

Name _____

Date _____

7TH GRADE

Week One

March 30-April 3

Mount Pleasant Junior High



**MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000**

March 23, 2020

Mount Pleasant ISD Parents and Guardians,

In an effort to meet the requirements provided by The Texas Education Agency for our students to continue to receive instruction during this closure, we have worked to provide two ways that students can continue to learn in lieu of in-person instruction.

We will provide paper-packets of student work that will be available for parents by one of the following ways:

- Access the packets online at www.mpisd.net and return them by any way available electronically to your child's teacher (email, screenshot, app, text, etc.). Additional resources for parents and students to communicate remotely will also be posted on our district's site as well.
- A pick-up process (more information to come on this soon)

We will also provide online/remote instruction by using many resources. Any ways in which your child's teachers have been utilizing technology, providing instruction, and communicating with students will continue. In addition to this, links and resources for online learning and instruction will be posted beginning Monday, March 30 at www.mpisd.net. On March 30, there will also be a tech help-desk phone number available for parents and students who need assistance with accessing remote instruction.

Your child's continued learning is our priority. Thank you for being understanding and flexible as changes continue to occur and for giving us the opportunity to educate your child in Mount Pleasant ISD!

Sincerely,
Mike Lide
Deputy Superintendent-Curriculum & Instruction
Mount Pleasant ISD



**MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000**

23 de marzo del 2020

Padres y Tutores del Distrito Independiente Mount Pleasant,

La Agencia de Educación de Texas (TEA siglas en inglés) requiere que los estudiantes continúen recibiendo instrucción cuando hay un cierre de la escuela. Para cumplir con este requisito, hemos desarrollado dos formas que reemplazarán la instrucción directa entre los maestros y los estudiantes.

Proveeremos un paquete con prácticas para cada estudiante que será disponible a los padres de las siguientes maneras:

- Acceder la información en línea en www.mpisd.net y regresarla por cualquier medio disponible electrónicamente (correo electrónico, captura de pantalla, aplicación, etc.). Se publicarán recursos adicionales en nuestro sitio web para que los padres y los estudiantes puedan comunicarse a distancia con el distrito.
- Recoger las asignaciones en persona. Enviaremos más información de cómo se llevará a cabo este proceso.

El Distrito proveerá instrucción remota utilizando diferentes medios. Las maestras continuarán usando cualquier método de tecnología que han usado durante el año escolar para comunicarse con ustedes y los estudiantes. Adicionalmente, publicaremos enlaces para educación en línea y un número de teléfono si necesita ayuda técnica en www.mpisd.net comenzando el lunes, 30 de marzo del 2020.

El aprendizaje continuo de su hijo(a) es nuestra prioridad. ¡Gracias por ser comprensivos y flexibles durante estos cambios y por darnos la oportunidad de educar a su hijo(a) en el Distrito Escolar Mount Pleasant!

Sinceramente,
Mike Lide
Superintendente Adjunto-Currículo e Instrucción
Mount Pleasant ISD

ENGLISH

Dear Students,

We miss you so much and hope to see you again soon! Please let us know if we can do anything to help. Stay safe and stay well!

We love you, Mr. Mitchell, Mrs. Elmore, Mrs. Dyer, Mrs. McCord
Your 7th ELA teachers Mrs. Campbell, Mrs. Garrison

- If you go to **youtube**, Mr. McCarthy will read the entire **Divergent** book to you by chapters. Just type in **Divergent** audiobook, and it should take you to his readings.
- **www.noredink.com** – just sign in under your account and you should be able to practice anything you want!

Reading and Math games:

www.funbrain.com/

Fave kids books read by famous people:

www.storylineonline.net/

Reading and Math games:

www.arcademics.com/

Games to get “into the book”:

www.reading.ecb.org/

Educational Games K-12:

www.breakoutedu.com/funathome

Grammar practice for middle grades:

www.classroomcereal.com/

Reading passages for grades 3-12 with reading comprehension and discussion questions:

www.commonlit.org;

Vocabulary, grammar, listening activities and games in Spanish, French, Italian, German, Portuguese, Korean, and Latin:

www.conjugemos.com/

Free printable K-8 Reading and Math activity packs (available in English and Spanish):

www.curriculumassociates.com/supporting-students-away-from-school

Digital Learning content for preschool through high school:

www.curriki.org/

Day-by-day projects to keep kids reading, thinking, and growing:

www.classroommagazines.scholastic.com/support/learnathome.html

Name: _____ Class: _____

The power of 'like'

A single 'like' can make a social-media post more popular and even affect how teens behave

By Alison Pearce Stevens
2017

In this informational text, Alison Pearce Stevens discusses various studies that explore how people are influenced by social media posts and "likes." As you read, take notes on how people are affected by certain photos and posts on social media.

- [1] Like it or love it, social media is a major part of life. Teens spend more than half of their waking hours online. They use some of that time to post pictures and create profiles on social media accounts. But most of what they do is read and respond to posts by friends and family.

Clicking on a thumbs-up or a heart icon is an easy way to stay in touch. But those "likes" can have power that goes beyond a simple connection. Some social media sites use those likes to determine how many people eventually see a post. One with many likes is more likely to be seen — and to get even more likes.

What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink. That means that what you like online has the power to influence not just what others like, but even what they do.



"Man With Emojis & Smartphone" by Free Images is licensed under CC BY 2.0

Popularity on the brain

It's no surprise: Feedback from peers affects how teens behave. And not always in a good way. For example, in one 2011 study, teens doing a driving task in a lab took more risks when their friends were around. Researchers also looked at the teens' brains during this task. They saw activity in a part of the brain that's involved in rewards. This area is known as the *nucleus accumbens*. That suggests the teens were changing their behavior to try to get social approval, explains Lauren Sherman. She's a cognitive neuroscientist at Temple University in Philadelphia, Penn. Cognitive neuroscientists are researchers who study the brain.

- [5] Joining social media can give people a sense of being in the know. But posts may exaggerate how well our friends and others are feeling, making them appear much happier than we are. And that can, inappropriately, make us feel less successful than them.

Sherman wanted to know whether teens make similar changes to their behavior when they use social media. To find out, she and her team recruited 32 teens for their study, last year. The participants submitted photos from their personal Instagram accounts.

The researchers mixed the teens' photos with other pictures from public Instagram accounts. Then they randomly gave half of the images many likes (between 23 and 45; most had more than 30). They gave the other half no more than 22 likes (most had fewer than 15). The participant's own pictures were evenly divided between getting many or few likes.

The researchers told the participants that about 50 other teens had already viewed and rated the photos. That let the participants know how big the audience was. It also gave the teens a feel for how popular the pictures were.

The researchers wanted to find out how the participants' brains were responding to the different images. To find out, they had the teens view the photos while they were inside a *magnetic resonance imaging*, or MRI, machine. It uses a strong magnet to record blood flow in the brain. When brain cells are active, they use up oxygen and nutrients. MRI scans show where blood flow has increased because of this activity. When people perform some task while in the MRI machine, the test is now known as *functional MRI*, or fMRI.

- [10] While the teens were in the machine, researchers asked them to either like an image or skip to the next one. Teens were much more likely to like images that seemed popular — those that had more than 23 likes, Sherman's team found. The kids tended to skip pictures with few likes. And the brain's reward pathways became especially active when the teens viewed their own photos with many likes.

Likes can have a subtle¹ but significant effect on how teens interact with friends online, the data show. "The little number appearing below a picture affects the way [people] perceive that picture," Sherman reports. "It can even affect their tendency to click 'like' themselves."

A like is a social cue,² Sherman explains. Teens "use this cue to learn how to navigate their social world." Positive responses to a teen's own photos (in the form of many likes) tell teens that their friends appreciate the material they're posting. Their brains respond to those likes by turning on the reward center.

But seeing someone *else's* popular photo didn't necessarily turn on that reward center. Sometimes it affected behavioral attitudes. For instance, *cognitive control*³ helps people maintain self-control. It also helps them think about plans and goals. When looking at some photos — no matter how many likes they had — the brain region linked to cognitive control tended to become less active. What kinds of pictures turned off this brain control region? They were photos showing risky behaviors, such as smoking or drinking.

1. **Subtle (adjective):** hard to notice, not obvious
2. a verbal or nonverbal hint that guides conversation and social interaction like facial expression and tone
3. the ability of the brain to adapt behavior and information processing to current goals and new information

Viewing pictures like these could make teens let down their guard when it comes to experimenting with drugs and alcohol, Sherman worries. "Repeated exposure to risky pictures posted by peers could make teens more likely to try those behaviors."

Small act, big impact

- [15] Clicking "like" is a simple act that can have complex results. In fact, a single like can have a big impact on a post's popularity and reach, say Maria Glenski and Tim Weninger. These computer scientists work at the University of Notre Dame in Indiana.

Glenski and Weninger studied the social news site Reddit. Its users can respond to headlines by clicking an arrow that points up or down. An up arrow, or "upvote," is similar to a like. The researchers created a computer program that scanned Reddit every two minutes for six months. During each scan, the program recorded the most recent post on the site. Then it randomly upvoted the post, downvoted it or did nothing. By the end of the study, the program had upvoted 30,998 posts and downvoted 30,796. It left alone another 31,225 posts.

Glenski and Weninger watched to see how popular each post was four days after their program had interacted with it. The final score they used was the number of upvotes minus the downvotes. The researchers considered posts with a score of more than 500 to be very popular.

Posts that their program had upvoted did better. These posts were eight percent more likely to have a final score of at least 1,000, compared to posts the program ignored. And upvoted posts were almost 25 percent more likely to reach a final score of 2,000 — making them extremely popular. In contrast, posts that the program downvoted ended up with scores five percent lower, on average, than were posts that the program had ignored.

"Early up-ratings or likes can have a large impact on the ultimate popularity of a post," Glenski concludes. "People tend to follow the behavior of the group." If other people have liked a post, new viewers will be more likely to like it too. And that popularity can feed on itself.

- [20] Many social media sites share more of the higher-ranked — or more popular — posts. As a result, "people are more likely to see what others have positively rated," Glenski says. So the posts that get the most likes tend to spread even more widely.

Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post. Similarly, she adds, they should pay careful attention to what they like, share or comment on. "Your actions influence what other people see and hear in the media."

Risky business

Popular photos might signal to teens that what's in those photos is socially acceptable. If those images show alcohol use or other risky behaviors, this could lead teens to make bad choices. That's the conclusion Sarah Boyle came from a study she ran last year.

Boyle is a psychologist at Loyola Marymount University in Los Angeles, Calif. Her team recruited first-year college students to see if — and how — social media influences underage drinking. Their participants included 412 incoming students. All were under 21 (the legal drinking age).

Each student completed two surveys. They took the first between September and October. This was 25 to 50 days into the first half of the school year. The second survey took place between February and March, well into the second half. The survey asked how much alcohol a student drank, and how often. It also asked why someone drank and what role they felt drinking plays in the college experience.

- [25] Each survey also asked students how frequently they checked Facebook, Instagram and Snapchat. And when they did, had they seen alcohol-related posts? The researchers then compared responses from the first and second surveys.

Students who saw alcohol-related posts during the first six weeks of school were more likely to drink alcohol by the second survey, the data show. Men increased their drinking more than did women. Seeing alcohol-related posts on social media increased how much they thought other male students were drinking, Boyle says. Those posts made the young men see drinking as an important part of their college experience. “These things, in turn, led them to drink more themselves,” Boyle says.

Women saw alcohol-related posts also began to view drinking as part of the college experience. They, too, increased their drinking, but not as much as men did. However, the posts didn’t change their idea of how often other women drank. That’s probably because male students made the most alcohol-related posts, Boyle observes.

A difference also emerged between social media sites. More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat. Instagram’s filters also may allow people to glamorize photos, making alcohol more attractive, she adds. Similarly, people may post photos of alcohol to Snapchat because they know their posts will disappear.

The important take-home message here, Boyle says, is that what students see on social media can influence their attitudes about drinking, Boyle says. “The problem with social media is that posts can distort reality.” Social media users see only highlights from the party. These are the posts that others like. People rarely, however, post pictures of their hangovers, poor grades or drinking-related injuries and accidents, she notes.

- [30] Neuroscientist Sherman hopes that all tech users will be thoughtful about social media. Our online experiences are shaped by others’ opinions. Going along with the crowd isn’t necessarily bad, she says. But teens need “to be aware that peer influence is a constant factor whenever they use social media.”

Glenski, the computer scientist, agrees. Social media “shapes how we perceive the world around us,” she says. Your online ratings have a big influence on what others see and hear. So it’s important that you read carefully. Think about what you like and upvote, she says. And keep in mind that “Your digital votes matter.”

Text-Dependent Questions

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

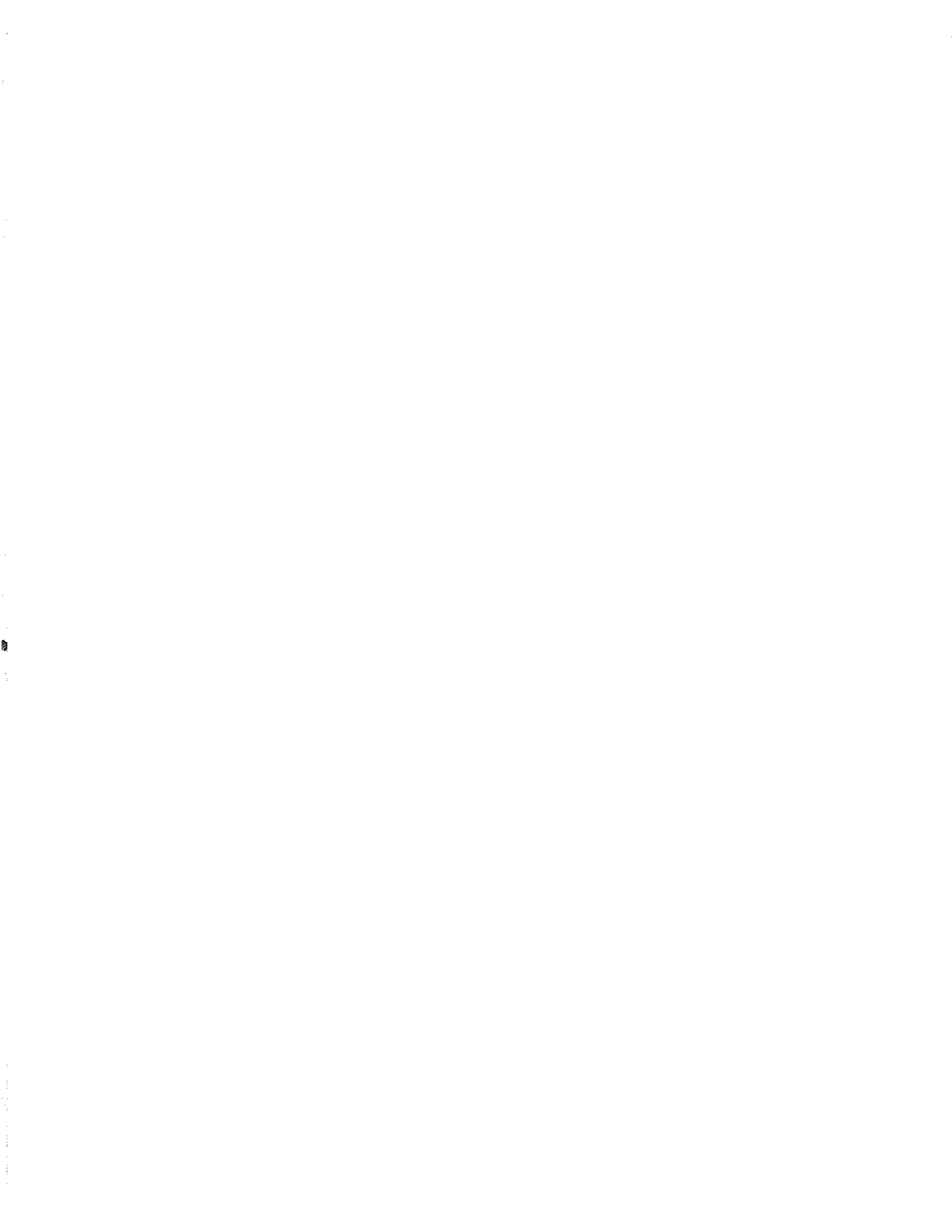
1. PART A: Which statement expresses the central idea of the text?
 - A. The pictures that people post and the likes that they receive have the power to influence the actions of the people who see them.
 - B. Posting and receiving likes on social media posts is an easy way to improve a person's mood by activating the brain's reward system.
 - C. Looking through photos and posts on social media decreases activity in the brain as it is a mindless task.
 - D. People are more likely to feel jealousy towards other people's photos and likes than they are to feel rewarded for their own posts.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "What's more, viewing posts with a lot of likes activates the reward system in our brain. It also can lower the viewer's self-control. And posts related to alcohol may encourage teens to drink." (Paragraph 3)
 - B. "Positive responses to a teen's own photos... tell teens that their friends appreciate the material they're posting." (Paragraph 12)
 - C. "Teens should keep in mind, Glenski cautions, that just because a post is popular doesn't mean it is a quality post." (Paragraph 21)
 - D. "More posts about alcohol appeared on Instagram and Snapchat than on Facebook. Boyle suspects this is because fewer parents, professors and other older adults use Instagram and Snapchat." (Paragraph 28)

3. What is the author's main purpose in the article?
 - A. to discourage teens from posting and liking pictures on social media
 - B. to expose to people how social media only promotes certain posts
 - C. to prove how social media is harmful to a person's mental and physical health
 - D. to show people why they should be mindful of what they post and like

4. How does the researchers' experiment with Reddit contribute to the central idea of the text?
 - A. It emphasizes the large number of people that posts on social media can reach.
 - B. It shows how the actions of people on social media can sway the actions of other users.
 - C. It suggests that people aren't being honest online when they upvote or downvote posts.
 - D. It stresses how little thought is required to upvote or downvote posts on Reddit.

5. What is the relationship between the number of likes a post receives and the perception that people have of a social media post? Use evidence from the text in your response.

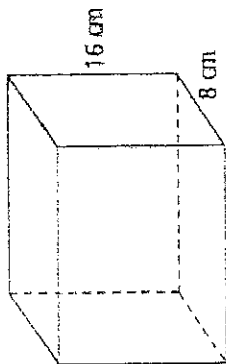


Pre-
ALGEBRA

7th grade Pre Algebra

Volume of Prisms and Pyramids

Rectangular Prisms



base is rectangle
 $A = bh$

FORMULA:

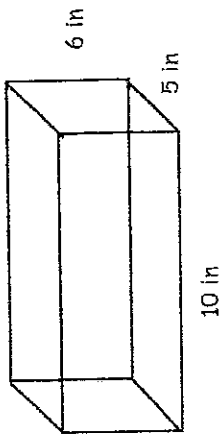
$$V = Bh$$

FIND THE VOLUME:

$B =$ area of the base

$$\begin{array}{r}
 Bh \\
 \downarrow \\
 bh \\
 20(8)(16) \\
 \hline
 2560
 \end{array}$$

$$V = 2560 \text{ cm}^3$$



FORMULA:

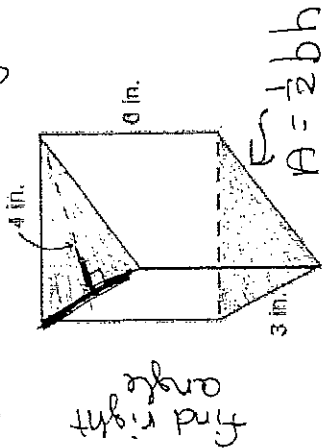
$$V = Bh$$

FIND THE VOLUME:

$$\begin{array}{l}
 V = Bh \\
 V = bh \\
 10 \cdot 5 \cdot 6 \\
 \hline
 300
 \end{array}$$

$$V = 300 \text{ in}^3$$

base is triangle



FORMULA:

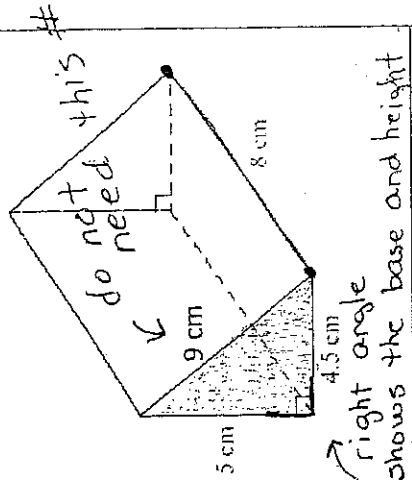
$$V = Bh$$

FIND THE VOLUME:

$$\begin{array}{l}
 V = Bh \\
 V = \frac{1}{2}bh \\
 V = \frac{1}{2}(4)(3)(6) \\
 2 \cdot 3 \cdot 6
 \end{array}$$

$$V = 36 \text{ in}^3$$

Triangular Prisms



FORMULA:

$$V = Bh$$

FIND THE VOLUME:

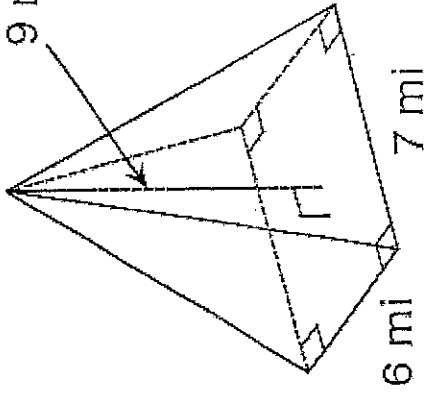
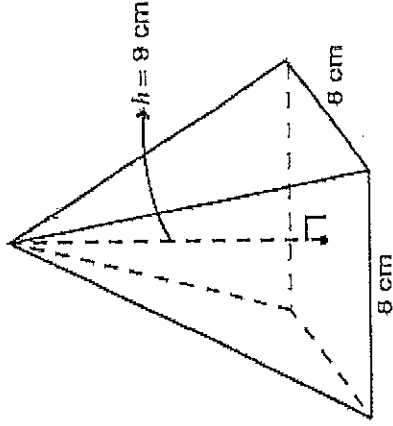
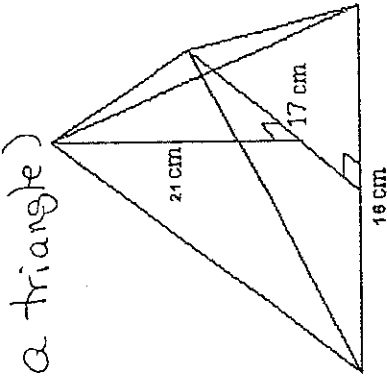
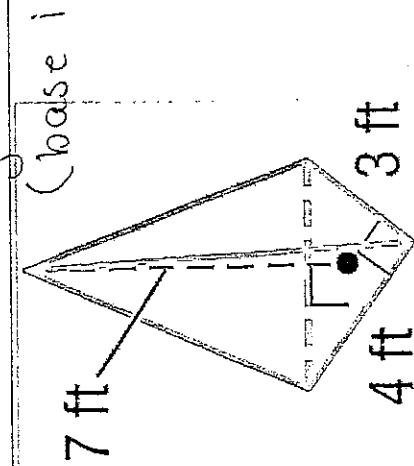
$$\begin{array}{l}
 V = Bh \\
 V = \frac{1}{2}bh \\
 \frac{1}{2}(5)(9)(8) \\
 4 \cdot 5 \\
 20(4.5) \\
 \hline
 90.0
 \end{array}$$

$$V = 90 \text{ cm}^3$$

Triangular Pyramids

Volume of Prisms and Pyramids

Rectangular Pyramids



FORMULA:

$$V = \frac{1}{3} B h$$

FIND THE VOLUME:

$$B = \frac{1}{2} b h$$

$$V = \frac{1}{3} \cdot \frac{1}{2} \cdot 4 \cdot 7 \cdot 3$$

$$\frac{1}{3} \cdot 2 \cdot 7 \cdot 3$$

$$1 \cdot 2 \cdot 7$$

$$V = 14 \text{ ft}^3$$

FORMULA:

$$V = \frac{1}{3} B h$$

FIND THE VOLUME:

$$B = \frac{1}{2} b h$$

$$V = \frac{1}{3} \cdot \frac{1}{2} \cdot 16 \cdot 17 \cdot 21$$

$$7 \cdot 8 \cdot 17$$

$$\begin{array}{r} 17 \\ \times 8 \\ \hline 136 \\ \times 7 \\ \hline 952 \end{array}$$

$$V = 952 \text{ cm}^3$$

FORMULA:

$$V = \frac{1}{3} B h$$

FIND THE VOLUME:

$$B = b h$$

$$V = \frac{1}{3} \cdot 8 \cdot 8 \cdot 9$$

$$3 \cdot 8 \cdot 8$$

$$\begin{array}{r} 24 \\ \times 8 \\ \hline 192 \end{array}$$

$$V = 192 \text{ cm}^3$$

FORMULA:

$$V = \frac{1}{3} B h$$

FIND THE VOLUME:

$$B = b h$$

$$V = \frac{1}{3} \cdot 6 \cdot 7 \cdot 9$$

$$2 \cdot 7 \cdot 9$$

$$\begin{array}{r} 14 \\ \times 9 \\ \hline 126 \end{array}$$

$$V = 126 \text{ mi}^3$$

VOLUME OF PRISMS

Solve for the volume of each prism to work your way through the maze.

Some boxes might not be used

NAME _____

The maze consists of 20 boxes arranged in a grid. Each box contains a 3D prism with its dimensions labeled. Between the boxes are arrows pointing in four directions, each labeled with a volume value. The path starts at the 'Start' box and ends at the 'Finish' box.

Start (Rectangular Prism): 4 in, 5 in, 6 in. Volume: 60 in^3

Box 1 (Triangular Prism): 8 in, 4 in, 7 in. Volume: 112 in^3

Box 2 (Rectangular Prism): 13 in, 2 in, 17 in. Volume: 22 in^3

Box 3 (Triangular Prism): 4 in, 10 in, 13 in. Volume: 260 in^3

Box 4 (Rectangular Prism): 7 in, 6 in, 12 in. Volume: 222 in^3

Box 5 (Triangular Prism): 4 in, 4 in, 9 in, 12 in. Volume: 442 in^3

Box 6 (Rectangular Prism): 7 in, 6 in, 12 in. Volume: 252 in^3

Box 7 (Triangular Prism): 4 in, 10 in, 13 in. Volume: 220 in^3

Box 8 (Rectangular Prism): 7 in, 6 in, 12 in. Volume: 502 in^3

Box 9 (Triangular Prism): 4 in, 4 in, 9 in, 12 in. Volume: 36 in^3

Box 10 (Rectangular Prism): 8 in, 5 in, 12 in. Volume: 504 in^3

Box 11 (Rectangular Prism): 3 in, 3 in, 4 in. Volume: 18 in^3

Box 12 (Triangular Prism): 6 in, 8 in, 3 in. Volume: 36 in^3

Box 13 (Rectangular Prism): 8 in, 5 in, 12 in. Volume: 240 in^3

Box 14 (Rectangular Prism): 3 in, 3 in, 4 in. Volume: 120 in^3

Box 15 (Triangular Prism): 6 in, 8 in, 3 in. Volume: 36 in^3

Box 16 (Rectangular Prism): 7 in, 11 in, 13 in. Volume: 100 in^3

Box 17 (Rectangular Prism): 5 in, 9 in, 10 in. Volume: 63 in^3

Box 18 (Triangular Prism): 6 in, 8 in, 3 in. Volume: 144 in^3

Box 19 (Rectangular Prism): 7 in, 11 in, 13 in. Volume: 240 in^3

Box 20 (Rectangular Prism): 5 in, 9 in, 10 in. Volume: 450 in^3

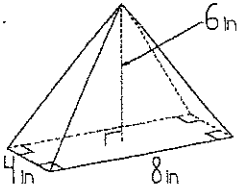
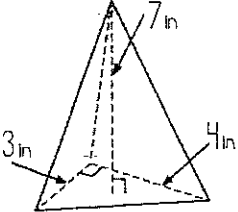
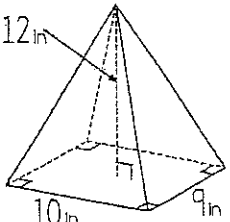
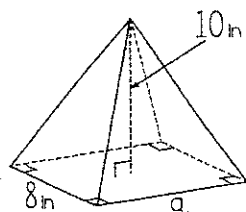
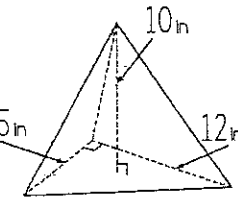
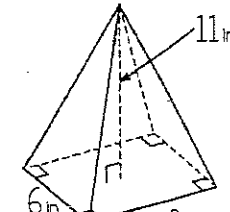
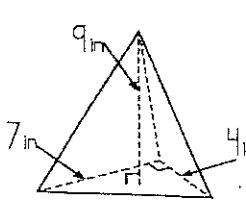
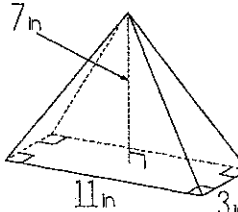
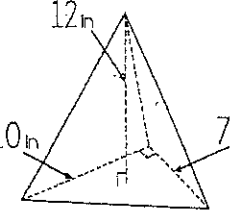
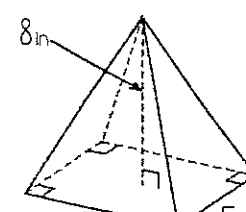
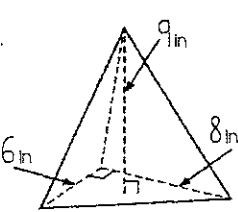
Finish (Cartoon character)

VOLUME OF PYRAMIDS

NAME _____

Begin in the "Start" box and solve for the volume of the pyramids to work your way through the maze.

Some boxes might not be used

 <p>Start</p>	64 in^3		4 in^3	
4 in^3	62 in^3	24 in^3	326 in^3	360 in^3
	142 in^3		176 in^3	
80 in^3	100 in^3	121 in^3	167 in^3	370 in^3
	63 in^3		77 in^3	
42 in^3	120 in^3	147 in^3	142 in^3	140 in^3
	124 in^3		136 in^3	<p>Finish</p>

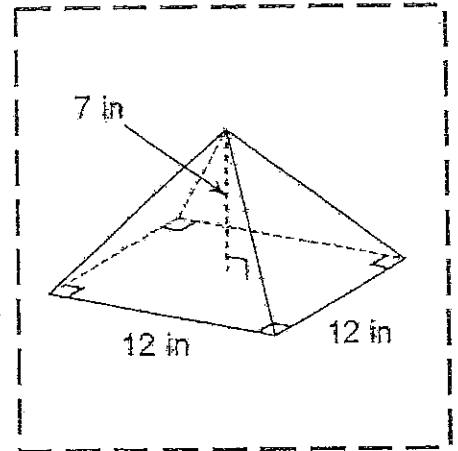
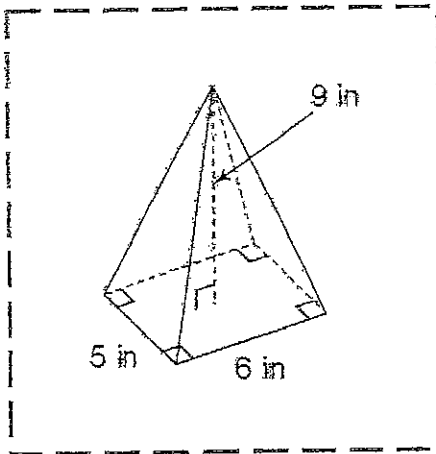
Sum It Up: Volume of Prisms and Pyramids (1 of 5)



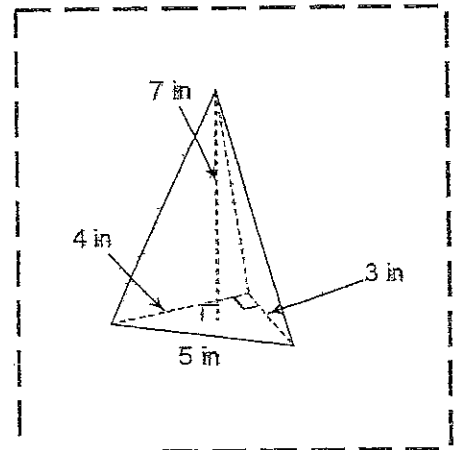
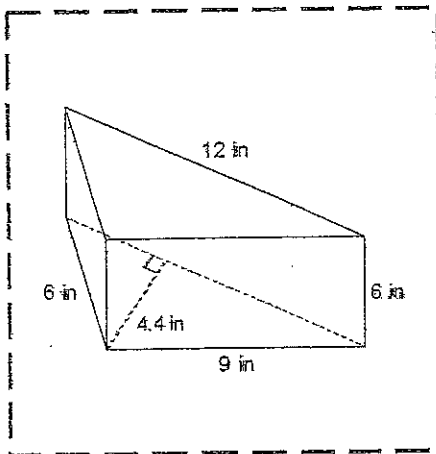
Determine the volume of each three-dimensional solid.

Round each answer to the nearest hundredth.

Sum the four volumes to determine your Group Sum.



Group Sum



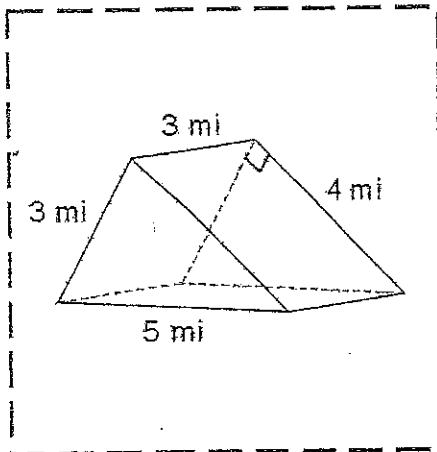
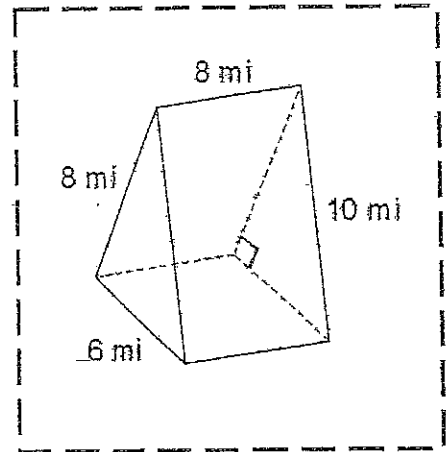
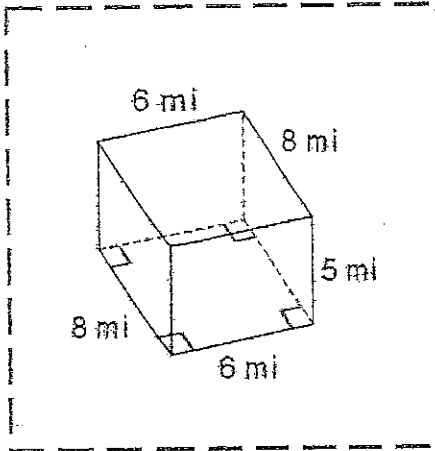
Sum It Up: Volume of Prisms and Pyramids (2 of 5)



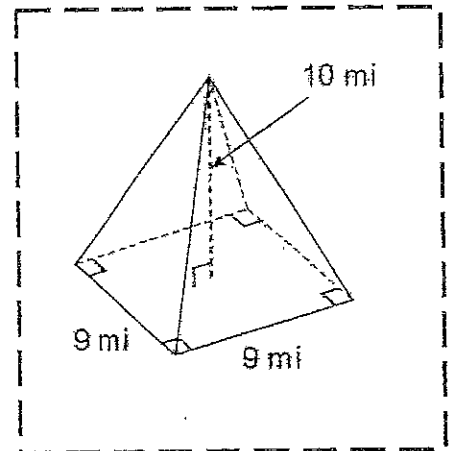
Determine the volume of each
three-dimensional solid.

Round each answer to the nearest
hundredth.

Sum the four volumes to determine your
Group Sum.

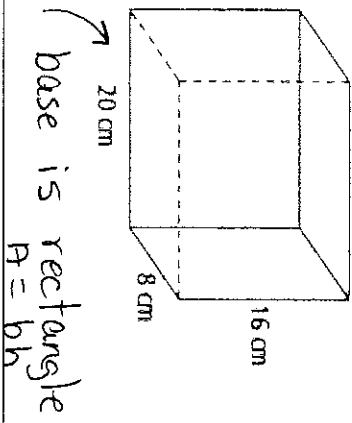


Group Sum



MATH

Rectangular Prisms



FORMULA:

$$V = Bh$$

FIND THE VOLUME:

$B =$ area of the base

$$Bh$$

$$\downarrow \downarrow$$

$$bh \ h$$

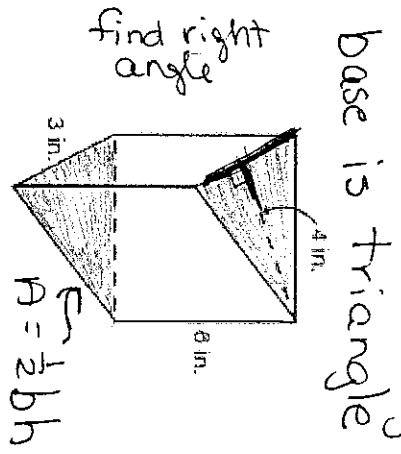
$$20(8)(16)$$

$$\frac{2560}{128} \times 20$$

$$2560$$

$$V = 2560 \text{ cm}^3$$

Triangular Prisms



FORMULA:

$$V = Bh$$

FIND THE VOLUME:

$$V = Bh$$

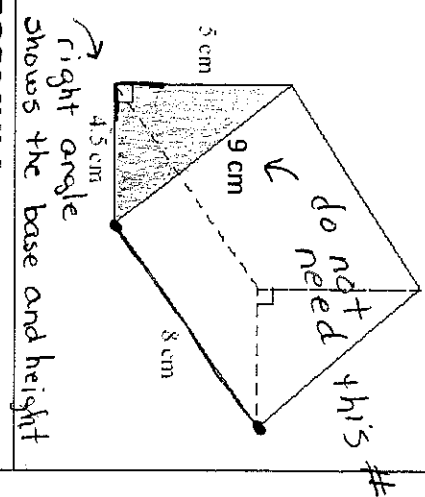
$$\frac{1}{2}bh \ h$$

$$V = \frac{1}{2}(4)(3)(6)$$

$$2 \cdot 3 \cdot 6$$

$$V = 36 \text{ in}^3$$

Rectangular Prisms



FORMULA:

$$V = Bh$$

FIND THE VOLUME:

$$V = Bh$$

$$\frac{1}{2}bh \ h$$

$$V = \frac{1}{2}(5)(4)(8)$$

$$4 \cdot 5$$

$$20(4.5)$$

$$\frac{90.0}{4.5} \times 20$$

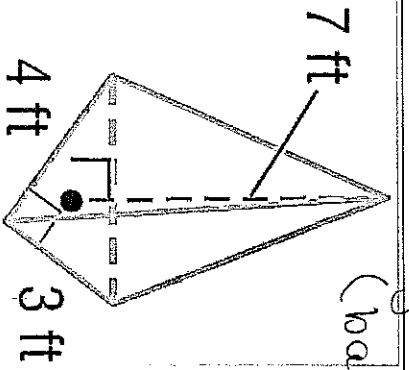
$$V = 90 \text{ cm}^3$$

Triangular Pyramids

Volume of Prisms and Pyramids

Rectangular Pyramids

(base is a triangle)



FORMULA:

$$V = \frac{1}{3} Bh$$

FIND THE VOLUME:

$$B = \frac{1}{2}bh$$

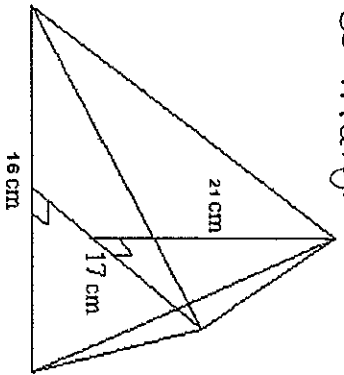
$$V = \frac{1}{3} \cdot \frac{1}{2} \cdot 4 \cdot 7 \cdot 3$$

$$\frac{1}{3} \cdot 2 \cdot 7 \cdot 3$$

$$1 \cdot 2 \cdot 7$$

$$V = 14 \text{ ft}^3$$

(base is a rectangle)



FORMULA:

$$V = \frac{1}{3} Bh$$

FIND THE VOLUME:

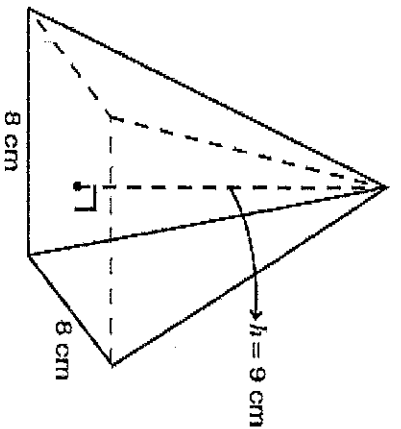
$$B = \frac{1}{2}bh$$

$$V = \frac{1}{3} \cdot \frac{1}{2} \cdot 16 \cdot 17 \cdot 21$$

$$7 \cdot 8 \cdot 17$$

$$\begin{array}{r} 17 \\ \times 8 \\ \hline 136 \\ \times 7 \\ \hline 952 \end{array}$$

$$V = 952 \text{ cm}^3$$



FORMULA:

$$V = \frac{1}{3} Bh$$

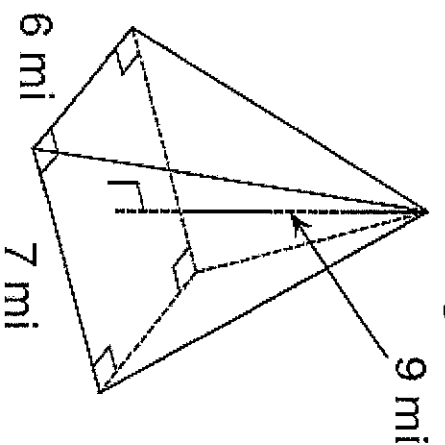
FIND THE VOLUME:

$$B = bh$$

$$V = \frac{1}{3} \cdot 8 \cdot 8 \cdot 9$$

$$\begin{array}{r} 24 \\ \times 8 \\ \hline 192 \end{array}$$

$$V = 192 \text{ cm}^3$$



FORMULA:

$$V = \frac{1}{3} Bh$$

FIND THE VOLUME:

$$B = bh$$

$$V = \frac{1}{3} \cdot 6 \cdot 7 \cdot 9$$

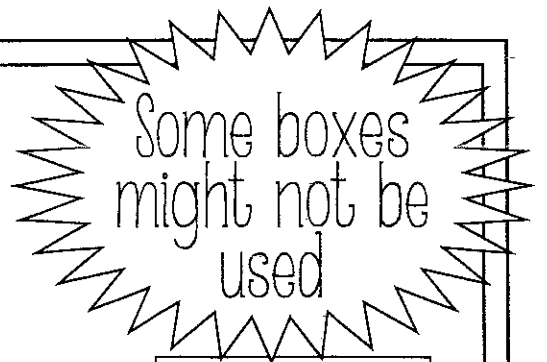
$$\begin{array}{r} 314 \\ \times 9 \\ \hline 126 \end{array}$$

$$V = 126 \text{ mi}^3$$

VOLUME OF PRISMS

Solve for the volume of each prism to work your way through the maze.

NAME _____



A maze of prisms with volume options. The path starts at 'Start' and ends at 'Finish'.

Start (Rectangular Prism: 4in x 5in x 6in) → 60 in^3 → (Triangular Prism: 8in x 4in x 7in) → 112 in^3 → (Rectangular Prism: 13in x 2in x 17in) → 22 in^3 → (Triangular Prism: 4in x 10in x 13in) → 502 in^3 → (Rectangular Prism: 7in x 6in x 12in) → 252 in^3 → (Triangular Prism: 4in x 12in x 9in) → 36 in^3 → (Rectangular Prism: 8in x 5in x 12in) → 120 in^3 → (Rectangular Prism: 3in x 4in x 3in) → 36 in^3 → (Triangular Prism: 6in x 8in x 3in) → 72 in^3 → (Rectangular Prism: 7in x 11in x 13in) → 110 in^3 → (Rectangular Prism: 5in x 9in x 10in) → 36 in^3 → **Finish**

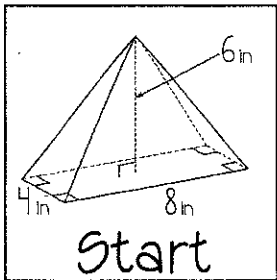
Other volume options in the maze include: 120 in^3 , 260 in^3 , 222 in^3 , 442 in^3 , 504 in^3 , 506 in^3 , 18 in^3 , 240 in^3 , 100 in^3 , 63 in^3 , 144 in^3 .

VOLUME OF PYRAMIDS

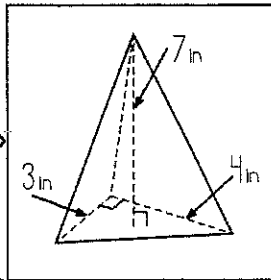
NAME _____

Begin in the "Start" box and solve for the volume of the pyramids to work your way through the maze.

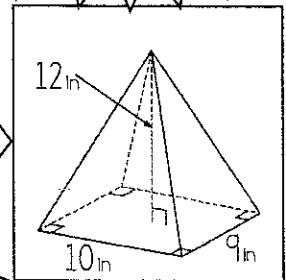
Some boxes might not be used



64 in^3



4 in^3



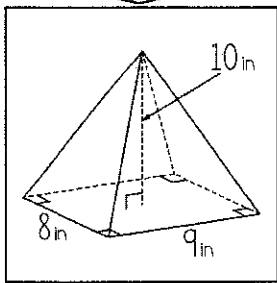
4 in^3

62 in^3

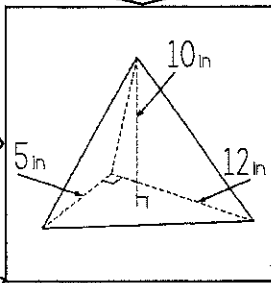
24 in^3

326 in^3

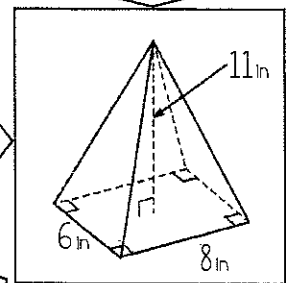
360 in^3



142 in^3



176 in^3



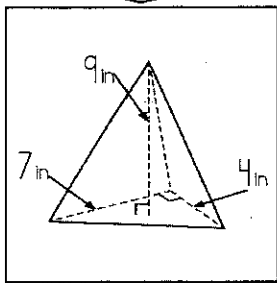
80 in^3

100 in^3

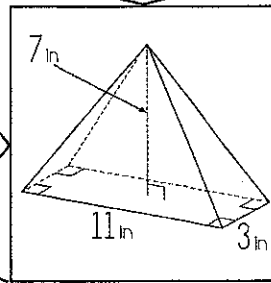
12 in^3

167 in^3

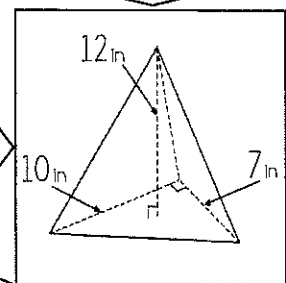
370 in^3



63 in^3



77 in^3



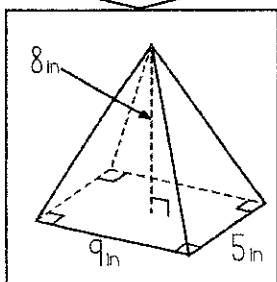
42 in^3

120 in^3

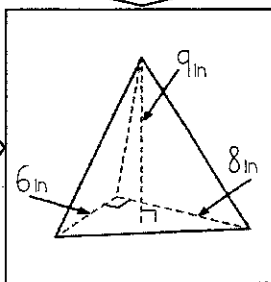
147 in^3

142 in^3

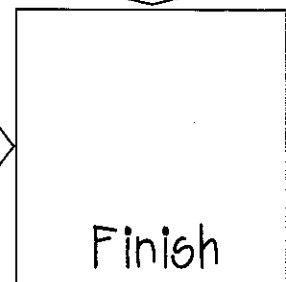
140 in^3



124 in^3



136 in^3



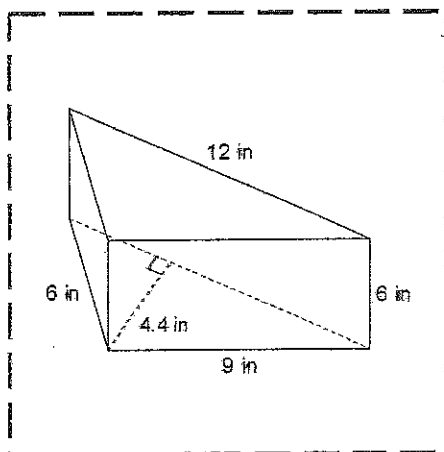
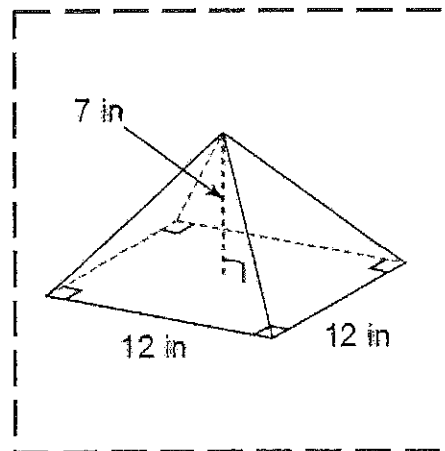
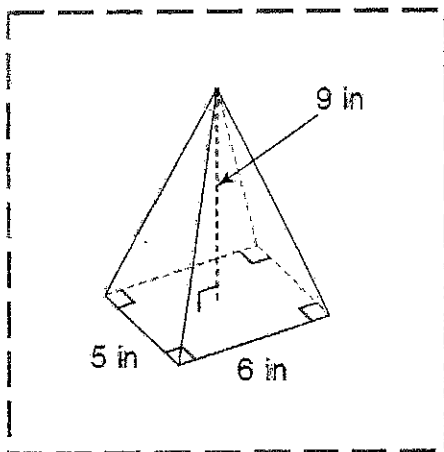
Sum It Up: Volume of Prisms and Pyramids (1 of 5)



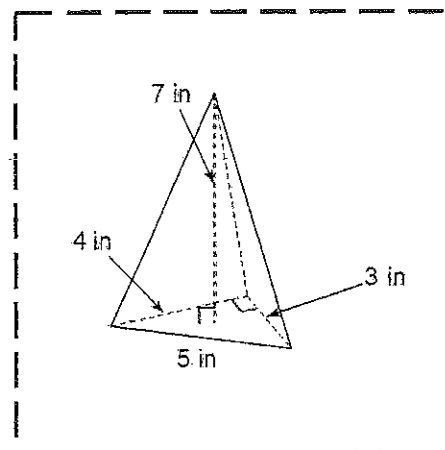
Determine the volume of each three-dimensional solid.

Round each answer to the nearest hundredth.

Sum the four volumes to determine your Group Sum.



Group Sum

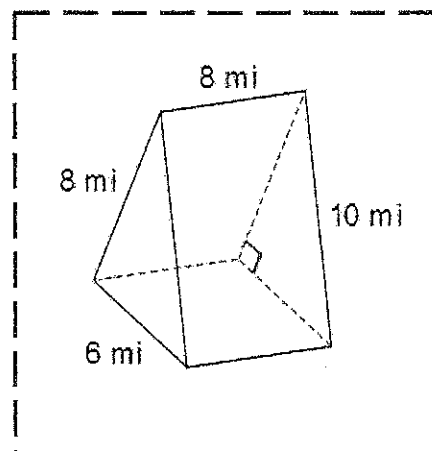
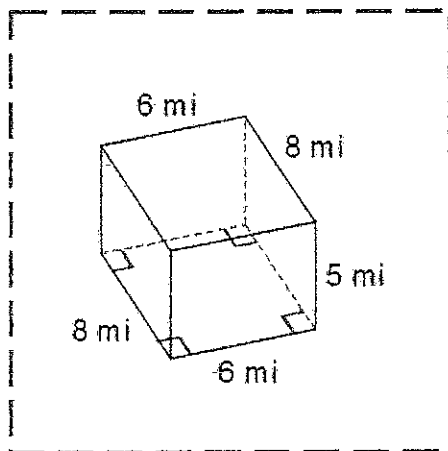


Sum It Up: Volume of Prisms and Pyramids (2 of 5)

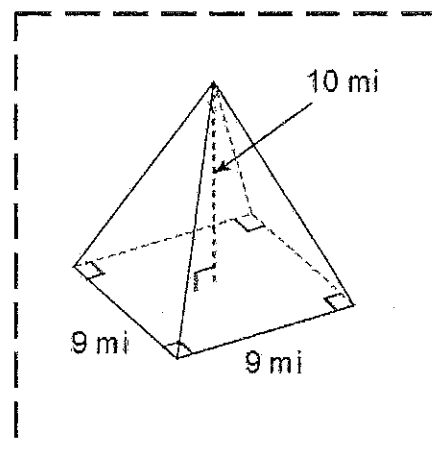
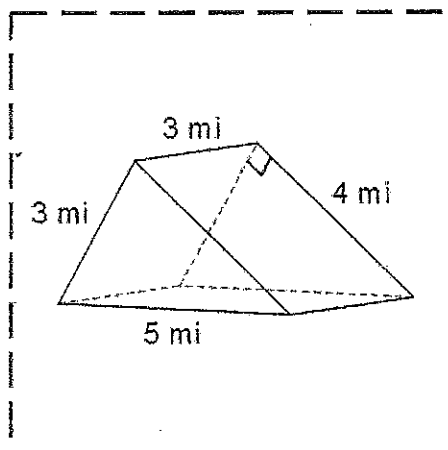
Determine the volume of each three-dimensional solid.

Round each answer to the nearest hundredth.

Sum the four volumes to determine your Group Sum.



**Group
Sum**



SCIENCE

Name _____ period _____

How Catastrophic Events Effect Ecosystems

There are many types of events that can be considered catastrophic. The catastrophic comes from a Greek word meaning "overturn." Now it means "any sudden disaster." Many people think of volcanic eruptions, tsunamis and earthquakes are the only type of catastrophic events that happen but there are several more that can affect us at any time.

Flooding occurs when the amount of water in an area increases to the point that the soil and stream channels are not able to absorb or contain the water. Floods can be caused by many different factors including heavy rains, snowmelt and hurricanes.

A tornado is defined by NOAA as a narrow violently rotating column of air that extends from the base of a thunderstorm to the ground. Tornadoes are the most violent weather related events and can leave a path of destruction up to 100 miles long. They can have winds up to 300 mph.

A hurricane is a large and powerful storm that has strong winds, heavy rainfall and storm surge. Flooding and tornadoes can also occur as the result of a hurricane. The pounding of large waves created by a hurricane impacts beaches and coastlines and the strong winds can damage buildings many miles inland from the coast.

When any of these catastrophic events occur the ecosystem is damaged. Plants and animals die, animals and humans lose their homes and the land is reshaped.

EXIT TICKET

Catastrophic Events

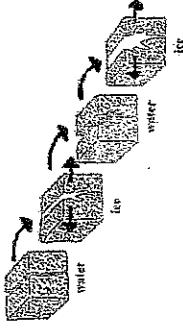
- How do catastrophic events affect ecosystems?
 - They can kill animals and plants.
 - Only humans are affected.
 - There are no long lasting affects.
- Which of the following is the definition of a hurricane?
 - a narrow violently rotating column of air that extends from the base of a thunderstorm to the ground
 - a large and powerful storm that has strong wind heavy rainfall and storm surge
 - when the amount of water in an area increases to the point that the soil and stream channels are not able to absorb or contain the water
- Which of the following is the definition of a tornado
 - a narrow violently rotating column of air that extends from the base of a thunderstorm to the ground
 - a large and powerful storm that has strong wind heavy rainfall and storm surge
 - when the amount of water in an area increases to the point that the soil and stream channels are not able to absorb or contain the water

EXIT TICKET

Agents of Weathering

1. Which of the following is an agent of chemical weathering?

- A. Oxidation
- B. Root pry
- C. Freezing water



2. The picture to the right shows what type of weathering?

- A. Root pry
- B. Ice wedging
- C. Ice pry

3. Why does ice have this effect on rocks?

- A. Water expands when frozen
- B. Water contracts when frozen
- C. Water stays the same when frozen

4. What caused the rocks to change?



- A. Succession
- B. Weathering
- C. A hurricane

5. Which of the following is an agent of mechanical weathering?

- A. Oxidation
- B. Acid rain
- C. Abrasion

Agents of Weathering

Rocks are constantly being broken down into smaller and smaller pieces. This process is called weathering. Mechanical weathering is the process that breaks down rocks through physical changes. There are four agents of mechanical weathering: abrasion, ice wedging, root pry and actions of animals.

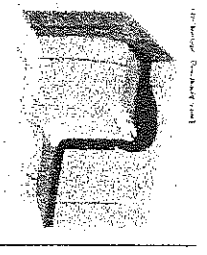
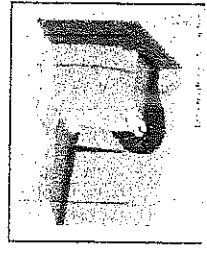
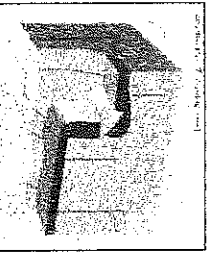
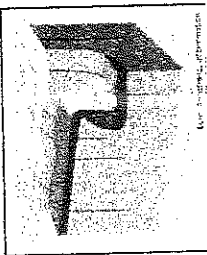
Abrasion happens when rocks knock against each other because of falling down a mountain or tumbling in a river, small pieces of rock break off making the original rock rounder. Ice wedging happens when rainwater gets in to cracks in a rock and then the temperature drops below freezing, the ice pushes open the rock and causes it to break into smaller pieces. The growth of plants through rocks, called root pry, and wind using sand to abrade other rocks are also agents of mechanical weathering.

Chemical weathering is the process that breaks down rocks using chemical changes. The main agents of chemical weathering are water, oxygen and weak acids.

Water weathers rock by dissolving parts of the rock but it takes a long time - hundreds to thousands of years. Acids also weather rock. A weak acid is formed when carbon dioxide from the atmosphere is dissolved in rainwater. This is called acid rain. Acid rain causes very rapid chemical weathering of marble and limestone by dissolving them.

Erosion by Water

Erosion is the process by which natural forces move weathered rock from one place to another. Moving water is the major agent of erosion that has shaped the earth's surface. Through erosion a river creates waterfalls and valleys and canyons

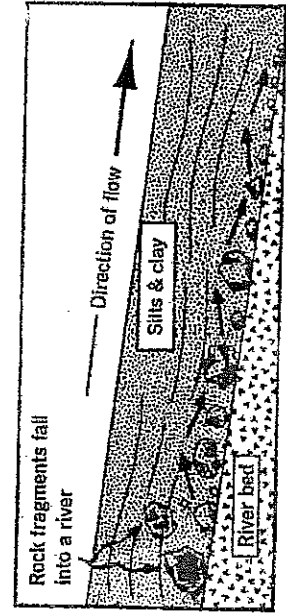


1.

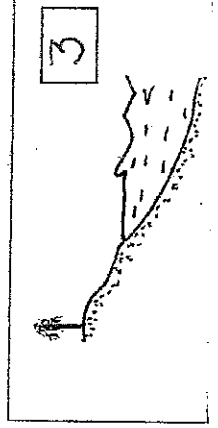
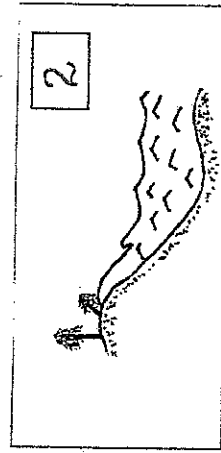
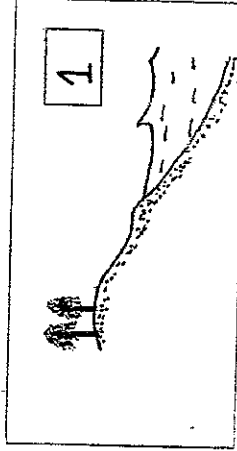
2.

3.

4.



Erosion occurs along the beach, too. Ocean and tidal currents bring sand to the beach. This sand comes from the sediments that have been carried to the ocean by rivers. Storms such as hurricanes take sand away from the beach and out into the Gulf. As a result of all of these processes, beaches change from day to day, month to month and year to year. Some beaches get smaller and other beaches get larger.



1

2

3

The rocks that have been weathered high in the mountains are

weathered into

smaller and

smaller pieces by

the action of the

water and other

rocks. The silt

and clay are the

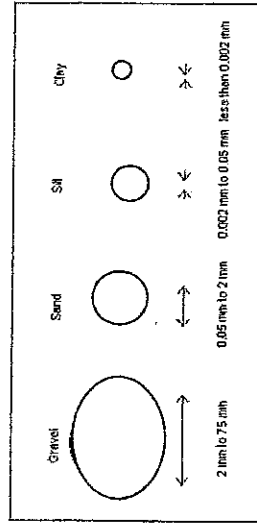
smallest pieces of sediment and they are suspended near the

top of the river. Sand is larger than silt and clay and so is

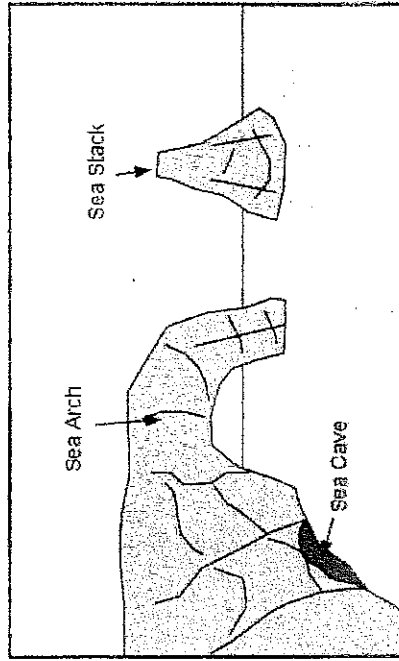
suspended between the top and the bottom of the river. The

larger gravel and rocks roll and slide along the bottom of the

river.



Headlands jutting out into the sea are attacked on all sides by waves. The surf weathers and erodes the softer rock and fractured rock more quickly than the surrounding rock. At first *sea caves* may form. When two caves on opposite sides of the headland join, a *sea arch* is formed. When the sea arch falls in, an isolated feature called a *sea stack* remains. Eventually, the *ceaseless surf* will also erode the *sea stack*.



Name _____

_____ period _____

EXIT TICKET

Erosion by Water

1. The process by which natural forces move rock from one place to another is called –
 - A. Weathering
 - B. Erosion
 - C. Succession
2. The process by which natural forces break down rock is called –
 - A. Weathering
 - B. Erosion
 - C. Succession
3. What is the main agent of erosion?
 - A. Wind
 - B. Water
 - C. Ice
4. Which particle is largest?
 - A. Sand
 - B. Clay
 - C. Gravel
5. Which particle is smallest?
 - A. Sand
 - B. Clay
 - C. Gravel

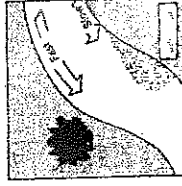
Sediments and Deposition

We have learned that weathered rock becomes a number of different types of sediments. We observed silt and clay near the top of a river, sand in the middle of the water and rocks at the bottom. When moving water drops a load of sediment in a new place, it is called deposition.

Deposition occurs anytime the moving water slows down enough to allow the sediments to sink to the bottom of the river. The heavier sediments settle out first and the lighter sediments settle out last. When a river reaches a larger body of water it slows down and drops all its sediment. This sediment builds the delta.

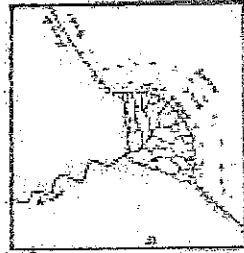
Sandbars

When a river flows around a curve in a river, the water travels more slowly on the inside curves than the outside curve. The loss of speed on the inside curve causes a deposit of sediment to build up along the inside bank of the river. This accumulation of sediment is called a sandbar.



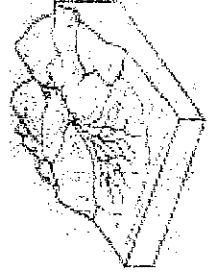
Deltas

When a river flows into a relatively large, still body of water such as a lake or a bay, the river water slows down as it mixes with the water of the larger body of water. The loss of speed causes a deposit to build up at the mouth of the river. This accumulation of sediment is called a delta.



Alluvial Fans

A river that flows from the mountains into a desert valley that has no lake or bay loses speed very rapidly. The loss of speed causes a deposit of sediments, rock and sand to build up along the edge of the mountain. This accumulation of sediment is called an alluvial fan.



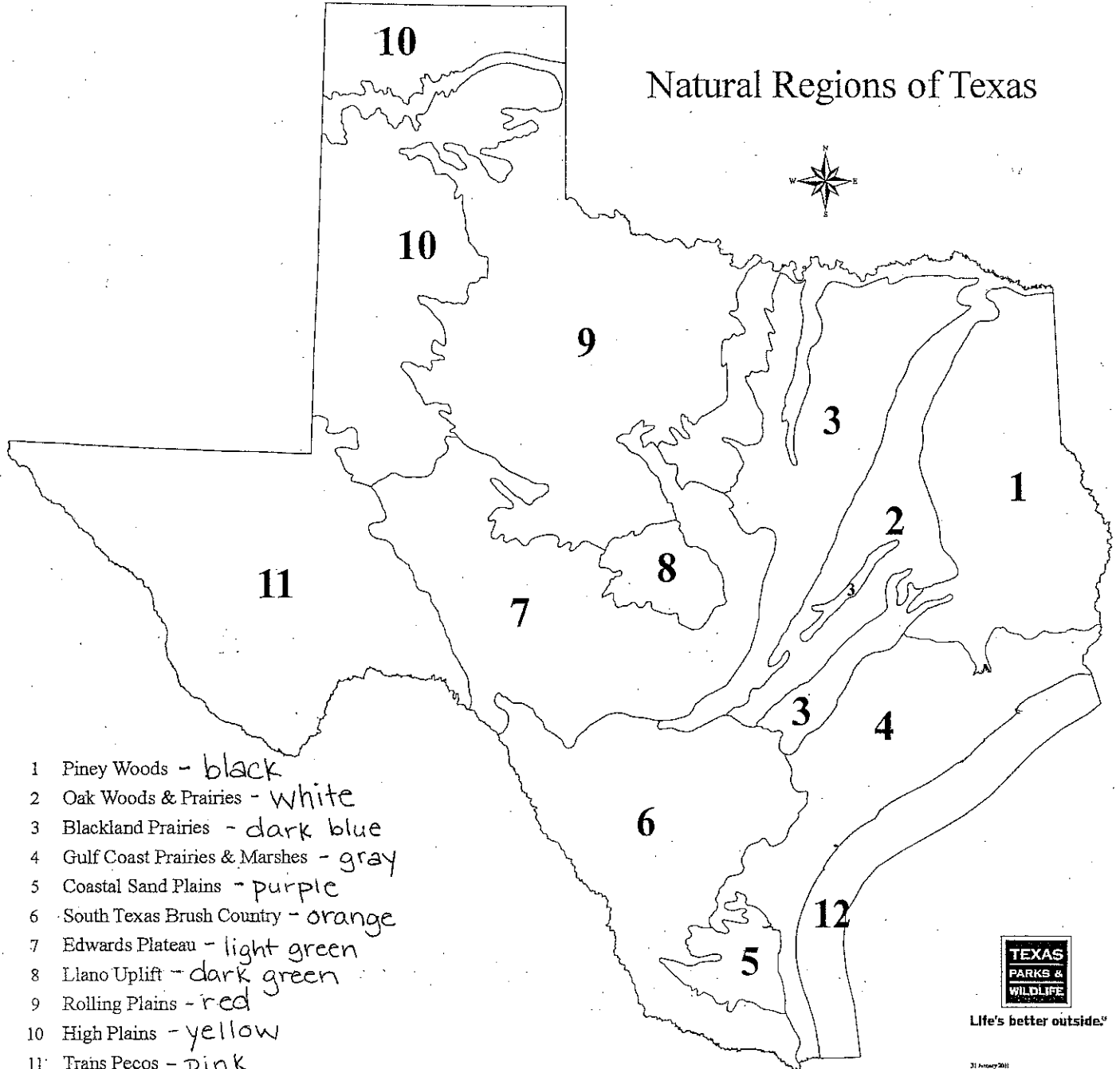
Name _____ period _____

EXIT TICKET

Sediments and Deposition

1. Which of the following landforms is not formed by deposition?
 - a. alluvial fan
 - b. delta
 - c. river valley
2. Which of the following landforms is found at the end of a river where it enters a large body of water?
 - a. alluvial fan
 - b. delta
 - c. sandbar
3. How can you tell the difference between a delta and an alluvial fan?
 - A. An alluvial fan is at the bottom of a mountain
 - B. A delta is at the bottom of a mountain
 - C. Deltas only occur in deserts
4. Why do sandbars form in the curve of a river?
 - A. The river speed up and drops the sand
 - B. The river loses speed and drops the sand
 - C. There is a pile of rocks that catches the sand
5. Which of these processes is in the correct order?
 - A. weathering, deposition, erosion
 - B. deposition, weathering, erosion
 - C. weathering, erosion, deposition

Ecoregion - pattern of ecosystems with combinations of soil and landform that characterize region



Natural Regions of Texas

- 1 Piney Woods - black
- 2 Oak Woods & Prairies - white
- 3 Blackland Prairies - dark blue
- 4 Gulf Coast Prairies & Marshes - gray
- 5 Coastal Sand Plains - purple
- 6 South Texas Brush Country - orange
- 7 Edwards Plateau - light green
- 8 Llano Uplift - dark green
- 9 Rolling Plains - red
- 10 High Plains - yellow
- 11 Trans Pecos - pink
- 12 Marine Environment - light blue



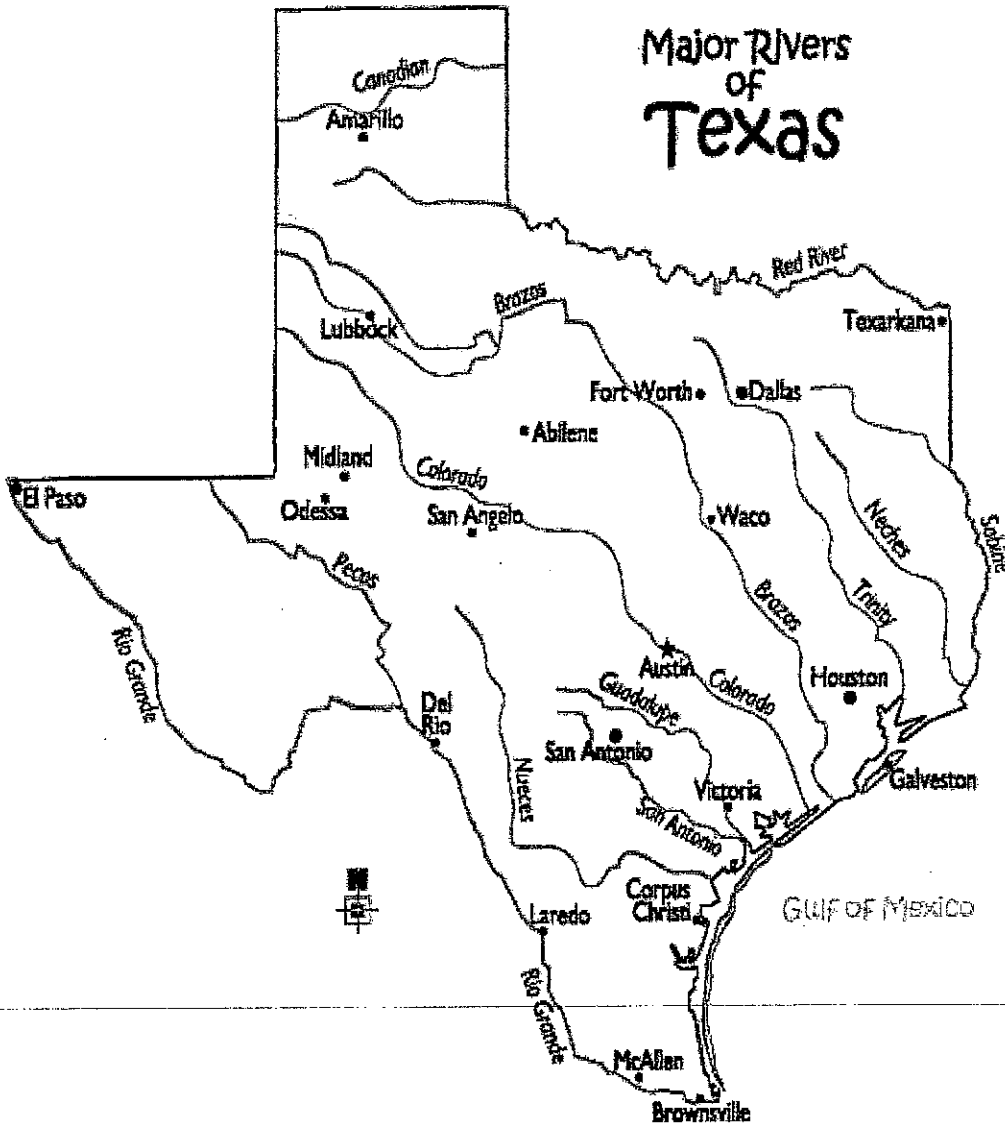
Life's better outside.™

Source: Preserving Texas' Natural Heritage. LBJ School of Public Affairs Policy Research Project Report 31, 1978

21 January 2011
 Project: Texas Statewide Mapping System
 Map compiled by the Texas Parks & Wildlife Department
 GIS Unit. No claims are made to the accuracy of the data
 or to the reliability of the data to a particular use.

SOCIAL STUDIES

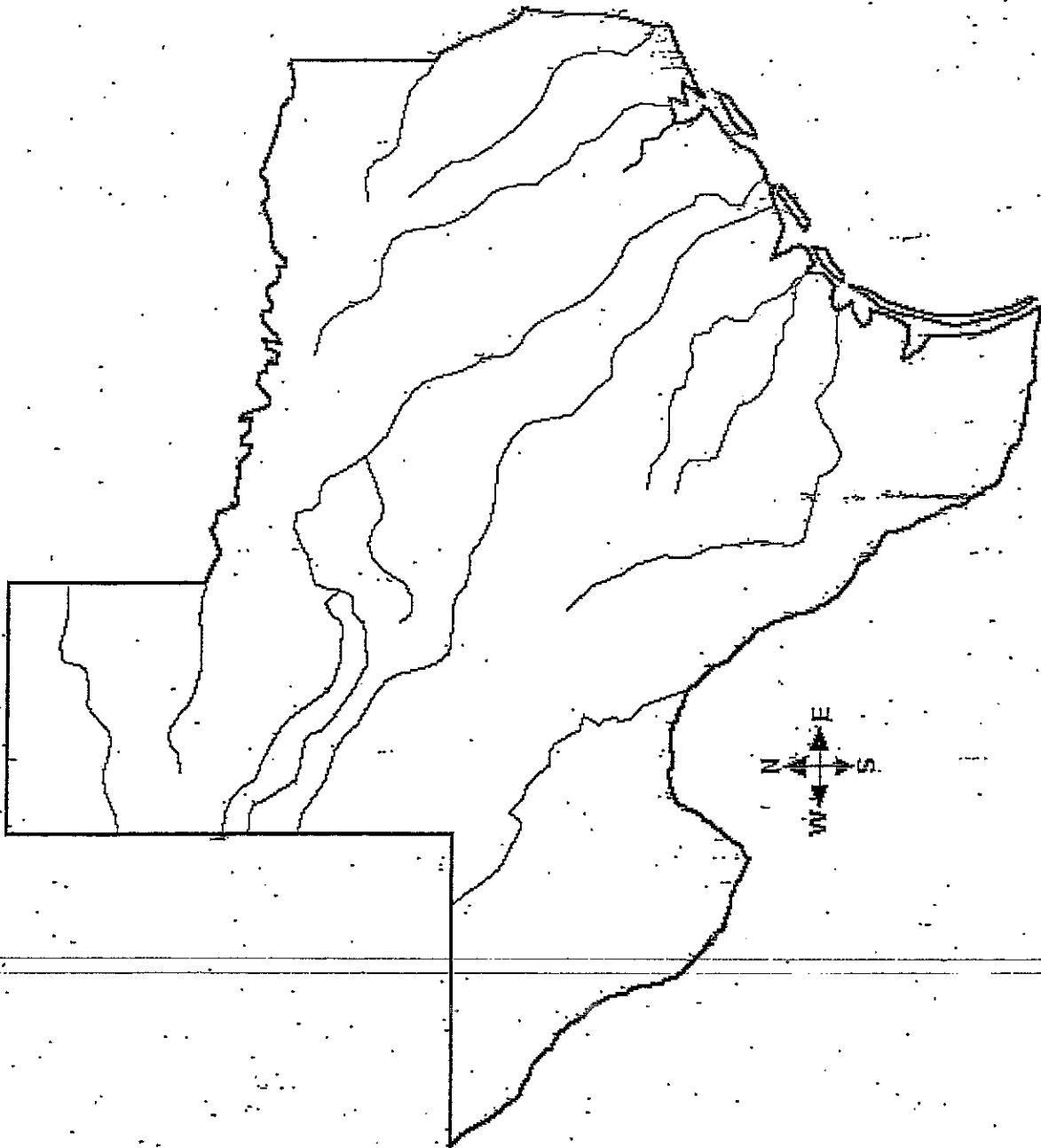
Directions- Please review this page... on the back is a blank map of the rivers. Without looking at the first page... label all rivers, Draw free-handed the regions... now place as many cities as you can (major ^{cities} will be fine)



Name _____

Per. _____

Rivers of Texas



NAME : _____

CLASS : _____

DATE : _____

Texas Regions

22 Questions

1.



Which region does this represent?

a) Great Plains

b) North Central Plains

c) Coastal Plains

d) Mountains and Basins

2.



Which region does this represent?

a) Great Plains

b) North Central Plains

c) Coastal Plains

d) Mountains and Basins

3.



Which region does this represent?

a) Great Plains

b) North Central Plains

c) Coastal Plains

d) Mountains and Basins

4.



Which region does this represent?

a) Great Plains

b) North Central Plains

c) Coastal Plains

d) Mountains and Basins

5. What region has the cities of Houston, San Antonio, Dallas, Austin, and Corpus Christi?


- a) Mountains and Basins
- b) High Plains
- c) Coastal Plains
- d) Central Plains

6. What region of Texas has a high risk of hurricanes?

- a) Mountains and Basins
- b) High Plains
- c) Central Plains
- d) Coastal Plains

7. Located in the Mountains and Basins, what is the highest point in Texas?


- a) Davis Mountains
- b) Chisos Mountains
- c) Guadalupe Peak
- d) Rocky Mountains

8.  What river forms the boundary between Texas and Mexico?

- a) Red River
- b) Rio Grande River
- c) Lake Travis
- d) Colorado River

9.  Texas Region where Dallas is located?

- a) Coastal Plains
- b) North Central Plains
- c) Great Plains
- d) Mountains and Basins

10.  Texas Region where the city Ft. Worth is located? (the largest city in that region)

- a) Coastal Plains
- b) North Central Plains
- c) Great Plains
- d) Mountains and Basins

11.  Texas Region where the cities Lubbock and Amarillo are located?

- a) Coastal Plains
- b) North Central Plains
- c) Great Plains
- d) Mountains and Basins

12.



What are regions?

- a) Bodies of water
- b) Areas of land with physical features that set them apart from other areas of land
- c) A group of people with a shared set of beliefs, goals and religious customs.
- d) People who study the past.

13. Which city can be found in the Coastal Plains?

- a) San Francisco
- b) Astoria
- c) Arendale
- d) San Antonio

14. How many regions are in Texas?

- a) 7
- b) 9
- c) 20
- d) 4

15. The Red River acts a natural border between

- a) Texas and New Mexico
- b) Texas and Mexico
- c) Texas and Oklahoma
- d) Texas and Louisiana

16. This REGION has the most waterways (rivers) for transportation.

- a) Coastal Plains
- b) Mountains & Basins
- c) Great Plains
- d) Central Plains

17. This REGION has the LEAST amount of agriculture. It uses the Rio Grande for irrigation.

- a) Coastal Plains
- b) Mountains & Basins
- c) Great Plains
- d) Central Plains

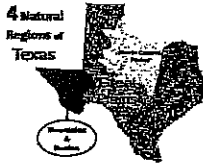
18. Cactus & desert plants can be found in this region.

- a) Coastal Plains
- b) Mountains & Basins
- c) Great Plains
- d) Central Plains

19. This region is home to Big Bend National Park.

- a) Coastal Plains
- b) Mountains & Basins
- c) Great Plains
- d) Central Plains

20.



What is the largest region in Texas?

- a) Coastal Plains
- b) Mountains and Basins
- c) Great Plains
- d) North Central Plains

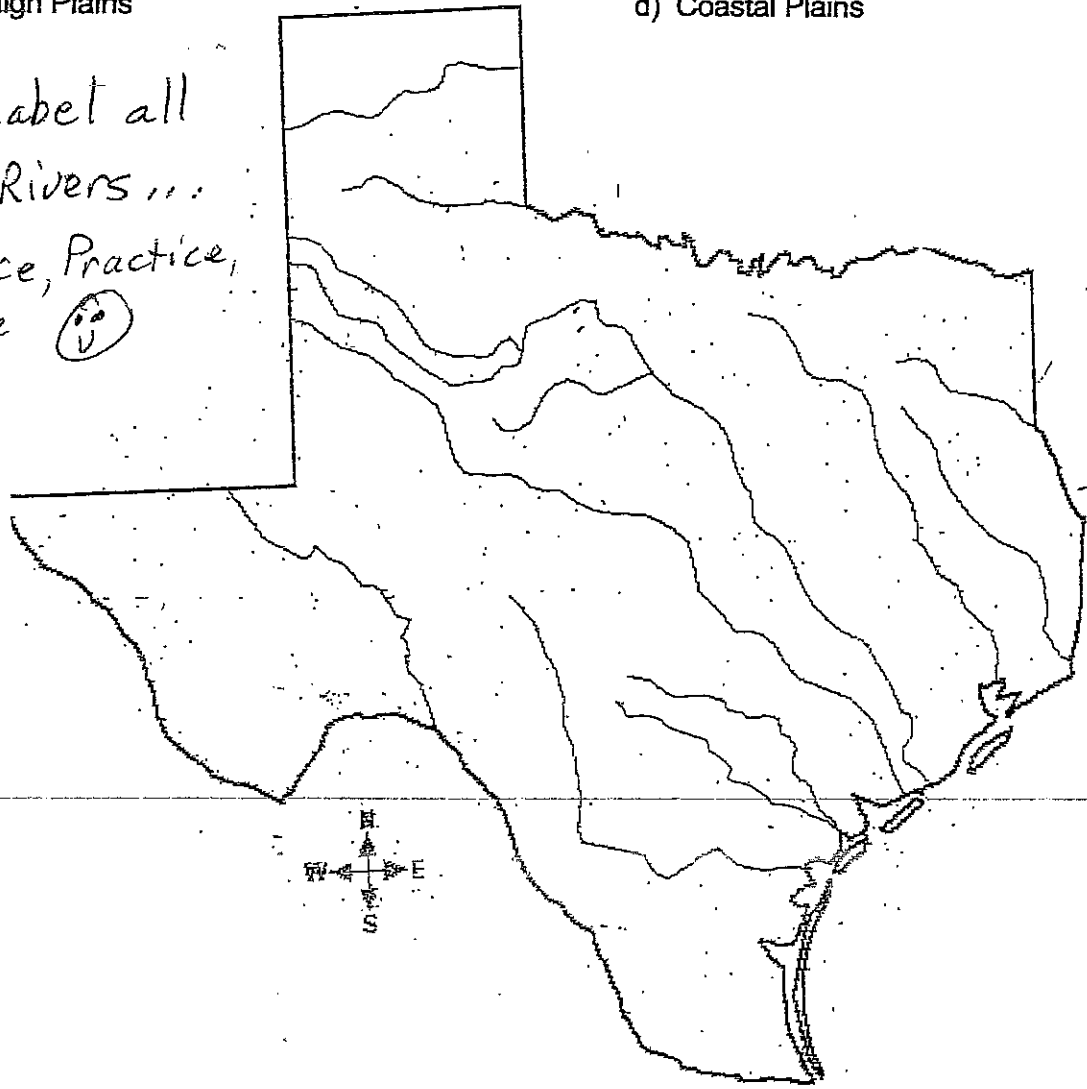
21. This region of the state has the highest population?

- a) Coastal Plains
- b) North Central Plains
- c) Great Plains
- d) Mountains & Basins

22. What region of Texas is between the Rio Grande River and the Pecos River?

- a) Mountains and Basins
- b) Central Plains
- c) High Plains
- d) Coastal Plains

23. Label all the Rivers...
Practice, Practice, Practice 😊



ESL
ENGLISH

5-Minute

Language Review



Week 25

Name _____

5-Minute Language Review

Week 25; Monday

Name _____



Insert commas where needed.

1. Kevin ran in the door grabbed a snack and ran back outside to play football.
2. Uncle Gary moved to Blacksburg Virginia on September 20 2018.

Insert an apostrophe if needed.

the womens dressing room
two dogs leashes
two football fields
all the boys bicycles

Rewrite the sentence correctly.

david don't got no money to spend at the fare

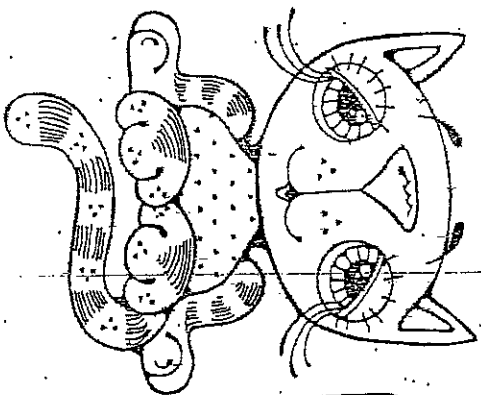
Write the correct tense of the verb.

Joseph _____ the ball
bring

to practice yesterday.

What is the best way to combine the sentences?

- Some people like bananas. Others like only apples.
- A. Some people like bananas, others like only apples.
 - B. Some people like bananas, then others like only apples.
 - C. Some people like bananas, but others like only apples.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

5-Minute Language Review

Week 25, Tuesday

Name _____



Insert commas where needed.

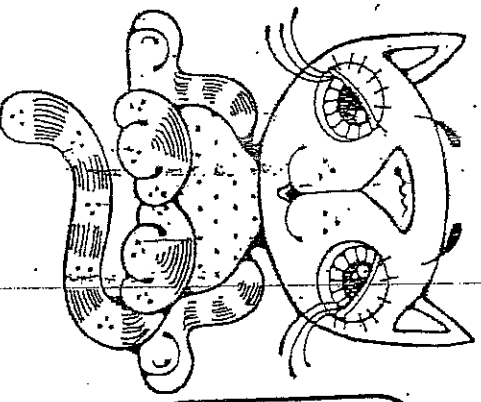
1. My favorite Saturday activities are sleeping late watching cartoons and playing outside.
2. "Jonathan please help your sister" instructed Mom.
3. "Ashley please take the trash out" said Dad.

Insert an apostrophe if needed.

Betty's classes
Roberts two cars
my two sisters lunches
our teams trophy

Rewrite the sentence correctly.

i didnt see nothing over their



Write the correct tense of the verb.

Yesterday, Mom _____
the birthday cake.

What is the best way to combine the sentences?

Many people think corn is grown only in Iowa. Corn is also grown in Nebraska.

- A. Many people think corn is grown only in Iowa, and corn is also grown in Nebraska.
- B. Many people think corn is grown only in Iowa, but corn is also grown in Nebraska.
- C. Many people think corn is grown only in Iowa, corn is also grown in Nebraska.

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



Insert commas where needed.

1. Lisa loves chocolate pudding but she doesn't like vanilla.
2. Christian must make his bed or he will not earn his allowance.

Insert an apostrophe if needed.

all the teachers cars
 this weeks announcements
 this years celebrations
 last weeks newspapers

Rewrite the sentence correctly.

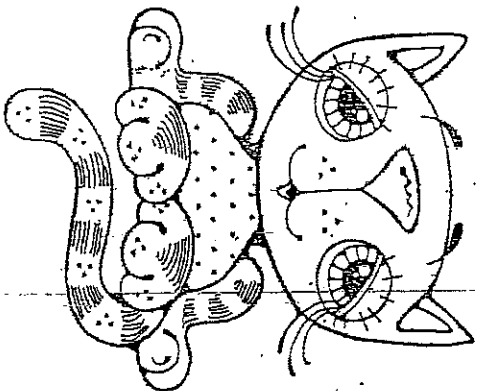
there all finishit with there desert

Write the correct tense of the verb.

Tomorrow, we _____
 begin _____
 baseball practice.

What is the best way to combine the sentences?

- Corn can be grown for people. Corn can be grown for hogs.
- A. Corn can be grown for people or it can be grown for hogs.
 - B. Corn can be grown for people, then it can be grown for hogs.
 - C. Corn can be grown for people, or it can be grown for hogs.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



Insert commas if needed.

1. You should go to the dentist regularly or you might get cavities.
2. Mariah helped her mother in the kitchen because she was tired.

Insert an apostrophe if needed.

a hard days work
 the babies beds
 the Smiths house
 the witches brdoms

Rewrite the sentence correctly.

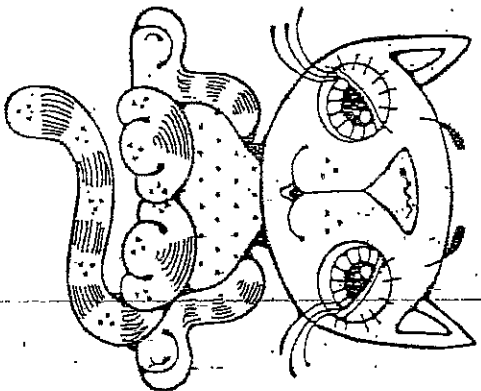
my aunt's favrit song is twist and shout by the beatles

Write the correct tense of the verb.

The pitcher almost _____
 the batter out.
strike

What is the best way to combine the sentences?

- I like corn on the cob. I don't like corn casserole.
- A. I like corn on the cob, but I don't like corn casserole.
 - B. I like corn on the cob, and I don't like corn casserole.
 - C. I like corn on the cob, or I don't like corn casserole.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



Insert commas where needed.

1. My favorite Saturday activities are sleeping late watching cartoons and playing outside.
2. "Ashley please take the trash out" said Dad.
3. Uncle Gary moved to Blacksburg Virginia on September 20 2013.

Insert an apostrophe if needed.

the womens dressing room
 this weeks announcements
 the witches brooms
 Bettys classes

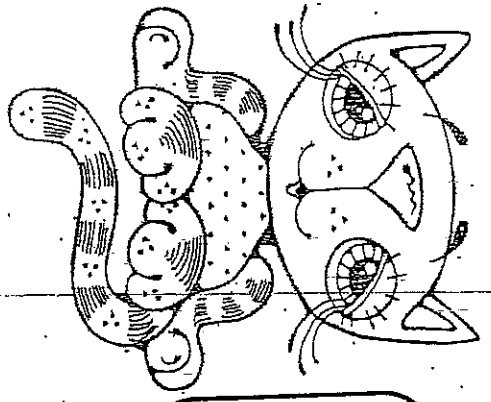
Rewrite the sentence correctly.

my aunts favrit song is twist and shout by the beatles

Write the correct tense of the verb.

Joseph _____ the ball
 to practice yesterday.

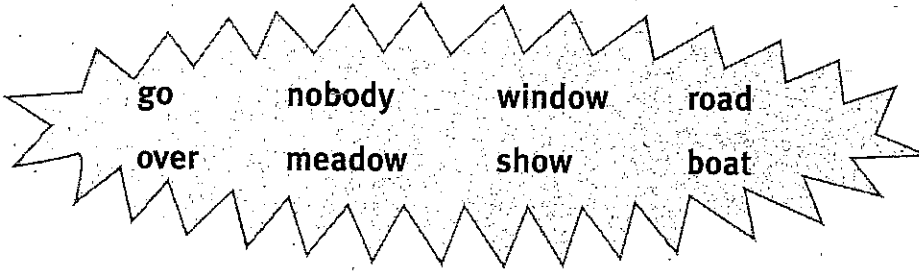
- What is the best way to combine the sentences?
- Corn can be grown for people. Corn can be grown for hogs.
- A. Corn can be grown for people or it can be grown for hogs.
 - B. Corn can be grown for people, then it can be grown for hogs.
 - C. Corn can be grown for people, or it can be grown for hogs.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

Name _____ Date _____

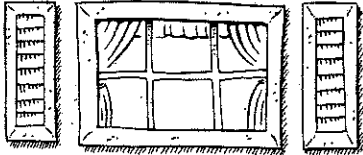
Words With Long o Spelled o, oa, ow



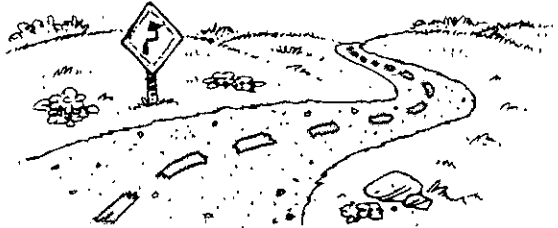
From my window,
I can see over
the road.

A Write the spelling word that names each picture. Then circle the letters that stand for the long o sound.

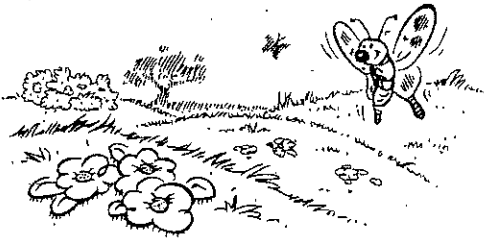
1.



2.



3.



4.



B Sort the spelling words by the letters that stand for the long o sound. Write the words in the chart below.

Words With Long o Spelled o	Words With Long o Spelled oa	Words With Long o Spelled ow
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____ Date _____

Adjectives

A Read each sentence and the words below it.
Circle the adjective that completes the sentence.

- Hector was a _____ basketball player.
tall tailor tore
- The child needed _____ help crossing the street.
eggs extra ended
- I think Mia is a _____ runner.
finely fell fast

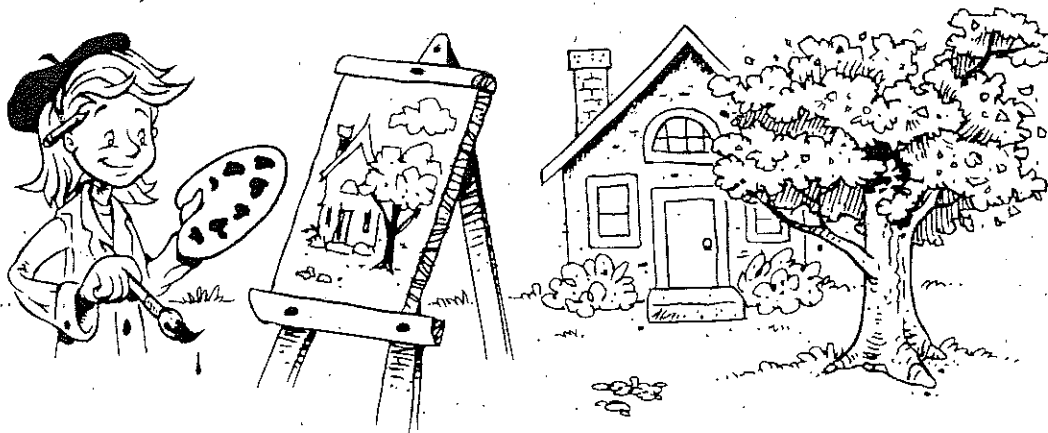
Tip

Adjectives are words that describe a person, place, or thing. Writers use adjectives to create vivid word pictures.

B Read the following sentences. Underline the adjectives.

Sample: She painted a pretty white house with a great big tree in the front yard.

- I saw a pretty brown fox in the field.
- The workers ate big, juicy peaches.
- It was a hot, dry, and sunny day.
- As Serena opened the rusty old door, it made a loud squeak.
- We tossed pebbles as we walked along the long, straight, and quiet road.



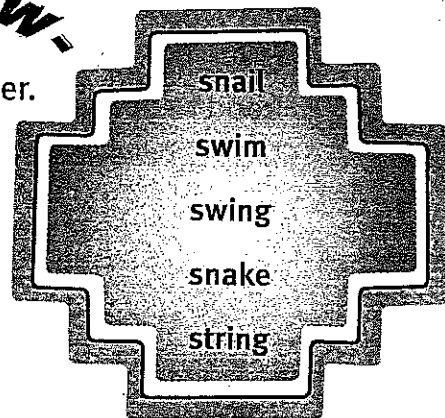
Write two sentences describing your favorite food. Use three adjectives.

Name _____ Date _____

s-Clusters *str-*, *sn-*, *sw-*

Some words begin with two or three consonants that blend together. Most of the time, each letter keeps its own sound.

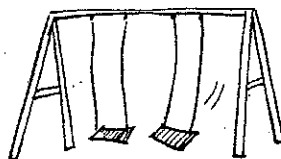
A Write a word from the box that names each picture. Then circle the *s*-clusters *str-*, *sn-*, *sw-* in each word.



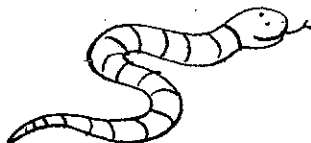
1.



2.



3.



4.



5.



B Read each riddle below. Choose the correct answer, and write it on the line.

1. It has the same two-letter cluster as *snap*. You eat this when you are a little hungry.

What is it? _____ snack snail snore

2. It has the same three-letter cluster as *strap*. A car follows this to go places.

What is it? _____ stroll street straight

3. It has the same two-letter cluster as *swell*. You and a friend can do this with baseball cards.

What is it? _____ sweat sweep swap

4. It has the same three-letter cluster as *straw*. Fish can live here.

What is it? _____ streak stump stream

5. It has the same two-letter cluster as *sweet*. You can ride on one in the park.

What is it? _____ swing swamp saddle



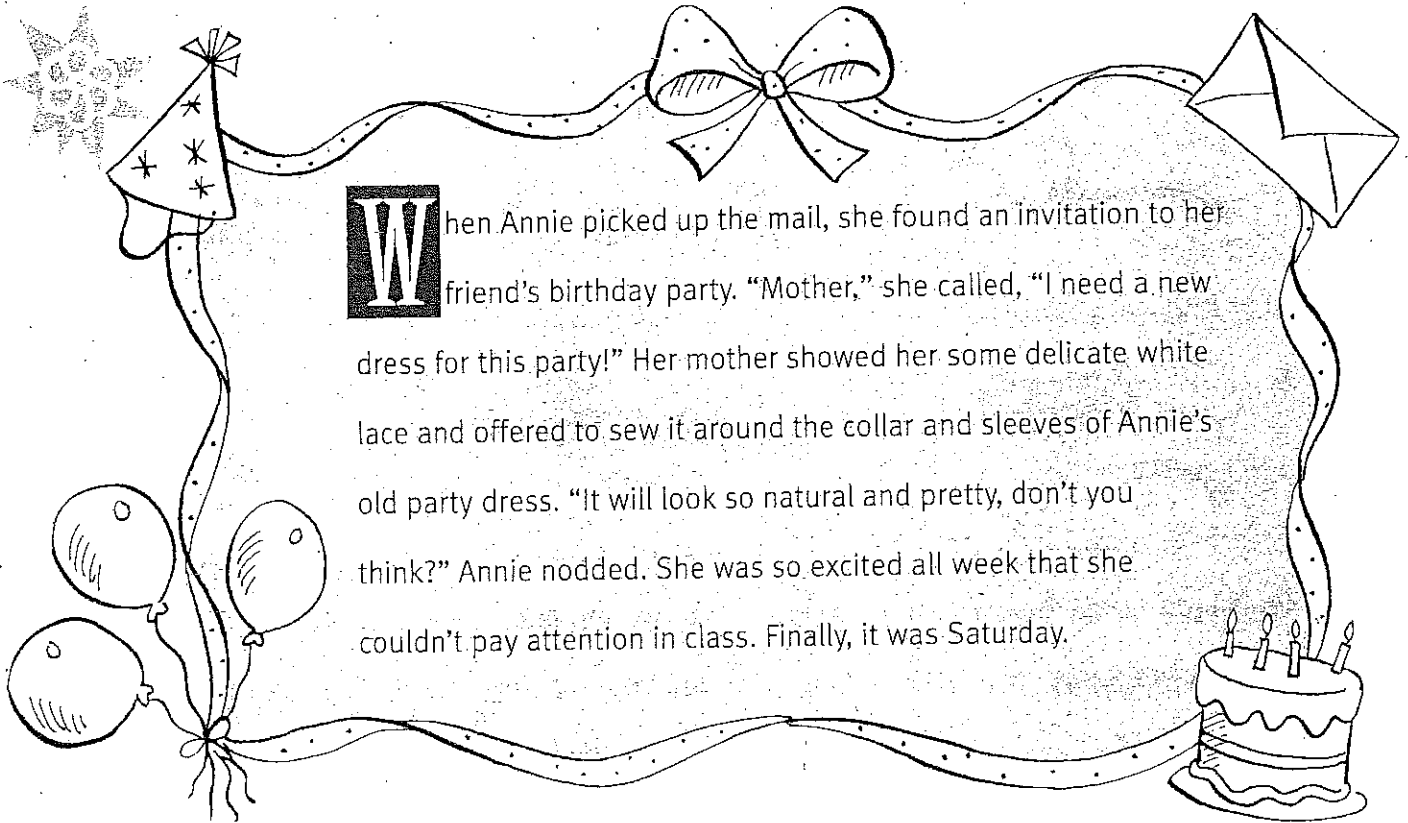
Look for three more words in the story that begin with the *s*-clusters *str-*, *sn-*, *sw-*.

Name _____

Date _____

The Birthday Party

- A** Read the paragraph below, and find five words that look like Spanish words. Circle the words.



When Annie picked up the mail, she found an invitation to her friend's birthday party. "Mother," she called, "I need a new dress for this party!" Her mother showed her some delicate white lace and offered to sew it around the collar and sleeves of Annie's old party dress. "It will look so natural and pretty, don't you think?" Annie nodded. She was so excited all week that she couldn't pay attention in class. Finally, it was Saturday.

- B** Write the words you circled next to their correct definition.

1. dainty or full of small details
2. after a long time
3. concentration and careful thought
4. a card asking you to come to a party
5. something that is without false qualities

Partners Find more words in *Cinderella Penguin* that are similar to Spanish words.

**ESL
SOCIAL
STUDIES**

EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

COLUMN A

COLUMN B

____ 11. word: _____
v. to move down; to stoop; to make a sudden attack or visit; to come down, as from an ancestor

____ 12. word: _____
n. a threat; anything threatening evil or harm; *v.* to threaten

____ 13. word: _____
adj. sufficient; equal to what is required

____ 14. word: _____
v. to improve; to make greater; to decorate; to add to

____ 15. word: _____
adj. not capable of being changed; unyielding; obstinate

____ 16. word: _____
adj. shared equally between two or more people; possessed or held in common

____ 17. word: _____
v. to receive (property, title, or the like) by law or will; to get (characteristics, qualities) from an ancestor

____ 18. word: _____
adj. having knots; misshapen; twisted

____ 19. word: _____
adj. offering an advantage or benefit; profitable; favorable

____ 20. word: _____
v. to urge into action; to stir up or arouse

(A) When my brother graduated and moved out, his leaving home turned out to be **advantageous** to me in many ways. The biggest benefit was that I got his room.

(B) I also **inherited** all of the stuff he left behind. For instance, I got a whole pile of his books and a radio.

(C) One book was called *Coyote Stories*, and I started reading it. Coyote reminded me of the cartoon coyote who always seems to end up tangled into a **gnarled** mass.

(D) The coyote in these stories liked to **incite** trouble by stirring things up. Everything would be going along fine, and then he would start trouble.

(E) He loved to **menace** others with his trickery. He thoroughly enjoyed tormenting those around him.

(F) The one **inflexible** rule of his life was "Look out for number one." No matter what the situation, this rule never changed for Coyote.

(G) Coyote's desire to better himself once resulted in the loss of his skin. To get a new skin, he had to **descend** deep into a badger's hole.

(H) Even **adequate**, or sufficient, food was not enough for Coyote. He wanted his share and everyone else's, too.

(I) The simple truth would never do for him. He liked to **enhance** it, to add to it so much that it became a lie.

(J) We share a **mutual** interest with the trickster. He is interested in us as potential victims, and we are interested in him as a potential danger.

EXERCISE 3*Like Meanings and Opposite Meanings* 

Directions. For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

21. mutual decision

- (A) risky
- (B) difficult
- (C) shared
- (D) quick

22. a menace to everyone

- (A) blessing
- (B) threat
- (C) surprise
- (D) curiosity

23. enhance the scene

- (A) ruin
- (B) photograph
- (C) create
- (D) add to

24. inherit horses

- (A) earn
- (B) lose in a storm
- (C) receive from an ancestor
- (D) win in a contest

25. a gnarled tree

- (A) knotty
- (B) ancient
- (C) young
- (D) lifeless

Directions. For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

26. an advantageous offer

- (A) surprising
- (B) unprofitable
- (C) foolish
- (D) questionable

27. adequate supplies

- (A) emergency
- (B) insufficient
- (C) additional
- (D) enough

28. descend a stairway

- (A) build
- (B) tear down
- (C) remodel
- (D) go up

29. incite the crowd

- (A) address
- (B) calm
- (C) delight
- (D) gather

30. an inflexible attitude

- (A) straightforward
- (B) negative
- (C) changeable
- (D) good

Name _____



Key Terms Ch. 5

Presidio

Council

Province

Ayuntamiento

Alcalde

Mestizos

Tejano

Conquistador

Friar

mission

EL Camino Real-



Resumen del capítulo 19

La política y el progreso

Al final de la Reconstrucción, los demócratas retomaron el poder en Texas. Para reaccionar a las políticas anteriores establecidas por los republicanos radicales, los tejanos adoptaron la Constitución de 1876. La nueva constitución limitaba los poderes del gobernador, autorizaba que el poder legislativo se reuniera únicamente una vez cada dos años. La constitución también incluía un plan para el nuevo capitolio en Austin.

Con el fin de reducir los gastos y disminuir los impuestos, los demócratas recortaron los fondos para la educación y los hospitales. Los demócratas también aprobaron leyes que restringían los derechos de los afroamericanos. Aún así, algunos hombres afroamericanos fueron electos para cargos oficiales. Las mujeres de todas las razas tenían incluso menos derechos que los hombres afroamericanos. Las mujeres no podían votar. Su derecho para comprar propiedades era limitado. A pesar de ello, las mujeres comenzaron a trabajar fuera de sus casas y recibir remuneración por su trabajo.

Con el objetivo de alentar la construcción de ferrocarriles en Texas, el estado otorgó concesiones de tierras. Para 1900, muchas millas de vías férreas se extendían a lo largo del estado. Los ferrocarriles hacían los viajes más económicos y rápidos. Un mejor medio de transporte impulsó el crecimiento de industrias nuevas, tales como la minería y los aserraderos. Los granjeros y los comerciantes reclamaban que los ferrocarriles imponían tasas más altas a unos grupos que a otros. El gobernador Hogg estableció la Comisión de Ferrocarriles de Texas que tenía como función vigilar los ferrocarriles y fijar tarifas justas. El poder legislativo también aprobó la ley de antimonopolio. Esta ley prohibía a las compañías que trabajaran en conjunto para fijar precios o limitar la producción de bienes.

INSTRUCCIONES: Responde las siguientes preguntas.

1. ¿Cómo la Constitución de 1876 cambió el gobierno de Texas?

2. ¿Qué pasos dio el estado para alentar el desarrollo de las vías férreas y supervisar los ferrocarriles en Texas?

3. ¿Cuál era el propósito de la ley antimonopolio de Texas?

ELECTIVES

Business Marketing Lesson

Week 1 (Tuesday 24th to Friday 27th)

Manage your checking & banking account:

Total Account balance: \$3500.00 (For the month)

List of bills that need to be paid before the 15th of the month.

1. Rent: \$500
2. Electric: \$200
3. Internet: \$60
4. Cell Phone: \$100
5. Utility (water & trash pickup): \$60
6. TV: \$100
7. Vehicle: \$400
8. Car insurance: \$150

- 1. How much money after paying all your bills do you have left over for food, gas & entertainment per week?**
- 2. How much money out of your weekly budget would you put into your savings account?**
- 3. How much money after 12 months did you save at the end of year?**

Here is the link to the business marketing site if you'd like to login & work on current module.

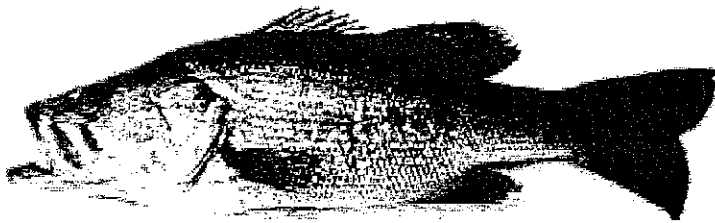
<https://learn.aeseducation.com/> Remember your login name is ID@student.mpisd.net & the password you created. If for some reason you can't login or forgot your password please email me jjones2@mpisd.net & I can reset both of them if needed. I know not all of our students aren't done with Personal Financial Literacy module so it's currently still open.

Outdoor Adventure

This week we will continue learning about fishing and the skills it takes to be a good angler. Learning about our aquatic wildlife and understanding how these species live and function in their environment will help you know where to look, what they eat (predator vs prey) and what processes they go through in their life cycle (Spawn). There's a whole new world underneath the surface of the water and it's a world that has many similarities and many differences to the world we live in above the surface. Let's take a look at some of the main species we have in our local lakes and fisheries.

Largemouth Bass

<https://www.bass-fishing-source.com/Fish-Identification-Largemouth.html>



Bass-Fishing-Source.com

So what *is* the best way to identify a largemouth bass?

It's a common scenario, you've landed that beautiful fish that just gave you one **heck of a fight**. You want to make sure it is actually a largemouth bass you are holding. Well you shouldn't have to wonder too much. If you grab a hold of that lower lip and the mouth of that fish opens up as **big** as the girth of the whole fish, well chances are you got yourself a largemouth bass.

By the way, always support the body of a bass, or any fish for that matter, when you are holding it. You should not pry open and hold a bass by only its lower lip. You can hurt them by doing this.

Now what is a solid, sure fire way to identify this feisty fighter. We'll tell you but first let's look at some of their characteristics.

The largemouth bass is olive in color. It will have a series of black blotches along its side that will seem to form a jagged **horizontal line** the length of its body.

It is the largest of the black basses and based on the largest recorded size, can reach nearly 30 inches long and weigh nearly **25 pounds!**

The Largemouth bass can live up to 16 years. It's no wonder why most fishermen feel strongly about **catch and release** when it comes to these game fish. Could you imagine all the big bass that could potentially be available if they are released and allowed to live their full life span!

The one thing to look for

This is the key part and you need to remember this, their **upper jaw** will extend **behind the eye**. This will help differentiate a largemouth from a spotted bass and other similar looking fish.

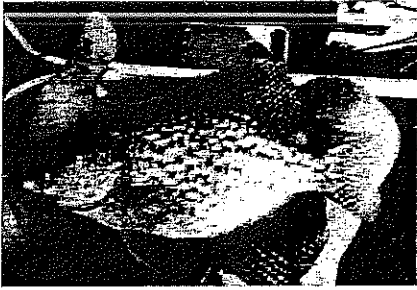
You can see the reference points in the diagram below.

Crappie

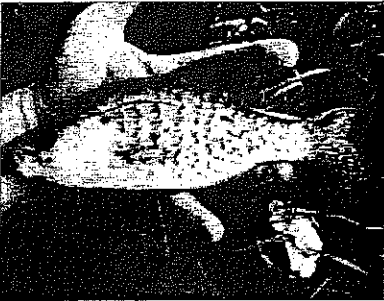
<http://fishtek.com/crappie-identification-methods/>

Crappies come in two varieties – black and white. You would think with descriptive names like that, telling the two species apart would be as easy as, well, black and white. For a crappie beginner, the differences may not be that obvious. For example; the very light colored fish at the top is not a white crappie. It is a black crappie.

The round body and an overall mottled color pattern signifies a black crappie.



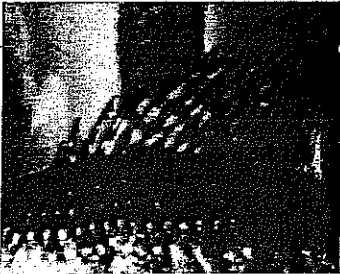
An elongated profile and mottling arranged in bars identifies a white crappie.



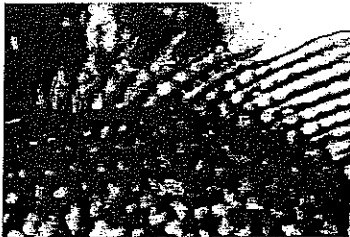
The most conspicuous difference is the pattern on the sides of the fish. The white crappie has dark blotches arranged in bars. The black crappie wears his blotches in an evenly distributed pattern.

Body shape is another ID cue. Black crappies have a more round silhouette. White crappies are more "stretched out", and have a little more of a snout.

A white crappie with 5 dorsal spines.



A black crappie with 8 dorsal spines.



The most analytical identification characteristic is a count of the rigid spines of the dorsal fin. A white crappie will have 5 to 6 spines. A black crappie will have 7 to 8 spines. When in doubt, a quick count of the spines will provide a near certain identification.

The range and preferred habitats of the two species overlap quite a bit. In my area, the black crappie is the dominant species. In other areas, the white is the dominant crappie. In either instance, it is still quite common to run into both species during the course of a season, or even in a single day. With these three methods to differentiate the two species, you will always be sure of a proper ID.

Music History

Mr. Miles

Directions: Choose one box a day. You can answer it as creatively as you like. Have some fun with it. You can email me at jmiles@mpisd.net at any time and I will get back with you ASAP.

Discover the **7 elements of music** in your favorite song.

Tempo

Rhythm

Melody

Harmony

Timbre

Form

Dynamics

Put the **Periods of Music** History in the correct order. Then Rename them based on a quality you find interesting of each periods style.

Modern (this is the newest one)

Classical

Medieval

Romantic

Baroque

Renaissance

Choose another of your favorite songs. **Reimagine that it is a romantic piece of music.** How would it change? Would you like? Describe this new creation. (If you can create it send it to me at jmiles@mpisd.net.)

One more song of your choosing. I want you to argue that it belongs in another Musical Period. Pick one and **convince me!**

Find a recording of **Erlkönig by Schubert**. (You don't have to use the accent marking when searching) Listen to the song. Read the Poem. Evaluate the music Schubert created. Did it capture the essence of the poem? Does it fit into the Romantic Period's ideals of what music should be?

Dance I and Dance II (ADT)-

Weeks of March 30th- April 17th

Mondays- Stretch (30 minutes; be sure to practice splits)

Tuesdays- Across the Floor Skills

Wednesdays- Center Skills

Thursdays- Review all Dances that we learned

Fridays- Freestyle Friday- (Learn any style dance routine from YouTube or TikTok) If you do not have access to either of those, create your own.

Honors Band/Symphonic Band (March 30th-April 17th) (YOU MUST COMPLETE 1-3 DAILY)

1. 10 minutes- Mouthpiece warm-up/face buzz

- Breathing exercises, Long tones, sirens, lip slurs

2. 10 minutes- Instrument warm-up

- Lip Slurs, scales in whole notes

3. 10 minutes- Scale Studies

- Work on all scales (SCALE PATTERN LIKE ALL-REGION)
- Blue Book Exercises
- If you don't have scales, you can work on note recognition/memory

4. 15-20 minutes- Band Repertoire

- Work on Contest Music
- Work on fun music (you can find sheet music online to work on)

5. 20-30 minutes- Friday Music Fun Day

- Play some music games
- Watch some fun music videos
- Learn any song your choice
- http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

PE Activities

Hi guys, hope you're all well and doing great.

While you're home, we just want to be sure you stay in shape. So, I'm sending you a list of workouts you can do at home.

Each Day: Before starting your workout, be sure to stretch first.

Remember to stretch your arms, legs and back.

1. Jumping Jacks.....20
2. Squat Jumps.....10
3. Push Ups.....10
4. Sit Ups.....20
5. Toe Touches.....20
6. One Minute Plank
7. Run In Place.....1 Minute

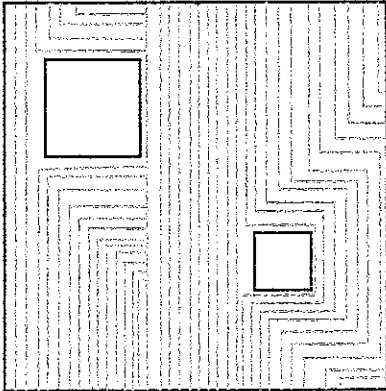
Tennis:

HELLO STUDENTS! Coach Washington and I miss you very much. We hope that you are home resting, staying out of trouble and enjoying the extra time with your families. We have a court update: OUR COURTS HAVE BEEN RESURFACED!! They are done and ready for you guys to come back and hit! If you have your racket at home try and get out of the house and dribble a ball or use a wall outside to volley with.

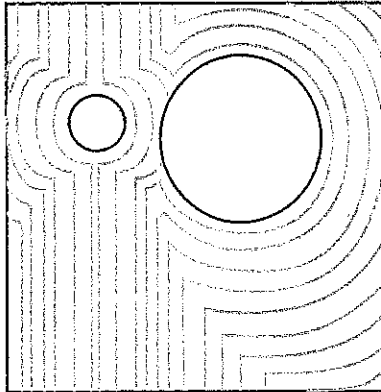
We would also like you to get your physical activity in DAILY. Please do a 10 minute walk, 25 jumping jacks, 10 lunges, 10 squats, 10 push ups. Again, we miss you and cannot wait to see you.

REPETITION AND LINES

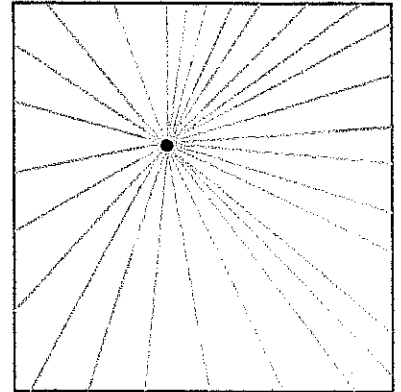
Check out some of the repeating line designs in the examples below. On the next page you are going to create some of your own.



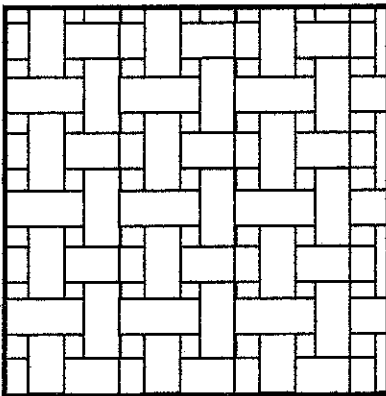
Created by wrapping vertical lines around the boxes.



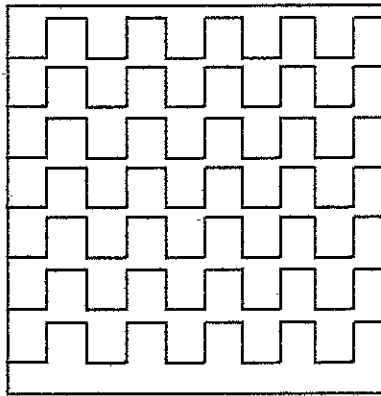
Created by wrapping vertical lines around circles.



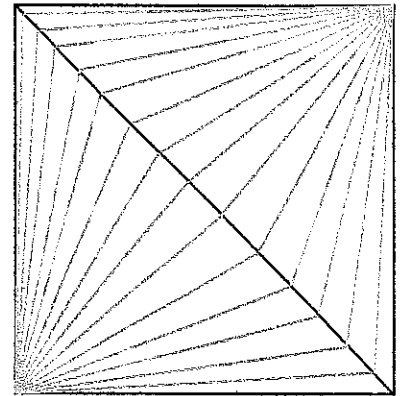
Created by drawing radiating lines from a center point.



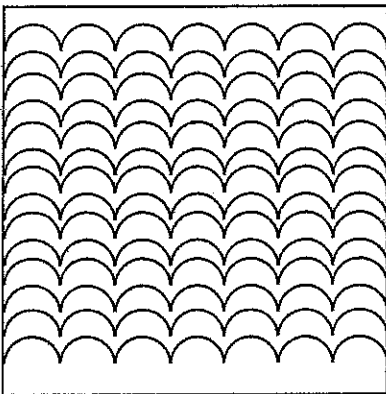
Created by weaving lines under and over each other.



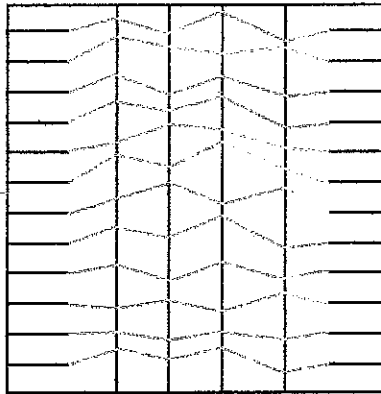
Created by drawing a series of stair-steps across the box.



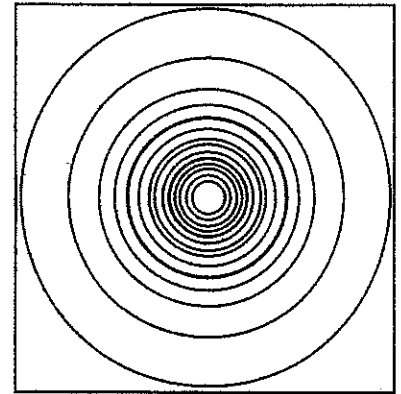
Created by drawing radiating lines from dots along a diagonal.



Created by drawing a series of speed bumps across a box.



Created by connecting horizontal lines, changing direction each time you meet a vertical line.

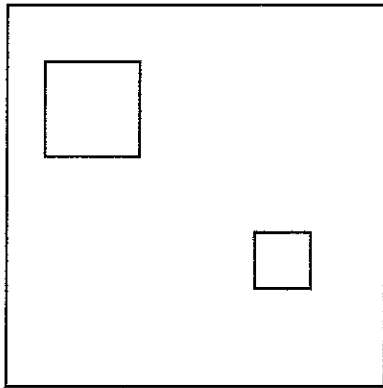


Radiating circles.

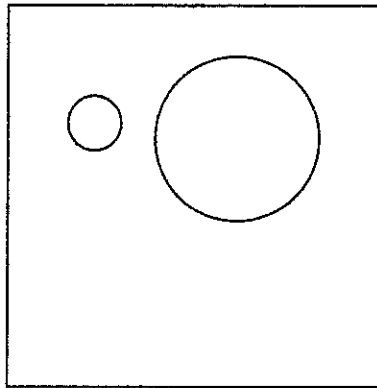
REPETITION AND LINES

Name: _____

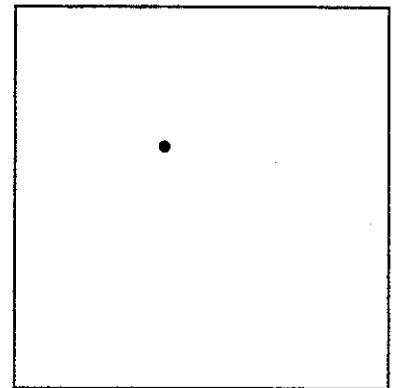
In each box below create a repeating line design based on the ideas below each box.



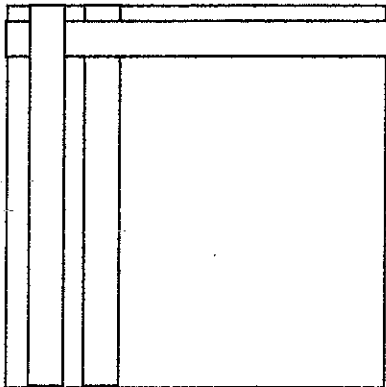
Draw a straight line from top to bottom wrapping around each box.



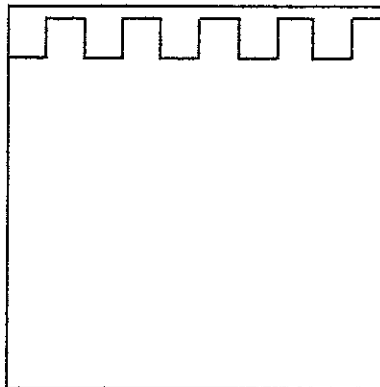
Draw a straight line from top to bottom wrapping around each circle using straight and curved lines.



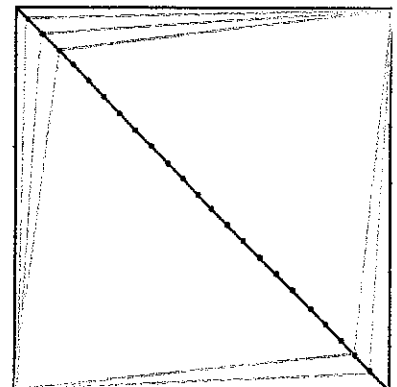
Draw radiating lines from a point to the edges.



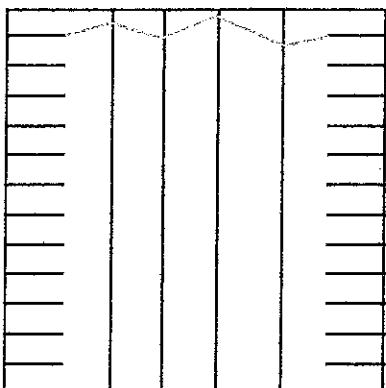
Weave lines, under and over each other. What goes under must go over.



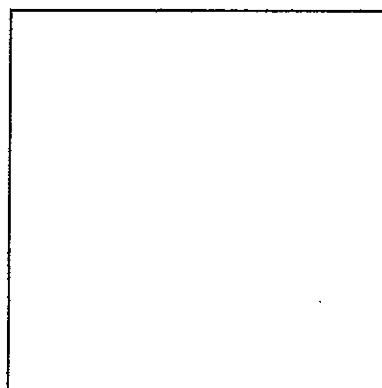
Draw a series of "castle" lines, stair-steps across the box.



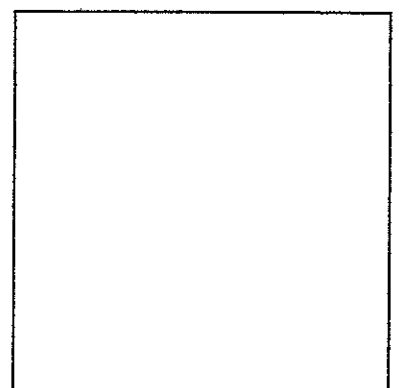
Radiating lines from opposite corners to dots along diagonal line.



Draw a line from left to right, connecting the horizontal lines, change direction each time you meet a vertical line.



Create your own repeated line design.



Create your own repeated line design.

Name: _____

Grubbs

Date: _____

Health

(March 30-April 3)

Instructions: Read the review questions and answer with the letter that is most correct.

1. Which of the following is an example of a food that would be considered a **protein**?

- A. Brown Rice
- B. Pasta
- C. Chicken Breast
- D. Butter

2. Which of the following foods is the best example of a **carbohydrate**?

- A. Tortilla
- B. Peanut Butter
- C. Ribeye Steak
- D. Cheese

3. Which of the following foods is considered to be a **fat**?

- A. Chicken Breasts
- B. Almonds
- C. Oatmeal
- D. Pancakes

Name: _____

Food Labels

Directions: Study the food label and answer the questions.

Nutrition Facts	
Serving Size 1 cup (236 mL)	
Amount Per Serving	
Calories 130	Calories from Fat 45
% Daily Values*	
Total Fat 5g	8%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 125mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 8g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat. Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

FAT REDUCED TO 5g AND CALORIES REDUCED 15g TO 130
INGREDIENTS: GRADE A PASTEURIZED REDUCED FAT MILK,
VITAMIN A PALMATE AND VITAMIN D3.

1. What is the serving size of this product?

2. How many calories per serving size are in this product?

3. What percent of daily value is the sodium?

4. In 2 servings, how much Vitamin A is there?

5. Based on this food label, would you consider this product to be healthy? Why or why not?

Look at 6 different products' food labels. Find three that are healthy and three that are less healthy. Record the products below and their sodium levels.

healthy

less healthy

