



**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](http://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](http://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



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P.O. BOX 1117  
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(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](http://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](http://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



Dear Wallace Students,

Wow! As we were enjoying our Friday the 13<sup>th</sup> before the beginning of our Spring Break, we did not know what we were facing. We left each other with our goodbyes, "have a great Spring Break, and see ya in a week."

Many things changed after we left each other:

- No school
- No movies
- No going out to eat
- No gathering with our friends

We learned some new words and phrases:

- Social distancing
- Covid-19
- Flattening the curve

However, some very important things DID NOT change:

- We love and miss you
- Even though our school is closed, we are working hard to do all we can to help you and your family until we are back together
- We are all learning. We are learning that help is all around us. We are learning that communities can pull together in a crisis. We are learning that the opportunity to give a loved one a hug is truly something special.

Take care of yourself. Take care of your family. Take care of each other. Let us know what you need.

We miss you and love you!

If you have questions or concerns, please contact us at

Karla Coker      [kcoker@mpisd.net](mailto:kcoker@mpisd.net) or 903-434-8528 and leave a message  
Nathan Rider    [nrider@mpisd.net](mailto:nrider@mpisd.net) or 903-434-8522 and leave a message  
Shonda Rutledge [srutledge@mpisd.net](mailto:srutledge@mpisd.net) or 903-434-8622 and leave a message  
Tommy Ray        [tray@mpisd.net](mailto:tray@mpisd.net) or 903-434-8717 and leave a message

Missing you,

*Shonda Rutledge*

*Tommy Ray*

*Karla Coker*

*Nathan Rider*



*Estimados estudiantes de Wallace,*

*iWow! Como estábamos disfrutando nuestro viernes 13, antes del comienzo de nuestras vacaciones de primavera, no sabíamos lo que nos íbamos a enfrentar.*

*Muchas cosas cambiaron después de ese día:*

- *No hay clases*
- *No podemos ir al cine*
- *No podemos salir a comer*
- *No poder reunirnos con nuestros amigos.*

*Aprendimos algunas palabras y frases nuevas:*

- *Distanciamiento social*
- *Covid-19*
- *Disminuir la-curva del crecimiento del contagio*

*Sin embargo, algunas cosas muy importantes NO cambiaron:*

- *Los queremos y los extrañamos*
- *A pesar de que nuestra escuela está cerrada, estamos trabajando para hacer todo lo posible para ayudarte a ti y a tu familia hasta que podamos regresar.*
- *Todos estamos aprendiendo. Estamos rodeados de ayuda. Estamos aprendiendo que las comunidades pueden unirse en una crisis. Estamos aprendiendo que la oportunidad de darle un abrazo a un ser querido es realmente algo especial.*

*Cuidate. Cuida a tu familia. Haznos saber lo que necesitas.*

*iLos extrañamos y los queremos!*

*Si tiene preguntas o inquietudes, comuníquese conmigo a*

*Karla Coker      [kcoker@mpisd.net](mailto:kcoker@mpisd.net) or 903-434-8528 and leave a message*  
*Nathan Rider    [nrider@mpisd.net](mailto:nrider@mpisd.net) or 903-434-8522 and leave a message*  
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*Tommy Ray        [tray@mpisd.net](mailto:tray@mpisd.net) or 903-434-8717 and leave a message*

*Los extrañamos,*

*Shonda Rutledge, Karla Coker, Tommy Ray, Nathan Rider*

**FICTION IN A FLASH**  
a super-short story  
to make you think

# IF I WERE A SUPERHERO

I wouldn't  
hide who  
I am.



BY  
**KRISTIN LEWIS**

Int  
Exter

- Direction
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  2. Under
  3. Circle

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## SPOTLIGHT ON

## CONFLICT

**Internal conflict** is a struggle that takes place within a character's mind.

**External conflict** is a struggle between a character and someone or something else.

## Directions:

1. What is the narrator's internal conflict? How about her external conflict? Answer both questions in the margins.
2. Underline two lines that reveal the internal conflict.
3. Circle two lines that reveal the external conflict.

If I were a superhero, I wouldn't wear shiny suits and silly masks. I'd wear jeans and my favorite hoodie and my hair in a ponytail. I don't understand when superheroes just let their long hair flow free. Doesn't it get in the way? My hair would be stuck to my face in five seconds, what with all the jumping and kicking and flying and sweating.

If I were a superhero, I wouldn't have a scary name like Red Scorpion or Poison Oak either. I'd have a name that made people feel safe, made them feel like they weren't alone. And I definitely wouldn't hide my identity. I'd tell the entire world who I was. I know there is that whole protecting-your-loved-ones-from-supervillains thing, but I think that's hyped-up drama for the movies.

In truth, I don't think the world has many supervillains. I think most of the terrible stuff in the world is just regular people forgetting themselves.

Like how yesterday, my dad and I were in line at the grocery store, and when he went to pay, he fumbled with the money. He couldn't grasp the bills in his wallet because he has a degenerative disease that makes it hard for his fingers to bend and straighten sometimes. It's as if his fingers decide to go on strike. When it happens, he gets deeply frustrated.

But he is also proud. I know not to help him. That only frustrates him more. So I stand there and watch, and I get this strange feeling in my gut, as if I woke up to find that everyone in the world had vanished but me.

Well anyway, this woman in line behind us was apparently in some kind of rush. She only had a banana and a carton of chocolate ice cream, which was starting to sweat all over the conveyor belt. This woman began sighing loudly and muttering to herself about how people should hurry up or get out of the way. She pulled out her phone and started texting someone, her fingers jabbing at the screen—as if that would help convey Just How Irritated she was.

The lady at the cash register gave my dad a sympathetic look and offered to help, but he said, "No, I've got it." And he kept digging in his wallet with his gnarled fingers.

Finally the woman in line behind us exploded. "C'mon!" she wailed. "Some of us have lives to live!" *Lives to live.* What a thing to say.

If I were a superhero, I would use my superpowers to zap that woman into my dad's body. Then she could experience what it feels like to have your fingers go on strike. But I don't have superpowers.

So I turned to her. "Are you having an emergency?" I asked, my voice shaking. "Because if not, well, we are doing the best we can." I took a deep breath. "I just . . . wanted to say that," I added.

The woman's face contorted into shock, as if she hadn't realized we could actually hear her. Then she got quiet. I don't know if she was still mad; I didn't look back to find out. Instead, I watched my dad as he finally handed the bills to the cashier.

"Have a nice day," the cashier said.

As we walked out, I turned back to look at the woman. Our eyes met. She gave me a timid smile, and I thought maybe I have superpowers after all. ●

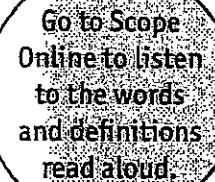
## Narrative Writing Contest

Write your own story with the title "If I Were a Superhero." Give your central character an internal conflict. Your story should be no more than 800 words. Send it to Superhero Contest. Three winners will get *The Benefits of Being an Octopus* by Ann Braden.

Go to  
Scope Online  
for a great  
activity.



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



Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "If I Were a Superhero"

- 1. contort (kuhn-TAWRT)** *verb*; To contort is to twist into a strange or unusual shape. You might contort your body to squeeze through a small space. If a basketball player gets injured during a game, he might fall to the floor, his face contorting in pain.
- 2. convey (kuhn-VAY)** *verb*; To convey something is to communicate it or make it known. You might convey a message from your mom to your sister. When you smile, you convey to the people around you that you are happy. A painting's dark colors might convey a feeling of sadness.
- 3. degenerative (dih-JEN-er-uh-tiv)** *adjective*; The verb *degenerate* (dih-JEN-uh-rayt) means "to change to a worse state or condition." *Degenerative* means "tending to degenerate."  
  
A degenerative disease is a medical condition that causes a tissue or an organ to become worse over time. Some degenerative diseases can be cured, but others have no treatment yet.
- 4. fumble (FUHM-buhl)** *verb*; To fumble is to handle something in a clumsy and awkward way. You might fumble with a flashlight in the dark or fumble in your pockets for some change. (In football, *fumble* means "to lose control of the ball.")
- 5. gnarled (nahrd)** *adjective*; Something that is gnarled is full of twists, bends, bumps, or knots. Tree branches often become gnarled over time.
- 6. strike (strahyk)** *noun or verb*; In a strike, workers refuse to do their work until the owners of their company agree to certain worker demands. Workers might, for example, participate in a strike to demand better pay or safer facilities.  
  
As a verb, *strike* can mean "to stop working until certain demands are met," as in, "The factory workers said they would strike until they got improved health care." *Strike* can also mean "to hit something," as in, "I used a hammer to strike the nail."

# Vocabulary Practice

## "If I Were a Superhero"

**Directions:** Choose the word or phrase that is LEAST similar in meaning to each word in bold.

1. **fumble**

- Ⓐ grip tightly
- Ⓑ handle in a clumsy way

3. **gnarled**

- Ⓐ rough and twisty
- Ⓑ straight and smooth

2. **convey**

- Ⓐ refuse
- Ⓑ express

4. **degenerative**

- Ⓐ declining in quality
- Ⓑ improving over time

**Directions:** Rewrite each sentence using a form of one of the words in the box. There are two words you will not use.

strike   convey   degenerative   contort   fumble

5. After I opened the extravagant gift from my grandma, I struggled to explain my gratitude.

6. The nurses decided to stop working until the hospital agreed to improve their working conditions.

7. Anna's face twisted into a look of pure disgust as she smelled the odor of a skunk.

**Directions:** Write a sentence that includes a word or words from the list on page 1 of this activity (including any words you added).

8. \_\_\_\_\_



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

# Conflict

In literature, conflict is a struggle between opposing forces that drives the action of the plot forward. A conflict may be external or internal.

An **EXTERNAL CONFLICT** is a struggle that takes place between a character and someone or something else. Types of external conflict include character vs. character, character vs. society, character vs. nature, and character vs. technology.

**Examples:**

A ship captain struggles to survive on a desert island after a hurricane sinks his ship.

Dr. Strange invents a robot so intelligent it has a mind of its own—a mind for destroying the town.

An eighth grader named Dave bullies Tim on the school bus every afternoon.

An **INTERNAL CONFLICT** is a struggle that occurs within a character's mind; it's what's bothering a character on the inside. Internal conflicts are always character vs. self.

**Examples:**

The ship captain fights to stay positive and hold on to hope of ever being rescued.

Dr. Strange struggles with the decision of whether or not he should destroy his masterpiece in order to save the town.

Tim feels nervous about telling his teacher about the bully and doesn't know if he should.

**Directions:** Read "If I Were a Superhero." Then fill in the chart below.

<b>The Narrator's External Conflict</b>	
1.	What is the narrator's external conflict? Who or what is she struggling against?
2.	Give two lines or groups of lines from the story that help reveal the narrator's external conflict.
	Line(s) 1:
	Line(s) 2:

**The Narrator's Internal Conflict**

3. What is the narrator's internal conflict? Who or what is she struggling with on the inside?

4. Give two lines or groups of lines from the story that help reveal the narrator's internal conflict.

Line(s) 1:

Line(s) 2:

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

# "If I Were a Superhero" Character Thinking Tool

The questions in this activity are about the character of  
the narrator

1. The narrator says, "I think most of the terrible stuff in the world is just regular people forgetting themselves." What does she mean? What does this statement reveal about her outlook on the world?

2. How does the narrator feel when her dad struggles to use his hands? Why might she feel this way?

3. The narrator says, "Lives to live. What a thing to say." How is she feeling in this moment? How do you know?

4. Why does the narrator fantasize about being a superhero?

5. What does the narrator's comment to the woman—and how she says it—reveal about her?

6. The narrator says if she were a superhero, she wouldn't hide who she is. Does she hide who she is in this story?

7. A. The narrator says she'd choose a superhero name that made people feel safe and like they weren't alone. What kind of name could that be? Brainstorm names for her.

B. Select one of the names you created in part A. On the back of this page, create a poster for a superhero movie using that name as the title. Think about how you imagine the narrator looking and what sort of setting or situation she might be involved in.

# La nota periodista

Una nota periodística o noticia da a conocer información acerca de un suceso actual novedoso y de interés. La noticia es objetiva, veraz y actual. El reportero informa, de un hecho, de manera precisa, sobre como ocurrió sin opinar. La información de la noticia debe responder a las preguntas: **¿Quién? ¿Que? ¿Donde? ¿Cuando? ¿Como? y ¿Por qué?**

★ **Indicaciones:** Lee la noticia y complete la tabla que la acompaña.

## EXPLICADOR: EL PAPEL DE LOS ANIMALES EN LA ENFERMEDAD HUMANA

*La vida silvestre, el ganado y las mascotas son la fuente de la mayoría de los gérmenes que pueden enfermar a las personas.*

Si bien no podemos pensar fácilmente en nuestras mascotas o animales de granja como peligrosos, los animales juegan un papel importante en las enfermedades humanas. En este texto informativo, Amanda Leigh Mascarelli discute cómo los humanos son afectados por animales infectados con un virus o una bacteria.

**Al leer, toma notas sobre cómo los científicos evitan que los virus se propaguen más después de que se identifique un brote.**

Casi el 75 por ciento de las enfermedades infecciosas nuevas o emergentes en las personas se **propagaron** por primera vez por animales. De hecho, la mitad de todos los gérmenes conocidos que causan enfermedades humanas provienen de otros animales. Algunas fuentes han sido aves, murciélagos y otros tipos de vida silvestre. El **ganado** y los animales de compañía, o mascotas, han propagado muchas enfermedades. Los científicos se refieren a las infecciones que las personas contraen de los animales como zoonóticas (Zoo-oh-not-ik-as).

Los gérmenes y otros agentes infecciosos que causan estas enfermedades se conocen como **patógenos**. La mayoría son microbios como virus o bacterias; otros incluyen hongos, incluso pequeños gusanos y **garrapatas**.

En las enfermedades zoonóticas, los animales sirven como **huésped** del patógeno. Con el tiempo, algunos hospedadores a largo plazo ya no se enferman. Cuando un virus vive normalmente dentro de un animal sin dañarlo, ese huésped ahora se llama reservorio. Por ejemplo, las aves, especialmente los patos, han evolucionado hasta convertirse en un reservorio natural para los virus de la gripe.



IAEA Entrena a científicos veterinarios.

Los patógenos se mueven entre los huéspedes continuamente, explica Jonathan Epstein. Epidemiólogo veterinario, es un científico que estudia la propagación de enfermedades en animales. (Trabaja en EcoHealth Alliance en la ciudad de Nueva York). Muchos patógenos se encontrarán con un huésped humano. Si el sistema inmunitario de esa persona aún no se había encontrado con el microbio, no habrá acumulado inmunidad para combatir el germen. Ese patógeno afortunado ahora puede sobrevivir y propagarse a otros.

Comprender cómo los patógenos se **diseminan** entre especies puede ayudar a los científicos no solo a combatir los brotes actuales de enfermedades, sino también a prevenir o disminuir los futuros.

Por ejemplo, Epstein se especializa en virus cuyo reservorio es murciélagos. Ha estado siguiendo la pista de numerosos virus que se han derramado en personas de estos mamíferos. Entre ellos: el virus Nipah.

Esta enfermedad viral comenzó en el sudeste de Asia a finales de la década de 1990. Los trabajadores de una granja masiva de cerdos comenzaron a notar síntomas preocupantes. Sus cerdos empezaron con una tos fuerte, parecida a un ladrido y se comportaban de manera extraña. Se contraían y desarrollaron espasmos musculares. Algunos cerdos murieron. Trágicamente, los campesinos también comenzaron a enfermarse. En casos severos, las personas entraron en coma y murieron.

Ningún virus puede sobrevivir mucho tiempo fuera de un organismo vivo. Así que Epstein se asoció con otros expertos para cazar al animal reservorio que había permitido que el virus Nipah ingresara a los cerdos.

Resultó ser una especie de murciélagos. Normalmente este se mantiene alejado de las personas, viviendo en la selva tropical cercana. Pero cuando los agricultores plantaron un huerto de árboles de mango cerca de sus chiqueros, los murciélagos vinieron a cenar la jugosa fruta. Esos murciélagos derramaron saliva verminosa, orina y heces sobre los cerdos que se encontraban debajo de ellos.

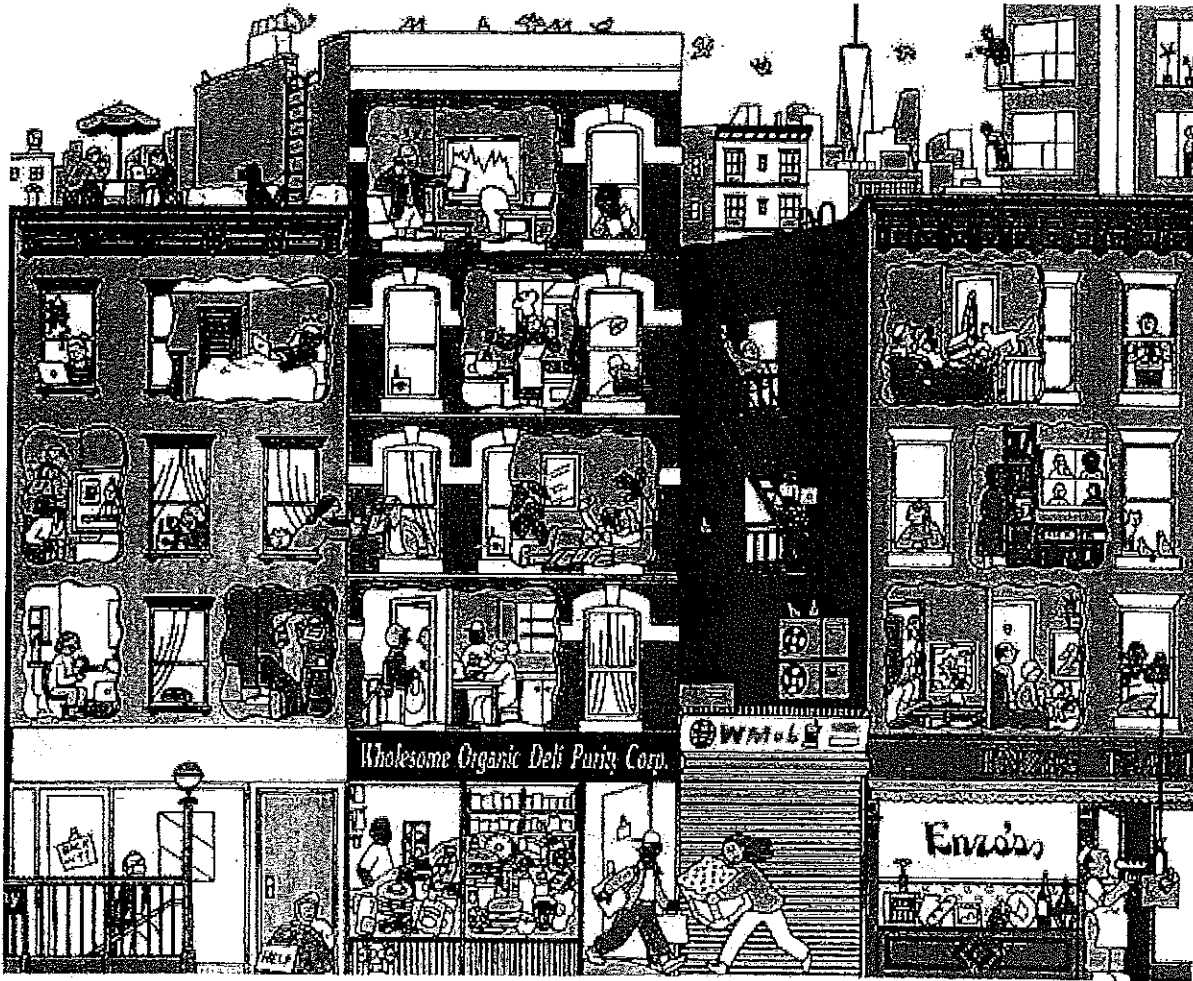
De 1998 a 1999, Nipah enfermó a más de 250 personas. Más de cuatro de cada 10 de estas personas murieron. Un millón de cerdos fueron asesinados y eliminados para detener la propagación de la enfermedad.

Es importante no culpar a la vida silvestre por estas enfermedades, dice Kristine Smith, una veterinaria de vida silvestre que trabaja para EcoHealth Alliance. En cambio, argumenta ella, las personas deben tomar conciencia de los riesgos de estar cerca de los animales y ajustar su comportamiento por consecuencia.

Título de la noticia-	
¿Qué paso?	
¿Dónde sucedió?	
¿Cuándo sucedió?	
¿Quienes estuvieron involucrados?	
¿Cómo sucedió?	
¿Por qué sucedió?	

# Haz una conexión:

Cuéntanos sobre algo de tu propia vida, pasado o presente, que este artículo o la siguiente ilustración, te haga pensar- o usa tu imaginación para escribir el principio de una historia corta o un poema desde la perspectiva de una de las personas representadas en la ilustración.



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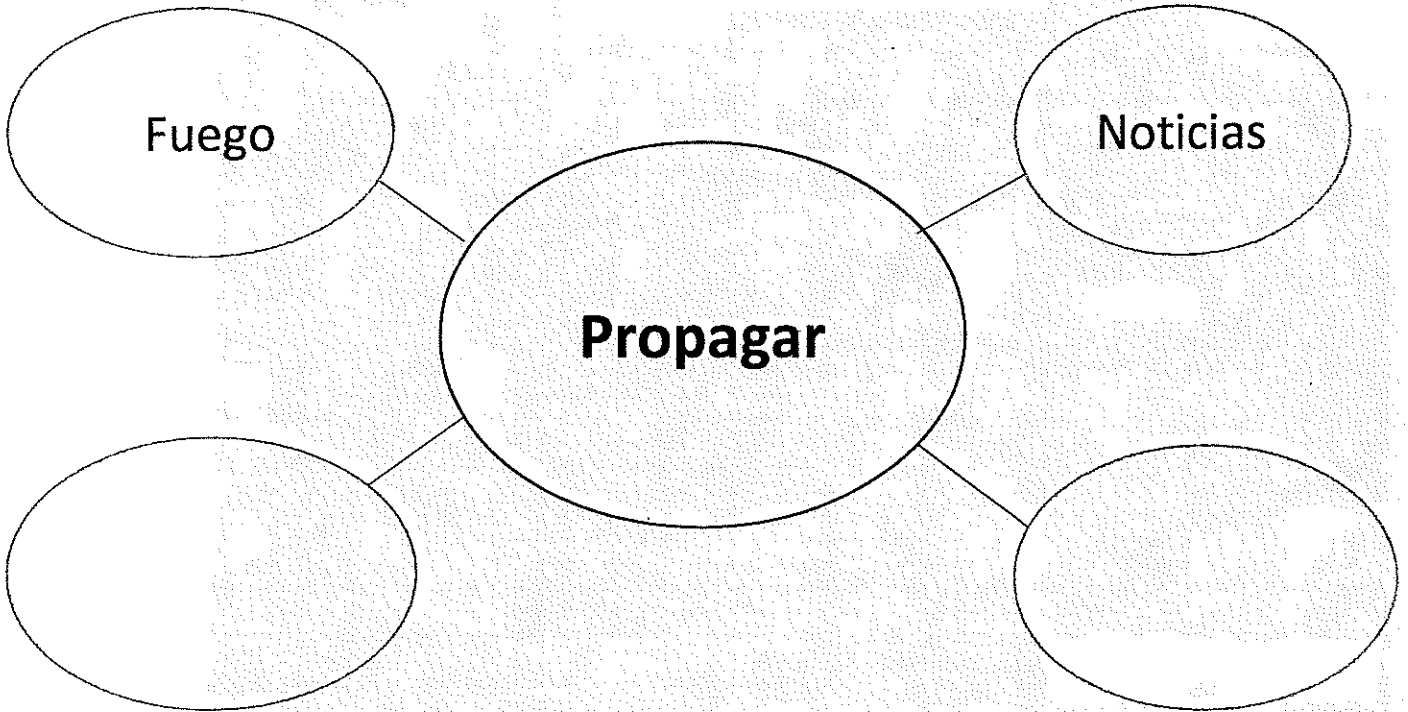
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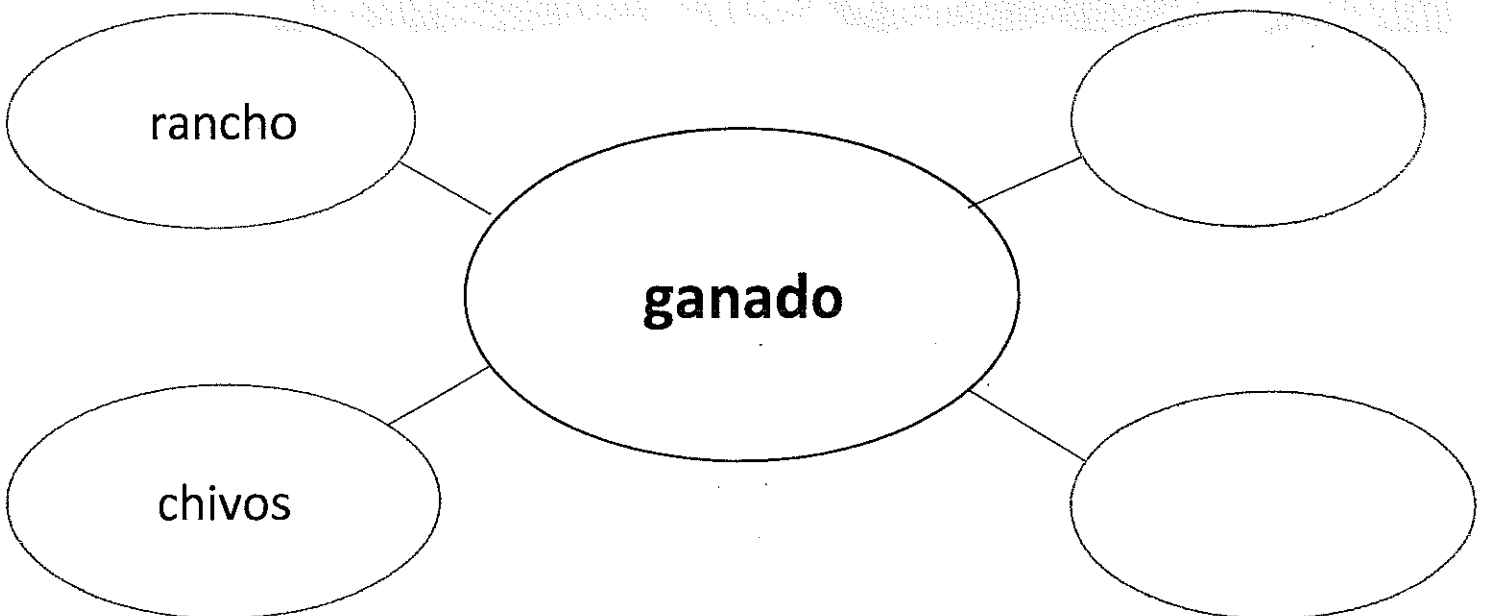
# Vocabulario

Lee la oración ejemplo para cada palabra de vocabulario seleccionada. Termina de rellenar las siguientes gráficas con palabras que se relacionen con la palabra de vocabulario identificada. Usa claves de contexto dentro de esta oración o la oración del artículo.

1- Las noticias se **propagan** rápidamente por medios sociales como Facebook.

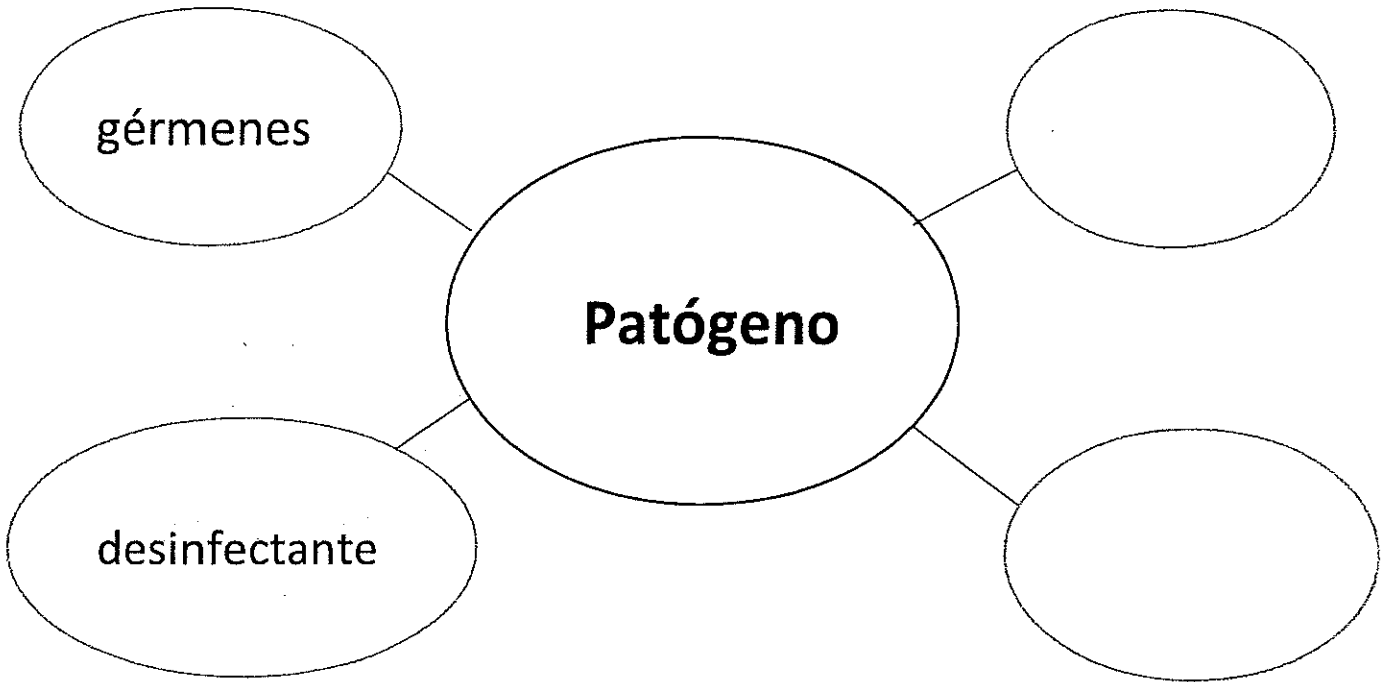


2- El **ganado** de mis abuelos pasteaban del otro lado de la cerca.

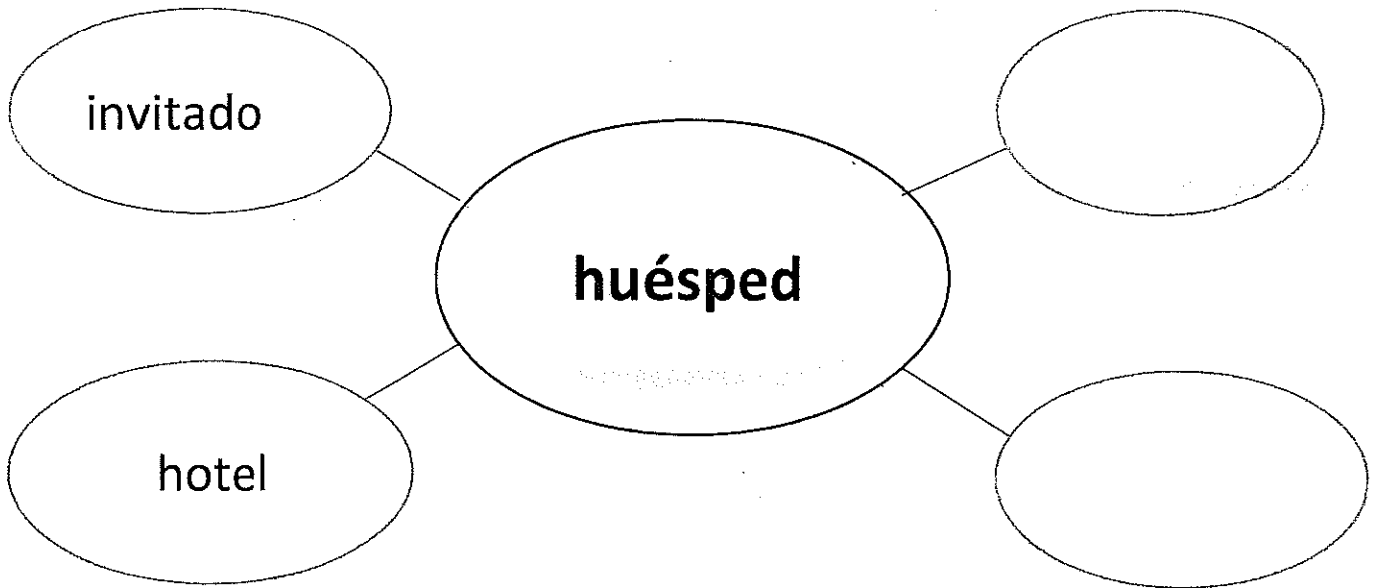




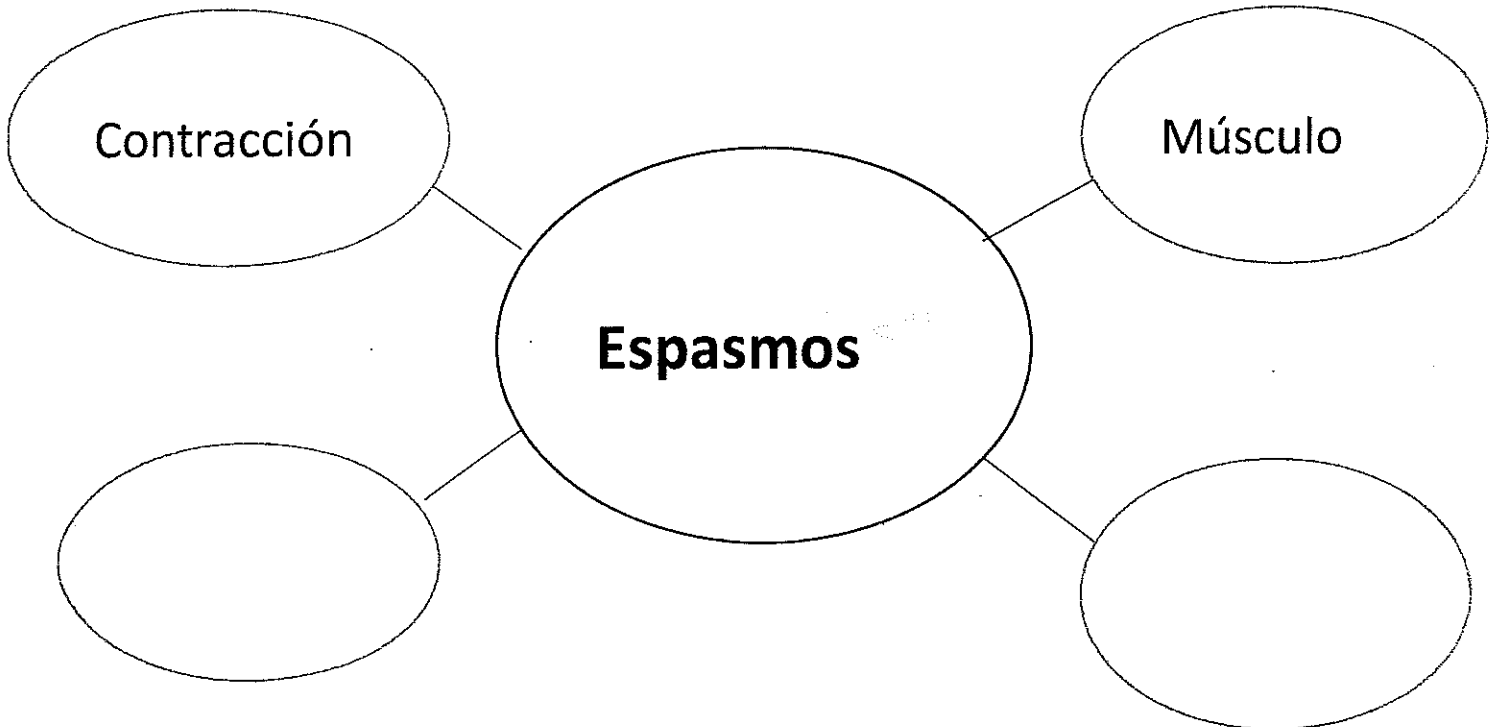
3- La gente debe estar descontaminada, para reducir la posibilidad de que llevara algo contagioso y limpiarla de cualquier patógeno que pudiera traer.



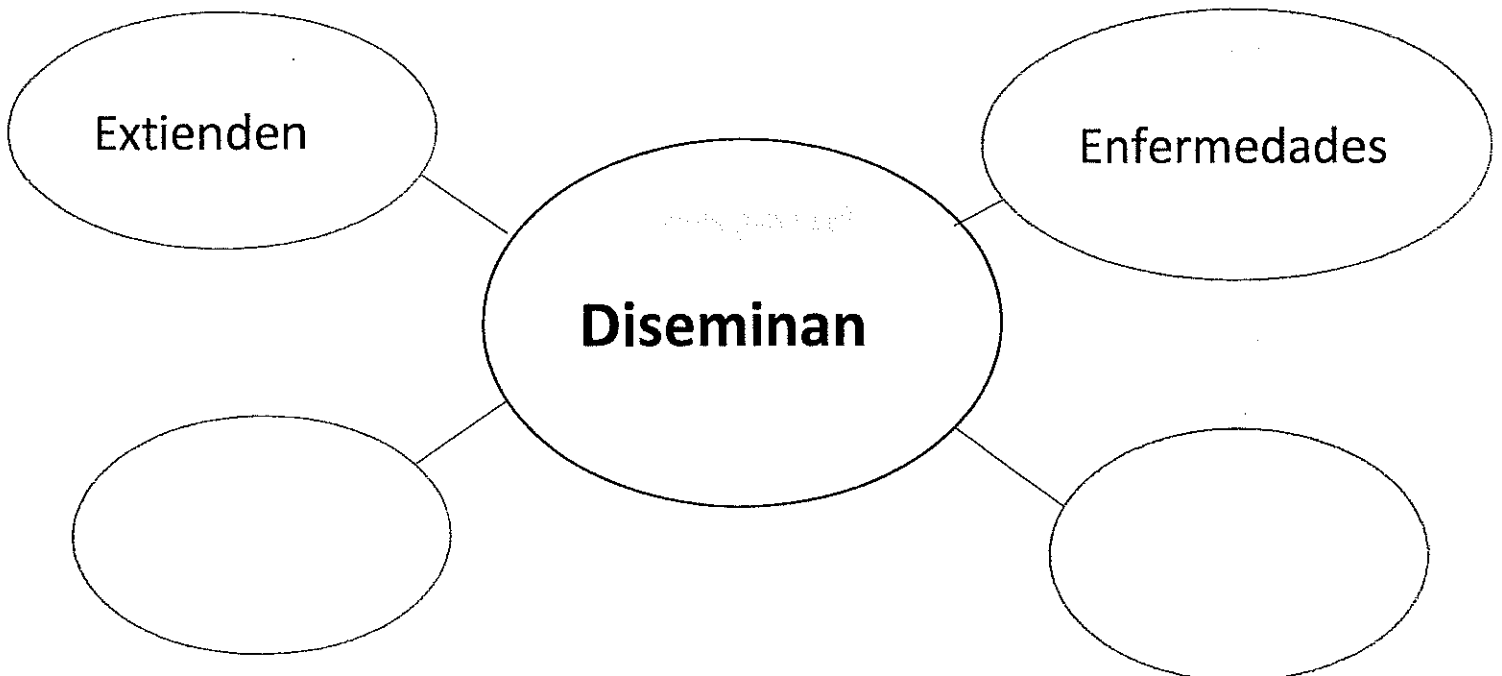
4- La amiga de mi mama es nuestro huésped durante las vacaciones de primavera.



5- Sus espasmos empeoraban y casi se dobló en dos al intentar levantarse.



6- El viento diseminó las hojas por el camino.



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

$\frac{3 \times 7}{18 \times 7} = \frac{21}{126}$ $\begin{array}{r} 7 \\ 18 \overline{)126} \\ \underline{-126} \\ 0 \end{array}$ $\frac{3}{21} \times 7 = \frac{21}{126}$	$\frac{64 \times 8}{72 \times 8} = \frac{512}{576}$ $8 \overline{)512}$ $\begin{array}{r} 64 \\ 8 \overline{)512} \\ \underline{-480} \\ 32 \\ \underline{-32} \\ 0 \end{array}$ $\frac{9}{72} \times 8 = \frac{72}{576}$	$\frac{119 \div 13}{139 \div 13} = \frac{9}{117}$ $9 \overline{)117}$ $\begin{array}{r} 13 \\ 9 \overline{)117} \\ \underline{-90} \\ 27 \\ \underline{-27} \\ 0 \end{array}$	$\frac{5}{15} = \frac{1}{3}$ $3 \overline{)9}$ $\begin{array}{r} 3 \\ 3 \overline{)9} \\ \underline{-9} \\ 0 \end{array}$
$\frac{6 \div 4}{24 \div 4} = \frac{1.5}{100}$ $4 \overline{)100}$ $\begin{array}{r} 25 \\ 4 \overline{)100} \\ \underline{-80} \\ 20 \\ \underline{-20} \\ 0 \end{array}$	$\frac{2 \times 8}{5 \times 8} = \frac{16}{40}$ $8 \overline{)16}$ $\begin{array}{r} 2 \\ 8 \overline{)16} \\ \underline{-16} \\ 0 \end{array}$	<p>Convert <math>4 \frac{2}{4}</math> to an improper fraction</p> $16 \frac{4 \times 2}{4} = \frac{18}{4}$	$5.35 \div 1.4$ <p>move decimal</p> $14 \overline{)53.5}$ $\begin{array}{r} 3.82 \\ 14 \overline{)53.5} \\ \underline{-42} \\ 115 \\ \underline{-112} \\ 35 \\ \underline{-35} \\ 0 \end{array}$

step 1 write labels

1. At a craft fair, Bertha sold 18 necklaces in 3 hours. Write and solve a proportion to find the number of necklaces,  $n$ , Bertha sold each hour.

$$\frac{n}{h} = \frac{18}{3} = \frac{6}{1}$$

$$3 \overline{)18}$$

$$\begin{array}{r} 6 \\ 3 \overline{)18} \\ \underline{-18} \\ 0 \end{array}$$

6 necklaces per hour

2. On one day in February, 2 out of 5 spider monkeys at the zoo were sick. What percent of the monkeys were healthy?

set equal to 100%

$$\frac{S}{T} = \frac{2 \times 20}{5 \times 20} = \frac{40}{100} = 40\% \text{ sick}$$

$$\frac{100}{60} = 60\% \text{ healthy monkeys}$$

3. The girls' basketball team lost 7 out of 25 games this season. Based on these results predict how many games the girls' basketball team would win if they played 75 games.

$$\frac{L}{T} = \frac{7 \times 3}{25 \times 3} = \frac{21 \text{ lost}}{75 \text{ total}}$$

$$\frac{75}{54} = 54 \text{ won}$$

54 games won out of 75 games

4. What percent is equivalent to the following ratio? 18:24

$$\frac{18}{24} = \frac{75}{100} = 75\%$$

$$24 \overline{)1800}$$

$$\begin{array}{r} 75 \\ 24 \overline{)1800} \\ \underline{-1680} \\ 120 \\ \underline{-120} \\ 0 \end{array}$$

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

Skills Practice – 6<sup>th</sup> Grade

$\frac{6}{8} = \frac{\quad}{100}$	$\frac{14}{\quad} = \frac{28}{70}$	$\frac{13}{\quad} = \frac{39}{60}$	$\frac{3}{12} = \frac{\quad}{100}$
$\frac{8}{\quad} = \frac{32}{100}$	$\frac{\quad}{22} = \frac{108}{132}$	Convert $5\frac{3}{5}$ to an improper fraction.	$4.62 \div 1.2 =$

- Melissa can read 12 pages in 15 minutes. If she continues reading at this rate, how long will it take her to read 60 pages?
- Lilly pays a company \$40 every 6 months to host her blog. How much does Lilly pay for 9 months?
- Mr. Edwards ate 25% of the Oreos in a package. If there were 60 Oreos in the package, how many Oreos did he eat?
- Kylie received a notice from her bank that her account was overdrawn by \$18. She made a deposit that brought her balance to \$70. How much money did Kylie deposit?

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

Skills Practice – 6<sup>th</sup> Grade

$\frac{3}{15} = \frac{\quad}{100}$	$\frac{12}{\quad} = \frac{20}{100}$	$\frac{\quad}{20} = \frac{36}{80}$	$\frac{5}{25} = \frac{\quad}{100}$
$\frac{9}{\quad} = \frac{45}{50}$	$\frac{\quad}{55} = \frac{60}{100}$	$\frac{11}{12} \cdot 24 =$	$-5 \cdot 4 + 15 =$

1. Allen loves to play Angry Birds on his iPad. Yesterday he completed 16 out of the 48 new levels. If Allen plays at the same rate, how many levels would he complete if there were 96 new levels?
2. A monkey sits on a limb that is 24 feet above the ground. He swings up 10 feet, climbs up 6 more feet, then jumps down 13 feet. How far off the ground is the monkey now?
3. Yesterday, Bethany sent 60 text messages. She said that 18% of those messages were to her best friend Marc. How many text messages did Bethany send to Marc yesterday?
4. Out of 45 times at bat, Raul got 27 hits. Write the decimal that represents the times Raul didn't get a hit.



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

Skills Practice – 6<sup>th</sup> Grade

$\frac{8}{10} = \frac{\quad}{90}$	$\frac{18}{\quad} = \frac{20}{100}$	$\frac{\quad}{4} = \frac{16}{32}$	$\frac{6}{30} = \frac{\quad}{100}$
$\frac{12}{\quad} = \frac{72}{84}$	$\frac{\quad}{50} = \frac{16}{100}$	$0.35 \cdot 4.2 =$	$\frac{3}{5} \cdot \frac{5}{8} =$

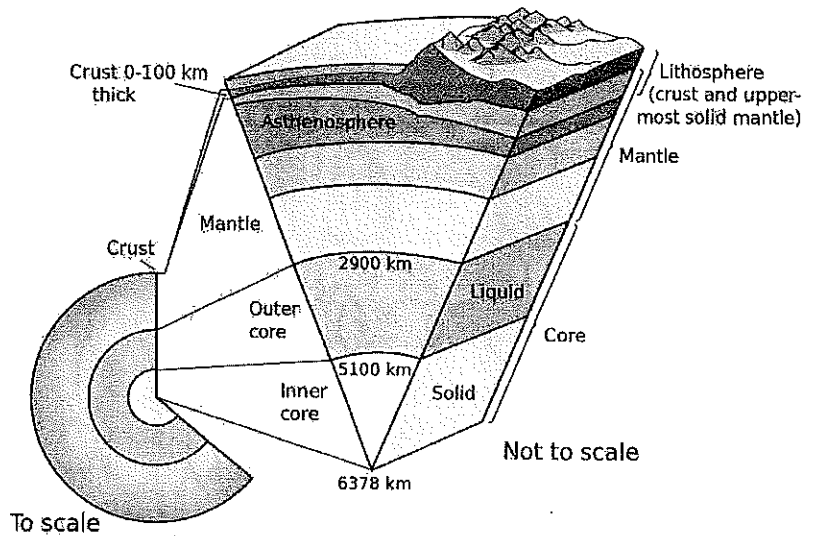
1. Sergio runs 6 miles in three days. At this rate, how many miles will he run in 20 days?
2. Mrs. Bonnette's recipe for banana bread calls for  $3\frac{1}{4}$  cups of sugar. She wants to make 6.5 batches so that she has enough for everyone. How much sugar will she need?
3. Cameron was shooting basketballs during recess. He made 30 baskets and missed 10. Based on this information, how many baskets will Cameron miss if he shoots a total of 8 times?
4. Barry answered 32 out of 40 questions correctly on his math test. What percent of the questions did he get correct?





## Earth's Layers: Coloring and Questions

The Earth has many layers within it, as shown in the graphic on the next page. The **Crust** is the exterior layer of Earth: it is the cool, hard layer on which all land life lives. The crust, which is part of the **lithosphere** (the layer of Earth that includes the crust and slightly molten layer just beneath it), is broken into several large pieces called *tectonic plates*. Further, there are two types of crust: *oceanic* and *continental*.



**Oceanic crust** - named because it is below the oceans - is old and dense, and tends to sink under **continental crust**, which is lite and fluffy - it tends to float, and makes up the continents.

Below the crust is the **Mantle**, a warm layer that can vary from rigid (where cooler) to plastic (where hotter). The Mantle has convection currents, which move hot magma from the outer core to the crust, and dropping cold magma back to the outer core - much like a lava lamp. This convection movement can push and pull tectonic plates, getting them to move and interact. The upper part of the Mantle is the **Asthenosphere**, the layer that the crust floats upon.

Below the Mantle is the **Outer Core**, which is liquid due to the extreme temperatures caused by extreme pressures. This liquid, metallic layer causes Earth's magnetic field.

The Earth's **Inner Core** is the innermost layer, and is solid: the extreme pressures at this depth overwhelm the temperatures that cause fluidity. As Earth slowly cools down, the Outer Core loses its temperature, growing the Inner Core.

**NOTE:** Please follow the directions carefully!

1. On the 3<sup>rd</sup> Page, use the Layers Word Bank to place the layers of the Earth into the correct locations in the empty diagram. You can use the diagram on the 2<sup>nd</sup> page as a guide!
2. After you have labelled the layers, color them using this guide:
 

Ocean - blue	Asthenosphere - yellow-orange
Oceanic Crust - dark brown	Mantle - orange
Continental Crust - light brown	Outer Core - red-orange
Lithosphere - light brown	Inner Core - red
3. Fill out the small squares with the information for each of the main layers of the Earth, using the diagram on the second page or your textbook!
  - a. Composition: Granitic (rich in silica) or Basaltic (silica-poor); iron with nickel and sulfur; silicate materials
  - b. Thickness: shown in kilometers (km) depending upon the depth that each layer goes
  - c. State of Matter: Rigid (solid), Plastic (like putty or clay), or Liquid (like syrup)

# Remind codes

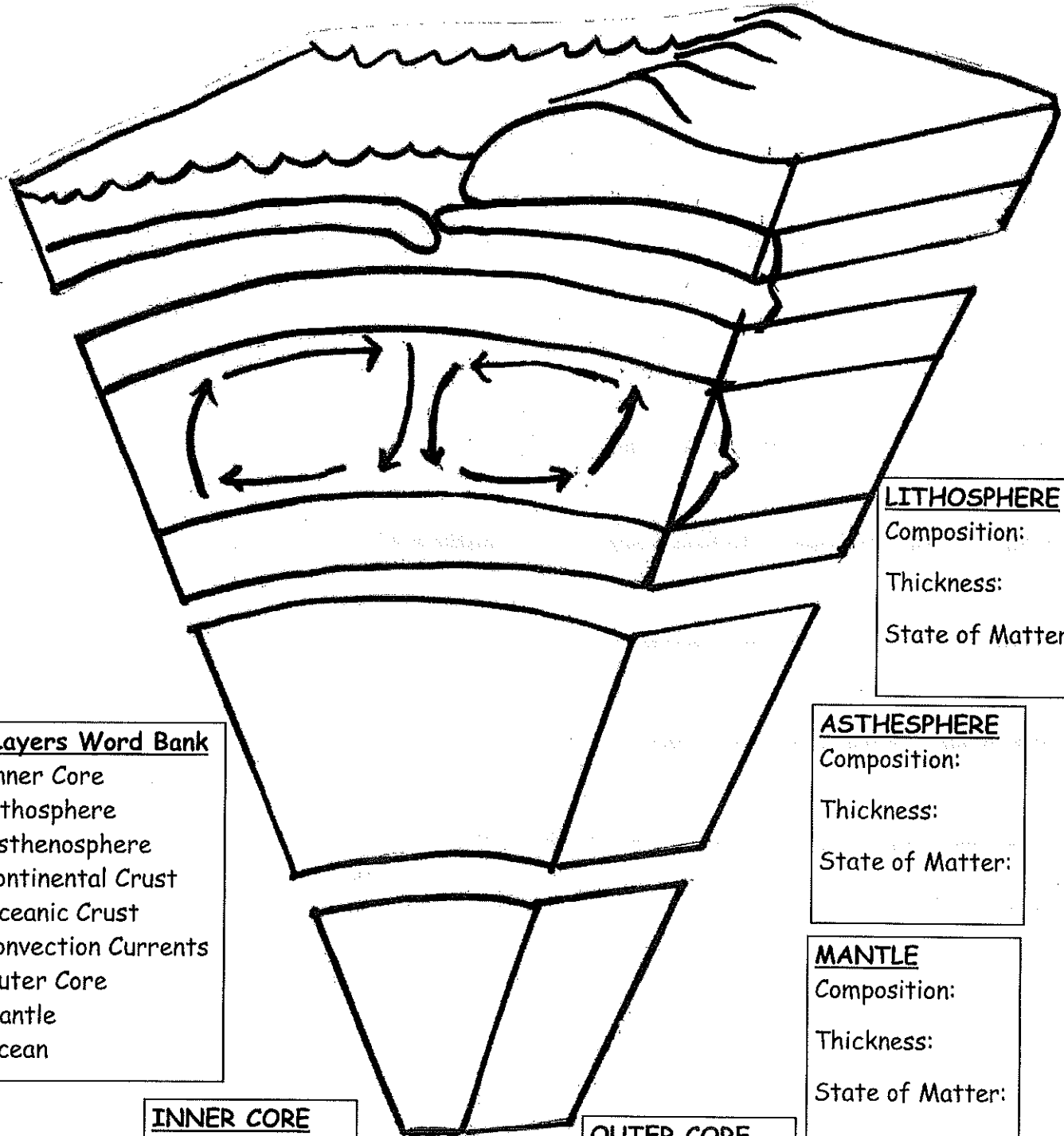
Martinez - @cg94a8

McDaniel - @3fff4g4

Manzano - @786gec

Freeman - @3dfkcb

# The Earth's Layers



**LITHOSPHERE**  
 Composition: \_\_\_\_\_  
 Thickness: \_\_\_\_\_  
 State of Matter: \_\_\_\_\_

**ASTHESPHERE**  
 Composition: \_\_\_\_\_  
 Thickness: \_\_\_\_\_  
 State of Matter: \_\_\_\_\_

**MANTLE**  
 Composition: \_\_\_\_\_  
 Thickness: \_\_\_\_\_  
 State of Matter: \_\_\_\_\_

**OUTER CORE**  
 Composition: \_\_\_\_\_  
 Thickness: \_\_\_\_\_  
 State of Matter: \_\_\_\_\_

**INNER CORE**  
 Composition: \_\_\_\_\_  
 Thickness: \_\_\_\_\_  
 State of Matter: \_\_\_\_\_

- Layers Word Bank**
- Inner Core
  - Lithosphere
  - Asthenosphere
  - Continental Crust
  - Oceanic Crust
  - Convection Currents
  - Outer Core
  - Mantle
  - Ocean

## Earth Layer Questions

Use the information provided to you in the above diagrams and paragraphs on the first page to answer the following questions:

1. In which layer is there convection?
2. From what layer is this convection bringing heat from?
3. How do convection currents influence plate tectonics?
4. Tectonic plates are part of which layer?
5. What layer do tectonic plates move upon?
6. What are the differences between *oceanic* and *continental* crust?
7. Which layer is under the most pressure?
8. Which layer is liquid? Why is it liquid?
9. Name the order of layers from the top to the bottom:

# Unidad 7

## Lección

# 1

# Las capas de la Tierra (pág. 388)

**TEKS 6.10A**

**1 Predice** Marca V o F para mostrar si cada enunciado es verdadero o falso.

V	F	
		La capa externa y sólida de la Tierra a veces se llama corteza.
		La corteza es la capa más densa.
		El manto es la capa que se encuentra entre la corteza y el núcleo.
		El núcleo de la Tierra está dividido en cinco partes.

**2 Describe** Si te pidieran que describas una manzana, ¿cuántas capas dirías que tiene? ¿Cómo describirías las capas?

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**3 Sintetiza** A menudo puedes definir una palabra desconocida si conoces el significado de las partes que componen la palabra. Usa las partes de la palabra y la siguiente oración para sacar una conclusión lógica sobre el significado de la palabra *mesosfera*.

Parte de la palabra	Significado
meso-	medio
-sfera	bola

**Oración de ejemplo:** La mesosfera tiene más de 2,000 km de espesor.

mesosfera:

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**6 Identifica** Enumera las capas constitutivas ordenadas de la más densa a la menos densa.

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**7 Identifica** ¿Qué elemento compone la mayor parte del núcleo de la Tierra?

---

**8 Rotula** En las siguientes líneas, completa los espacios en blanco con los nombres de las capas constitutivas que se muestran en el diagrama del Libro del estudiante.

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

**9 Analiza** ¿Cuáles son las capas constitutivas de la Tierra que componen la litosfera?

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**10 Calcula** ¿Qué porcentaje del espesor de la litosfera continental representa la corteza continental?

**Identifica**

A. ¿Qué sabes?

B. ¿Qué quieres saber?

**Planea**

C. Escribe la fórmula:

D. Sustituye los valores en la fórmula:

**Resuelve**

E. Calcula y simplifica:

**Respuesta:**

# Repaso de la lección

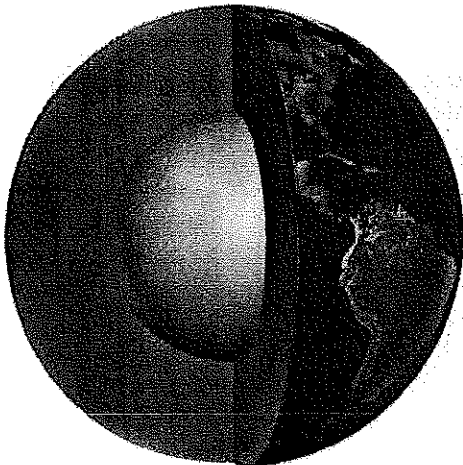
## Vocabulario

Escribe el término correcto en los espacios en blanco para completar las siguientes oraciones.

- 1 El \_\_\_\_\_ es una región de roca sólida caliente que se mueve lentamente y que se encuentra entre el núcleo y la corteza.
- 2 El \_\_\_\_\_ es la capa constitutiva más densa y representa un tercio de la masa terrestre.
- 3 La \_\_\_\_\_ es la capa física rígida más externa de la Tierra.

## Conceptos clave

Usa este diagrama para responder las siguientes preguntas.



- 4 **Identifica** ¿Qué modelo del interior de la Tierra muestra esta imagen?
- 5 **Identifica** ¿Cuál de estas capas está compuesta principalmente por hierro y níquel?
- 6 **Compara** Explica las diferencias entre el núcleo interno y el núcleo externo.

## Razonamiento crítico

- 7 **Compara** Explica qué diferencias hay entre la litosfera y la corteza.

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- 8 **Formula una hipótesis** Un grupo de científicos encuentra sobre la superficie terrestre rocas densas compuestas por magnesio y cantidades más pequeñas de aluminio y silicio. ¿Qué capa de la Tierra podrían estudiar los científicos a partir de estas rocas? Explica tu respuesta.

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- 9 **Aplica** En un modelo de las capas de la Tierra según sus propiedades físicas, ¿cómo podría clasificarse la atmósfera? ¿Sería parte de la litosfera o sería una capa separada? Explica tu respuesta.

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## Southern Europe/El sur de Europa

### Section/Sección 1



#### MAIN IDEAS/IDEAS PRINCIPALES

1. Southern Europe's physical features include rugged mountains and narrow coastal plains./Las características físicas del sur de Europa incluyen montañas agrestes y llanuras costeras estrechas.
2. The region's climate and resources support such industries as agriculture, fishing, and tourism./El clima y los recursos de la región son favorables para el desarrollo de industrias como la agricultura, la pesca y el turismo.

### Key Terms and Places/Lugares y palabras clave

**Mediterranean Sea/mar Mediterráneo** sea that borders Southern Europe/mar que rodea el sur de Europa

**Pyrenees/Pirineos** mountain range separating Spain and France/cadena montañosa que separa Francia y España

**Apennines/Apeninos** mountain range running along the whole Italian Peninsula/cadena montañosa que recorre toda la península itálica

**Alps/Alpes** Europe's highest mountains, some of which are located in northern Italy/las montañas más altas de Europa, algunas de las cuales se encuentran en el norte de Italia

**Mediterranean climate/clima mediterráneo** type of climate found across Southern Europe, with warm, sunny days and mild nights for most of the year/tipo de clima que es característico del sur de Europa, de días cálidos y soleados y noches templadas la mayor parte del año

### Section Summary/Resumen de la sección

#### PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS

Southern Europe is composed of three peninsulas—the Iberian, the Italian, and the Balkan—and some large islands. All of the peninsulas have coastlines on the **Mediterranean Sea**./El sur de Europa está formado por tres penínsulas—la península ibérica, la península itálica y la península de los Balcanes—y algunas islas grandes. Todas las penínsulas tienen costas en el **mar Mediterráneo**.

These peninsulas are largely covered with rugged mountains. The **Pyrenees** form a boundary between Spain and France. The

What are the three peninsulas of Southern Europe?/¿Cuáles son las tres penínsulas del sur de Europa?

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Section/Sección 1, *continued/continuación*

**Apennines** run along the Italian Peninsula. The **Alps**—Europe's highest mountains—are in northern Italy. The Pindus Mountains cover much of Greece. The region also has coastal plains and river valleys, where most of the farming is done and where most of the people live. Crete, which is south of Greece, and Sicily, at the southern tip of Italy, are two of the larger islands in the region. Many of the region's islands are the peaks of undersea mountains./Las tres penínsulas están cubiertas sobre todo por montañas escarpadas. Los **Pirineos** forman un límite entre España y Francia. Los **Apeninos** recorren toda la península itálica. Los **Alpes**—las montañas más altas de Europa—están en el norte de Italia. Los montes Pindo cubren gran parte de Grecia. La región tiene, además, llanuras costeras y valles de ríos, donde se practica la mayor parte de la agricultura de la región y donde vive la mayoría de la gente. Creta, situada al sur de Grecia, y Sicilia, en el extremo sur de Italia, son dos de las islas más grandes de la región. Muchas de las islas de la región son los picos de montañas submarinas.

In addition to the Mediterranean Sea, the Adriatic, Aegean, and Ionian seas are important to Southern Europe. They give the people food and an easy way to travel around the region. The Po and the Tagus are two important rivers in Southern Europe. The Po flows across northern Italy. The Tagus, the region's longest river, flows across the Iberian Peninsula./Además del mar Mediterráneo, los mares Adriático, Egeo y Jónico también son importantes para el sur de Europa. Brindan alimento a la gente y un medio fácil de transporte por la región. El Po y el Tajo son dos ríos importantes del sur de Europa. El Po atraviesa el norte de Italia. El Tajo, el río más largo de la región, atraviesa la península ibérica.

Circle the four mountain ranges in Southern Europe./Encierra en un círculo los nombres de las cuatro cadenas montañosas del sur de Europa.



Section/Sección 1, *continued/continuación***CLIMATE AND RESOURCES/CLIMA Y RECURSOS**

The climate in Southern Europe is called a **Mediterranean climate**. The climate is warm and sunny in the summer and mild and rainy in the winter. Southern Europe's climate is one of its most valuable resources. It supports the growing of many crops, and it attracts tourists./El clima del sur de Europa se conoce como **clima mediterráneo**. Es un clima cálido y soleado durante el verano, y templado y húmedo durante el invierno. El clima del sur de Europa es uno de los recursos más valiosos de la región. Permite la cosecha de muchos cultivos y atrae el turismo.

The seas are another important resource in Southern Europe. Many of the region's cities are ports, shipping goods all over the world. In addition, the seas support profitable fishing industries./Los mares son otro recurso importante del sur de Europa. Muchas de las ciudades de la región son portuarias y envían productos por barco a todo el mundo. Además, los mares sostienen rentables industrias pesqueras.

What are the characteristics of a Mediterranean climate?/¿Cuáles son las características del clima mediterráneo?

\_\_\_\_\_

\_\_\_\_\_

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**

**Critical Thinking: Analyzing/Pensamiento crítico:**

**Analizar** Explain how Southern Europe's climate supports the region's economy./Explica de qué manera el clima del sur de Europa apunala la economía de la región.

Section/Sección 1, *continued/continuación*

Mediterranean Sea/ mar Mediterráneo	Pyrenees/ Pirineos	Apennines/ Apeninos
Alps/Alpes	Mediterranean climate/ clima mediterráneo	plains/ llanuras
undersea mountains/ montañas submarinas		

**DIRECTIONS/INSTRUCCIONES** On the line provided before each statement, write **T** if a statement is true and **F** if a statement is false. If the statement is false, write the term from the word bank that would make the statement true on the line after each sentence./En la línea que está antes de cada oración, escribe **V** si la oración es verdadera y **F** si la oración es falsa. Si la oración es falsa, escribe la palabra correcta en la línea que está después de cada oración para convertirla en una oración verdadera.

- \_\_\_\_\_ 1. The Alps form a boundary between Spain and France./Los Alpes forman un límite entre España y Francia.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Islands and peninsulas form the region of Southern Europe./Las islas y las penínsulas forman la región del sur de Europa.  
\_\_\_\_\_
- \_\_\_\_\_ 3. The Apennines are Europe's highest mountain range./Los Apeninos son la cadena montañosa más alta de Europa.  
\_\_\_\_\_
- \_\_\_\_\_ 4. The countries of Southern Europe all share a common location on the Adriatic Sea./Todos los países del sur de Europa comparten la característica de estar ubicados sobre el mar Adriático.  
\_\_\_\_\_
- \_\_\_\_\_ 5. The Pyrenees run along the Italian Peninsula./Los Pirineos atraviesan la península itálica.  
\_\_\_\_\_

Section/Sección 1, *continued/continuación*

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**DIRECTIONS/INSTRUCCIONES** Read each sentence and fill in the blank with the word in the word pair that best completes the sentence./Lee las oraciones y completa los espacios en blanco con la palabra del par de palabras que mejor complete la oración.

6. Many of Southern Europe's islands are formed by \_\_\_\_\_ (undersea mountains/plains)/Muchas de las islas del sur de Europa están formadas por \_\_\_\_\_ (montañas submarinas/clima mediterráneo)
7. The \_\_\_\_\_ is ideal for growing a variety of crops. (Mediterranean Sea/Mediterranean climate)/El \_\_\_\_\_ es ideal para el desarrollo de una gran variedad de cultivos. (mar Mediterráneo/clima mediterráneo)

Social Studies teachers  
Remind codes for any help

---

Freeman @ 3dfbcb

Guerrero @ 8g79f6

Martinez @ 8ea8g8

Sawyer @ 6hb82g

Hello Band,

REMIND app is a great avenue to report your practice or ask necessary questions related to your practice time. Text: #81010 Msg:@bandwal

Notify Ms. Sullivan via Remind or email ([ssullivan@mpisd.net](mailto:ssullivan@mpisd.net)) for questions, concerns or practice assistance.

Week 1:  
March 30 – April 4  
6th grade Beginner Band

- Practice the Bb major scale - this is the scale used during class warmup
  - Brass students can use the lip slurs from class
  - Practice any song of your choice from Tradition of Excellence pages 5-11, Contest Music
- Reminder to always warmup on lip slurs and scales before playing other music**

Day of practice	Practice Method - CIRCLE ALL THAT APPLIES					Time
Mon- Crazy socks Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	
Tues- Black & Gold Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	
Wed- Band t-shirt Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	
Thurs- Hat Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	
Fri- Crazy Hair Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	
Sat- PJ Day	Lip slurs	Scale Warm	March	Boogie	Lines in Book	

Week 1 - March 30 - April 3<sup>rd</sup>

6<sup>th</sup> grade

THEATRE

Select one of the musicals below to watch. Your assignment is to write a reflection of the production you select. Suggestions for writing your reflection include:

1st paragraph-Title of show, brief summary of the plot, etc.

2nd paragraph-Any points of interest to you. Examples of topics you might discuss...set design, costume design, special effects, the actor portrayals of the characters.

3rd paragraph-Your reactions to the show- what did you like? What would you do differently? What was interesting? Who (what kind of audience) would like to see this show? Is this a musical you might like to do? Etc.

Choices:

Disney's Aladdin

<https://www.youtube.com/watch?v=o-gLbgpzCc8&feature=youtu.be>

Peter Pan

<https://www.youtube.com/watch?v=7VW9FtjzZ4A>

6th grade CHOIR

I will begin posting recordings of Parts to our music on REMIND for you to continue rehearsing at home.

Don't quit singing!!!

If you have internet access, create a free account on Noteflight to create an original song. I will be available to help talk you through using the application during the week.

CHOIR

I will begin posting recordings of Parts to our music on REMIND for you to continue rehearsing at home.

Don't quit singing!!!

If you have internet access, create a free account on Noteflight to create an original song. I will be available to help talk you through using the application during the week.

ART

The 5<sup>th</sup> and 6<sup>th</sup> grade art students may draw a picture of what they see out their living room window. Thanks Terry L. McCain

COMPUTER

6th grade

If you have access to a computer or tablet please finish unit 3 of [www.code.org](http://www.code.org).

If there are any questions please email me at [tflores@mpisd.net](mailto:tflores@mpisd.net).

Thanks

Tara Flores

# DANCE

- Dance students, take this time to stretch and enjoy the art of dance. I am providing links for some of my favorite tutorials. Please join Mrs. Beasley's Remind. The class name is Dance 2019-2020, and the class code is @dkd837. The link below includes a warmup and choreography. It is a contemporary dance that I think will be enjoyable!
- <https://www.youtube.com/watch?v=GWNhykSr050>
- Stretches with Anna-
- <https://www.youtube.com/watch?v=jRjbsubahHY>
- [https://www.youtube.com/watch?v=nJ\\_uNf7Nkes](https://www.youtube.com/watch?v=nJ_uNf7Nkes)
- Everyone is invited to work on Rolex Choreography-  
<https://www.youtube.com/watch?v=wGxOG46IXBw&t=73s>
- <https://www.youtube.com/watch?v=885p-EbHfig>
- or Search Youtube: "rolex tutorial byu dancers"
- When technology is not available please do the following activities:
- Stretch each for 1 minute on each side- Straddle stretches, pike stretch, hurdler stretches, standing straddle stretches, split stretches, back and neck stretches
- 10 controlled pirouettes, 10 chasse'- step- leaps, 30 sit-ups, and take a walk if possible.

# MARCH DEAM Calendar

Drop Everything And Move

**BE GOOD**  
by being helpful

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

*Purpose: This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).*

*Directions: After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "x" in the space provided for a check mark (do not initial).*

✓ Done	Day	DEAM Activity
	1	pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

**Please Remember**

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



OPENPHYSED.ORG

Created by: Nickolina - @Peaps on Twitter

6<sup>th</sup>

**ELAR**

- No Red Ink-contact reading teacher for login and password
- IXL-contact reading teacher for login and password
- Scope magazinewww.scope.scholastic.com
  - First: click on log in
  - Second: click on I'm a student
  - Third: enter online code - **winghush3391**
- Audible.com/stories
- www.tumblebooks.com
  - First: Choose Tumble Book Library (only free source)
  - Second: Log in (top right)
  - Third: username: MPISD  
Password: reads

**Science/SS**

- Generation Genuis
- Study Island
- IXL Science
- Scholastic

**Dance**

- Classroommagazines.com

