Date	6th Grade LWIS
	Welcome, friends! Although we are not together right now, remember that we are still a team. While you are at home, use this time to connect with your family, dive deeply into your passions, and continue in your journey as lifelong learners. Feel free to email us with questions, fun stories to share, or even a quick hello! We would also love to see what you create, so share your work with us, too! We genuinely look forward to hearing from you. See you soon, Mrs. Brionez cbrionez@waterford.k12.ca.us Mrs. Godoy egodoy@waterford.k12.ca.us Miss Gorman kgorman@waterford.k12.ca.us Mrs. Chavez echavez@waterford.k12.ca.us
April 20, 2020	**Daily Journal:** Who is your favorite person to spend time with? Why? After you are done writing your response, let this person know how you feel in an appropriate physical distancing way! You could send them a card, text them, video conference them, call them, or engage in an epic online game battle. **Language Arts**: Read: Big Bird of Texas (read and annotate) **Social Studies:** Read and complete: "Greek Olympics" Worksheet **Math:** Multiplication worksheet **Science:** Warm Up activity **P.E:** 20-30 minutes of your choice of an active activity (i.e going for a walk, playing basketball, at home workout video, or push up/sit ups), and write a brief summary of what you did to stay active!

April 21, 2020	**Daily Journal:** Compile a list of words that describe you as a young child. Compile a second list that describes you as you are now. How are these lists the same? How are they different? **Language Arts**: Reread Big Bird of Texas and answer questions **Social Studies:** Ancient Greece Word Search **Math:** Multiplying fractions **Science:** Warm Up activity
April 22, 2020	**Daily Journal:** "The greatest danger to our future is apathy." -Jane Goodall Explain what you think this quote means and how you can apply it to your life. *(apathy: lack of interest, enthusiasm, or concern)* **Language Arts**: Highlight main idea and key details. Write a summary of Big Bird of Texas (remember to include main idea and details) **Social Studies:** Greek Mythology cut and paste **Math:** Multiplying Decimals **Science:** Start Reading and Annotate "The Effects of Climate Change" **P.E:** 20-30 minutes of your choice of an active activity (i.e going for a walk, playing basketball, at home workout video, or push up/sit ups), and write a brief summary of what you did to stay active!
April 23, 2020	**Daily Journal:** Invent a monster or fictitious creature and describe it. Describe its appearance, noises, smells, where it lives, diet, and what it does on a daily basis. Incorporate imagery into your writing so that the reader can develop a mental image in their head. Draw a sketch of the monster, as well. **Language Arts**: Write sentences that include alliteration about your family members, friends, or pets. Here are some examples that I wrote for my family:

	Carlos cuddles cute cats while crunching on crumbly cookies. Talula tickles tiny turtles tirelessly. **Social Studies:** Greek gods card game (color 1-2 pages and play!) **Math:** Dividing fractions **Science:** Finish Read and Annotate "The Effects of Climate Change"
April 24, 2020	**Daily Journal:** Some people are good with doing their part with the *shelter at home* practice that our society is experiencing. Some people are running out of patience. Let's revisit your thoughts. Time for the *Stay at Home Check-in* journal prompt: *Think back over this past week. How have your daily practices (what you do) and feelings changed? Or have they been consistent? Why?* **Language Arts**: Read for 30 minutes and write a summary of what you read. You may read anything, including a book, newspaper, magazine, online article, or any other written piece of work. What is the main idea of the text and supporting details that help inform the reader? **Social Studies:** Greek Gods card game (finish coloring and play!) **Math:** Order of Operations **Science:** Write a summary of the article "Effects of Climate Change" **P.E:** 20-30 minutes of your choice of an active activity (i.e going for a walk, playing basketball, at home workout video, or push up/sit ups), and write a brief summary of what you did to stay active!
April 27, 2020	**Daily Journal:** Let's make this week a great one! Please think about the following and record your thoughts: 1. What can you do to make this week a positive experience for everyone in your household? 2. What are some personal goals you want to set for yourself this week? 3. How do you plan on accomplishing these goals?

	Language Arts: Reread The Disappearing Ship and answer questions **Social Studies:** Story of Achilles (read and complete the plot sheet) **Math:** Area and Perimeter **Science:** Vocab Matrix **P.E:** 20-30 minutes of your choice of an active activity (i.e going for a walk, playing basketball, at home workout video, or push up/sit ups), and write a brief summary of what you did to stay active!
April 28, 2020	**Daily Journal:** Now that you have been home for a few days, how do you feel? Having school closed suddenly was a big surprise to all of us. Write how you feel about it. Share it with me if you would like. **Language Arts**: Read: The Disappearing Ship (read and annotate) **Social Studies:** Ancient Greece **Math:** Multiplication **Science:** Homework: Reading About the Effects of Climate
April 29, 2020	**Daily Journal:** If you could change one thing about the world, what would it be? Why would you make this change? **Language Arts**: Highlight main idea and key details. Write a summary of The Disappearing Ship (remember to include main idea and details) **Social Studies:** "Homer" (read and work on worksheets) **Math:** Start Review Assignment **Science:** Answer the question: How does climate change affect our world?
April 30, 2020	**Daily Journal:** At dinner, sit down with your parents and ask them about their days. Try to listen and ask interesting questions. Then write about your experience.

	Language Arts: Write a poem about anything you feel inspired to write about today. (It would be super cool if you would share it with me, or with others, if you can.) **Social Studies:** "Homer" (work on worksheets) **Math:** Continue Math review **Science:** Draw and label a picture of something you learned in the article **P.E:** 20-30 minutes of your choice of an active activity (i.e going for a walk, playing basketball, at home workout video, or push up/sit ups), and write a brief summary of what you did to stay active!
May 1, 2020	**Daily Journal:** Hanging out with a small number of people can bring challenges. Communication, having a schedule, and getting exercise can really help those relationships work better. 1. What can you do to make this week a positive experience for everyone in your household? **Language Arts**: Read for 30 minutes and write a summary of what you read. You may read anything, including a book, newspaper, magazine, online article, or any other written piece of work. Share this summary with someone in your family. **Social Studies:** "Homer" (finish worksheets) "The Lyre" (read and color) **Math:** Finish Review assignment **Science:** Climate Change wordsearch

Big Bird of Texas

Review Key Words

extinct	died out; no longer existing
similar	alike; almost the same
remote	out of the way; isolated

One morning in February, 1976, a teacher was driving to school in the **remote** Texas countryside when a shadow the size and shape of a small, low flying airplane passed over her car. She was surprised, because she hadn't heard the sound of an engine. Then she nearly drove her car into a ditch: she had seen what was making the shadow!

When she got to school, the teacher rushed to the library and looked through books about dinosaurs. Finally, she saw a picture of what she was sure she had seen. The picture showed a flying reptile that scientists say has been **extinct** for millions of years.

Several other teachers told of having had a **similar** experience while driving to work that day. Soon many people in the same **area** said they had also seen a giant winged creature. Every day, it seemed, fresh reports poured into the Texas Parks and Wildlife Department. Officials there grouped all these reports under the general name of "Big Bird."

According to the reports, the creature had a wingspan of over 12 feet. Its narrow bill was three or four feet long, and it had huge eyes. It glided instead of flapping its wings. Big Bird didn't look like anything anyone had ever seen before.

Excited by these reports, many hunters came to the area in hopes of shooting the creature. Anyone who did would become famous and collect the money that **various** groups offered for the bird's capture. But officials of the Wildlife Department were worried. For one thing, if there really were such a creature, it would probably be the only one left alive, so it would have to be protected. In addition, the hunters might mistake other **rare** birds that were already protected by law for Big Bird and kill them. So the Department issued **stern** warnings that people who shot protected birds, such as whooping cranes, could end up in jail.

After about two months, however, the **commotion** began to die down. People stopped claiming they had seen the creature, so no one ever learned exactly what it was. But Texas is a big state, and it is possible that Big Bird will reappear in the future. Until then, no one knows whether or not it was really a living dinosaur.

Name : _____ Score : _____

Teacher : _____ Date : _____

66 x 4	97 x 2	93 x 4	46 x 4
94 x 4	90 x 2	62 x 3	62 x 2
51 x 4	97 x 2	37 x 4	22 x 5
19 x 3	15 x 4	26 x 7	69 x 3

Name: _____ Date: _____

Warm-Up

For each statement in this Anticipation Guide, indicate whether you **agree** or **disagree**. Be prepared to share your explanations with a partner. Don't worry about being right or wrong. This is your chance to think about what you already know about Earth's changing climate. During the unit as you learn more, you will return to this guide to revise and explain your answers.

1. _____ Earth's atmosphere is made of different gases that can affect Earth's climate in different ways.

2. _____ Climate has to do with how much energy is in the Earth system.

3. _____ Earth's atmosphere does not change.

4. _____ There have been times in the past when Earth's climate was very different.

5. _____ Energy from the sun that enters the Earth system does not leave.

6. _____ It is possible for gases in the atmosphere to change the behavior of energy on Earth.

7. _____ Human actions cannot change Earth's atmosphere.

8. _____ Human actions can lead to a decrease in Earth's temperature.

Big Bird of Texas

Comprehension Questions

Identifying the main idea

1. What is the main idea of the story?
   a. People saw a giant flying creature in Texas.
   b. Big Bird was the size of an airplane.
   c. Some hunters wanted to shoot the bird.

Recalling a fact

2. Why did hunters want to shoot the creature?
   a. They wanted to protect people.
   b. They wanted to study the creature.
   c. They wanted to get money.

Getting meaning from the context

3. What does **glided** mean in this story?
   a. flapped wings very fast
   b. made a big shadow on the ground
   c. flew without moving its wings

Making predictions

4. What would the Wildlife Department probably do if the creature reappeared?
   a. It would order people to shoot the creature.
   b. It would offer money for its capture.
   c. It would protect the creature with laws.

Connecting the author's and the reader's ideas

5. Why have there been no reports of Big Bird for a long time?

   _____
   _____
   _____

Developing vocabulary

6. A synonym is a word that has the same or nearly the same meaning as another word. Write the number of the word from column 1 in front of its synonym in column 2.

1. various	a. ____ uncommon
2. rare	b. ____ strict
3. stern	c. ____ many
4. commotion	d. ____ region
5. area	e. ____ confusion

Attending to details

7. Fill in the blanks below with bold-faced words from the story.
   Big Bird was seen in a _____ part of Texas by a teacher. It looked like an _____ _____ flying reptile. For a while many people reported similar sightings in the same _____. Eventually, the _____ ended when reports of people seeing Big Bird stopped.

Processing information

8. How do you know from the story that Big Bird was not flying very fast?

   _____
   _____
   _____
   _____

Finding supporting details

9. Write three facts from the story that support this statement: People were interested in the Big Bird.

   _____
   _____
   _____

Enrichment Activity

It is against the law to kill birds and animals that are endangered. Find out and name three animals that are protected by law.

Name : _____ Score : _____

Teacher : _____ Date : _____

Multiplying Fractions

1) $\frac{2}{5} \times \frac{1}{3} =$

2) $\frac{4}{5} \times \frac{1}{4} =$

3) $\frac{9}{10} \times \frac{2}{3} =$

4) $\frac{1}{2} \times \frac{1}{4} =$

5) $\frac{2}{3} \times \frac{3}{4} =$

6) $\frac{1}{3} \times \frac{3}{4} =$

7) $\frac{3}{10} \times \frac{1}{3} =$

8) $\frac{4}{10} \times \frac{1}{5} =$

9) $\frac{1}{3} \times \frac{8}{10} =$

10) $\frac{2}{3} \times \frac{2}{10} =$

Name : _____

ANCIENT GREECE

38 hidden words!

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

ALEXANDER
ARISTOTLE
ATHENS
BOULE
CHITON
CITIZEN
CITY
COLONY
COMEDY
DELPHI
DEMOCRACY
ECCLESIA
EMPIRE
GOVERNMENT
HOMER
HOPLITE
HYPATIA
ILIAD
MEDITERRANEAN
METIC
MYTHOLOGY
ODYSSEY
OLIGARCHY
OLYMPICS
OSTRACISM
PANHELLENIC
PARTHENON
PERICLES
PHILOSOPHY
POLYTHEISTIC
SAPPHO
SLAVE
SOPHOCLES
SPARTA
TEMPLE
THEMISTOCLES
TRAGEDY
TRIREME

Even a small rise in global temperature can have a big impact on the entire planet.

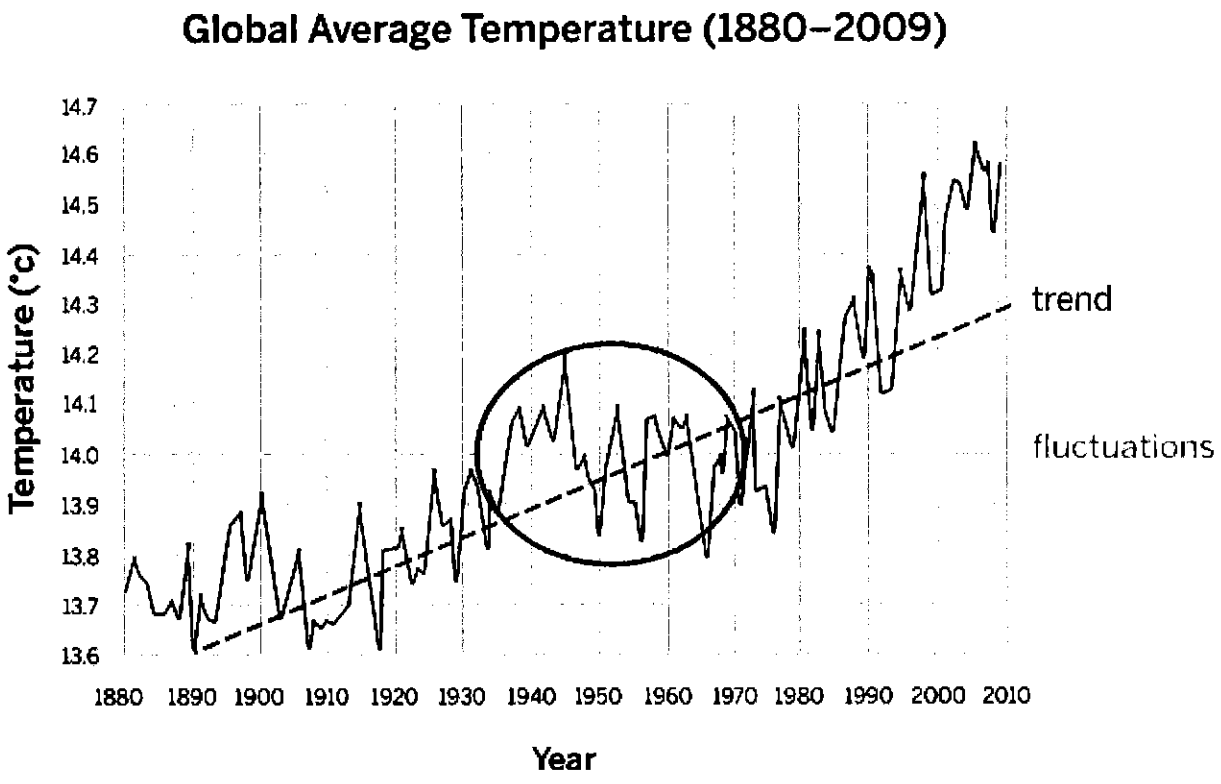
The Effects of Climate Change

Chapter 1: Introduction

Earth's climate is changing. In the last hundred years, the average temperature of our planet has increased by at least 0.8 degrees Celsius (1.4 degrees Fahrenheit), and climate scientists say that global temperature will continue to rise by at least a few more degrees in coming years. That may not sound like much, but even a small change in global temperature has a large effect on the atmosphere, biosphere, geosphere, and hydrosphere on our planet. These changes will affect the resources and conditions people depend on.

A warming climate changes the patterns of where living things on Earth can survive. By

increasing the temperature of the planet, climate change forces many species to move, or risk dying out—and in some cases, species like the polar bear can be left with no habitat at all. A warming climate also melts glaciers around the world, causing sea levels to rise. As the oceans take up more space, some coastal cities may end up underwater. In addition, a warming climate increases the temperature of Earth's oceans and puts more water in the atmosphere, causing more extreme weather around the globe. A wetter atmosphere means more storms, droughts, and flooding, all of which threaten the way humans live. To learn more about the effects of global warming on Earth, choose one of the chapters that follow.



This graph shows the change in global temperature in degrees Celsius between the years 1880 and 2009.

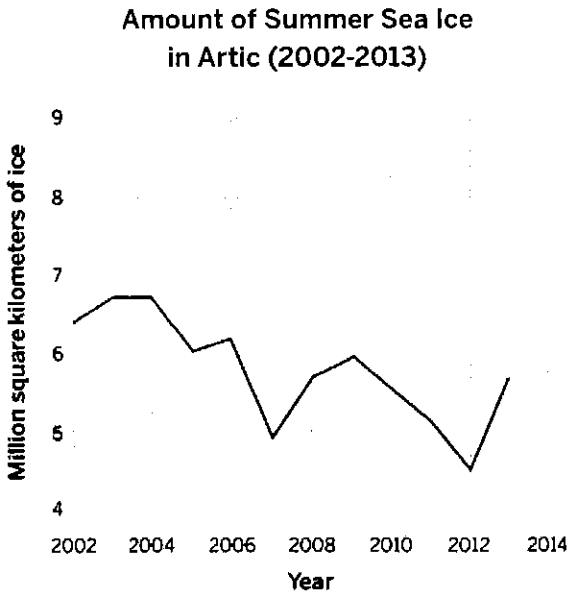
As global temperatures rise and sea ice melts, polar bears have fewer places to live and hunt for food.

Chapter 2: Warming and Habitat Loss

Changing global temperatures mean changing habitats—and this can be bad news for living things. A living thing's habitat is more than just the place where it lives: habitat includes everything an animal or plant needs for its survival, such as food sources, shelter, and lots of other factors.

It's easy to see how a warming climate trend would cause polar bears to lose their habitat. Warmer temperatures cause more ice to melt. Ice is an essential part of the polar bear habitat: the bears walk out onto ice that covers the Arctic Ocean in winter in order to reach the seals that they kill and eat. Less ice means less habitat for polar bears.

It's harder to understand why a warming climate trend causes habitat loss for other



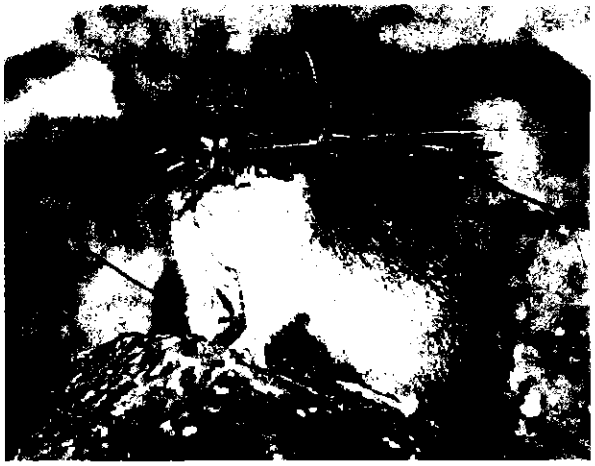
This graph compares how much of the Arctic Ocean was covered by ice in different years between 2002 and 2013. The measurements were all taken at the same time of year.

living things, but it does. Temperature is an important part of habitat, and some species are very sensitive to changes in temperature. For example, salmon depend on cold-water streams: young salmon die if the water in a stream becomes too warm for them.

Global warming causes habitat loss in other ways, too. For example, weather patterns change as the climate warms, making some places wetter and others drier. When habitats become wetter or drier than the animals and plants that live in them are used to, the habitats can become unlivable for those species. Climate change benefits some species as well, especially species that reproduce quickly, can survive in a range of habitats, or do well in warmer areas. For example, the populations of some kinds of mosquitoes, bullfrogs, sea stars, jellies, and kudzu plants are increasing.

As their habitats change due to warming, some plants and animals have already begun shifting the areas where they live. Many are moving toward the poles, where temperatures are cooler. Others are moving higher up mountains. However, a mountain is only so high. Once they have reached the top of the mountain, there's nowhere higher to go. Climate change is likely to cause many species to become extinct.

Young salmon need cold stream water to survive.



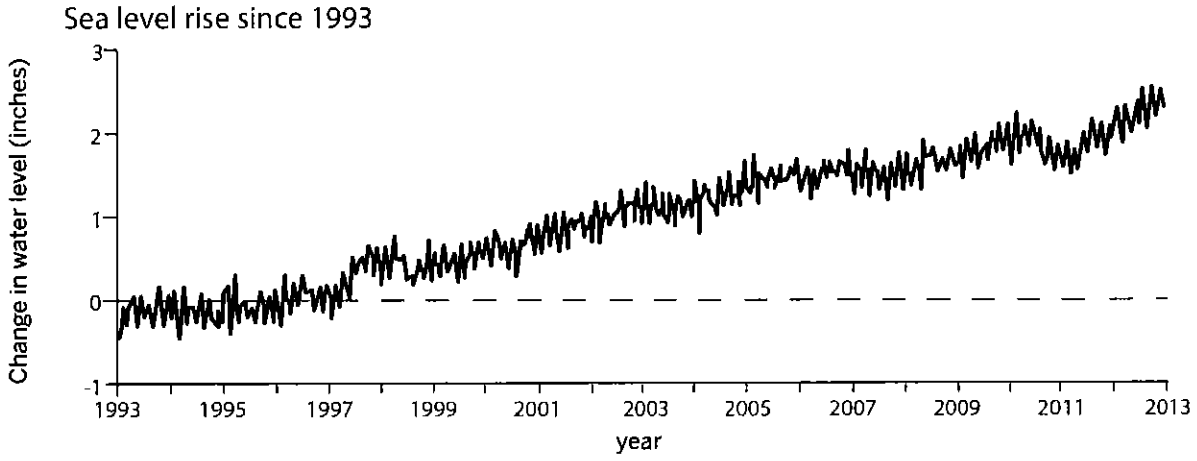
Pikas are small animals related to rabbits. They live in the mountains. As the climate warms, pikas are beginning to move higher up the mountain, where temperatures are cooler.

Chapter 3: Warming and Sea Level Rise

Due to rising sea levels, places where humans live now may be underwater in the future.

One surprising effect of a warming global climate is rising sea levels. Sea level is the line where ocean water meets dry land: as sea level rises, more land becomes covered with water. Over the past hundred years, global sea levels have risen by 10 to 20 centimeters (4 to 8 inches). Rising sea levels can cause major problems for low-lying islands, as well as for coastal cities like Miami and New York. If sea levels rise too high, some places where people now live will end up underwater in the future.

How can warming cause sea levels to rise? The answer has to do with melting ice on land. Glaciers and ice sheets form when ocean water evaporates into the air, forms clouds, and falls on the land as snow. In cold areas, layers of snow build up year after year, compressing the layers below them and forming solid ice. When this ice melts, the water runs down from the



This graph traces the rise of sea levels since 1993.

land and into the ocean again. If glaciers and ice sheets melt faster than they are building up, more water ends up in the ocean. Adding water to the ocean causes sea levels to rise.

In addition, water expands a little bit as it gets warmer. That means that warmer water takes up more space than colder water. As ocean water becomes warmer, it takes up more space and sea levels rise.

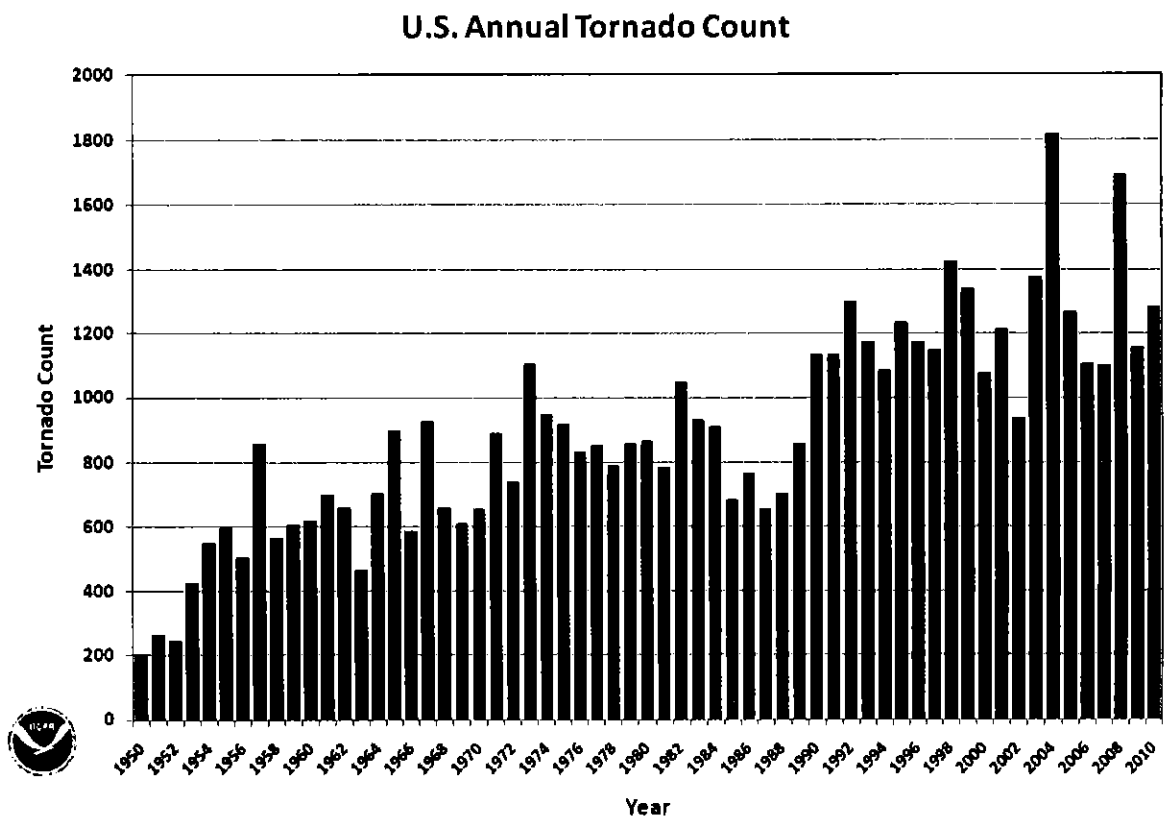
You might expect that sea levels would rise the same amount everywhere, but they don't. Because of the shape of the land and other factors, sea levels are rising much faster in some places than in others.

In 1910 (the photo on the left), this glacier was big enough to cover an entire valley. By 2012 (the photo on the right), the same glacier was much smaller. A lot of ice had melted.

Chapter 4: Warming and Extreme Weather

A rise in global temperature makes severe weather events, like tornadoes, more likely.

Even the most dire predictions of climate change predict a rise in global average temperature of only 6 degrees Celsius (10.8 degrees Fahrenheit). That doesn't sound like much at first—it may even sound like we can look forward to nicer weather. However, rising global average temperatures lead to all kinds of weather changes...and some are not so nice. In fact, evidence shows that global warming leads to extreme weather: more severe storms, droughts, flooding, and other disasters.



This graph shows the number of tornadoes in the United States for each year from 1950 through 2010.

As the climate warms, ocean water warms, too. Warm ocean water gives power to big storms such as hurricanes and typhoons. With warmer water, these storms tend to become more severe.

Warming temperatures also cause more water to evaporate, putting more moisture into the air. More moisture in the air leads to more precipitation (rain and snow). It may seem amazing that global warming can cause more snowstorms, but that's what happens. An increase in precipitation (whether rain or snow) can lead to dangerous flooding.

While warming causes more precipitation in some areas, it can also cause droughts— a lack of precipitation. The warming climate changes patterns of wind and water currents, making some areas drier than they were before.

There's no way to look at one particular weather event and put all the blame for it on climate change. Weather is complicated, and lots of factors combine to make events happen. However, it is clear that a warming trend makes extreme weather more likely. Some people have compared extreme weather events to home runs hit by a baseball player taking steroids. You can't say for sure whether steroids made him hit any particular home run, but you CAN say that steroids made home runs more likely. Global warming is like putting our weather systems on steroids, making extreme events more common.

A rise in global temperature increases precipitation of all kinds, including snow.

As global temperatures rise and the patterns of wind and water currents change, droughts may become more common.

Extreme weather can cause damage to people's homes, schools, and businesses.

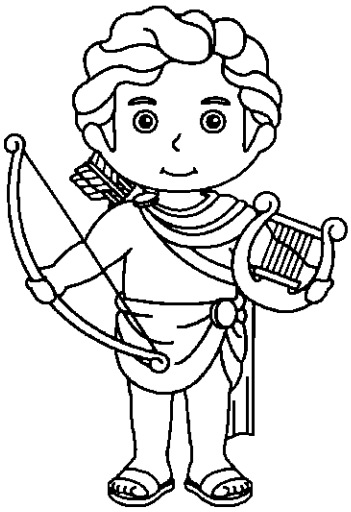
I have

Demeter

Who has the god of light whose symbol was the lyre?

I have

Apollo



Who has the god of the underworld whose symbol was a helmet of invisibility?

I have

Hades

Who has the goddess of the hunt whose symbol was a bow and arrow?

I have

Artemis

Who has the god of the sea whose symbol was a trident?

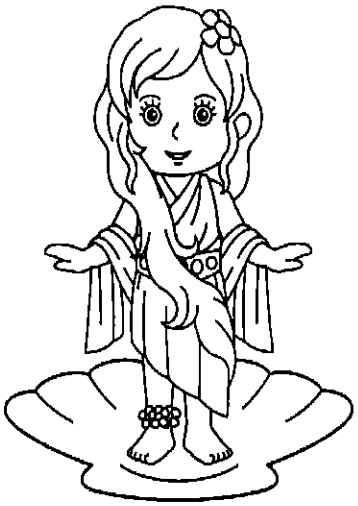
I have

Poseidon

Who has the goddess of love and beauty and whose symbol was a dove?

I have

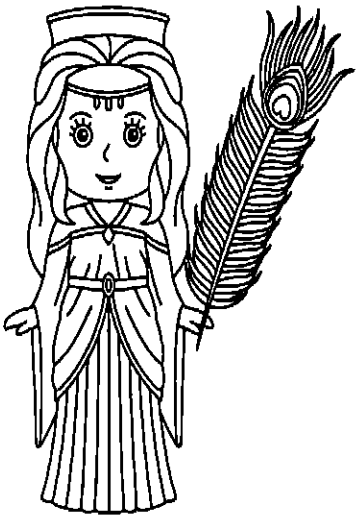
Aphrodite



Who has the queen of the gods whose symbol was a scepter?

I have

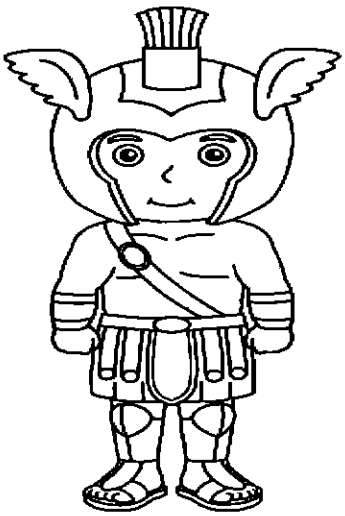
Hera



Who has the messenger of the gods whose symbol was a staff?

I have

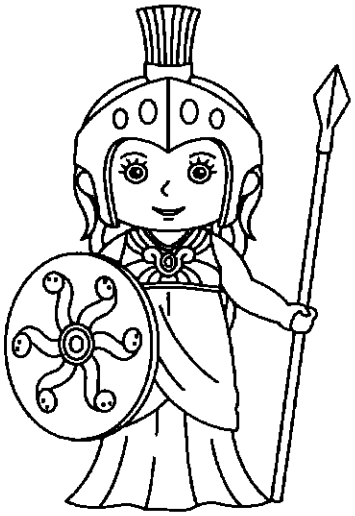
Hermes



Who has the goddess of wisdom whose symbols were a spear and a shield?

I have

Athena



Who has the god of the vine whose symbol was a grapevine?

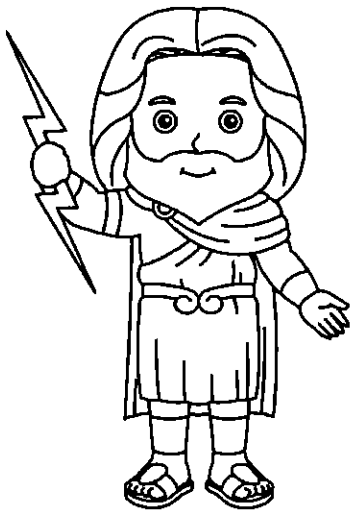
I have

Dionysus

Who has the god of the sky whose symbol was a lightning bolt?

I have

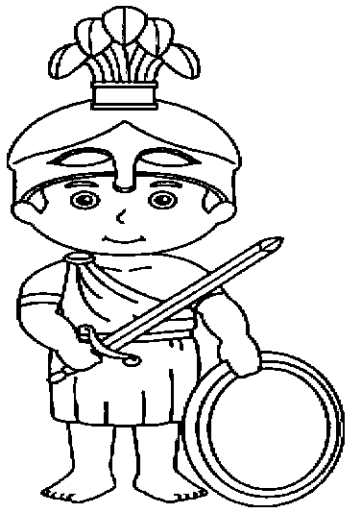
Zeus



Who has the god of war whose symbols were a helmet and a shield?

I have

Ares



Who has the goddess of the harvest whose symbol was a wheat bundle?

Name : _____ Score : _____

Teacher : _____ Date : _____

Dividing Fractions

1) $\frac{6}{10} \div \frac{1}{2} =$

2) $\frac{4}{5} \div \frac{6}{10} =$

3) $\frac{2}{4} \div \frac{3}{5} =$

4) $\frac{4}{5} \div \frac{2}{4} =$

5) $\frac{1}{2} \div \frac{3}{5} =$

6) $\frac{1}{2} \div \frac{1}{5} =$

7) $\frac{3}{10} \div \frac{2}{3} =$

8) $\frac{3}{4} \div \frac{6}{10} =$

9) $\frac{2}{5} \div \frac{3}{10} =$

10) $\frac{3}{5} \div \frac{1}{2} =$

Name : _____ Score : _____

Teacher : _____ Date : _____

Order of Operations

1) 15 - 6 x 13 + 17

2) 17 - 16 ÷ 2 + 4

3) 18 ÷ 9 x 9 + 17

4) 10 ÷ 5 x 17 + 3

5) 20 ÷ 5 x 16 + 2

6) 6 x 6 + 10 ÷ 2

7) 6 x 6 - 14 ÷ 2

8) 16 ÷ 8 + 18 x 3

9) 12 + 18 ÷ 2 x 14

10) 18 - 14 + 9 x 16

The Disappearing Ship

Review Key Words

profits the gain from selling
derelict a ship abandoned by the crew
salvage rescue or save

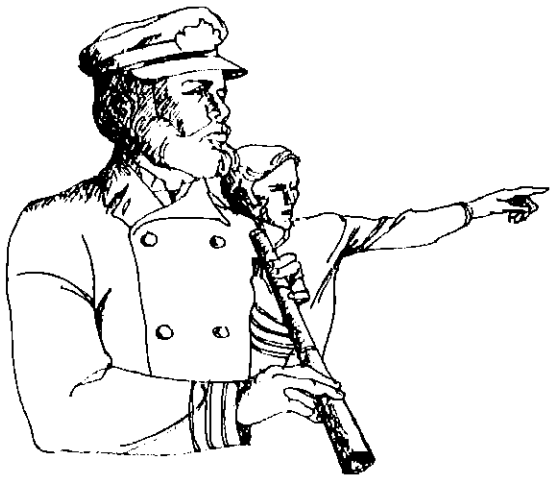
One day in 1881, the sailing schooner *Ellen Austin* sighted a similar ship. The wind was **faint**, so several days went by before the *Austin* drew close enough to hail the other schooner. But when the *Austin*'s captain called across the calm water, he heard no answer. So he ordered a boat lowered and some members of his crew rowed him to the other **vessel**.

They climbed aboard and found that the ship was completely **deserted**, although its **cargo**, a load of valuable mahogany wood, was intact. According to the laws of the sea, the ship was a **derelict**. Whoever could **salvage** its cargo was entitled to the **profits**. The mahogany would fetch a good price when it was delivered to **port**. Still, an uneasy feeling lingered about the ship.

The captain made his decision quickly. He left some of his sailors behind to **navigate** the prize ship, and together the two vessels headed for port. For two days, all went well, but then a storm blew up and they lost sight of each other for a few hours. When the winds let up, the captain of the *Austin* found the other ship and reboarded her. Everything was as it had been when he first boarded the ship, the lumber was still in the hold, and there were no signs of trouble, except that the crew had disappeared!

The captain ordered his mate to form another crew for the mysterious ship. The mate was frightened, however. He agreed to go, but said he would sound the prize ship's bell every 15 minutes, day and night, to keep in touch with the *Austin*. Again, for two days, all went well. Then a fog bank suddenly appeared, the prize ship sailed directly into it, and the bell immediately ceased ringing. Alarmed, the captain had the *Austin* **put about**, and they searched for the ship. But now the entire ship had disappeared, taking with it the second crew.

Where did this happen? In the Bermuda Triangle, a stretch of the Atlantic with "corners" near the Bahamas, Bermuda, and Florida. Many other unexplained disappearances of ships and airplanes have occurred in this area. The story of the *Ellen Austin* and its mysterious prize ship remains one of the most **baffling** on record.



The Disappearing Ship
Comprehension Questions

Identifying the main idea

1. What is the main idea of the story?
   a. A mysterious ship had valuable cargo.
   b. A ship and three crews disappeared.
   c. The Bermuda Triangle is mysterious.

Recalling a fact

2. When did the mate become frightened?
   a. when they first spotted the ship
   b. after the *Austin*'s first crew disappeared
   c. before they discovered the ship's cargo

Getting meaning from the context

3. What does **put about** mean in this story?
   a. turned around
   b. brought ashore
   c. anchored in place

Making connections within the text

4. Why did the captain try to take the ship to port?
   a. He wanted to find its crew.
   b. He wanted to obey the law.
   c. He wanted to sell its cargo.

Connecting the author's and the reader's ideas

5. Why did the captain order his mate to form a second crew for the prize ship?

Developing vocabulary

6. A synonym is a word that has the same or nearly the same meaning as another word. Write the number of the word from column 1 in front of its synonym in column 2.

1.	baffling	a. ___	steer
2.	navigate	b. ___	abandoned
3.	deserted	c. ___	confusing
4.	vessel	d. ___	ship
5.	faint	e. ___	weak

Attending to details

7. Fill in the blanks below with bold-faced words from the story.
   The crew of the *Ellen Austin* boarded a completely _____ schooner. They found it had valuable _____. The ship was derelict, so they had the right to _____ the cargo. The captain tried to bring the prize schooner back to _____. He wanted the _____ from selling the valuable wood.

Processing information

8. Why was the mate frightened when the captain ordered him to form another crew and board the mysterious ship?

Finding supporting details

9. A risk taker is a person who takes a chance that may end in pain or loss. Write three events in the story that show the captain of the *Ellen Austin* was a risk taker.

Enrichment Activity

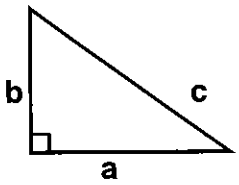
The Bermuda Triangle is a stretch of the Atlantic Ocean near the Bahamas, Bermuda, and Florida. Find these three places on a map to see if they form a triangle. Then draw a triangle, and label the places.

Name : _____ Score : _____

Teacher : _____ Date : _____

Identify and Calculate the Area and Perimeter for each Triangle.

1)



a = 7.5 mm b = 5.4 mm

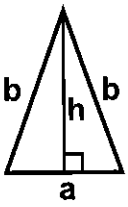
c = 9.24 mm

Area: _____

Perimeter: _____

Type: _____

2)



a = 4.4 mm b = 7 mm

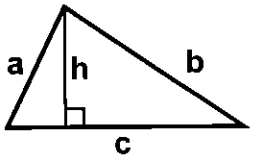
h = 6.4 mm

Area: _____

Perimeter: _____

Type: _____

3)



a = 5 inches b = 8.09 inches

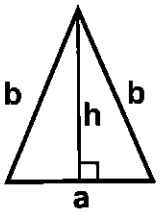
c = 8.9 inches h = 4.5 inches

Area: _____

Perimeter: _____

Type: _____

4)



a = 5.5 cm b = 7.4 cm

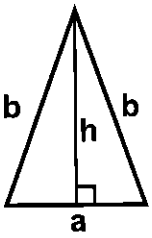
h = 6.7 cm

Area: _____

Perimeter: _____

Type: _____

5)



a = 5.3 ft b = 8.4 ft

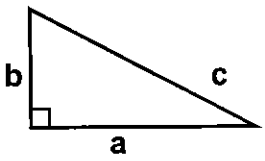
h = 7.7 ft

Area: _____

Perimeter: _____

Type: _____

6)



a = 8.5 yds b = 4.4 yds

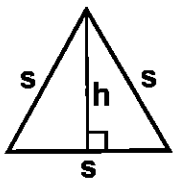
c = 9.57 yds

Area: _____

Perimeter: _____

Type: _____

7)



s = 6.1 ft

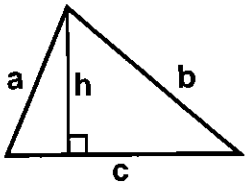
h = 5.3 ft

Area: _____

Perimeter: _____

Type: _____

8)



a = 5.97 yds b = 8.5 yds

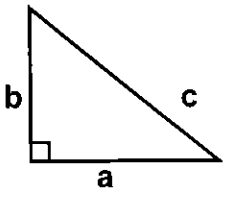
c = 8.8 yds h = 5.5 yds

Area: _____

Perimeter: _____

Type: _____

9)



a = 7.1 inches b = 5.7 inches

c = 9.1 inches

Area: _____

Perimeter: _____

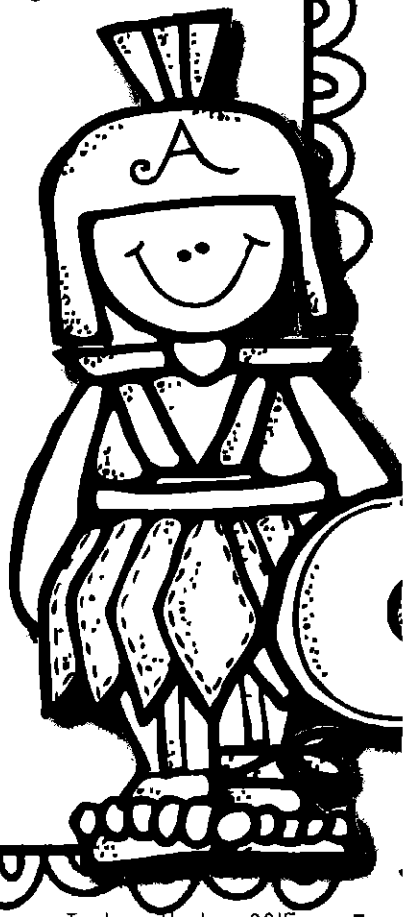
Type: _____

Story of Achilles

When Achilles was born his mother decided she never wanted him to die. Achilles' mother was a nymph and carried her baby to the river Styx, which separates the land of the living to the land of the dead. She immersed Achilles in the sacred water but because she was holding so tightly to his heel so as not to drop him, his heel did not get wet.

Achilles grew into a strong, extraordinary human. He ran faster, was stronger, and could defeat entire armies in battle. No one or nothing could hurt him as long as his heel remained untouched.

During the Battle of Troy, the one thing his mother feared most happened. He was struck in the heel with an arrow and died. Without Achilles, the Greek army would not have won the Trojan War. Achilles became revered as a great warrior and a Greek hero.



Title

Story of Achilles

Plot/Conflict

Characters

Setting

How is the problem solved?

VOCABULARY MATRIX

WORD	DEFINITION	SYNONYM /ANTONYM	SENTENCE	VISUAL

Name: _____ Date: _____

Lesson 1.2: Introduction to Climate Change

Over the next few weeks, you will take on the role of student climatologists. A climatologist is a scientist who studies the weather (temperature, rain, sun, wind) over long periods of time. Climatologists have been collecting data, and it shows that Earth's climate is changing. For example, the amount of ice near Earth's poles has been decreasing. Today you will learn more about ice melting on Earth and think about how this is related to other changes happening to our planet.

Unit Question

- What causes climate change?

Chapter 1 Question

- Why is the ice on Earth's surface melting?

Vocabulary

- climate
- climate change
- evidence
- fluctuation
- stability
- temperature
- trend

Name : _____ Score : _____

Teacher : _____ Date : _____

3 Minute Drill

2 x 3	14 x 4	8 x 8	13 x 4	4 x 4	9 x 3
15 x 11	0 x 2	13 x 14	1 x 6	1 x 8	7 x 15
13 x 8	9 x 13	6 x 8	3 x 3	2 x 1	11 x 3
5 x 11	14 x 13	5 x 10	5 x 2	13 x 15	12 x 4
13 x 6	11 x 7	11 x 12	7 x 11	2 x 11	0 x 9
5 x 14	7 x 13	12 x 0	5 x 8	10 x 11	2 x 9
10 x 7	4 x 7	11 x 15	9 x 14	11 x 13	3 x 10
10 x 12	2 x 7	13 x 7	15 x 10	14 x 11	0 x 6
4 x 0	2 x 2	13 x 9	3 x 6	6 x 4	1 x 5
4 x 10	3 x 0	6 x 3	15 x 14	14 x 14	1 x 15

NAME _____

ANCIENT GREECE

1. Early Greek culture was heavily influenced by geography. Greek city-states were isolated from one another by mountains or water. The seas, however, provided a vital link to the outside world. The Greeks became skilled sailors and traders. As they traveled, they acquired new ideas from foreign lands, which they adapted to their own needs.

2. Different forms of government evolved in Greece. At first, there was a **monarchy**. In a monarchy, a hereditary ruler exercises central power. In time, the power shifted to an expanded and a wealthy middle class emerged, the result was a form of government called an **oligarchy**— where power is in the hands of a small, wealthy elite.

3. A new method of fighting also emerged. The **phalanx** was a massive tactical formation of heavily armed foot soldiers. In the citystate of Sparta, Spartans focused on developing strong military skills, paying less attention to trade, wealth, new ideas, or the arts.

4. In Athens, government evolved from a monarchy into an aristocracy. Under the aristocracy, discontent spread among ordinary citizens. Slowly Athens moved toward **democracy**, or government by the people.

5. Despite divisions among city-states, Greeks shared a common culture. They spoke the same language, honored the same ancient heroes, participated in common festivals, and prayed to the same gods.

6. Greek thinkers used observation and reason to explain events. These thinkers were called **philosophers**, meaning "lovers of wisdom." Philosophers explored many subjects, from mathematics and music, to **logic**, or rational thinking. They believed that through reason and observation, they could discover laws that governed the universe.

7. Some philosophers were interested in ethics and morality. In contrast, the Sophists believed that success was more important than moral truth. They developed skills in **rhetoric**, the art of skillful speaking. Ambitious men could use clever and persuasive rhetoric to advance their careers.

8. The philosopher Socrates was an outspoken critic of the Sophists. He believed in seeking truth and self-knowledge. Most of what we know about Socrates comes from his student Plato. Plato set up a school called the Academy where he taught his own ideas. Like Socrates, Plato emphasized the importance of reason.

9. Plato's most famous student, Aristotle, also promoted reason as the guiding force for learning. He set up a school, the Lyceum, for the study of all branches of knowledge. While Plato argued that every object on Earth has an ideal form, Greek artists and architects reflected a similar concern with balance, order, and beauty. The most famous example of Greek architecture is the **Parthenon**. The basic plan of the Parthenon is a simple rectangle, with tall columns supporting a gently sloping roof.

10. Early Greek sculptors carved figures in rigid poses. Later, they emphasized more natural forms. Sculptors carved their subjects in a way that showed human beings in what was considered their most perfect, graceful form. In literature, the Greeks also developed their own style. Some Greek playwrights wrote **tragedies**, or plays that tell stories of human or humorous plays that mock customs or that criticize society.

11. History was also an important study for Greeks. Herodotus, often called the "Father of History," stressed the importance of research. He visited many lands to collect and chronicle information from witnesses of actual events. Thucydides also recorded events as he experienced them. Both men set standards for future historians.

12. The most famous of Greek rulers, Alexander the Great, acquired the throne and began organizing forces to conquer Persia. Alexander was victorious. Once much of the Persian empire fell under his control, he advanced into India. Unexpectedly in 323 B.C., Alexander died at the age of 33 in Persia from a fever. Although his empire collapsed soon after, he is credited with spreading Greek culture from Egypt to the borders of India. Local people **assimilated**, or absorbed, Greek ideas. In turn, Greek settlers adopted local customs. Gradually, a new Hellenistic culture emerged that blended Greek, Persian, Egyptian, and Indian influences.

13. At the very heart of the Hellenistic world stood the magnificent city of Alexandria, founded in Egypt by Alexander. Its great library was among the greatest scientific and cultural centers of the age. Like Alexandria, cities of the Hellenistic world employed many architects and artists. Temples, palaces, and other public buildings were larger and grander than the buildings of classical Greece. The elaborate new style reflected the desire of Hellenistic rulers to glorify themselves as godlike.

14. During the Hellenistic age, scholars built on earlier Greek, Babylonian, and Egyptian knowledge. In mathematics, Pythagoras derived a formula to calculate the relationship between the sides of a right triangle. The astronomer Aristarchus developed the theory of a **heliocentric**, or sun-centered, solar system. Another scientist, Archimedes, applied the principles of physics to make practical inventions. In the field of medicine, the Greek physician Hippocrates studied the causes of illnesses and looked for cures. Greek works in the arts and sciences set a standard for later Europeans. Greek ideas about law, freedom, justice, and government continue to influence political thinking today.

NAME _____

TERMS AND NAMES: *write the correct term or name using a word found in* ***bold print*** *from the article*

1. _____ sun-centered
2. _____ rational thinking using reasoning
3. _____ massive tactical formation of heavily armed foot soldiers
4. _____ lovers of wisdom
5. _____ where power is in the hands of a small, wealthy elite
6. _____ when a hereditary ruler exercises central power
7. _____ to absorb or adopt customs, ideas, values, etc.
8. _____ government by the people
9. _____ plays that tell stories of human suffering, usually ending in disaster
10. _____ rule by the landholding elite
11. _____ humorous plays that mock customs or that criticize society
12. _____ The most famous example of Greek architecture
13. _____ The art of skillful speaking

The article has an underlined word in each paragraph. Write the correct word alongside the word or phrase that could be used to replace it and still keep the original meaning in the sentence.

14. fancy_____ 15. developed _____ 16. founded _____

17. cut off _____ 18. laws _____ 19. began _____

Answer these questions on your own paper using complete, meaningful sentences. DO NOT rewrite the questions.

20. Compare/contrast paragraphs 1 and 2. What is similar? How are they different?
21. What is the main idea of paragraph 6?
22. Describe a cause and effect found in paragraph 8.
23. Use context clues to determine the meaning of the word "ideal" in paragraph 9. Explain your reasoning.
24. What different forms of governments evolved in ancient Greece?
25. What reforms did Cleisthenes make?
26. What did Greek philosophers use to explain events?
27. What two forms of drama did the Greeks develop?
28. How was Alexandria typical of a Hellenistic city?
29. On what was Hellenistic scholarship based?

30,31,32 - Make and complete the following chart:

Paragraph	Main Idea	Supporting Detail #1	Supporting Detail #2
12			
13			
14			

Name: _____ Date: _____

Homework: Reading About the Effects of Climate Change

Of the three articles in *The Effects of Climate Change*, select at least **one** to read. Use your Active Reading skills as you read and annotate the article you chose. After reading, answer the question below.

Rate how successful you were at using your Active Reading skills by responding to the following statement:

As I read, I paid attention to my own understanding and recorded my thoughts and questions.

- ☐ never
- ☐ almost never
- ☐ sometimes
- ☐ frequently/often
- ☐ all the time

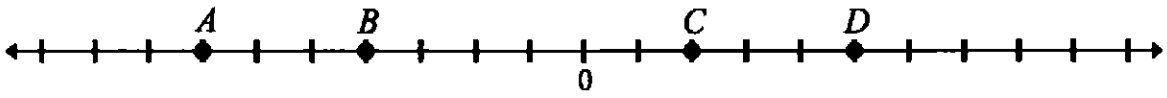
Active Reading Guidelines

1. Think carefully about what you read. Pay attention to your own understanding.
2. As you read, annotate the text to make a record of your thinking. Highlight challenging words and add notes to record questions and make connections to your own experience.
3. Examine all visual representations carefully. Consider how they go together with the text.
4. After you read, discuss what you have read with others to help you better understand the text.

REVIEW THRU 3.2c

Name: Kelly Gorman

#1 Points possible: 1. Total attempts: 2



Using the number line above, if point C represents ***10***, then determine the values of A, B, and D

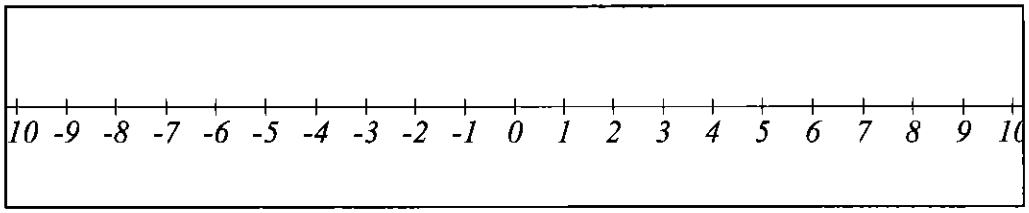
A	_____
B	_____
C	**10**
D	_____

#2 Points possible: 1. Total attempts: 2

Ordering Integers using a Number Line

Plot the given numbers on the number lines. Then use the number line to select the correct inequality words, language and symbols.

Place the numbers 7 and 3 on the number line below.



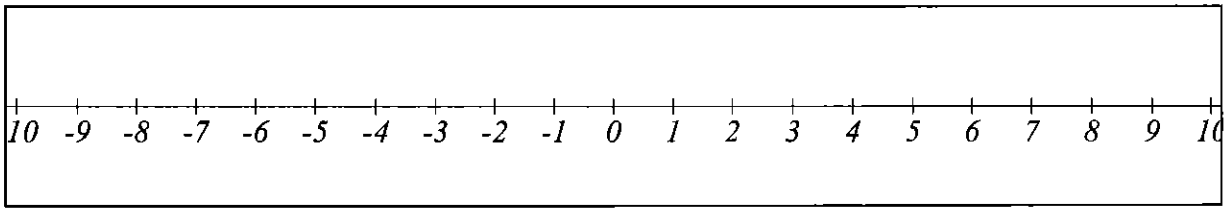
3 is to the Select an answer ▼ of 7	3 is Select an answer ▼ 7	3 ? ▼ 7
7 is to the Select an answer ▼ of 3	7 is Select an answer ▼ 3	7 ? ▼ 3

#3 Points possible: 1. Total attempts: 2

Ordering Integers using a Number Line

Plot the given numbers on the number line. Then select the correct inequality words, language, and symbols.

Plot the numbers -2 and -9 on the number line below.



-9 is to the [Select an answer ▼] of -2	-9 is [Select an answer ▼] -2	-9 [? ▼] -2
-2 is to the [Select an answer ▼] of -9	-2 is [Select an answer ▼] -9	-2 [? ▼] -9

#4 Points possible: 1. Total attempts: 2

Arrange the numbers below, in increasing order, from least to greatest.

Values	2	-4	-1	-9	0

Answer:

_____ , _____ , _____ , _____ , _____

#5 Points possible: 1. Total attempts: 1

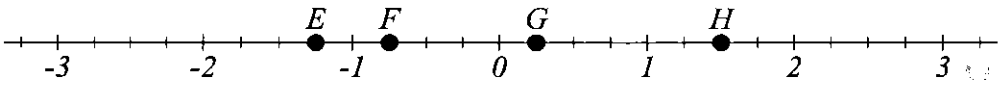
Comparing Rational Numbers

Select the correct inequality symbol for each of the following pairs of numbers.

3.8 [? ▼] 3.5	5.14 [? ▼] 5.11	1.303 [? ▼] 1.307
-3.8 [? ▼] -3.5	-5.14 [? ▼] -5.11	-1.303 [? ▼] -1.307

#6 Points possible: 1. Total attempts: 1

Consider the points plotted on the number line shown below.



Consider statements in the table shown. Select true or false for each statement about the number.

The value of point E is greater than -2	True ○ False ○
The value of point F is greater than the value of point G	True ○ False ○
The value of point H is less than 2	True ○ False ○

#7 Points possible: 1. Total attempts: 2

Simplify each of the following.

$|-5| =$ _____

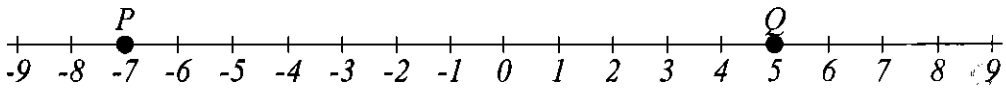
$-|-27| =$ _____

$-|10| =$ _____

$|6| =$ _____

#8 Points possible: 1. Total attempts: 1

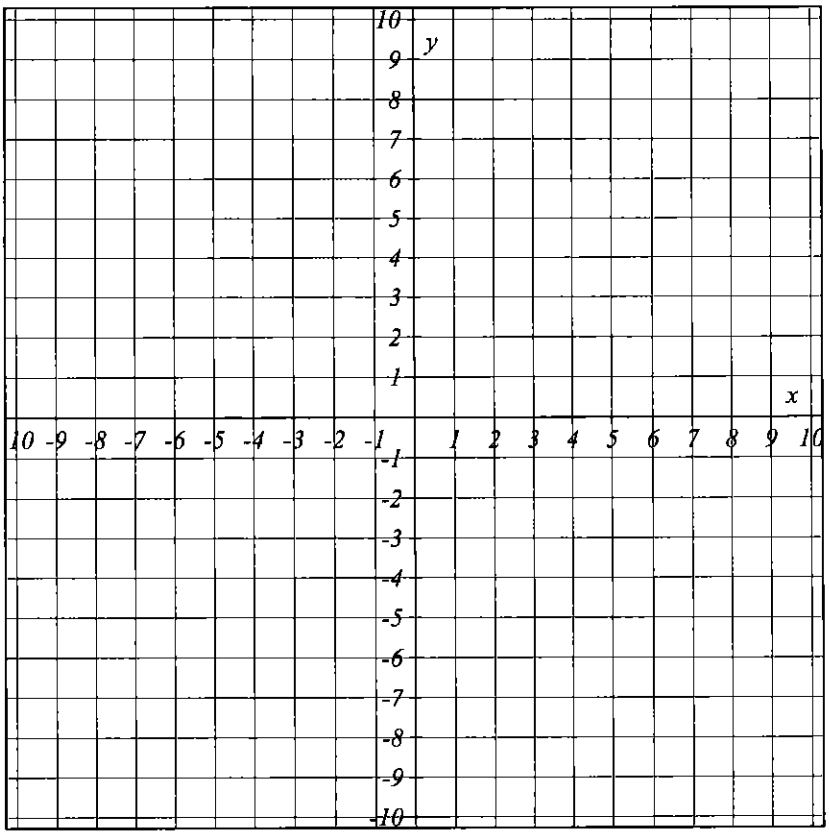
Find the distance between points P and Q.



Distance: _____

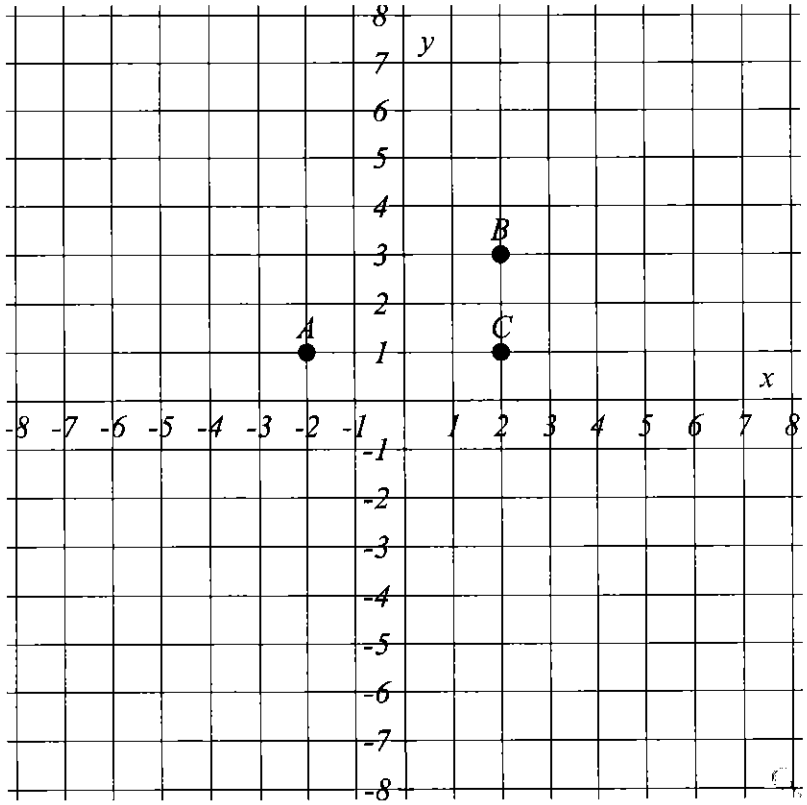
#9 Points possible: 1. Total attempts: 2

Graph the following ordered pairs on the coordinate plane below and then find the length of the line segment whose endpoints are $(-1, 3)$ and $(-1, 2)$.



Distance = _____

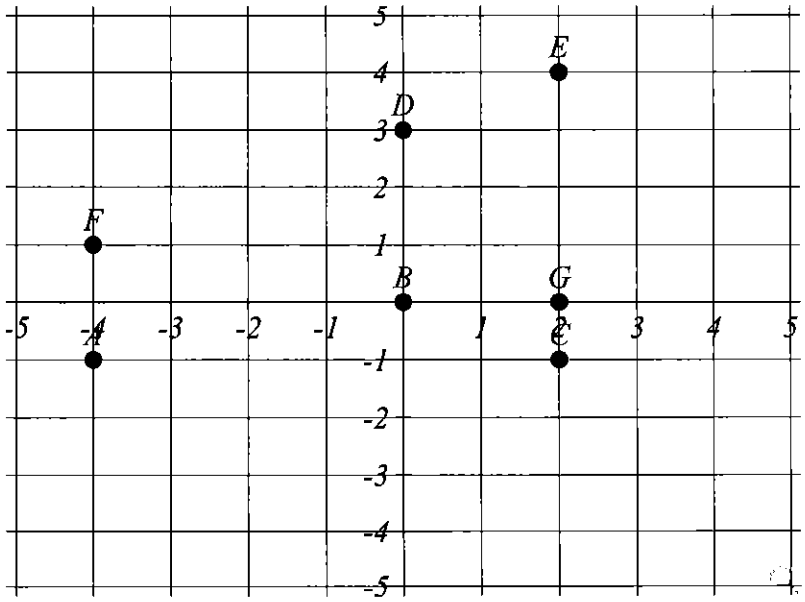
#10 Points possible: 1. Total attempts: 2



Enter the distance, in units, between point A and point C.

Distance = _____

#11 Points possible: 7. Total attempts: 2



For each point on the graph above, select the correct location from the drop-down list.

A Select an answer ▼

B Select an answer ▼

C Select an answer ▼

D Select an answer ▼

E Select an answer ▼

F Select an answer ▼

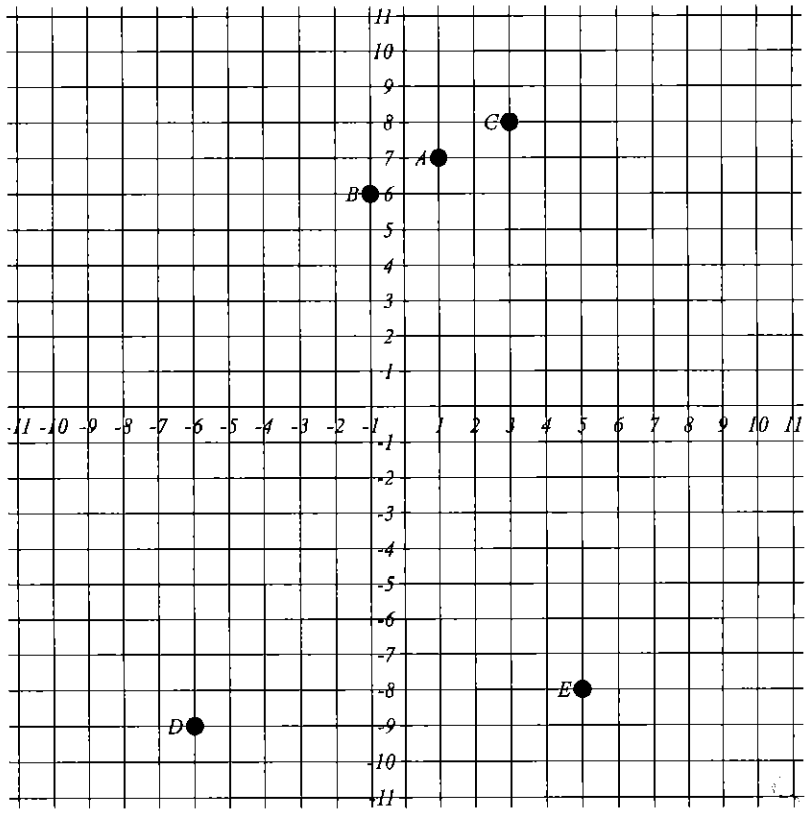
G Select an answer ▼

#12 Points possible: 5. Total attempts: 2

The Cartesian Plan

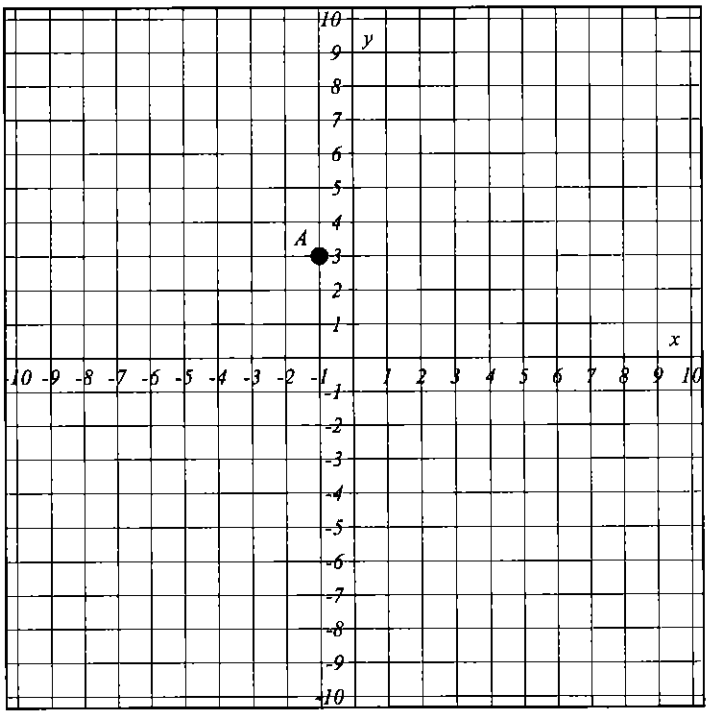
Identify the ordered pair for each of the points on the graph. Be sure to include parentheses with your ordered pairs! Example: $(-5, 3)$.

Label	Ordered Pair
A	
B	
C	
D	
E	



#13 Points possible: 4. Total attempts: 2

Use the grid below to answer the questions.



a) Plot the point that is symmetric to point A about the x-axis (reflected across the x-axis).

b) Write the ordered pair for the point you just plotted: (_____,_____)

c) Plot the point that is symmetric to point A about the y-axis (reflected across the y-axis).

d) Write the ordered pair for the point you just plotted: (_____,_____)

#14 Points possible: 4. Total attempts: 2

Simplifying Opposites	
Simplify each the following.	
$-(9) =$ _____	$-(-5) =$ _____
$-(-(7)) =$ _____	$-(-(-8)) =$ _____

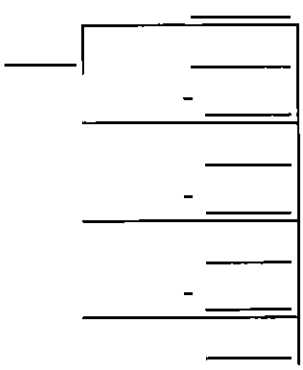
#15 Points possible: 1. Total attempts: 2

Find the quotient of the following. **Clearly show ALL your work in your composition notebook!** Make sure that the work in your composition notebook matches the work here! **If there are any extra blank areas left over, leave them blank!**

$4.69 \div 0.7$

When inputting the dividend and divisor below, you want the divisor to be a whole number! Use these values when inputting values below!

Answer:



#16 Points possible: 1. Total attempts: 2

One way of multiplying rational numbers that are decimals is to temporarily ignore the decimals to make the multiplying easier. Multiply the following using this technique: 0.36×0.86

Clearly show ALL your work in your composition notebook! Make sure that the work in your composition notebook matches the work here!

$$\begin{array}{r} 36 \\ \times\ 86 \\ \hline \\ + \\ \hline \end{array}$$

Answer to the original problem, 0.36×0.86 : _____

#17 Points possible: 1. Total attempts: 2

Find the value of the following.

$$\frac{3}{4} - \frac{7}{12}$$

a) Choose the **common denominator** you are going to use. _____

b) First, show how you are going to **create equivalent fractions** with the common denominator you chose in part a). This is called the Identity Property of Multiplication.

$$\frac{\_\_\_\_}{\_\_\_\_} \cdot \frac{3}{4} - \frac{7}{12} \cdot \frac{\_\_\_\_}{\_\_\_\_}$$

c) Second, show your **equivalent fractions** with the common denominator that you created in part b).

$$= \frac{\_\_\_\_}{\_\_\_\_} - \frac{\_\_\_\_}{\_\_\_\_}$$

d) Lastly, after subtracting together the two fractions in part c), write the **answer** in reduced form.

= _____

#18 Points possible: 1. Total attempts: 1

Select **all** expressions that are equivalent to

$$3(5x + 2y + 3y)$$

- ☐ $15x + 2y + 3y$
- ☐ $15x + 6y + 9y$
- ☐ $5x + 2y + 3y + 5x + 2y + 3y + 5x + 2y + 3y$
- ☐ $15x + 15y$

#19 Points possible: 1. Total attempts: 2

A worker at a frozen yogurt store has $4\frac{2}{3}$ cups of frozen yogurt to give to customers as samples. The worker places $\frac{2}{3}$ cup of frozen yogurt in each sample. How many samples can the worker give using all the frozen yogurt?

_____ samples

Homer

Homer was the legendary author of the Iliad and the Odyssey. These were two great poems that became central works of ancient Greek literature. There were many accounts of Homer's life that circulated in the centuries after his death. Some of the most widespread rumors were that he was blind, and that he was thought to be from a region known as Ionia, which is in present-day Turkey. However, these accounts are considered mythical by modern scholars.

It is generally thought that Homer's poems were written at some point around the eighth or early seventh century BC. His poem, The Iliad, is set during the Trojan War, and it focusses on the ten-year siege of the city of Troy by a coalition of Greek kingdoms. It includes King Agamemnon and the warrior, Achilles. His other famous poem, The Odyssey, focuses on the ten-year journey home of Odysseus, king of Ithaca, after the fall of Troy.

Even in present day, the influence of Homer on Western civilization has been huge. His poems, which were told and passed from generation to generation, have inspired many famous works of literature, music, art and film.

Homer's poems are also said to have been the greatest influence on ancient Greek culture and education; so much so that ancient Greek philosopher Plato described Homer as the one who "has taught Greece".

Homer

Comprehension

1 – What two legendary poems did he write? (1)

2 – What did these poems become central works of? (1)

3 – What two rumors about Homer's life circulated in the centuries after his death? (2)

4 – How do modern scholars consider these rumours? (1)

5 – When were the poems thought to have been written? (1)

6 – Describe what The Illiad poem was about. (2)

7 – What does The Odyssey poem focus on? (1)

8 – What did Homer have a huge influence on? (1)

9 – How do you think future generations found out about the legendary poems? (1)

10 – How might his work be remembered today? (1)

11 – How did Plato describe Homer? (1)

Homer

Grammar

12 - Underline the adverb in the following sentence: (1)

It is generally thought that Homer's poems were written at some point around the eighth century.

13 – Underline the subordinate clause in the sentence below: (1)

His poems, which were told and passed from generation to generation, have inspired many famous works of literature, music, art and film.

Extension

14 – Write six detailed facts about Homer. (3)

Global Warming Worksheet Series

Name: _____

Date: _____

Climate Change Vocabulary Word Search

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

Carbon Dioxide	Fossil Fuels	Greenhouse Gases
Carbon Footprint	Glacier	Methane
Climate	Global Climate	Nitrous Oxide
Climate Change	Global Warming	Weather