference between Q3 and Q1.

Example 1

Finding the IQR

Consider the data:

1, 1, 3, 4, 6, 6, 7, 8, **10**, 11, 11, 12, 15, 15, 17, 17, 17

Step 1: Put the data in order from smallest to largest (this has already been done above)

Step 2: Find the median (the middle number) There are 17 data points and the middle of 17 is 9 = median is 10

Step 3: Find the lower quartile and upper quartile.

The lower quartile is 1, 1, 3, **4, 6**, 6, 7, 8 - median for lower quartile is 5
The upper quartile is 11, 11, 12, **15, 15**, 17, 17, 17 - median for upper quartile is 15

Step 4: Calculate the IQR by finding the difference between LQ and UQ.

15-5 = 10 So…...the IQR is 10!

Example 2

Find the IQR of the following data set: 4, 4, 10, 11, 7, 6, 12

Step 1: 4, 4, 6, 7, 10, 11, 12

Step 2: 4, 4, 6, **7**, 10, 11, 12 = the median is 7

Step 3: LQ- 4, **4**, 6 = 4 UQ - 10, **11**, 12 = 11

Step 4: 11-4 = 7 So…… the IQR is 7!

Independent Practice: answer the following in your notebook
Tips: Rewrite the dot plots in your math journal for each restaurant.

1. Mark the quartiles for each restaurant on the graphs below.
   (hint: you will need to find the median for each restaurant first)

2. Does the IQR help you decide which of the three restaurants seems most likely to really have 82 fries in a typical large bag? Explain your thinking.

3. Find the IQR of the following data set:
   3, 0, 7, 4, 1, 3, 1, 3

   *Put the numbers in order from least to greatest first!

4. Find the IQR of the following data set:

   44, 47, 39, 32, 35, 34, 35, 40

Science (Wednesday)

Classifying Living Things

How do libraries organize their books? First they divide them into fiction and nonfiction, then by subject matter, then in alphabetical order by author's last name, and finally title. Would it be difficult to find a book in the library without some sort of organizing system? Living things also need to be classified because scientists have identified at least 1.7 million kinds of life on Earth.

*History of Science
The terms *prokaryotic* and *eukaryotic* were first used by Eduoard Chatton, a French marine biologist. In 1937, he published an article in which he suggested the use of *procariotique* for organisms that were then classified as bacteria and blue-green algae. He derived this term from the Greek prefix *pro-*, which means "before," and *karyon*, which means "kernel," or "nucleus." Prokaryotes are organisms that are similar to more primitive life forms that existed before the development of the nucleus. Chatton suggested the use of *eucariotique* for organisms whose cells contain a nucleus. The Greek prefix *eu-* means "true." So eukaryotes are organisms whose cells contain a true nucleus, as opposed to genetic material in the cytoplasm.

1) Read about the classification system.. As you read, answer the figure and checkpoint questions on a separate sheet of paper to gauge your level of understanding. Earn extra credit with your parents by completing the Discover Activity using materials from a junk drawer (I did this using ziplocks to keep the groups separate).

2) Consider these scientific names: *Perognathus californicus, Perognathus nelsoni, Perognathus spinatus.*. These are the names of three different North American pocket mice. How much information can you infer about these animals just from their names?

3) Create a classification chart for your pet (if you do not have a pet at home, create one for your dream pet). Here are the class, order, and family of common pets. You should find the genus and species.
    a) Dog: Class- mammalia, Order- Carnivora, Family- Canidae
    b) Cat: Class- mammalia, Order- Carnivora, Family- Felidae
    c) Hamster: Class- mammalia, Order- Rodentia, Family- Cricetidae

SECTION 1

Classifying Living Things

ACTIVITY

DISCOVER

Can You Organize a Junk Drawer?

1. Your teacher will give you some items that you might find in the junk drawer of a desk. Your job is to organize the items.
2. Examine the objects and decide on three groups into which you can sort them.
3. Place each object into one of the groups based on how the item's features match the characteristics of the group.
4. Compare your grouping system with those of your classmates.

Think It Over

Classifying Explain which grouping system seemed most useful.

GUIDE FOR READING

- What characteristics do scientists consider when they classify an organism?
- What are the six kingdoms into which all organisms are grouped?

Reading Tip Before you read, look at the list of the boldfaced vocabulary terms. As you read, write the meaning of each term in your own words.

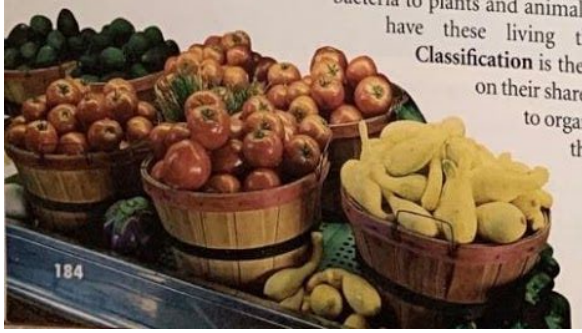
Key Terms classification • taxonomy • binomial nomenclature • genus • species

Suppose you had only ten minutes to run into a supermarket to get what you need—milk and tomatoes. In most supermarkets this would be easy. First, you'd go to the dairy aisle for the milk. Then you'd go to the produce aisle and find the tomatoes.

Now imagine shopping for these items in a market where the shelves are not organized. To find what you need, you'd have to search through shelves in which apples, boxes of cereal, cans of tuna, and many more items were all mixed together. You could be there for a long time!

Why Do Scientists Classify Organisms?

Just as shopping can be a problem in a disorganized store, learning about organisms could also be a problem without organization. Scientists have identified at least 1.7 million kinds of organisms on Earth. This number includes all forms of life, from bacteria to plants and animals. It is important for biologists to have these living things organized into groups. **Classification** is the process of grouping things based on their shared traits. Biologists use classification to organize living things into groups so that the organisms are easier to study.



◀ Vegetables organized by type

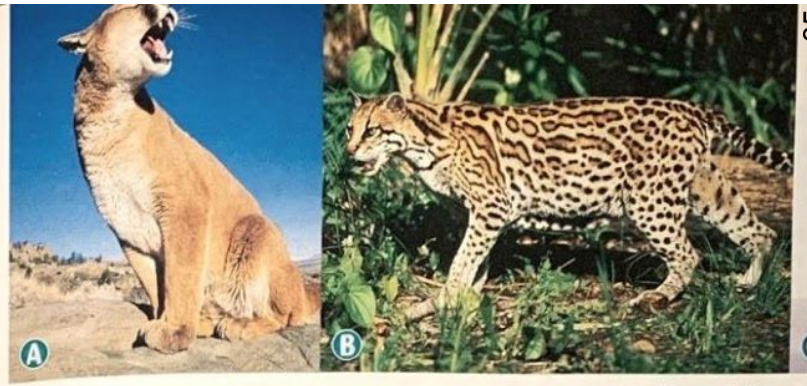


Figure 1 These animals belong t the genus *Felis*. **(A)** The species o the puma is *Felis concolor*. **(B)** The ocelot belongs to the species *Felis pardalis*. **(C)** The species name of the house cat is *Felis domesticus*. *Classifying* List one characteristic th distinguishes Felis pardalis from the other two species.

The scientific study of how living things are classified is called **taxonomy** (tak SAHN uh mee). Living things that are classified together have similar characteristics. Taxonomy is useful because after an organism is classified, a scientist knows a lot about the organism's structures and its relationships to other organisms. For example, crows are classified as birds. This classification lets you know that crows, like all birds, have wings, feathers, and beaks. In addition, you know that a crow shares more characteristics with other birds than it does with other kinds of animals, such as fishes or insects.

Checkpoint *What is classification?*

The Classification System of Linnaeus

Modern taxonomy has its roots in a classification system developed in the 1750s by a Swedish scientist named Carolus Linnaeus. Linnaeus observed many organisms. He placed organisms in groups based on their observable features.

Linnaeus also used his observations to devise a naming system for organisms. In Linnaeus's naming system, called **binomial nomenclature** (by NOH mee ul NOH men clay chur), each organism is given a two-part name.

The first part of an organism's scientific name is its genus. A **genus** (JEE nus) (plural *genera*) is a classification grouping that contains similar, closely related organisms. For example, pumas, ocelots, and house cats are all classified in the genus *Felis*. Organisms that are classified in the genus *Felis* share features such as sharp, retractable claws and behaviors such as hunting.

The second part of an organism's scientific name identifies its species. A **species** (SPEE sheez) is a group of similar organisms that can mate and produce fertile offspring. A species name sets one species in a genus apart from the other species in the genus. The species name often describes a distinctive feature of an organism, such as where it lives or its color. For example, the species name of a housecat is *Felis domesticus*. The Latin word *domesticus* means "of the house" in Latin.

Language Arts CONNECTION

You don't have to understand Latin to know that you should avoid an organism named *Ursus horribilis*. *Ursus horribilis* is commonly known as a grizzly bear. The Latin word *ursus* means "bear" and *horribilis* means "horrible or feared."

A species name describes an organism like an adjective describes the noun it modifies. Some names describe a specific trait; others tell who discovered the organism. Other names tell you where the organism lives. Guess where you'd find the plant *Viola missouriensis*.

In Your Journal

Look up the meanings of these species names: *Musca domestica, Hirudo medicinalis,* and *Cornus florida*. Then find some English words derived from the Latin terms.

Classification Today

Like Linnaeus, biologists today classify organisms on the basis of observable characteristics. **When biologists classify an organism, they look at its structure. They also look at the way it develops, or changes, during its life. Biologists also examine the organism's DNA.** As you learned in Chapter 4, DNA is a molecule in cells that determines an organism's inherited characteristics. The more similar two organisms are in their DNA and other characteristics, the more closely they are probably related.

The Seven Levels of Classification Today's classification system uses several levels to classify organisms. Organisms are grouped into seven major levels by shared characteristics. The more characteristics that organisms have in common, the more classification levels they share.

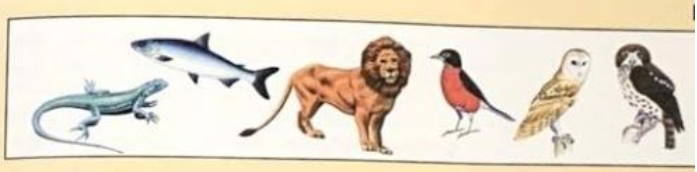
The broadest level of classification is a kingdom. Within each kingdom, there are more specific levels called phyla (FY luh) (singular *phylum*). Within each phylum are levels called classes. Each class is divided into orders. Each order contains families, and each family contains at least one genus. Finally, within a genus, there are species.

To help you understand a classification system made up of several levels, imagine a room filled with everybody in your state. First, the people who live in your *town* raise their hands. Next, those people who live in your *neighborhood* raise their hands. Then those who live on your *street* raise their hands. Finally, those people who live in your *house* raise their hands. Each time, fewer people raise their hands. But you would be in all of the groups.

In the classification system just described, the most general level is the state. The most specific level is the house. Similarly, in the classification of organisms, the most general level is the kingdom. The most specific level is the species.

Classifying an Owl Take a close look at Figure 2 to see how the levels of classification apply to the great horned owl, a member of the animal kingdom. Look at the top row of the figure. As you can see, a wide variety of organisms also belong to the animal kingdom. Now, look at the other levels. Notice that as you move down the levels, there are fewer kinds of organisms in each group. More importantly, the organisms in each level share more characteristics. For example, the class Aves includes all birds, while the order Strigiformes includes only owls. Different species of owl have more in common with each other than with other birds.

Checkpoint ***List the seven major levels of classification from the broadest to the most specific.***



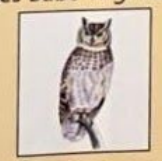
Class

Order Strigiformes

Family Strigidae

Genus *Bubo*

Species *Bubo virginianus*



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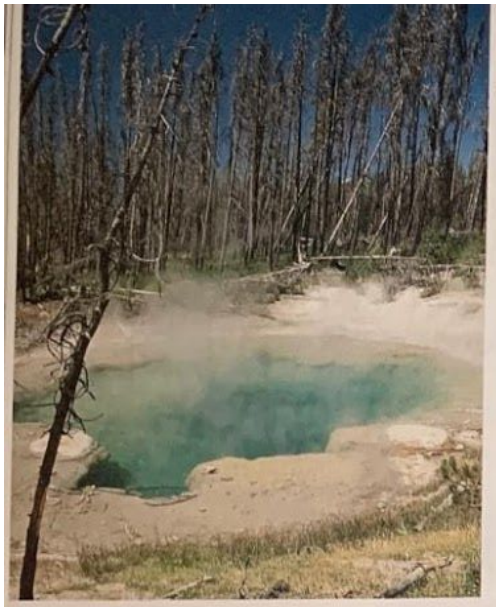


Figure 3 Heat-loving archaebacteria thrive in this hot spring in Yellowstone National Park.

Six Kingdoms

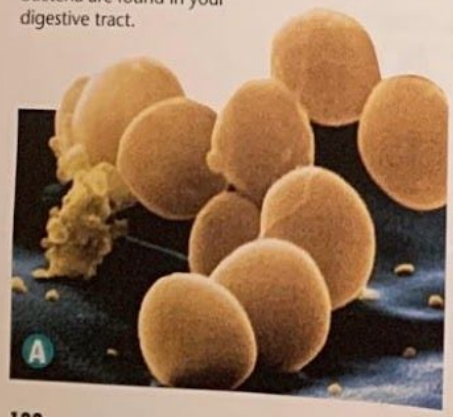
Today, scientists classify all organisms into six kingdoms. **The six kingdoms of organisms are archaebacteria, eubacteria, protists, fungi, plants, and animals.** An organism is classified into a particular kingdom based on specific characteristics. They include the type of cells found in the organism, whether the organism is unicellular or multicellular, and how the organism obtains food. While the organisms within a kingdom vary greatly, members of a kingdom share those characteristics.

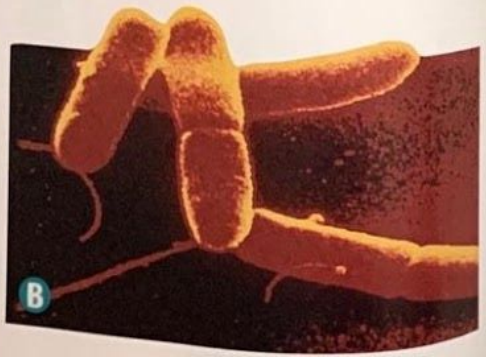
Archaebacteria In 1983, scientists took a water sample from a spot deep in the Pacific Ocean where hot gases and molten rock boiled into the ocean from Earth's interior. To their surprise, they discovered unicellular organisms in the water sample. Today, scientists classify these tiny organisms in a kingdom called archaebacteria (ahr kee bak TEER ee uh).

Archaebacteria are prokaryotes. Recall that prokaryotes are organisms whose cells lack a nucleus. Archaebacteria can be either autotrophic or heterotrophic.

Eubacteria What do the bacteria that produce yogurt have in common with the bacteria that give you strep throat? They both belong to the kingdom known as eubacteria (yoo bac TEER ee uh). Like archaebacteria, eubacteria are unicellular prokaryotes. And like archaebacteria, some eubacteria are autotrophs while others are heterotrophs. Eubacteria are classified in their own kingdom, however, because their chemical makeup is different from that of archaebacteria.

Figure 4 Both *Staphylococcus aureus* (A) and *Escherichia coli* (B) are eubacteria. *Staphylococcus aureus* bacteria make up about 30 percent of the bacteria on your skin. *Escherichia coli* bacteria are found in your digestive tract.





Protists Protists are sometimes called the "odds and ends" kingdom because the members of this kingdom are so different from one another. Some protists are unicellular and some are multicellular. Some are heterotrophs and some are autotrophs. However, all protists are eukaryotes, which are organisms whose cells contain nuclei.

Fungi Fungi include organisms such as yeasts, mushrooms, and molds. Like protists, fungi are eukaryotes. Most fungi are many-celled organisms, but a few, such as yeasts, are unicellular. Fungi are found almost everywhere on land, but only a few live in water. All fungi are heterotrophs. Most fungi feed on dead or decaying organisms.

Plants Dandelions on a lawn, mosses in a forest, and tomatoes in a garden are some familiar kinds of plants. All plants are multicellular eukaryotes. In addition, plants are autotrophs. Some plants produce flowers, while other plants do not.

Animals A dog, a flea on the dog's ear, and a rabbit the dog chases are all animals. Animals are multicellular eukaryotes that are heterotrophs. At some point in their lives, most animals can move from one place to another. You will learn more about animals in Chapter 7.

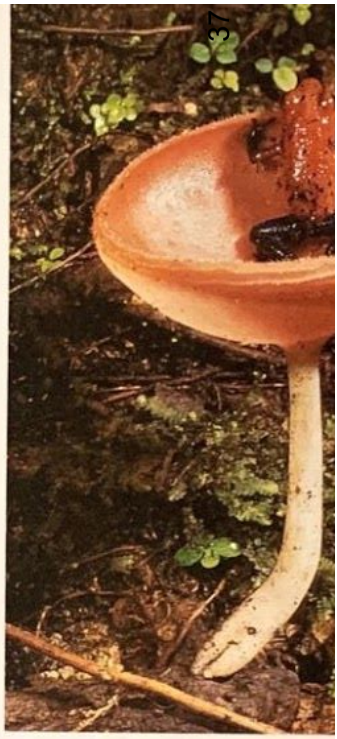


Figure 5 The animal you see peeking o this cuplike fungus is a poison arrow fro organisms live in the forests of Central A *Interpreting Photographs Which organis photograph are heterotrophs?*

Section 1 Review

1. What is taxonomy? What characteristics do taxonomists use to classify organisms?
2. List the six kingdoms into which all organisms are classified.
3. Explain how organisms are named.
4. **Thinking Critically** **Classifying** In a rain forest, you see an unfamiliar green organism. As you watch, an ant walks onto one of its cuplike leaves. The leaf closes and traps the ant. Do you have enough information to classify this organism into a kingdom? Why or why not?

Check Your Progress

If your seeds haven't germinated yet, they soon will. For the next few days keep a cl watch on your young plants to how they grow. How do they c in height? How do the leaves ap and grow? (*Hint:* Consider using drawings or photographs as par your record keeping.)

Remote Art Assignment: Still Life

Here is a quick matching game, to review a few drawing terms we have learned this year. Write the letter from the definition box in the corresponding answer space in the vocabulary box. Check your answers with the key at the bottom of the page.

Vocabulary:	Matching Definition:
1. Still Life	_____
2. Blind Contour	_____
3. Continuous Contour	_____
4. Shading	_____
5. Highlights	_____

Definitions:

A. A line drawing done without lifting the pencil from the paper, so it is made with one unbroken line.

B. Coloring in an area to show where the light does not hit the object, where the shadows are.

C. A line drawing done without looking at the paper or lifting the pencil.

D. The depiction of where the light hits an object, where the coloring is brightest.

E. A drawing, painting, or photo of an arrangement of objects.

Assignment:

Gather at least 3 objects and arrange them into a still life. In the box below, you will do a quick blind contour as a warm-up activity, to get those creative juices flowing. Spend about 30 seconds to a minute on this.

Answer Key: 1(E), 2(C), 3(A), 4(B), 5(D)

Now, try drawing a continuous contour of your still life in the box below. Take your time and do your best to not lift your pencil from the paper. If you do so, just continue your drawing right where you left off. Try to spend about two minutes on this.

Now, it is time to practice sketching and shading. Use the same still life and sketch the objects in the box below. Then practice shading in the areas that look darker. Spend about 10-15 minutes on this.

Daily Rubric
Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Wednesday 4/1	☐ **I spent between _____ minutes on the daily activities.** ☐ **I read all directions before I asked for more help.** ☐ **If required, I wrote all of my answers in complete, cursive sentences.** ☐ **I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.** ☐ **My handwriting is neat and can be read by both me and an adult.** ☐ **I showed all of my work in math when necessary.** ☐ **I read for at least 20 minutes today. I used integrity and put forth my best effort today.** ☐ **I am proud of myself and I know my teacher would be proud of me, too.**

Thursday - 4/2/20 Total Time: 2 hours 25 min

ELAR (50 min.)(I)

VOCABULARY: page 152; Vocabulary Packet in the Appendix
LITERATURE: Goal/Objective: recognize and identify literary devices
Materials Needed: The Wind in the Willows, by Kennethe Grahame
Specific Instructions: Complete exercise on Literary Devices. Record answers in your notebook

POETRY: Goal/Objective: Identify literary devices.
Materials Needed: Included copy of "The Red, Red Rose"
Specific Instructions: Solidify your memorization of the first two stanzas.

Math (40 minutes)(I/PA to help check answers)
Goal/Objective: display data using a box plot.

Materials needed: Guided instruction and Independent practice - Composition Notebook & Pencil

Specific Instructions: Copy the Independent work into your Notebook and complete the assignment behind your notes. Be sure to give your notes a header and date!

History (40 minutes)(I)
Goal/Objective: Learn key details of the end of the Mexican Revolution

Materials needed: Scanned Copy of Chapter 3 Pages and reflection questions AND Remote Learning Notebook

Specific Instructions: Read the remainder of Chapter 3 and answer the Big Question at the end of the chapter. Make sure you write vocabulary words in your notebook. Look over the questions and try to answer them as you read.

Specials:

Latin (15 minutes)(I)
Goal/Objective: Learn new Latin Vocabulary and practice translation
Materials needed: Included Latin Scenes and Vocabulary list - work should be completed in Notebook
Specific Instructions: Read included scenes, make vocabulary flash cards and fill in correct ending

ELAR

(Thursday)

Poetry “A Red, Red Rose” by Robert Burns
Reread the poem and write the second stanza by memory on the same paper from yesterday (try not to look)!

Literary devices are tools that enable the writers to present their ideas, emotions, and feelings and also help the readers understand those more profound meanings. Robert Burns has also used some literary elements in this poem to show the beauty of the beloved and the intensity of his love. Reread the poem and discover the literary devices found in the poem. The analysis of some of the literary devices used in this poem has been listed below:
Simile: Simile is a device used to compare an object or a person with something else to make the meanings clear to the readers. There are two similes used in this poem. The first is used in the first line, “O my Luve is like a red, red rose” Here, the poet compares his beloved with a red rose. The second is used in the third line, “O my Luve is like the melody”, and the poet compares his love with sweet melody.
Consonance: Consonance is the repetition of consonant sounds in the same line such as the sound of /l/ in “ And fare thee weel awhile!”.
Enjambment: Enjambment refers to the continuation of a sentence without the pause beyond the end of a line, couplet or stanza such as:
“O my Luve is like the melody
That’s sweetly played in tune.”
Symbolism: Symbolism means to use symbols to signify ideas and qualities, giving them symbolic meanings different from their literal meanings. Robert has used “rose” as a symbol of love.
Alliteration: Alliteration is the repetition of consonant sounds in the same line such as the sounds of /l/ and /r/ in “O my Luve is like a red, red rose”.
Imagery: Imagery is a distinct representation of something that can be experienced or understood through five senses. Robert has used visual imagery in the poem such as, “O my Luve is like a red, red rose”,” And the rocks melt wi’ the sun” and “While the sands o’ life shall run”.
Hyperbole: Hyperbole is a device used to exaggerate a statement for the sake of emphasis. The poet has used hyperbole in the last line of the second stanza, “Till a’ the seas gang dry.” He says that his love will flow even when the seas dry up. The second is used in the third stanza, “And the rocks melt wi’ the sun.”
Assonance: Assonance is the repetition of vowel sounds in the same line such as the sound of /i/ in “I will love thee still, my dear”.

The Wind in the Willows
Search the carol in Chapter Five of The Wind in the Willows for examples of the literary devices mentioned above.

MATH (Thursday)

DIRECTIONS: Write the key words and vocabulary into your notebook as you work on the guided instruction. Complete the Independent Practice in your notebook.

Box and Whisker Plots Notes

Box Plots: A **box and whisker plot** shows the range of values in a data set, including the minimum and maximum value. It also represents how the values are distributed by showing the median, the median of the lower half of data (the first quartile), and the median of the upper half of data (the third quartile).

Example: Making a Box and Whisker Plot

A city bus company counts the number of passengers who ride on 15 different buses on morning.

32, 25, 40, 45, 27, 42, 35, 48, 27, 36, 27, 40, 39, 35, 41.

Step 1: Put the numbers in order from least to greatest.

25, 27, 27, 27, 32, 35, 35, 36, 39, 40, 40, 41, 42, 45, 48

Step 2: Identify the minimum and maximum values.

(25) 27, 27, 27, 32, 35, 35, 36, 39, 40, 40, 41, 42, 45, (48)
minimum — maximum

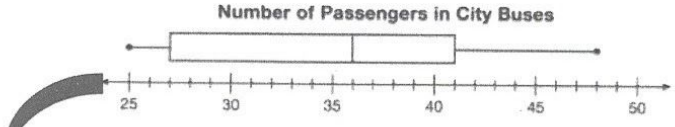
Step 3: Find the median of the data set.

(25) 27, 27, 27, 32, 35, 35, (36) 39, 40, 40, 41, 42, 45, (48)
minimum — median — maximum

Step 4: Find the median of the lower half of data-**the first quartile**- and the median of the upper half of data-**the third quartile.**

(25) 27, 27, (27) 32, 35, 35, (36) 39, 40, 40, (41) 42, 45, (48)
minimum — first quartile — median — third quartile — maximum
lower half of data — upper half of data

Step 5: Plot these **five data points** on a number line. Connect the quartiles and the median with a box. Draw a line from each quartile to the extremes.



Interquartile Range

The **interquartile range** is the **difference between the first and third quartiles** of a data set.

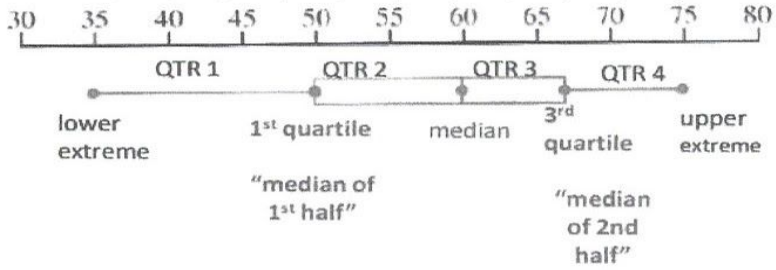
Interquartile range (IQR)= $3rd\ quartile - 1st\ quartile = 41 - 27 = 14$

What does each quartile mean?

- When the data is broken apart, each section is called a quartile.
- There are four quartiles-just like there are four quarters in a dollar.
- Each quartile represents an equal percentage of the entire data set-just like each quarter represents an equal part of a dollar.

Example:

- **Group of temperatures** *50, 67, 60 (3 medians)*
- 35, 42, 47, 53, 55, 58, 60, 62, 62, 64, 70, 72, 75



NOTE

In the following example to find the first quartile you need find the mean of the two numbers in the middle of the lower half of data. And to find the third quartile you need to find the mean of the two numbers in the middle of the upper half of data.

Example **4, 6, 10, 14, 15, 20, 24, 33, 35**

- Minimum: 4
- Maximum: 35
- Median: 15
- First Quartile: $\frac{6+10}{2} = 8$
- Third Quartile: $\frac{24+3}{2} = 28.5$

Practice:

Create a Box and Whisker Plot using the provided information.

12, 13, 5, 8, 9, 20, 16, 14, 14, 6, 9, 12, 12

14. Order the data from least to greatest.

15. Find the median of the data. _____

16. Find the median of the lower half of the data _____

17. Find the median of the upper half of the data _____

18. Label the number line so all the values will be represented.

19. Draw lines for the three medians (#15-17) and create two boxes.

20. Plot the lower and upper extremes (lowest & highest values) and draw whiskers connecting these points to the boxes.

6th grade
March 30th - April 3rd
(Thursday)

HISTORY

Link to History Textbook
https://www.coreknowledge.org/free-resource/ckhg-unit-6-independence-for-latin-america/student-reader-independence-for-latin-america/

Read the remaining section of Chapter 3 (pgs. 32-39) Mexico's Fight for Independence

*As you read, continue to write down key ideas that will help you answer the Big Question : Why did the people of Mexico rise up against Spanish rule, and how and why did Miguel Hidalgo become a revolutionary leader?

1) An Undisciplined Army (pgs. 34-35)
    a) How did the indigenous people respond to Hidalgo's call to action, and why?
    b) Why do you think more people joined the rebellion as the revolutionaries won more and more battles?

2) The Revolution Stumbles (pgs. 35-37)
    a) How do you think the death of Hidalgo affected the rebels?

3) José María Morelos (Pgs. 37–38)
    a) What law did Morelos promise his followers to protect the rights of the people of Mexico?

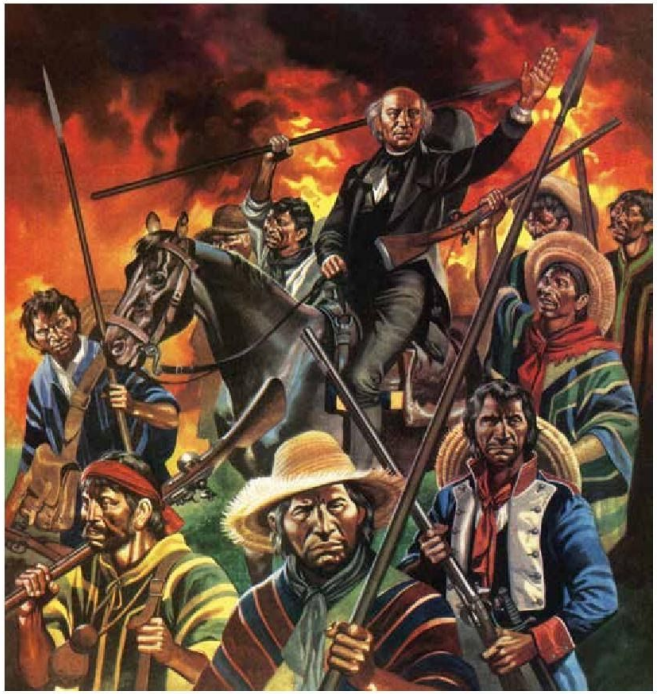
4) The Long Road to Victory (Pgs. 38–39)
    a) Why did the Mexican war of independence drag on so long?
    b) What happened that finally led to Mexican victory?
    c) How was Mexico's fight for independence similar to Haiti's?

how many were killed, the rebels kept coming. Soon they broke into the Alhóndiga. Hidalgo could not control the unruly troops, who fell quickly on the Spaniards. All but a few of the five hundred Spaniards were killed. Nearly two thousand of Hidalgo's rebels died, too.

The town was now defenseless, and the rebels could not be controlled. The army **looted** the entire city, tore up homes and businesses, and destroyed mining equipment. Two days later,

Vocabulary

loot, v. to steal or take something by force



The people who followed the first leaders of the fight for Mexican independence were untrained and were difficult to organize and to discipline.

Hidalgo ordered the army to stop, but the order was ignored. The army had become a **mob** that laid waste to the city.

Vocabulary

mob, n. a large, unruly group of people

dwindle, v. to decrease, or to slowly become smaller

The army's lack of discipline was a significant problem, and Hidalgo and the other leaders did not know how to solve it. Hidalgo, in fact, thought the rebels should be allowed to loot as a reward for joining the revolution. "We have no arms but theirs with which to defend ourselves," he said, "and if we begin to punish them, we shall not find them when we need them."

Whether it was a mob or an army, the rebels continued to win battles. And with every victory, more people joined the revolution. But Miguel Hidalgo was a priest, not a soldier. The victory in Guanajuato was won because there were few Spanish soldiers to defend the city. A large and well-prepared Spanish army would be a lot harder for the undisciplined rebel army to defeat. Ignacio Allende, who was a soldier, tried to warn Hidalgo of the danger. But the priest was convinced he could beat the Spaniards.

The Revolution Stumbles

In October, Hidalgo began a march toward what we now call the capital of Mexico, Mexico City. If he could capture the capital, it would end most of the Spanish resistance. However, as he advanced closer to the capital, Hidalgo discovered that not everyone supported his rebellion. Few people in this region would join his army. Many, in fact, feared him and disliked the destruction that followed his army. In the end, Hidalgo decided not to attack Mexico City. Instead, he led the army toward Guadalajara (/gwah*duh*luh*hahr*uh/), an important city in the west.

Meanwhile, the soldiers in his army began to leave. Many of the rebels were farmers, and it was time to plant crops. Without corn to eat, the men did not know how they and their families could survive. So the army **dwindled.** By the time

Hidalgo reached Guadalajara, he had only about seven thousand soldiers left. He was, however, greeted like a hero; bands played as city leaders greeted him.

Hidalgo, Allende, and Aldama used the time in Guadalajara to gather more soldiers, to train their army, and to make cannons and other weapons. But the Spanish army was also preparing and soon marched on Guadalajara. The rebels went out to meet them.

Vocabulary

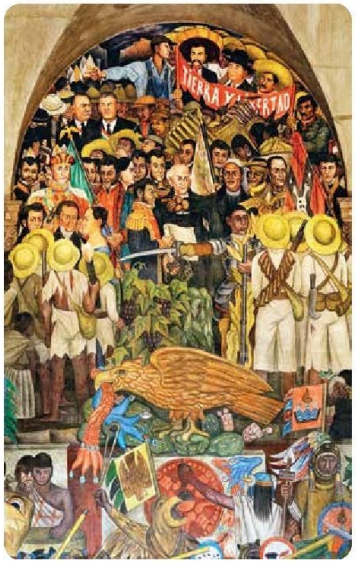
ammunition, n. bullets or shells

ambush, n. a surprise attack

Allende had feared that the rebel army would be no match for the trained Spanish troops, but the battle was evenly fought for six hours. Then a lucky shot from a Spanish cannon struck one of Hidalgo's **ammunition** wagons. A huge explosion occurred, and the dry grass of the battlefield caught fire. The rebel army became confused at first and then panicked and fled. Hidalgo, Allende, and Aldama could do nothing but flee with their army.

The survivors fled north to the city of Saltillo (/sahl*tee*yoh/), an old mining center. There, the rebels were lured into an **ambush** and captured. The leaders were tried and sentenced to death. Hidalgo was shot by a firing squad on July 31, 1811, less than a year after he began the revolution.

Hidalgo was a priest, not a soldier, and he ultimately



This mural by Diego Rivera shows the struggle for freedom. Padre Hidalgo and Ignacio Allende are among the great revolutionary leaders shown here.

failed to win the revolution. Still, he is a main hero of Mexico's long struggle for independence. In the National Palace in Mexico City there are great murals painted by Diego Rivera (/dee*ay*goh/ree*veh*rah/), one of Mexico's most famous artists, that depict accounts of Mexican history.

José María Morelos

After the capture of Hidalgo, the rebel army fell apart, but the revolution did not end. Instead, it was fought in small battles by bands of soldiers. There were lots of leaders, but many were little more than bandits. One leader did stand out, though. He was José María Morelos (/hoh*say/mah*ree*ah/moh*ray*lohs/).

Morelos had been a friend of Hidalgo and had commanded an army fighting in the south while Hidalgo was in the center of the country. Morelos did not think that the revolutionaries could hope to win the revolution by fighting the Spaniards in open battle. That is why he used similar tactics to the ones used by Toussaint in Haiti.

Morelos led a war in the south for five years. He assembled a strong army of about nine thousand men. And unlike Hidalgo's army, Morelos's army was well disciplined and well equipped. Eventually, he controlled most of what is today southern Mexico.

Morelos was different from Hidalgo in another important way. He had a specific plan for the revolution, while Hidalgo had just made vague promises. Morelos said the government should treat everyone—the indigenous population, mestizos, and Creoles—equally. To make sure that Spaniards would not gain control again, he wanted a law that would allow only people born in Mexico to hold government offices. These policies earned Morelos the loyalty of the lower classes who hoped to improve their lives.

But the most revolutionary thing of all that Morelos did was to say he would take the land away from the big hacienda owners and give it to the workers. The Creoles did not like the idea of equality. They hated that Morelos had

promised to break up the haciendas. After all, most of the haciendas were owned by Creoles.

Morelos did not have the full support of the Creoles. He was captured and killed.

So the Creoles did not support Morelos. This was his downfall. After five years of fighting, he was captured on November 15, 1815. The Creoles could have sent an army to keep him from being captured by the Spaniards, but they did not. Morelos was shot, just as Hidalgo had been. Two great heroes of the War for Independence had been killed, and freedom from Spanish rule had not yet been attained.

The Long Road to Victory

By the time of Morelos's death, the country had been at war for five years. People were suffering badly. Crops had failed because hacienda owners had been driven from their land or had run away. Many poor farmers had left their land to fight. There were bandits everywhere, many of whom were soldiers who deserted the rebel army when things got bad. Roads were not maintained and businesses could not get products to sell.

In spite of everything, the war continued. The Spanish army was not strong enough to defeat the rebels, and the rebels never managed to build up enough power to defeat the government. Finally, in 1821 a Spanish army officer named Agustín de Iturbide (/ah*goos*teen/de/ee*toor*bee*day/) joined the rebels. Initially he had been sent to fight Vincente Guerrero, who took over after Morelos died. Guerrero, who was partially of African descent, was a skillful soldier who was able to persuade Iturbide to switch sides. Iturbide brought

Mexico, 1821

This map shows the extent of Mexico after it won its independence from Spain in 1821.

his army unit into the war on the side of independence. That turned the tide in favor of the rebels. Iturbide led the revolutionary army into Mexico City on September 27, 1821, and declared Mexico a free and independent country. After eleven years of fighting, the independence movement that had begun with Padre Hidalgo's "Cry of Dolores" had finally achieved its goal.

Nomen_____

LATINA CANTABRIGIA

CAPITVLVM V

Part 1 Instructions: *Please read the scenes on the following pages, reading each scene aloud, attending to the pictures. After reading through them, please complete* ***Part 2*** *below. Finally, use the* ***Lexicon*** *at the end of this segment to make flash cards for new vocabulary cards.*

**pay attention to the endings of both the nouns and verbs using the pictures as context.*

**remember that in Classical Latin all letters 'v' are pronounced like the English 'w,' and that all letters 'c' and 'g' are hard before all vowels, never soft.*

Part 2 Instructions: *Using the scene to guide you, please fill in the correct ending for the word.*

1. Can___ in est via
2. Can___ sunt in via
3. Puell___ sunt in via
4. Serv___ est in via
5. Femina spect___.
6. Senes spect___.
7. Spectatores plaud___.
8. Actor in theatro st___.

Navigation

in viā

1 canis est in viā.

2 canēs sunt in viā.

3 servus est in viā.

4 servī sunt in viā.

Prev Page

5 puella est in viā.

6 puellae sunt in viā.

7 puer est in viā.

8 puerī sunt in viā.

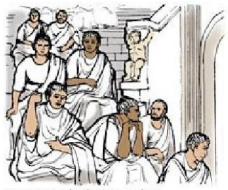
9 mercātor est in viā.

10 mercātōrēs sunt in viā.

Navigation

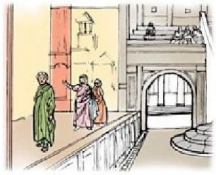
in theātrō

11 spectātor in theātrō sedet.



12 spectātōrēs in theātrō sedent.

13 āctor in scaenā stat.



14 āctōrēs in scaenā stant.

Prev Page

15 fēmina spectat.

16 fēminae spectant.

17 senex dormit.

18 senēs dormiunt.

19 iuvenis plaudit.

20 iuvenēs plaudunt.

Lexicon

Sedet *(Seh-det)*: sit *(sedeo, sedere)*

Stat *(Stat)*: stand *(sto, stare)*

Spectat *(Spek-tawt)*: watch *(specto, spectare)*

Dormit *(Dor-mit)*: sleep *(dromio, dormire)*

Plaudit *(Plow-dit)*: cheer *(plaudio, plaudire)*

Via, Viae *(Wee-ya)*: street, pathway *(feminine 1st)*

Servus, Servi *(Sair-woos)*: slave *(masculine 2nd)*

Puella, Puellae *(Poow-el-la)*: girl *(feminine 1st)*

Puer, Pueri *(Poow-air)*: boy *(masculine 2nd)*

Canis, Canis *(kaw-nees)*: dog *(masculine/feminine 3rd)*

Mercator, Mercatoris *(Mer-ka-tor)*: merchant *(masculine 3rd)*

Spectator, Spectatoris *(Spek-ta-tor)*: spectator *(masculine 3rd)*

Actor, Actoris *(Ak-tor)*: actor *(masculine 3rd)*

Femina, Feminae *(Fey-mee-na)*: woman *(feminine 1st)*

Vir, Viri (Weer): man (masculine 2nd)

Iuvenis, Iuvenis (*Yoo-weh-nis*): Youth, adolescent, teenager (*masculine/feminine 3rd*)

Senex, Senis (*Seh-neks*): old man (*masculine 3rd*)

Theatrum, Theatri (*Tey-at-room*): theatre (*neuter 2nd*)

In: in

Sunt (*soont*): are

Daily Rubric
Directions: Give yourself a check mark in each box at the end of each day. Then, give yourself a pat on the back! You did it! Nice work ☺

Thursday 4/2	☐ **I spent between _____ minutes on the daily activities.** ☐ **I read all directions before I asked for more help.** ☐ **If required, I wrote all of my answers in complete, cursive sentences.** ☐ **I double-checked my written answers to check for capitalization, punctuation, and correct grammar usage.** ☐ **My handwriting is neat and can be read by both me and an adult.** ☐ **I showed all of my work in math when necessary.** ☐ **I read for at least 20 minutes today. I used integrity and put forth my best effort today.** ☐ **I am proud of myself and I know my teacher would be proud of me, too.**

Appendix

Chapter 13:
Language that Questions

When you were younger, you went through a phase of life called the "questioning phase," when you learned a lot by asking questions about practically everything. In this chapter, you are going to learn words that deal with asking questions.

Roots to Learn:

roga
quer/quisit

Words to Learn:

arrogant	acquire
prerogative	inquisition
interrogate	inquisitive
query	quest

The Latin verb **ROGARE**, **ROGATUS** means "to ask." **ROGA** is the root that comes from this word. Other words containing the root **ROGA** include:

An **ARROGANT** person is proud and assumes that he or she is more important than others.

If you know someone who is **ARROGANT**, most likely, that person doesn't have many friends. It's very difficult to be close to people who think they are always right or the best!

*We realized how **arrogant** Tina was when she asked the guest of honor to give up his chair for her.*

Chapter 13:
Language that Questions

A **PREROGATIVE** is a right or privilege.

How does the prefix *pre–*, which means "before" or "first," fit into this definition? The answer is that the word **PREROGATIVE** originally meant that someone in ancient Rome's ruling assemblies had the right to speak or vote *before* everyone else. See the connection?

*The customer exercised his **prerogative** to dispute the charges on his bill.*

*The police had a hard time **interrogating** the suspect because he wouldn't answer their questions.*

INTERROGATE means "to question."

"Where did you go?"
"Out."
"Who did you go with?"
"A friend."
"What did you do?"
"Nothing."
"When did you get back?"
"Late."
"Did you get in trouble?"
"I always answer all your questions perfectly. Why do you keep interrogating me?

Chapter 13:
Language that Questions

The Latin verb **QUAERERE, QUISITUS** means "to ask." The roots of this word are **QUER** and **QUISIT**.

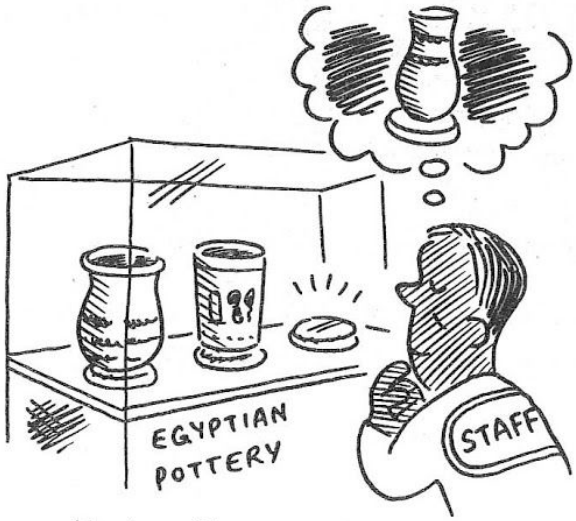
The reference librarian fielded dozens of ***queries*** *by e-mail and telephone every day.*

A **QUERY** is a question or a request for information.

"How did the universe begin?" is one **QUERY** that has puzzled scientists and religious scholars for hundreds of years. Maybe someday the answer will be known for sure.

To **ACQUIRE** means "to obtain or get."

Do you want to **ACQUIRE** a college education after high school or go right to work after you graduate? Think about this: The average college graduate earns $52,200 a year, but the average high school graduate earns only $30,400.



Members of the museum hope to ***acquire*** *more pottery to expand their collection.*

Chapter 13:
Language that Questions

An **INQUISITION** is a formal hearing.

During the famous Spanish Inquisition, which lasted from 1478 to 1834, nearly 20,000 people were executed for crimes against the Catholic Church. Many thousands more were tried, but not sentenced to death.

*During the senate **inquisition**, many senators had to answer questions about the scandal.*

*Some **inquisitive** children followed the photographer around, asking about her camera.*

INQUISITIVE means "asking many questions" or "being curious."

You have learned that *acquire* means "to get." Well, *inquire* means to "to try to get an answer." Therefore, it's easy to see how this new word, **INQUISITIVE**, fits. When you are inquisitive, you are inquiring about things you want answered.

A **QUEST** is a journey to find something.

Just like a question, a **QUEST** is looking for an answer, but a quest usually involves a long and involved search.

*Dr. Chattergee is on a **quest** to discover what happened to King Tut.*

Exercises

Word Bank

arrogant	interrogate	acquire	inquisitive
prerogative	query	inquisition	quest

I. Define It! (Part 1)

DIRECTIONS: Write the letter of the word from the right column that matches the definition in the left column. The first one has been done for you.

1. a journey to find something **C**
2. a choice ___
3. asking many questions; curious ___
4. a formal hearing ___
5. to obtain; to get ___
6. to question ___
7. asking too much; proud ___
8. a question; a request for information ___

A. interrogate
B. inquisition
C. quest
D. arrogant
E. acquire
F. prerogative
G. inquisitive
H. query

II. Finish It!

DIRECTIONS: Using the root, write a word to complete each sentence.
The first one has been done for you.

1. We knew our teacher would **interrogate** us about where we had been last period. (Root = ROGA)
2. Kay was so _____ that she thought she knew more than her piano teacher. (Root = ROGA)
3. After the bridge collapsed, the city began a(n) _____ of all the builders and engineers to find who was at fault. (Root = QUISIT)
4. When the researcher could not find the information he needed, he sent a(n) _____ to the Library of Congress for the information. (Root = QUER)
5. In the epic poem *Sir Gawain and the Green Knight*, Sir Gawain must go on a(n) _____ to find the Green Knight exactly one year after their first encounter. (Root = QUER)
6. The _____ little girl exhausted her teacher with all of her questions. (Root = QUISIT)
7. Even if your friends pressure you to make a bad choice, you have the _____ to refuse. (Root = ROGA)
8. In order to become an Eagle Scout, a Boy Scout must _____ 21 merit badges. (Root = QUER)

Chapter 13: Exercises

Word Bank

arrogant	interrogate	acquire	inquisitive
prerogative	query	inquisition	quest

III. Define It! (Part 2)

DIRECTIONS: Based on what you have learned in this chapter, define each of the following in your own words, and create a sentence using the word.

1. arrogant: _____
2. interrogate: _____
3. acquire: _____
4. inquisitive: _____
5. prerogative: _____
6. query: _____
7. inquisition: _____
8. quest: _____

IV. Personalize It!

DIRECTIONS: Using your understanding of the vocabulary words, respond to the following prompts. Use a separate piece of paper if necessary.

1. Describe a *quest* that you might like to go on some day.
2. What do you think should be done about *arrogant* professional athletes who display bad behavior?
3. Describe something that you would like to have *acquired* by the time you leave middle school.
4. Describe a time when you were able to exercise your own *prerogative*.

Word Bank

arrogant	interrogate	acquire	inquisitive
prerogative	query	inquisition	quest

V. Decode It!

DIRECTIONS: Use what you have learned about the roots *quer*, *quisit*, and *roga* to answer the following questions:

1. Remember that the prefix *in–* means "into." What do you think *inquire* means?

2. The word *rogue* describes an immoral, deceitful person. Originally, the word *rogue* referred to a person who pretended to be a beggar and tricked people into donating money. How can the word *rogue* be connected to the root *roga*?

3. To *interrogate* is to formally question someone. What do you think an *interrogation* is?

4. The Latin word *quaerere*, *quisitus* means "to question." If you are in class and your teacher describes you as *inquisitive*, what other words might be used to describe you?

VI. Find It!

DIRECTIONS: You were introduced to eight vocabulary words that are formed from the roots *roga*, *quer*, and *quisit*. However, there are many more words in the English language that use these roots. Using a dictionary, find the definition for the following words that are derived from these roots. Some words have more than one definition, but you should choose the definition that relates most directly to the theme of the chapter.

1. conquistador:

2. exquisite:

3. inquest:

4. prerequisite:

5. subrogate:

Chapter 13: Exercises

Word Bank

arrogant	interrogate	acquire	inquisitive
prerogative	query	inquisition	quest

VII. Compare It! (Part 1)

DIRECTIONS: Many of the words in this chapter have antonyms. For example, the antonym of the word *translucent*, which means "able to be seen through," is *opaque*. Match each of the vocabulary words below to its antonym. Then, match the vocabulary word with its synonym.

Original:	Antonym:	Synonym:
1. arrogant ___	A. give up	F. conceited
2. acquire ___	B. lose	G. pursuit
3. inquisitive ___	C. uninterested	H. question
4. quest ___	D. answer	I. attain
5. query ___	E. modest	J. curious

VIII. Compare It! (Part 2)

DIRECTIONS: Match the vocabulary word with the sentence that uses the correct synonym for the italicized word.

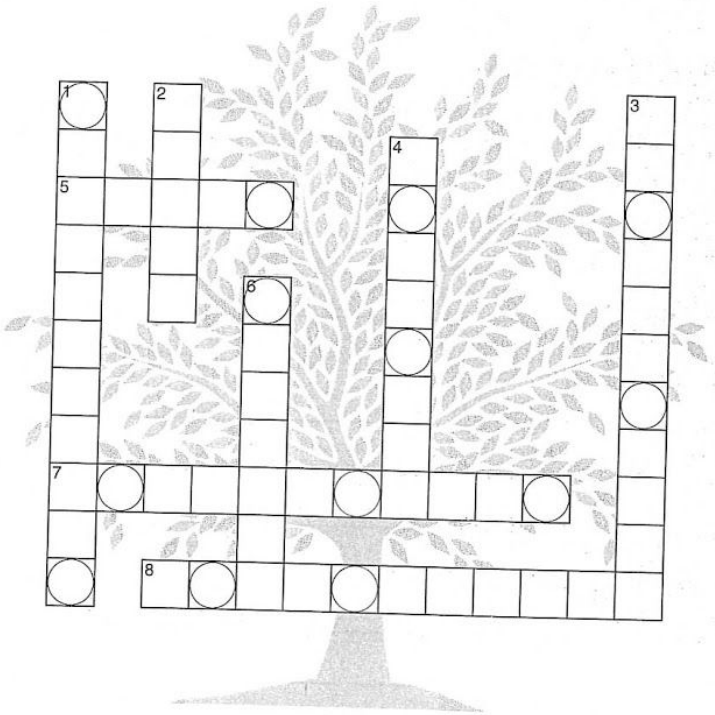
1. The President has the *right* to appoint justices to the Supreme Court. _____
2. At police headquarters, the officer began to *question* the suspect even though his lawyer was not present. _____
3. The *investigation* into origins of the spoiled meat began at the grocery store that sold it to the public. _____

IX. Solve It!

DIRECTIONS: Use the clues and words from this chapter to complete the crossword puzzle. Some of the words may be in a different part of speech.

Word Bank

arrogant
prerogative
interrogate
query
acquire
inquisition
inquisitive
quest



Clues:

ACROSS

5. In the story of *King Arthur and the Knights of the Round Table*, King Arthur went on a _____ to save Guinevere.
7. If someone in government needs to find information, the official may begin a formal _____, asking many different people what they know.
8. If you buy a video game that doesn't work and take it back to the store, it's their _____ whether to refund your money or replace the game.

DOWN

1. Young children can often be described as _____ because they ask a lot of questions.
2. If you are asking about something, you are making one of these.
3. Police _____ suspects to gather information.
4. Somebody who is like this probably does not have many friends.
6. When you purchase a gift, you do this.

Unscramble the letters in the circles in the crossword puzzle to make a word that fits in the blanks in the sentence below. The unscrambled word is not exactly from the vocabulary words in this lesson, but it is related to some of them.

During the police _ _ _ _ _ _ _ _ _ _ _ _ _ _ _, an officer asked the suspect many questions.

Chapter 13: Exercises

Word Bank

arrogant	interrogate	acquire	inquisitive
prerogative	query	inquisition	quest

X. Write About It!

DIRECTIONS: In this chapter, you have learned words about language that we use when we want to question. If you were given the opportunity to ask three questions of someone, whom would you ask, and what questions would you choose?

Extra Practice: Chapter 1

Evaluate each expression when the variable has the values listed.

1. $5h$; 0, 2, 4, 10

2. $7a$; 2, 6, 9, 10

3. $4c$; 0, 3, 7, 9

4. $16 - s$; 3, 5, 8, 13

5. $37 + t$; 5, 12, 23, 30

6. $w \div 3$; 9, 21, 39, 45

7. $59 - r$; 12, 17, 19, 22

8. $89 + f$; 15, 18, 24, 32

Evaluate each expression if $m = 4$ and $k = 6$.

9. $m + k$

10. $2mk$

11. $m + 5 + k$

12. $k - m$

13. $k + 12 + m$

14. $15 - m - k$

Simplify, using the properties.

15. $38 + 23 + 17$

16. $14 \times 10 \times 6$

17. $114 + 34 + 16$

18. $15 \times 17 \times 1$

19. $19 \times 0 \times 21$

20. $87 + 42 + 0$

21. $23 \times 14 \times 10$

22. $87 + 25 + 63$

23. $32 \times 0 \times 17$

24. $20 \times 8 \times 50$

25. $98 + 112 + 73$

26. $13 \times 27 \times 1$

Write the related inverse facts for each of the following.

27. $41 - 21 = 20$

28. $58 + 19 = 77$

29. $17 + 47 = 64$

30. $87 - 23 = 64$

31. $56 \div 7 = 8$

32. $17 \times 5 = 85$

33. $91 + 51 = 142$

34. $144 \div 16 = 9$

35. $9 \times 12 = 108$

36. $111 - 48 = 63$

37. $13 \times 11 = 143$

38. $210 \div 14 = 15$

Simplify, using inverse operations.

39. $0 \div 23$

40. $52 \div 1$

41. $76 - 76 + c$

42. $31 - 0$

43. $16 \times 21 \div 21$

44. $92 \div 1$

Simplify, using the distributive property.

45. $5(18 + 12)$

46. $21(10 - 7)$

47. $(33 + 7)9$

48. $(27 - 17)13$

49. $14(25 + 5)$

50. $27(13 + 16)$

51. $4(19 - 4)$

52. $(3 \times 7) + (3 \times 8)$

53. $(6 \times 12) + (6 \times 18)$

54. $(5 \times 28) - (5 \times 8)$

55. $(23 \times 4) - (13 \times 4)$

56. $(32 \times 8) + (8 \times 8)$

The Wind in the Willows

Vocabulary Journal

Directions: Keep track of the provided vocabulary words as you read. Copy this chart into your new "Remote Learning composition notebook" . Use each of the vocabulary words in a sentence not related to the text. As you read the novel, find one additional bonus word per chapter that could be added to the vocabulary list, and define the word using the surrounding contextual clues. Mark this bonus word with an asterisk (*). Submit this when we return to school.

Word	Definition	Sentence

Student Attendance Affidavit

My Western Hills student attended to his/her distance learning studies on the following days:

Monday, March 30, 2020 ☐

Tuesday, March 31, 2020 ☐

Wednesday, April 1, 2020 ☐

Thursday, April 2, 2020 ☐

Friday, April 3, 2020 ☐

For the sake of academic honesty, please help the students be accountable for doing the portions of the work that were designated as Independent work. If you notice that from the student's answers that they need some help better understanding the directions or the content, feel free to reteach or review the content or directions with your student before allowing them to make a second attempt. Reach out to your scholar's teacher via email if you need further assistance.

My scholar has completed Friday's Assessments to the best of his/her abilities and I have directed these assessments with my child's academic integrity in mind.

Parent Signature: _____

I have completed Friday's Assessments to the best of my abilities.

Student Signature: _____

Student Printed Name: _____ Class Section: _____

FRIDAY ASSESSMENTS

Name:_____

Chapter 13 Vocabulary Quiz

Part I

1. _____a journey to find something	A. arrogant
2. _____a question or a request for information	B. acquire
3. _____to question	C. prerogative
4. _____to obtain or get	D. inquisition
5. _____right or privilege	E. interrogate
6. _____an adjective describing someone who is proud and assumes that he or she is more important than others	F. inquisitive
7. _____a formal hearing	G. query
8. _____asking many questions or being curious	H. quest

Part II

Imagine that you are going on a *quest*. In a short paragraph, describe what your adventure would look like and what you would be trying to find. Be creative!

ELAR The Wind in the Willows

Characterization of Badger In each blank box, write down a direct quote from *The Wind in the Willows* which describes the corresponding element of characterization. Your quote should describe the character of Badger and be in proper MLA format. Context and an explanation of your direct quote are not required.

Appearance	_____ _____
Actions	_____ _____
Thoughts	_____ _____
Speech	_____ _____
Reactions of Other Characters	_____ _____

The Wind in the Willows **Comprehension Questions**

1) During Mole and Rat's encounter with Badger, what is Badger like? Recall how Ratty described Badger in Chapter 3 as "The best of fellows". According to Rat, Badger hates Society (including invitations and dinner), is shy, and is solitary. How is this different from what we had been told about Badger previously? Why do you think Mole described Badger as he did?

2) How does Mole feel about being in Badger's den and why? Does this foreshadow future behavior from Mole? Make a prediction using your current understanding of Mole's character.

3) What calls to Mole as they are travelling?

4) Why does Mole break down in tears and how does Rat respond?

5) How does Mole feel being home?

6) What is meant by "mission of mercy"? Was the mission successful? Why or why not?

7) On a scale of 1 - 10, with 1 being the lowest and 10 being the highest, how would you rate Toad's self control? Support your opinion using direct evidence from the text, stating the page number.

8) Toad was sentenced 20 years in prison. Is this a fair sentence? Explain your opinion.

6th grade
March 30th - April 3rd

Name_____

Math Assessment

Part I: Fill in the blank with the correct vocabulary.

1) The mean is often called the _____. The median is the _____ number in a data set.

   The _____ is the number that appears the _____ _____ in a data set. The

   range is the _____ between the _____ number and the _____ number.

Part II: Answer the questions - Make sure you show your work!

1) Find the mean, median, and mode of the following data set:

   28, 14, 19, 24, 30

   What is the mean? _____
   What is the median? _____
   What is the mode? *(or is there a mode?)* _____

2) Find the range of the data set.

   A scientist counts the number of eggs laid by 8 different leatherback turtles on the beach. The numbers of eggs from the turtles are listed below.

   88, 92, 80, 80, 82, 93, 96, 95

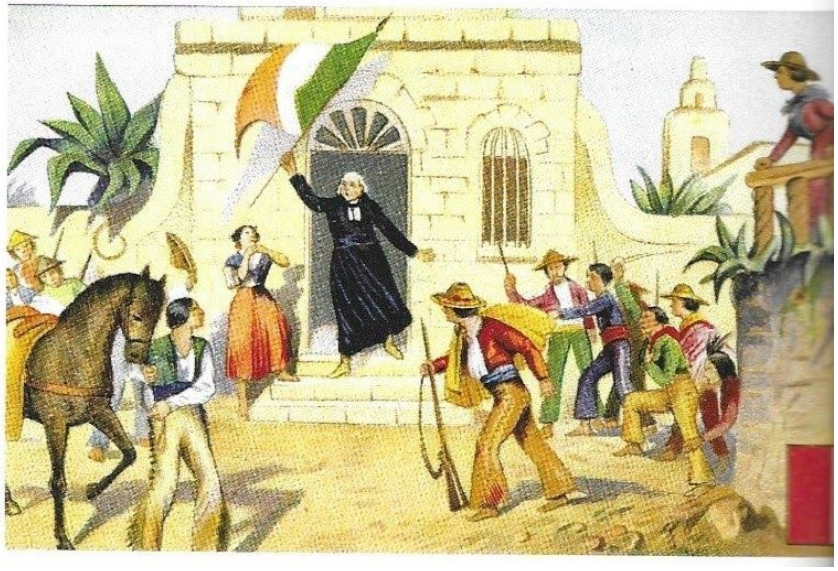
3) The following data represents the time in minutes that racers took to run a mile. Create a box plot to display this data. Then find the IQR (Interquartile Range)

   4.5, 5, 5, 6, 6, 6.5, 7, 7, 7.5, 8, 8, 8, 8.5, 9, 9, 9, 10, 11, 12

HISTORY

Independence for Latin America Chapter 3

1) Choose four of the Core Vocabulary words: hacienda, padre, conspiracy, yoke, loot, mob, dwindle, ammunition, or ambush and write 4 different sentences.
   a) _____
   _____
   b) _____
   _____
   c) _____
   _____
   d) _____
   _____
2) After many years, what turned the tide in favor of the Mexican rebels?
   _____
   _____
   _____
3) Study the picture below.
   a) What different types of people are shown in the painting?
      _____
      _____
      _____
      _____
   b) What does this tell you about the revolutionary movement?
      _____
      _____
      _____
      _____



SCIENCE

1. What are the three main stages of the cell cycle? Briefly describe the events that occur at each stage?

2. Why must the DNA in a cell replicate before the cell divides?

3. How does cytokinesis differ in plant and animal cells?

4. Suppose that during anaphase, the centromeres did not split, and the chromatids did not separate. Predict the result.

5. What is taxonomy? What characteristics do taxonomists use to classify organisms?

6. List the six kingdoms into which all organisms are classified.

7. Explain how organisms are named.

8. In a rainforest, you see an unfamiliar green organism. As you watch, an ant walks onto one of its cuplike leaves. The leaf closes and traps the ant. Do you have enough information to classify this organism into a kingdom? Why or why not?

Physical Education Checklist

Date:_____

- ☐ In an open area, a hallway or yard, have your scholar perform sprinting/relay drills. Establish approximately 30-50 feet for this exercise.
  None of these exercises require additional equipment. This activity should take approximately 15-20 minutes to complete. Scholars should stretch prior to and following the exercises to reduce the chances of injury. For example, iterations might include the bear crawl, crab walk, sprint, duck walk, hopping, or any cardio related activity.

- ☐ Answer the following question.
  During our bowling unit we discussed key terms necessary to effectively score a team's performance. What do each of these symbols represent? Choices include Strike, 8, 4, Spare, 0, and 9. Only four are correct.