

Name _____

Date _____

Teacher _____

Campus _____

6th GRADE

Week Three

April 13-17

Mount Pleasant ISD

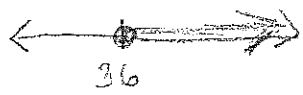

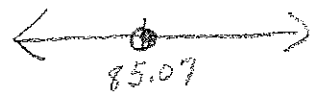

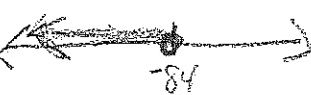

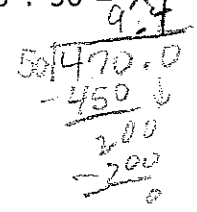
Name: _____

Practice

(Key)

Apr 19th

Skills Practice - 6th Grade

$\begin{array}{r} -2 + x \geq 34 \\ +2 \quad +2 \\ \hline x \geq 36 \end{array}$ 	$\begin{array}{r} 12.5 \leq \frac{c}{4} \cdot 4 \\ \cdot 4 \\ \hline 50 \leq c \text{ or } c \geq 50 \end{array}$ 	$\begin{array}{r} z - 42.07 = 45 \\ +42.07 \quad +42.07 \\ \hline z = 85.07 \end{array}$ 	$\begin{array}{r} -6y \geq 42 \\ -6 \quad -6 \\ \hline y \leq -7 \end{array}$ <p style="text-align: right;">invert sign when you multiply or divide by negative number</p> 
$\begin{array}{r} \frac{y}{4} \leq -21 \cdot 4 \\ \cdot 4 \\ \hline y \leq -84 \end{array}$ 	$\begin{array}{r} 72 = c - 100 \\ +100 \quad +100 \\ \hline 172 = c \end{array}$ 	$\begin{array}{r} 36.08 \cdot 548 = B \\ \begin{array}{r} 36.08 \\ \times 548 \\ \hline 28864 \\ 144320 \\ 1804000 \\ \hline 19771.84 \end{array} \end{array}$	$470 \div 50 = X$ 

Represent each statement with an equation or inequality. Then Solve.

1. Maria spent \$6 on concessions and had no more than \$25 left. How much money did Maria have before buying concessions?

B

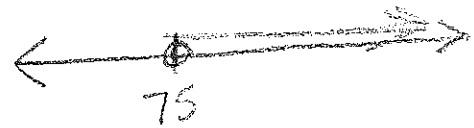
$$B - 6 \leq 25$$

$$\begin{array}{r} +6 \quad +6 \\ \hline B \leq 31 \end{array}$$


2. Sara's saving for a new bike. She saved some money and then her mom gave her \$25. Now Sara has at least \$100. How much money did Sara save before her mom gave her \$25?

S


$$S + 25 \geq 100$$

$$\begin{array}{r} -25 \quad -25 \\ \hline S \geq 75 \end{array}$$


3. Twenty-seven is equal to z divided by three.


$27 = z \div 3$

$$(3) 27 = z \div 3 (3)$$

$$81 = z$$


4. The difference between x minus 8 is equal to 16.

Subtract

$$\begin{array}{r} x - 8 = 16 \\ +8 \quad +8 \\ \hline x = 24 \end{array}$$


Name: _____

Skills Practice – 6th Grade

$-15 - x < 50$	$3.84 > \frac{n}{5}$	$n + 30.3 = 62$	$-5w \geq 30$
$\frac{y}{1.5} \leq -33$	$75.5 = 90 - c$	$3\frac{5}{6} \cdot \frac{7}{9} = T$	$\frac{2,351}{2.5} = S$

Represent each statement with an equation or inequality. Then Solve.

1. Brandon checked his bank account online and saw that he had a $-\$15$ balance so he made a deposit. Now his balance is $\$67$. Find d , the amount of money Brandon deposited?
2. Yasmine has a $\$50$ Target gift card. She plans to use the gift card to buy birthday gifts for three friends. Find g , how much she can spend on each gift.
3. Mrs. Gonzalez gave her students 20 days to read a 130-page book. On average, how many pages, p , will the students need to read each night in order to finish the book within the time limit?
4. Rachel can invite no more than 25 people to her birthday party. She has already invited 7 people. How many more people, p , can she invite?

Name: _____

Skills Practice – 6th Grade

$t + 6 = 4$	$\frac{y}{8} = 16$	$132 = c + - 45$	$180 = r + 56.8$
$12b = 60$	$-5 - (-8) = A$	$5x = 25.5$	$6 - 12 = W$

Represent each statement with an equation. Then Solve.

1. If one cupcake costs \$2.50, how many cupcakes can Ann buy with \$22.50?

 2. Martavious spent \$8 on lunch and had \$25.50 left. How much money did Martavious have before lunch?

 3. If Mrs. Natonick shares 32 doughnuts with her 8 students, how many doughnuts does each student get?

 4. If Desmond's allowance is \$12 per week, how much money will Desmond earn in 4 weeks?
-

Name: _____

Skills Practice – 6th Grade

$-82 + e \geq 50$	$\frac{2}{3} > \frac{n}{5}$	$n + (-12) = -34$	$5.6s < 39.2$
$376(623) = m$	$50 = 23.4 - c$	$0.26 + \frac{6}{5} = d$	$-1.3t \leq 0.624$

Represent each statement with an equation or inequality. Then Solve.

1. Abigail will earn a fidget spinner if she gets more than 30 tickets this week. So far, she has gotten 16 tickets. How many more tickets, t , does she need to earn a fidget spinner?
2. Micah has less than \$150 in his checking account. He started out with \$225 in his checking account but he bought a new pair of shoes. How much did the shoes cost, c ?
3. Mrs. Todd, the art teacher, bought a package of 168 paint brushes. If she gave each of her classes exactly 24 paint brushes, how many classes, c , does she have?
4. Robert needs to save at least \$346 to go to summer camp. He has 8 weeks to save. How much will he need to save, s , each week?

**NARRATIVE
NONFICTION**
nonfiction that uses
literary techniques

I LIVE IN A REFUGEE CAMP COME INTO MY WORLD

By Kristin Lewis | Photos by Ariadne Kypriadi

As You Read What challenges do refugees face?

No one plans to become a refugee—to flee your home because your life is in danger. Yet today, there are 25.9 million refugees, more than the world has seen in nearly a century.

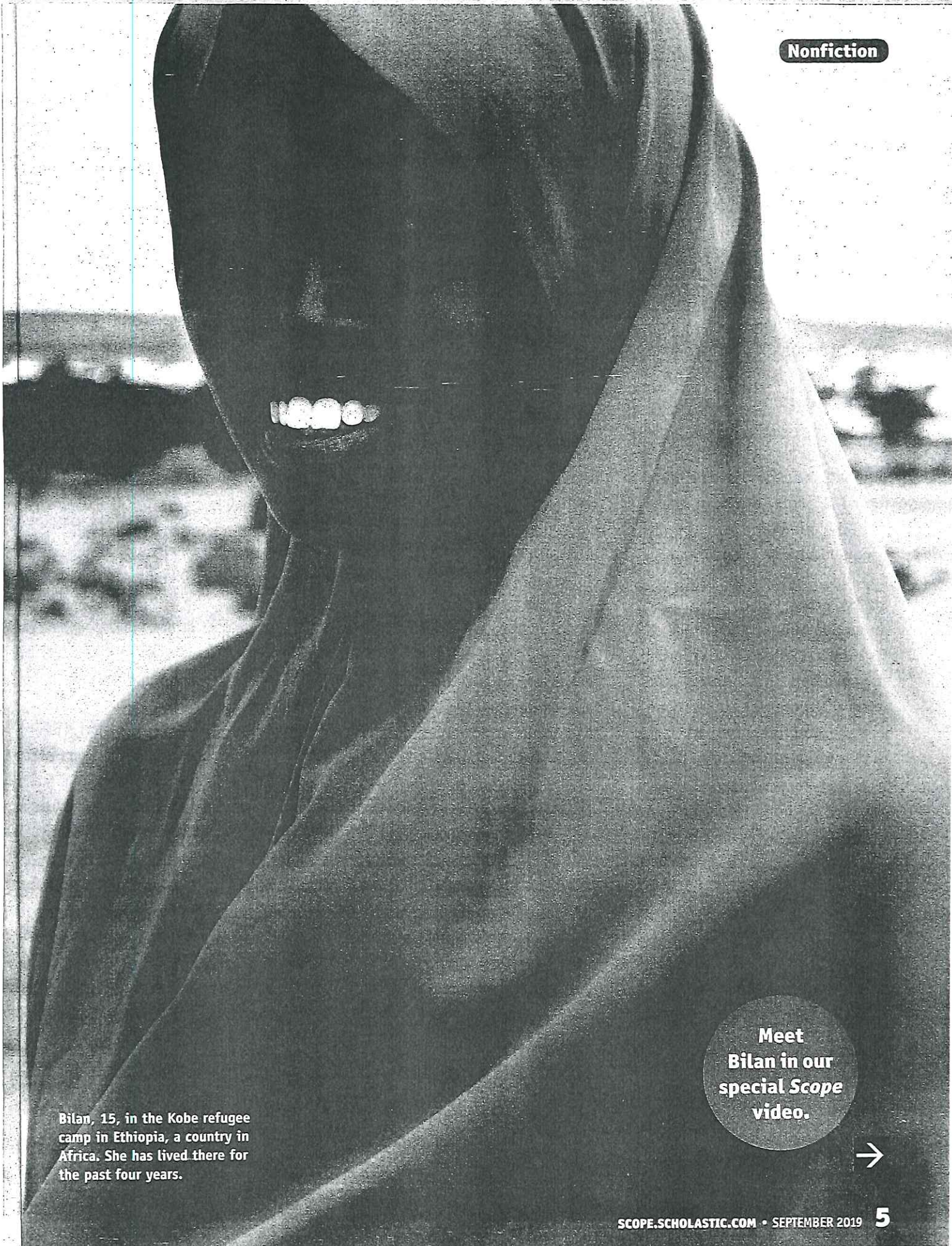
There are many reasons a person might become a refugee.

Maybe you live in a country torn apart by war, and your house was bombed to rubble.

Maybe you live in a place where you and your family are being attacked for your religious beliefs.

Maybe you live in a region plagued by famine, and you are facing starvation.

Or maybe you are like 15-year-old Bilan [BEE-lawn], and you were chased from your home by violence.



Bilan, 15, in the Kobe refugee camp in Ethiopia, a country in Africa. She has lived there for the past four years.

Meet Bilan in our special *Scope* video.



Not so long ago, Bilan was a typical kid. She and her family lived in a comfortable home in Mogadishu, Somalia—a country in East Africa. She went to school and had many friends. With her twinkling eyes and shy smile, Bilan seems like someone who would be your friend too.

But life in Somalia was difficult—and dangerous. After years of conflict, the government collapsed in 1991. Since then, civil war has unleashed seemingly endless waves of violence. Hotels, restaurants, and homes have been bombed. Factories have been looted. Schools have been closed.

At the same time, widespread droughts have swept across Somalia. The droughts have choked crops, killed off livestock, and made hunger a fact of life. **Famine** has killed 260,000 Somali men, women, and children—and left many more sick and starving.

In desperation, hundreds of thousands of Somalis have

fled across the border into neighboring countries like Kenya and Ethiopia.

And four years ago, Bilan became one of them.

She still remembers when her mother told her that they had to leave, that they were going to Ethiopia, where they could be safe.

Where will we live? Bilan worried. What will become of us?

The journey out of Somalia took Bilan and her family about 10 days. So much was left behind: treasured photographs, favorite clothes, beloved books. They crossed over the border into Ethiopia with little more than the clothes they were wearing.

Crisis After Crisis

For as long as there have been humans, there have been people forced from their homelands. In the ancient world, thousands of people fled east Europe after their

lands were invaded by enemy tribes.

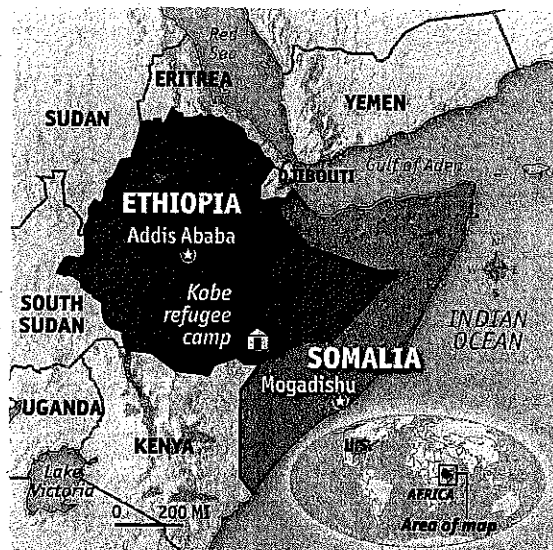
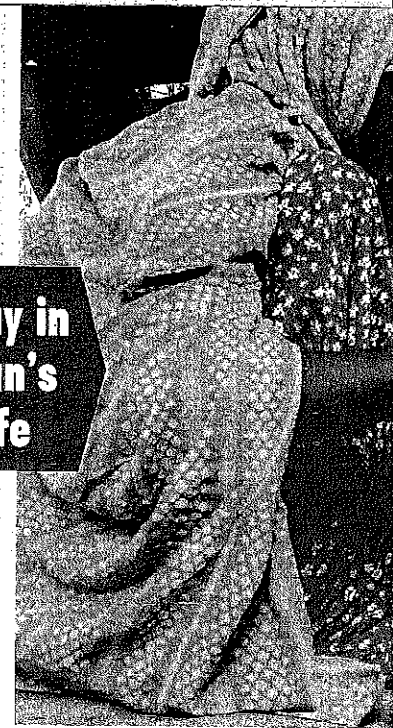
In the 1600s, some 20,000 people made the **perilous** journey from England across the Atlantic Ocean so they could practice their Protestant faith freely in the New World. And in the 1840s, about 2 million people left Ireland to avoid starvation because of famine.

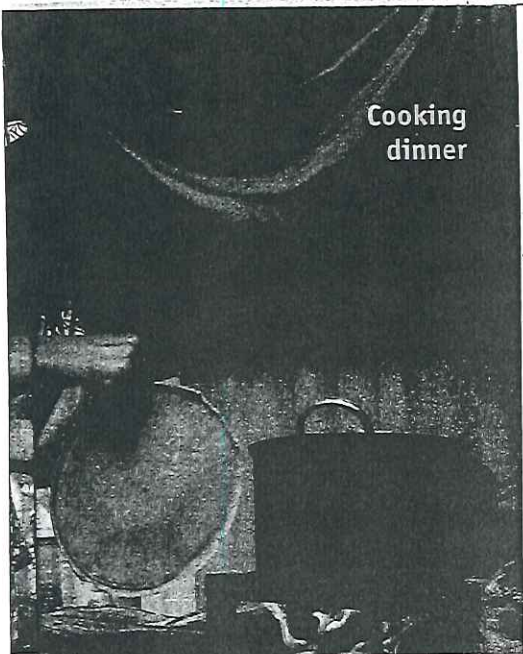
It was World War II, however, that brought a refugee crisis on a scale the world had never seen. When the war ended in 1945, much of Europe was a wasteland, with once shining cities like London and Berlin burned and bombed to ruins. At least 80 million people were dead. There were 40 million refugees in Europe alone. These men, women, and children had lost their homes, their livelihoods, their way of life.

The crisis was too big for any one country to handle on its own. And so the international community came together to establish an organization with one purpose: to help. The Office of the United Nations High Commissioner for Refugees (UNHCR) was meant to operate for three years, just long enough to help the refugees of World War II get back on their feet.

But in the following years came

A Day in Bilan's Life

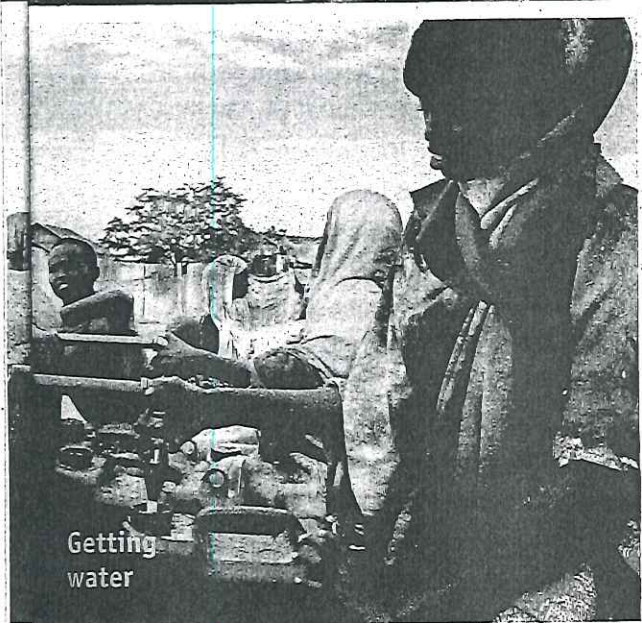




Cooking dinner



Shopping at the market



Getting water

working in some of the most dangerous places on Earth.

Life in the Camp

After Bilan and her family crossed the border, they were taken to the Kobe refugee camp. This camp is one of five set up by the UNHCR in the southern region of Ethiopia. Together,

one is different. Each faces unique challenges. But every camp has the same basic purpose: to provide food, medicine, housing, and protection to refugees.

Life in these camps can be grim, with families crowding into tents that boil in summer and freeze in winter. There may be shortages of food, water, and power, or **inadequate** bathroom facilities. Basic supplies, like toothpaste and shoes, may be hard to get. Not all refugee camps have schools, and those that do may not have enough teachers or books. Outbreaks of violence and disease are constant threats. Sometimes there isn't enough medicine for everyone who needs it.

A refugee camp is certainly not a place where most people would choose to live. But the Kobe camp in Ethiopia does have much to offer. It's clean, it's well organized, and it has the

more conflicts, more wars, more famines—in Africa, Latin America, and Asia. Crisis after crisis drove millions of people from their home countries. It became clear that the UNHCR needed to be permanent and that other **nongovernmental organizations** needed to help too.

Today, thousands of aid workers from the UNHCR and countless other aid groups dedicate their lives to helping refugees like Bilan,

these camps serve hundreds of thousands of refugees.

The camps are all located in a large, **remote** area. But despite its isolation, the Kobe camp is a hive of activity. Nearly 50,000 people live there. The camp is like a sprawling town, with tidy rows of bamboo shelters separated by wide dirt streets.

Around the world, there are more than 100 refugee camps. Each



Jina McElahan/HarperCollins
Photos © UNHCR/Arhane Kyrstadi

Refugees, Immigrants, and Migrants: What's the Difference?



A refugee is:

a person forced to leave his or her country because of war, famine, violence, or persecution. Refugees must leave their home countries to save their lives or preserve their freedoms.

An immigrant is:

a person who chooses to move to a new country, usually seeking new opportunities, such as a job or education.

A migrant is:

a person who repeatedly moves from one place to another, often to find work. Migrant farm workers, for example, may move from one farm to another as different crops are ready to be harvested.

What's Next?

Today, there are nearly 26 million refugees around the world. That's almost the population of Texas. More than half the world's refugees are children or teenagers, like Bilan.

What will happen to them? Some will return home when it's safe for them to rebuild the lives they left behind. Often, this is a refugee's first choice. After all, most

essentials: food, water, durable

shelters, and a health clinic. Six

schools serve about 6,200 students.

In the bustling market, refugees

can shop for everything from soaps,

perfumes, and colorful fabrics to

delicious samosas, goat meat, and

pasta. There is also a place to get

cell phones repaired.

Bilan remembers that when she

first arrived at the Kobe camp, she

was struck by how different her

life was going to be. She would no

longer live in a home in a big city.

She would live in a small shelter

in the middle of a vast and empty

desert. She would no longer have

running water either. Instead, she

would have to jug water from the

camp's well, a time-consuming

and arduous chore. She would

also have to fetch firewood for

cooking, trekking far outside the

relative safety of the camp—and

that frightened her. It still frightens

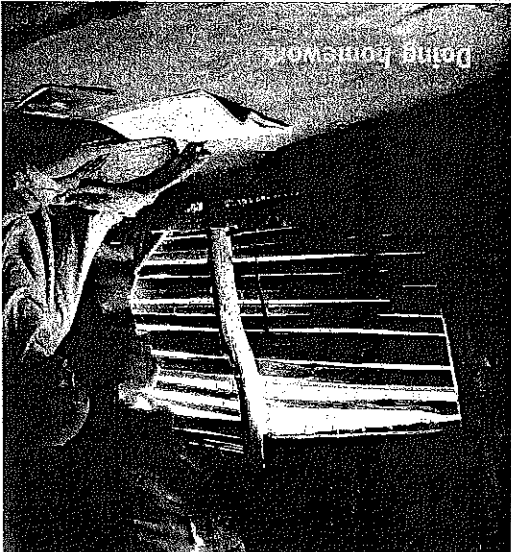
her today.

But early on, Bilan made a

choice. She decided to accept her

new life—and to make the best of it.

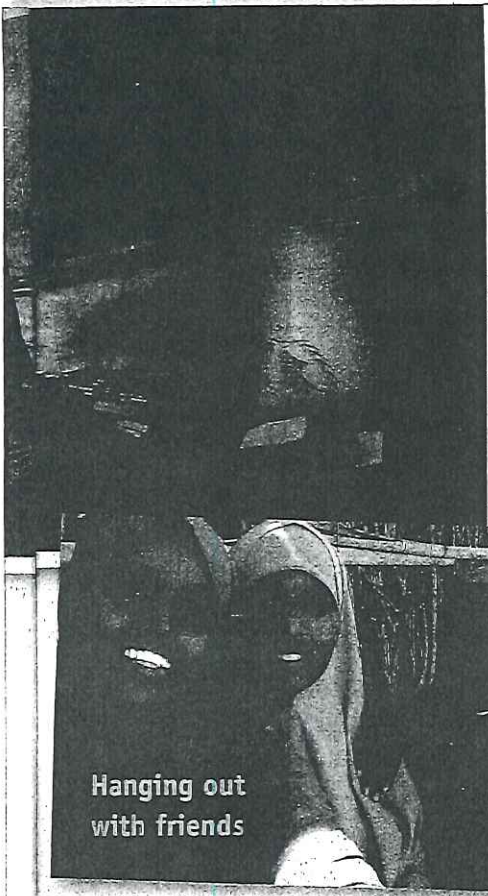
"I had to adapt," she says simply.



never wanted to leave their homes the first place.

But it can be many years before the conflict that drove them away is resolved. And so they live as strangers in foreign lands, caught between a past they can't return to and a future that is unknown.

Some will eventually be resettled in countries like the United States, Australia, Germany, or Canada. In these countries, refugees are able to



Hanging out with friends

a bank account, or drive a car. All they can do is wait to be resettled or to go home.

And that wait can be a long one: months, years, even decades. Some refugees will spend the rest of their lives in a camp.

The good news for Bilan and her family is that the Ethiopian government and the UNHCR

are working together to help refugees like her. A landmark law passed earlier this year allows refugees in Ethiopia to legally go to school and get jobs, driver's

start new lives. They are permitted to get jobs, go to school, and live in apartments or houses alongside everyone else. Their lives may be difficult, but among refugees, they are the lucky ones. Less than 1 percent of the world's refugees ever get resettled.

World of Uncertainty

Refugees living in camps may be stuck there for many years, trapped in a world of uncertainty. In some countries, refugees may not be able to legally work or get the identification documents they need to rent an apartment, open

licenses, and bank accounts.

Refugees are included in many parts of Ethiopian society. They are starting their own businesses, selling things like clothing and jewelry that they make themselves. They are working alongside Ethiopians on farms just outside the Kobe camp, growing onions, papayas, and other fruits and vegetables. Refugee students who complete high school are eligible to go to college in Ethiopia.

But Ethiopia is unusual in the way it treats refugees. Unfortunately, many countries with large refugee populations do

not allow refugees to integrate into society. Still, the UNHCR hopes that the Kobe camp will serve as an example of how countries can give refugees a path forward.

Vision for the Future

Bilan has lived at the Kobe camp for four years now. Though life is challenging, she relishes the moments of joy. She enrolled in school at the camp and is now a top student. She decorates the walls of her shelter with her schoolwork. And she loves shopping in the market and cracking jokes to make her mother smile.

Bilan has made friends too. They study together and play volleyball in their free time. At night, Bilan pores over her biology textbook. And she speaks passionately about her dream of going to college in Canada or the United States.

She has a clear vision for her future life. Indeed, she knows exactly what she wants to do: become a doctor and help her family and other refugees.

But that's not all.

"I will give health services to refugees for free," she says proudly. ●

Special thanks to Ariadne Kypriadi, Asha Abdikadir, Farhiya Ali, and Abdisalam Kuresh Jamale from the UNHCR.

Expository Writing Contest

What challenges does Bilan face as a refugee? What is being done to help refugees like her? Answer both questions in an essay. Use text evidence. Send your essay to **Refugee Contest**. Five winners will each get *Escape from Aleppo* by N. H. Senzai. See page 2 for details.

Get this activity online.

Name: _____ Date: _____

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

Vocabulary:

"I Live in a Refugee Camp"

- 1. arduous (AHR-joo-uhs)** *adjective*; A task that is arduous is very difficult. It requires a lot of physical or mental effort. Running 20 miles is arduous. Relaxing in a comfortable chair is not.
- 2. durable (DUHR-uh-buhl)** *adjective*; Something that is durable is strong and lasts a long time, even with frequent use. A pair of sneakers is more durable than a pair of flip-flops, which can fall apart easily.
- 3. famine (FAHM-in)** *noun*; A famine is a severe shortage of food that affects many people over a wide area. During a famine, much of a population goes hungry and many people die of starvation and disease. Famines are usually caused by a combination of factors such as drought, crop failure, war, and poor decisions made by governments.
- 4. inadequate (in-AD-uh-kwit)** *adjective*; If something is adequate (AD-uh-kwit), there's enough of it. You might be late to school if you don't leave yourself adequate time walk to the bus stop. *Adequate* can also mean "good enough." A metal folding chair is not that comfortable, but it is an adequate option for sitting.

The prefix *in-* means "not." Something that is inadequate is not adequate—it's lacking in the quality or quantity required. A thin T-shirt might be inadequate on a chilly evening. If you check out a *really* long book at the library, you might find the two-week loan period inadequate.
- 5. integrate (IN-tih-greyt)** *verb*; To integrate means "to combine two or more things into a whole, or to make one person or thing part of another group or thing." The members of a group might do research separately and then integrate their work for a presentation. To integrate things is to bring them together.
- 6. landmark (LAND-mahrk)** *noun*; One meaning of landmark is "an event, achievement, or change that marks a turning point or an important stage in something." When the first two humans landed on the moon in 1969, it was a landmark in space exploration. A landmark moment in history is one that shapes history—in other words, that has a major effect on the future. A landmark law is a law that causes some sort of big change in society.

- 7. nongovernmental organization (NAHN-guhv-ern-MEN-tuhl awr-guh-nuh-ZEY-shuhn)** *noun*; A nongovernmental organization, often referred to as an NGO, is a group that is not part of a government but that does some of the things a government does in order to help people. For example, an NGO might help people get better health care, education, or access to clean water. NGOs are nonprofit organizations, meaning their main purpose is something other than making money for the organization's owners. The American Red Cross is an NGO that provides emergency assistance and disaster relief in the United States.
- 8. perilous (PEHR-uh-luhs)** *adjective*; The noun *peril* (PEHR-uhl) means "serious and immediate danger." Something that is *perilous* is full of danger or risk. Blizzards can cause perilous driving conditions: They can make it very hard to see the road.
- 9. relish (REL-ish)** *verb*; If you relish something, you really enjoy it and appreciate it. The USA women's soccer team relished their moment of glory after winning the 2019 World Cup, staying on the field to delight in the cheering crowd and falling confetti. If you've been tired all day, you might relish an afternoon nap.
- 10. remote (rih-MOHT)** *adjective*; Something that is remote is far away and hard to get to. A fishing village located on a tiny island in the middle of the ocean could be described as remote.
- 11. resettle (ree-SET-uhl)** *verb*; *Resettle* means "to move to another place to live" or "to be helped or forced to move to another place to live," as in:
"Patrick's family left Ireland and resettled in the United States in the 1800s."
-

Vocabulary Practice

"I Live in a Refugee Camp"

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

1. famine

- Ⓐ plenty
- Ⓑ shortage

2. integrate

- Ⓐ mix
- Ⓑ separate

3. landmark

- Ⓐ meaningless moment
- Ⓑ important moment

4. perilous

- Ⓐ safe
- Ⓑ dangerous

5. resettle

- Ⓐ move
- Ⓑ stay

Directions: Fill in the circle next to the best answer to each question.

6. Which is an arduous task?

- Ⓐ eating an ice cream sundae
- Ⓑ walking two miles through deep snow

7. Tim doesn't like to sit still. He enjoys physical challenges. Which activity would he relish?

- Ⓐ competing in an obstacle-course race
- Ⓑ sitting through a 10-hour movie marathon

8. Which place is remote?

- Ⓐ a house 80 miles from the nearest town
- Ⓑ a house in a big city

9. Which is a nongovernmental organization?

- Ⓐ Amazon, the world's most profitable online business
- Ⓑ Doctors Without Borders, a group that provides free medical aid to those who need it most

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

10. The cake recipe said to **integrate** the eggs and the vanilla, so I _____

11. We had an **inadequate** amount of food and drink on movie night because _____

12. This backpack is very **durable**. I _____

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity with "I Live in a Refugee Camp." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading Text Features, Inference

1. Study the photo on pages 4-5. What does the image tell you about where the story takes place?

2. Study the collection of photos titled "A Day in Bilan's Life" on pages 6-9. What can you infer about Bilan's life from these photos?

3. What does the sidebar on page 8 help you understand?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading
Text Structure, Inference, Tone

5. **Text structure** is the term for how an author organizes information. In the section "Crisis After Crisis," the author uses a sequence-of-events structure.

Which words and phrases in the section help you identify this text structure?

- Ⓐ *perilous journey; enemy tribes; bombed to ruins; refugee crisis; dangerous places*
- Ⓑ *In the ancient world; In the 1600s; in the 1840s; 1945; in the following years; Today*
- Ⓒ *international community; Office of the United Nations High Commissioner for Refugees; aid groups*

6. Consider this passage from page 8:

But early on, Bilan made a choice. She decided to accept her new life—and to make the best of it. "I had to adapt," she says simply.

What can you infer about Bilan from this passage?

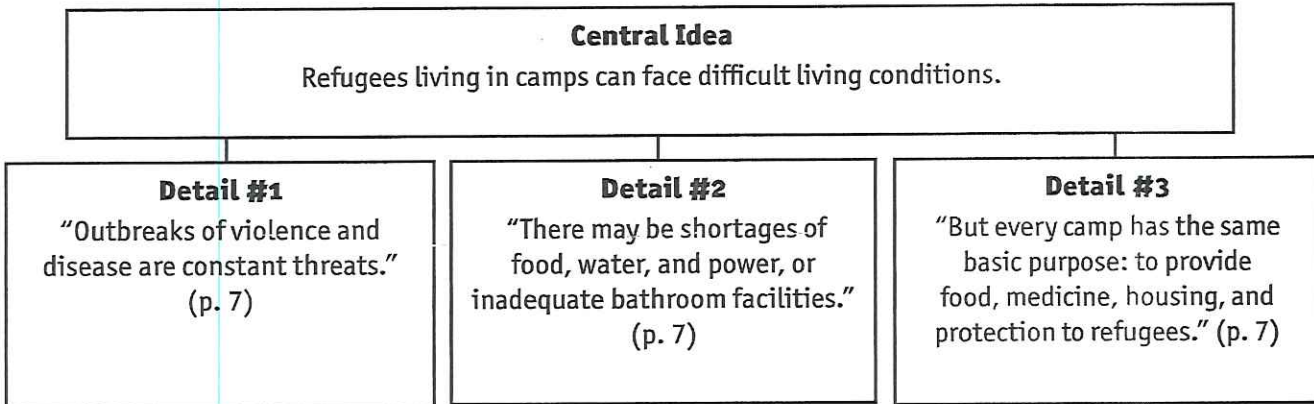
7. **A. Tone** is the author's attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the author's tone in the section "Vision for the Future," when she writes about the way Ethiopia treats refugees at the Kobe camp.

- questioning** **disappointed** **approving**

B. Briefly explain how you know.

After Reading
Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section "Life in the Camp" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Briefly explain why the detail that you crossed out does NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of "I Live in a Refugee Camp."

- a. At least 80 million people died in World War II.
- b. Refugees are people who are forced to flee their homes because their lives are in danger.
- c. In the market at the Kobe camp, shoppers can find soaps, perfumes, fabrics, goat meat, and pasta.
- d. Bilan and her family fled violence in Somalia to live in a refugee camp in Ethiopia.
- e. Refugees face many dangers and hardships.
- f. Bilan becomes frightened when she must leave the camp to collect firewood for cooking.

THE ROCK CYCLE

There are rocks all around us! The sand on the beach is made of tiny bits of rocks and the house we live in is also made of rocks. The food we eat and the medications we take uses minerals from rocks. We use rocks for decoration and wear them as jewelry. Earth itself is an enormous ball of rock measuring almost 8,000 miles across!

Rocks come in different sizes, shapes, and colors that belong to three main groups: igneous, sedimentary, and metamorphic. Each kind of rock can change into another type of rock in a process called the rock cycle.



Igneous Rock forms when magma cools and hardens



Sedimentary Rock forms when sediment is cemented together

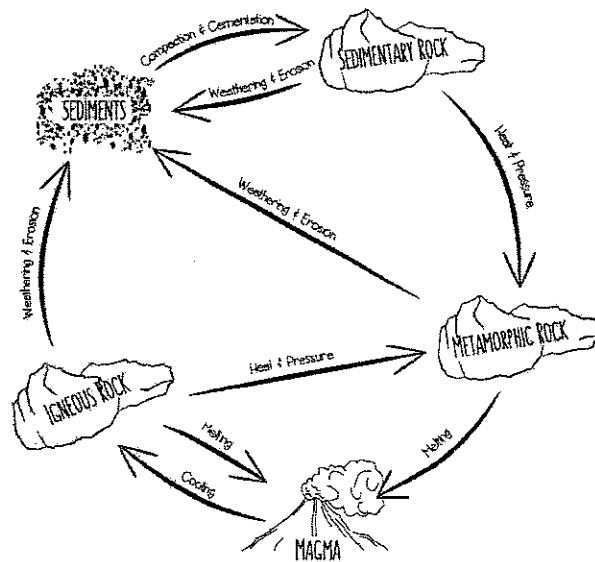


Metamorphic Rock forms when extreme pressure and heat change igneous and sedimentary rock

THE ROCK CYCLE

Earth's rock cycle is the process that changes one kind of rock into another. It takes thousands or even millions of years for one rock to change into a different type of rock. Rocks transform in three ways: it can melt and cool into igneous rock; squeeze and bake into metamorphic rock; or weather into sedimentary rock.

As the diagram on the right shows, rocks do not follow a single path through the rock cycle. The forces that act on the rock determine the path it will take through the rock cycle



WHAT DRIVES THE ROCK CYCLE?

WEATHERING, EROSION, & DEPOSITION

Rocks are constantly changing due to these forces. *Weathering* happens when water, wind, ice, and heat break down rocks into smaller fragments called sediment. Sediment is then moved over the Earth's surface by the process of *erosion*. When the sediment stop moving, they get deposited in a new place. This process is called *deposition*.

HEAT & PRESSURE

High temperature and pressure can change the minerals in the rock. If the rock gets hot enough, it can melt into liquid rock called magma, which will eventually cool and harden into a new rock. Pressure from new layers of sediment can also squeeze the buried sediment together to form a new rock.

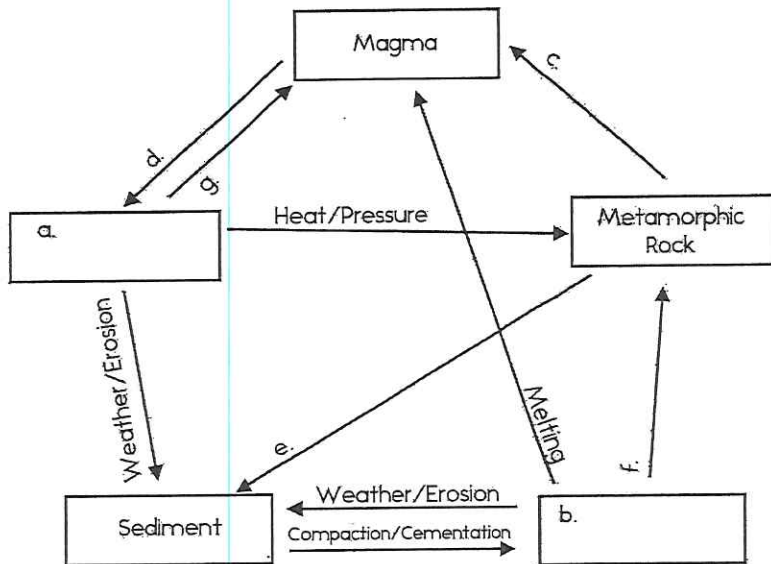
ROCK CYCLE

NAME _____

DATE _____

COMPREHENSION QUESTIONS

1 Complete the diagram.



2 How does a metamorphic rock become an igneous rock?

3 What are two ways sedimentary rock can turn to igneous rock?

4 Explain if it is possible for an igneous rock to become another igneous rock.

5 What process changes pieces of rocks into sedimentary rock?

- a. cooling
- b. pressure and heat
- c. compacting and cementing
- d. melting

6 Any type of rock can change into sediment because of _____

- a. weathering and erosion
- b. cooling
- c. melting
- d. heat and pressure

7 Explain what processes drive the rock cycle?



Rocks and Minerals

What's the difference between a mineral and a rock? Let's find out!

Minerals are solid substances found on Earth and they are the same on the inside as on the outside. They have a crystalline structure. Crystalline (KRI-stuh-luhn) means a solid material made of flat pieces with a repeating pattern. Minerals occur in nature and don't come from plants, animals, or other living things.

There are more than 4,000 different types of minerals on Earth. They have certain properties that can help identify them. Minerals' physical properties include a crystal structure, hardness, luster, streak, fracture, cleavage, and color. Some minerals are made of just one element, like copper or gold. Others are made up of a combination of elements.

Scientists who study minerals are called mineralogists. One of the best ways for them figure out which mineral they have is to test its hardness using the Mohs scale. The Mohs scale measures a mineral's ability to scratch another mineral. The higher it is on the Mohs scale, the harder the mineral is. Talc is a one on the Mohs scale and is very soft. Diamond is a ten on the Mohs scale and is the hardest mineral.



Photo: commons.wikimedia.org

Other examples of minerals are quartz, gold, and calcite.

Rocks are solid substances that are also found in nature. The Earth's crust is made of rock. And rocks are made of minerals. Minerals grow or stick together to form rocks. Scientists who study rocks are called geologists. Geologists classify rocks based on how they are formed. There are three different ways that rocks are formed, and they are classified into igneous, metamorphic, or sedimentary. Any of these types of rocks can change into another type of rock if they experience extreme heat, pressure, or settling over millions of years. If you break a rock open, it may look different on the inside than it does on the outside.

1. What is one difference between minerals and rocks?
 - a. There are 4,000 types of minerals.
 - b. They have physical properties like hardness and luster.
 - c. Minerals are the same on the inside and the outside and rocks aren't.
 - d. You can find them both in nature.
2. How do scientists classify rocks?
 - a. Based on their hardness
 - b. Based on their color
 - c. Based on where they are found
 - d. Based on how they are formed
3. How are rocks and minerals related?
 - a. Rocks and minerals are the same substances.
 - b. Rocks are made of minerals.
 - c. They experience heat and pressure.
 - d. Rocks are found in nature and minerals are not.
4. What is the main idea of this passage?
 - a. Rocks and minerals are solid substances.
 - b. Rocks and minerals are measured in the same way.
 - c. There are differences between rocks and minerals.
 - d. Rocks and minerals are the same.
5. If a mineral is a 7 on the Mohs scale, what does that tell you about that mineral?
 - a. That mineral would scratch other minerals that are 6 or lower.
 - b. That mineral is very soft.
 - c. That mineral is as hard as a diamond.
 - d. That mineral will break easily.
6. What can happen if a rock is exposed to a great deal of heat?
 - a. It can change its shape.
 - b. It can change its color.
 - c. It can change into a mineral.
 - d. It can change into a different type of rock.

The Indian Subcontinent/El Subcontinente Indio

Section/Sección 1



MAIN IDEAS/IDEAS PRINCIPALES

1. Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent./Las características físicas clave del subcontinente indio son altas montañas, grandes ríos y amplias llanuras.
2. The Indian Subcontinent has a great variety of climate regions and resources./El subcontinente indio tiene una gran variedad de regiones climáticas y recursos.

Key Terms and Places/Lugares y palabras clave

subcontinent/subcontinente a large landmass that is smaller than a continent/
gran masa de tierra más pequeña que un continente

Mount Everest/Monte Everest world's highest mountain, located between Nepal and China/montaña más alta del mundo, situada entre Nepal y China

Ganges River/río Ganges India's most important river, flows across northern India into Bangladesh/río más importante de India, fluye a través del norte de India hacia Bangladesh

delta/delta a landform at the mouth of a river created by sediment deposits/
accidente geográfico en el nacimiento del río creado por depósitos de sedimentos

Indus River/río Indo river in Pakistan that creates a fertile plain known as the Indus River Valley/río de Pakistán que crea una llanura fértil conocida como el valle del río Indo

monsoons/monzones seasonal winds that bring either moist or dry air to an area/vientos estacionales que traen aire seco o húmedo a una región

Section Summary/Resumen de la sección

PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS

The Indian Subcontinent is made up of the countries Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. This subcontinent is also known as South Asia. A **subcontinent** is a large landmass that is smaller than a continent. Huge mountains separate the Indian Subcontinent from the rest of Asia—the Hindu Kush in the northwest and the Himalayas along the north. Lower mountains, called the Ghats, run along India's eastern and western

Circle the names of the seven countries in South Asia./Encierra en un círculo los nombres de los siete países de Asia del Sur.

Section/Sección 1, *continued/continuación*

coasts. The Himalayas stretch about 1,500 miles across and are the highest mountains in the world. The highest peak, **Mount Everest**, rises 29,035 feet (8,850 m) above sea level. Pakistan's K2 is the world's second tallest peak. Two major river systems originate in the Himalayas. They have flooded the surrounding land, creating fertile plains. The **Ganges River** flows across northern India. The area along the Ganges is called the Ganges Plain. It is India's farming heartland. In Bangladesh the Ganges River joins other rivers to form a huge **delta**, a landform created by sediment deposits. Pakistan's **Indus River** also forms a fertile plain, the Indus River Valley. This region was once home to the earliest Indian civilizations. Now, it is the most heavily populated area in Pakistan. El subcontinente indio está formado por los países de Bangladesh, Bután, la India, las Maldivas, Nepal, Pakistán y Sri Lanka. Este subcontinente también es conocido como Asia del Sur. Un **subcontinente** es una gran masa de tierra más pequeña que un continente. El subcontinente indio está separado del resto de Asia por montañas enormes: el Hindu Kush en el noroeste y el Himalaya en el norte. Otras montañas más bajas, llamadas los Ghats, se extienden a lo largo de las costas este y oeste de la India. El Himalaya recorre unas 1,500 millas y contiene las montañas más altas del mundo. El pico más alto, el **Monte Everest**, se eleva a 29.035 pies (8,850 m) sobre el nivel del mar. El K2 en Pakistán es el segundo pico más alto del mundo. Dos importantes sistemas fluviales tienen su origen en el Himalaya. Han inundado las tierras que los rodean, creando fértiles llanuras. El **río Ganges** fluye por el norte de India. El área a ambas orillas del Ganges se llama la llanura del Ganges. Es el corazón de la agricultura de la India. En Bangladesh, el río Ganges se une a otros ríos para formar un

Underline the world's two highest mountain peaks./
Subraya los dos picos de montaña más altos del mundo.

Which river forms a fertile plain in Pakistan?/¿Qué río forma una llanura fértil en Pakistán?

Section/Sección 1, *continued/continuación*

enorme **delta**, un accidente geográfico creado por depósitos de sedimentos. El río **Indo** de Pakistán también forma una llanura fértil, el valle del río Indo. En esta región surgieron las primeras civilizaciones de la India. Ahora es la zona más poblada de Pakistán.

Other features include a hilly plateau south of the Ganges Plain called the Deccan. East of the Indus Valley is the Thar, or Great Indian Desert. In southern Nepal, the Tarai region is known for its fertile farmland and tropical jungles./Entre otras características se encuentran una meseta ondulada al sur de la llanura del Ganges llamada el Decán. Al este del valle del Indo está el Thar, o el Gran Desierto de la India. En el sur de Nepal, la región de Tarai es conocida por sus fértiles tierras de cultivo y sus selvas tropicales.

CLIMATES AND RESOURCES/CLIMAS Y RECURSOS

Nepal and Bhutan, located in the Himalayas, have a highland climate which brings cool temperatures. In the plains south of the Himalayas, the climate is humid subtropical. The rest of the subcontinent has mainly tropical climates. Central India and Sri Lanka have a tropical savanna climate, with warm temperatures year round. Bangladesh, Sri Lanka, Maldives, and parts of southwest India have a humid tropical climate, with warm temperatures and heavy rains. Southern and western India and most of Pakistan have desert and steppe climates. **Monsoons**—winds that bring either dry or moist air—greatly affect the subcontinent’s climate. From June to October, summer monsoons from the Indian Ocean bring heavy rains. In winter, monsoons change direction and bring in dry air from the north./Nepal y Bután, ubicados en el Himalaya, tienen un clima de tierras altas con temperaturas frescas. En las llanuras al sur del Himalaya, el clima es subtropical húmedo. El

Underline the type of climate found in Nepal and Bhutan./Subraya el tipo de clima de Nepal y Bután.

Define monsoon in your own words on the lines below./Define “monzón” en tus propias palabras en las siguientes líneas.

Section/Sección 1, *continued/continuación*

resto del subcontinente tiene principalmente climas tropicales. El centro de la India y Sri Lanka tienen un clima de sabana tropical, con temperaturas templadas todo el año. Bangladesh, Sri Lanka, las Maldivas y partes del suroeste de la India tienen un clima tropical húmedo, con temperaturas calurosas y abundantes lluvias. El sur y el oeste de la India y la mayor parte de Pakistán tienen climas desérticos y de estepa. Los **monzones** (vientos que traen aire seco o húmedo) afectan enormemente el clima del subcontinente. De junio a octubre, los monzones de verano del océano Índico traen abundantes lluvias. En invierno, los monzones cambian de dirección y traen aire seco del norte.

The subcontinent's fertile soil is a vital resource for the region. It allows farmers to produce tea, rice, nuts, and jute. Other important resources are timber, livestock, iron ore, coal, natural gas, and gemstones./Los suelos fértiles del subcontinente son un recurso vital para la región. Permiten a los campesinos producir té, arroz, nueces y yute. Otros recursos importantes son la madera, el ganado, el mineral de hierro, el gas natural y las piedras preciosas.

Circle the resources of the Indian Subcontinent./
Encierra en un círculo los recursos del subcontinente indio.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Organizing Information/

Pensamiento crítico: Organizar la

información Make a table with two columns to show major mountain ranges and river valleys of the Indian subcontinent./Haz un cuadro de dos columnas para mostrar las principales cadenas montañosas y valles de ríos del subcontinente indio.

Section/Sección 1, *continued/continuación*

delta/delta	Ganges River/ río Ganges	Himalayas/ Himalaya	Hindu Kush/ Hindu Kush
Indus River/ río Indo	monsoons/ monzones	Mount Everest/ Monte Everest	subcontinent/ subcontinente

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.

- A _____ is a large landmass that is smaller than a continent. (delta/subcontinent)/Un _____ es una gran masa de tierra más pequeña que un continente. (delta/subcontinente)
- The _____ creates a fertile plain, which is Pakistan's most densely populated region. (Indus River/Ganges River)/El _____ crea una llanura fértil, que es la región más poblada de Pakistán. (río Indo/río Ganges)
- Summer _____ bring moist air up from the Indian Ocean, causing heavy rains. (monsoons/Himalayas)/_____ de verano traen aire húmedo del océano Índico y provocan abundantes lluvias. (Los monzones/El Himalaya)
- The most important river in India is the _____. (Indus River/Ganges River)/El río más importante de la India es el _____. (río Indo/río Ganges)
- The world's highest mountain is _____. (Hindu Kush/Mount Everest)/La montaña más alta del mundo es el _____. (Hindu Kush/Monte Everest)

Section/Sección 1, *continued/continuación*

DIRECTIONS/INSTRUCCIONES Use five of the terms from the word bank to write a summary of what you learned in the section. Use another piece of paper if you need more space./Usa cinco términos del banco de palabras para escribir un resumen de lo que aprendiste en esta sección. Usa otra hoja si necesitas más espacio.

WEEK 3 –APRIL 13 – APRIL 17
6TH GRADE LESSONS

ART

The art students will watch a video on how to create a flipbook. Then they can create their own flipbook.

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

<https://www.youtube.com/watch?v=J-Nrl7am7l0>

COMPUTER

Students can visit www.scratch.mit.edu. You will explore Scratch by animating your name. There is a tutorial under the idea subheading on how to do this. Good luck! If you have any questions, please email me at tfores@mpisd.net. Thank you.

CHOIR

♫ I will post the remainder of parts to our music on REMIND for practice at home.
Don't quit singing!!!

Create a music poster that teaches a concept. Look through your music notebook for ideas of something from music theory or music vocabulary which can be illustrated in words and pictures.

THEATRE

"But the thought I thought wasn't the thought I thought I thought." Is an example of a tongue twister. Often tongue twisters are used to practice enunciation and clarity so in performance the actors are easily understood by the audience. Write at least three original tongue twisters for use practicing enunciating distinctly.

DANCE

Creativity- Continue to create choreography for "A Friend Like Me" from Aladdin, or another song of your choice!

Share- I want to see what you are working on, if possible... If you cannot post to Remind, you may email me at dbeasley@mpisd.net. I would really love to hear from you! Also, you could send me what you learned in the contemporary dance instructional video with Ms. Audi from the week 1 assignment page.

Stretching- Remember to do some type of stretching every day, if possible. Below is a link to a good yoga video...

<https://www.youtube.com/watch?v=KsVwAs9LriQ>

Stretches with Anna-

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

https://www.youtube.com/watch?v=nJ_uNf7Nkes

When technology is not available- Please do the following activities daily:

- Stretch each for 1 minute on each side- Straddle stretches, pike stretch, hurdler stretches, standing straddle stretches, split stretches, back and neck stretches
 - Take a walk outside when possible.
 - Practice old routines that we have already covered
 - Continue to practice Rolex and Sally Walker.
- The main idea is to keep dancing!

BAND

Remember to warm up on lip slurs and scales before playing music. Practice approx. 10-20 minutes

Practice Day CIRCLE ALL THAT APPLIES TIME

Practice Day	CIRCLE ALL THAT APPLIES	TIME
Mon-Crazy Socks Day	Lip Slurs Scales March Boogie Lines pg5-19	
Tues-Black & Gold Day	Lip Slurs Scales March Boogie Lines pg5-19	
Wed-Band T-Shirt Day	Lip Slurs Scales March Boogie Lines pg5-19	
Thurs-Hat Day	Lip Slurs Scales March Boogie Lines pg5-19	
Fri-Crazy Hair Day	Lip Slurs Scales March Boogie Lines pg5-19	
Sat-PJ Day	Lip Slurs Scales March Boogie Lines pg5-19	

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 for questions, concerns or practice assistance. Send Remind messages each day that you practice.

P.E.

Run 3 laps around you house (outside). Stand on one leg and read 10 minutes from your favorite book then switch legs.

BATMAN WORKOUT (www.tinyurl.com/BatWorkout) or BATGIRL WORKOUT (www.tinyurl.com/BatgirlWorkout)

Dance for 10 minutes and then do your stretches for another 10 minutes

ANTMAN Workout (www.tinyurl.com/AntmanWorkout) or CYBORG Workout (www.tinyurl.com/CyborgWorkout)

Do 20 Burpees and 20 crab kicks and then plank as long as you can. Time it!

Dual Language Assignments

Abrumado - sentir gran molestia o incomodidad

Autismo - Enfermedad mental que aparece sobre todo en la infancia y se caracteriza por que la persona es incapaz de relacionarse y se encierra en su propio mundo.

Espontáneo - Se dice de lo que hace una persona voluntariamente y sin pensarlo mucho.

Gentileza - Amabilidad. Cosa que se hace o se regala por cortesía.

Conmover - Enternecer, provocar alguna emoción:

Derramar - hacer que un líquido o una cosa menuda, por ejemplo, en polvo o en grano, salga del lugar donde está y se extienda.

Sostuvo la mano de su compañero quien lloraba el primer día de clases; la imagen se volvió viral

By Marisa Iati, Washington Post, adaptado por la redacción de Newsela on 09.18.19

Word Count 535

Level MAX



Christian Moore (derecha) sostiene la mano de Conner Crites, quien llora el primer día de clases del segundo grado. Los dos compañeros de clases han estado jugando juntos desde entonces. Fotografía tomada por: Courtney Moore

Era el primer día de clases del segundo grado de su hijo y April Crites estaba preocupada de que se pudiera sentir demasiado abrumado.

Conner, de 8 años, esperaba a que abrieran las puertas de su escuela en Wichita, Kansas, el 14 de agosto, cuando comenzó a llorar. A veces su autismo lo sobreestimula, explicó Crites, y además se había separado de su asistente personal.

La apariencia y el comportamiento de los niños con autismo puede variar mucho entre sí. Unos pueden hablar mientras que otros no. A muchos les molesta el ruido. A otros les cuesta mirar a las personas directamente a los ojos.

Los niños con autismo tienen diferentes habilidades. Algunos tienen destrezas artísticas extraordinarias. Muchos, por ejemplo, son muy buenos en la música.

Cuando Conner estaba solo en un rincón llorando, su compañero de clase Christian Moore se dio cuenta.

"En lugar de ignorarlo como la mayoría de los niños lo habría hecho, Christian simplemente se le acercó, le tomó de la mano y le alegró el día", dijo Crites, de 29 años de edad, en una entrevista a finales de agosto.

Dio la casualidad de que la madre de Christian, Courtney, tomó una foto del espontáneo gesto de gentileza. Su hijo acompañó a Conner al interior de la escuela Minneha Core Knowledge Magnet Elementary School, escribió en un comentario que se ha vuelto viral en Facebook.

"¡Es un honor criar a un niño tan compasivo y cariñoso!", escribió Moore. "Es un niño con un gran corazón, el primer día de clases comenzó muy bien".

Cuando Conner llegó a casa esa tarde, cuenta Crites, le dijo que había tenido un primer día de clases excelente. Estaba contento con sus nuevos amigos y con su maestra, dijo, y ni siquiera mencionó que se había sentido mal al comienzo del día. Crites dijo que no sabía nada de la interacción que su hijo había tenido con Christian sino hasta que vio la foto unos días después.

Anteriormente, los niños habían estado juntos en varias clases, dijo Crites, pero no se conocían bien. Ahora, dijo, son inseparables.

Conner y Christian se sientan juntos a la hora del almuerzo y juegan juntos durante el recreo. Christian fue un fin de semana a la casa de los Crites y los dos jugaron durante una hora y media sin una sola discusión, algo que Crites dice es inusual en su hijo. Conner le ha estado preguntando a su madre cuándo podría Christian quedarse a dormir.

La familia Crites se ha sentido muy conmovida por toda la atención que la foto ha recibido, dijo Crites. Conner se pone muy contento cuando sus compañeros de clase le dicen que vieron su foto en la televisión. Crites dice que su esposo, quien rara vez llora, derramó unas lágrimas cuando vio la foto.

La lección, dijo Crites, es recordar que todos batallamos con algo que tal vez sea invisible para quienes nos rodean.

"Cuando vemos que alguien tiene un mal día uno es libre de elegir si decirle algo horrible a esa persona y empeorarle el día aún más", dijo Crites, "o elegir lo opuesto y lo más correcto y decirle algo gentil, darle un pañuelo si llora y alegrarle el día".

<p>1- ¿Qué es lo que sabes sobre el autismo?</p>	<p>5- De acuerdo a Crites cual es una lección de lo ocurrido?</p>
<p>2- ¿Que otro título le pondrías al artículo?</p>	<p>6- Describe cuales son las cualidades de un buen amigo.</p>
<p>3- Escribe un pie de foto para la fotografía en la primera página.</p>	<p>7- Ilustra la Amistad de Conner y Christian.</p>
<p>4- ¿Cómo se siente la mamá de Conner ante lo ocurrido con Christian?</p>	<p>8- Escribe un resumen del artículo en 2-3 oraciones.</p>

Repaso de la lección

Vocabulario

Define los siguientes términos con tus propias palabras.

1 Ciclo de las rocas

2 Meteorización

3 Zona de rift

Conceptos clave

Usa estas fotos para clasificar las rocas como sedimentarias, ígneas o metamórficas.

Ejemplo	Tipo de roca
<p>4 Clasifica Esta roca está formada por el mineral calcita, y se originó a partir de restos de organismos que vivían en el agua.</p>	
<p>5 Clasifica A causa de la temperatura y la presión elevadas, esta roca se formó a partir de una roca sedimentaria.</p>	
<p>6 Clasifica Esta roca está compuesta por cristales diminutos que se formaron rápidamente cuando la roca fundida se enfrió en la superficie terrestre.</p>	

7 Describe

¿De qué manera la roca sedimentaria puede transformarse en roca metamórfica?

8 Explica

¿De qué manera el hundimiento del terreno puede provocar la formación de roca sedimentaria?

9 Explica

¿Por qué es común que se formen rocas ígneas en las zonas de rift?

Razonamiento crítico

10 Formula una hipótesis

¿Qué le sucedería al ciclo de las rocas si no se produjese la erosión?

11 Formula una crítica

Un compañero dice que, según el ciclo de las rocas, la roca ígnea siempre se transforma inmediatamente en roca sedimentaria. Explica por qué este enunciado no es correcto.

12 Predice

El granito es una roca ígnea que se forma a partir del enfriamiento del magma que se encuentra debajo de la superficie terrestre. ¿Por qué el granito tiene cristales más grandes que los de las rocas ígneas formadas a partir del enfriamiento de la lava que se encuentra por encima de la superficie terrestre?

Unidad 6

Lección

3

El ciclo de las rocas (pág. 366)

TEKS 6.10B

1 Describe Escribe la palabra o la frase correcta en los espacios en blanco para completar las siguientes oraciones.

La mayor parte de la Tierra está compuesta por _____.

Las rocas cambian _____.

Las tres clases principales de rocas son las ígneas, las metamórficas y las _____.

2 Describe Escribe tu propia leyenda para la foto que se muestra en el Libro del estudiante.

3 Sintetiza Muchas de las palabras del español provienen de otros idiomas. Usa las siguientes palabras del latín para sacar una conclusión lógica sobre el significado de las palabras *erosión* y *sedimentación*.

Palabra del latín	Significado
<i>erosus</i>	carcomido
<i>sedimentum</i>	asentado

Erosión:

Sedimentación:

5 Enumera ¿Cómo se usan las rocas en la actualidad?

10 Compara Completa la tabla para comparar y contrastar las rocas sedimentarias, ígneas y metamórficas.

Tipos de rocas

Rocas sedimentarias	Rocas ígneas	Rocas metamórficas

12 Aplica Observa el diagrama del ciclo de las rocas que se muestra en el Libro del estudiante. En las siguientes líneas, rotula el tipo de roca (B) y los procesos (A y C) que faltan.

A _____

B _____

C _____

Stay in contact through Remind
Text your class codes to the number 81010

They'll receive a welcome text from Remind.

If anyone has trouble with 81010, they can try texting your class codes to (817) 768-5186

6th ELAR

Mrs. Sims - @8cf8g4
Ms. Newman - @newmanelar
Ms. Schultz - @ts0420
Ms. Duren - @mrsdurens
Ms. Armstrong - @6de6e4
Ms. Collier - @d2f7h6f
Ms. Losey - @mathread19

6th Social Studies

Mrs. Martinez - @8ea8g9
Ms. Sawyer - @6hb82g
Ms. Freeman - @3dfbcb
Ms. Guerrero - @e9h38k

6th Science

Ms. Manzano - 786gec
Mrs. Martinez - @cg94a8
Ms. Freeman - @3dfbcb
Ms. McDaniel - @3fff4g4

6th Math

Ms. Ortega - @h7fdce6
Ms. Fender - @c69d8d
Mr. Reed - @b799kf
Mr. Castillo - @agdh6e
Ms. Maull - @maull1920
Ms. Wright - @e6c2eb
Ms. Barnes - @mathread19

TCC2

Ms. Griner TCC2 - @99c8e7

Electives and specials

Choir - @PEWChoir6
Theater - @PEWTheatre
PE - @degdg3
Band - @bandwal
5th Grade Art - @a2b3ee
6th Grade Art - @8k7c9
Dance - @dkd837
5th Grade Computer @89b6f6h
6th Grade Computer Science @7ckaf2c

5th Math

Ms. Verner - @verner1920
Ms. Davis - @ddcg28
Ms. Smith - @dsmith2009
Mr. Gonzales - @gnzls2020,
Mr. Gonzales homeroom - @gnzlsmrm
Ms. Yarbrough - @8f32gc
Ms. Gillean - @99d82c
Ms. Barnes - @mathread19

5th Science/SS

Ms. Perez - Uses Class Dojo
Ms. De La Torre - @2ehd8a
Ms. Winkle - @verner1920
Ms. Powell - @d26a9f9
Ms. Nava - @nava19
Ms. Sanchez - @sanchez113

5th ELAR

Ms. Kirkland - Uses Class Dojo
Ms. Melo - @verner1920
Ms. Sisk - @siskread
Ms. Torres - @b42ekd
Ms. Losey - @mathread19
Ms. Hernandez - By Class period

1st @99d63e
2nd @dk98c3
4th @bkfh3h9
5th @236fd7
6th @4hkk73
7th @e73hee

Ms. Amerson - By class period

1st @88967ck
2nd @dhhb9k
4th @fbffa7
5th @fb2a3cc
6th @eb9bce
7th @c97362

Freckle Codes

Armstrong Freckle codes:

1st period - MHP3H6

4th period - 53YT9B

8th period - HCBY6G

Newman Freckle codes:

1st period - 82p2aa

4th period - x9vxuc

6th period - vs5s7v