

Name _____

Date _____

Teacher _____

Campus _____

6th GRADE

Week Five

April 27-May 1

Mount Pleasant ISD

Does Chocolate Milk Belong in the Cafeteria?

Should Chestnut Valley School District take this sweet treat off the menu? Two students make their case to the superintendent. **YOU decide who makes the stronger argument.**

YES

Don't take our favorite drink away.

Dear Ms. Fox,

You recently announced that our school district might stop serving chocolate milk in our cafeterias. I thought it might be helpful to hear the **perspective** of a student—and chocolate-milk lover—on this important issue.

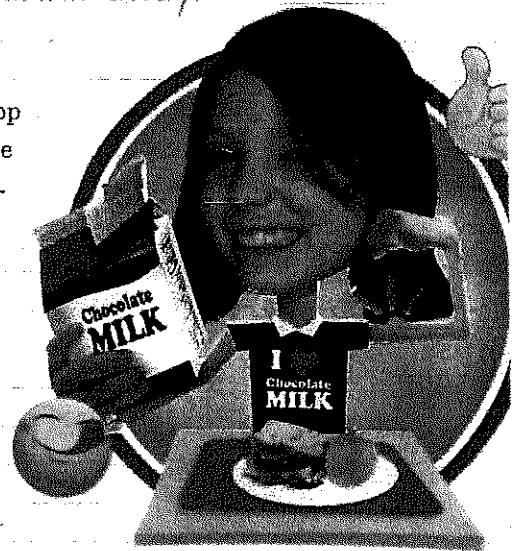
After **extensive** research, I've learned that chocolate milk has many health benefits for kids like me. Although it may seem like just a tasty treat, it's actually filled with **nutrients**, including calcium and vitamin D. Calcium is especially good for kids my age because we are still growing, and calcium helps build healthy bones. In addition, chocolate milk contains protein and healthy fats that keep kids full and focused throughout the day.

Of course, regular milk provides those same benefits—as do other foods like spinach and nuts—and with less sugar. But let's be honest: Banning chocolate milk doesn't mean kids will choose something healthier instead. A study by Cornell University found that chocolate-milk bans can lead to kids drinking less milk overall. And when have you ever heard a kid say, "There's no chocolate milk? In that case, I'll have some spinach, please!" What would probably happen is that we'd drink more soda or sweetened fruit drinks, which are just as sugary (if not more) but don't have the same health benefits.

Here's another problem: food waste. When schools in Los Angeles began serving **only plain milk** in 2011, tons of milk—and money—was wasted. Hardly anyone drank the plain milk, and much of it ended up in the trash. For this reason, L.A. schools put chocolate milk back on the menu in 2018.

Chocolate milk clearly deserves a place in our cafeteria. I hope that you will take my points into consideration as you make your decision.

Sincerely,
Lizzy Brewer



NO

Sorry, chocolate milk. It's time for you to go.

Dear Ms. Fox,

I am writing to you to tell you that as a student, I am in full support of a chocolate milk ban in our district. I like chocolate milk as much as the next kid. But according to my research, the sad truth is that we shouldn't be drinking it every day at school.

Why? It's loaded with sugar. One small carton contains about 1.5 teaspoons of added sugar. The American Heart Association advises kids to consume less than 3 to 4 teaspoons of added sugar per day. Do you see where I'm going with this? One small carton of chocolate milk at lunch is HALF your day's added sugar!

All that sugar in chocolate milk, plus the sugar in the snacks many of us eat throughout the day, can really add up. In the long term, a diet high in sugar can make you more likely to develop certain diseases, including obesity and heart disease. In the short term? Too much sugar gives you a rush of energy and then makes you tired—which means you're falling asleep by sixth period.

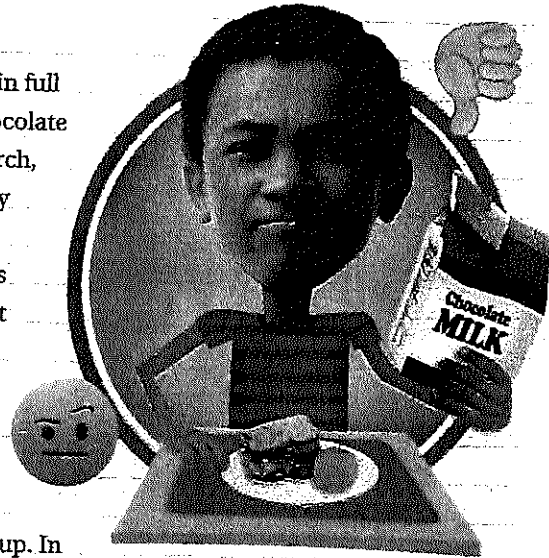
It's true that chocolate milk contains calcium and protein, but is chocolate milk really the best source of these nutrients? Many experts say no. Ann Cooper, the director of food services in a Colorado school district, said in an interview with *The Washington Post*: "Trying to get students to consume calcium by drinking chocolate milk is like getting them to eat apples by serving them apple pie." When you think about it that way, serving chocolate milk at school seems silly, right?

Plenty of other foods—fish, leafy greens, almonds—provide the calcium and protein that kids need. There is also, of course, regular milk. Fans of chocolate milk claim that taking away the chocolate option leads to kids drinking less milk overall, but that isn't always the case. In 2018, San Francisco tested a chocolate milk ban in five different schools and did not experience a dip in milk consumption at any of them.

I know that those in favor of chocolate milk say that it's healthier than soda or juice, but think about it: Is that a good reason to keep it around?

Thank you for considering my opinion,

Michael Wilson



Scavenger Hunt

Directions

1. Underline the central idea or central claim.
2. Star two pieces of supporting evidence.
3. Circle the counterargument.
4. Put a double star next to the writer's rebuttal.

YOU decide: Who makes the stronger argument?

Name: _____ Date: _____

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

Vocabulary:

"Does Chocolate Milk Belong in the Cafeteria?"

- 1. added sugar (AD-ehd shuh-ger) noun;** There are two types of sugars in our diets: natural sugars and added sugars. Natural sugar occurs naturally in foods—like the sugar found in an apple or in plain milk, for example. Added sugar is any sweetener that is added to food when it is being produced or prepared. For example, sugar might be added to applesauce to make it sweeter. Doctors recommend that we all limit how much added sugar we eat.
- 2. consume (kuhn-SOOM) verb;** As it is used in the article, *consume* means "to eat or drink." If you've consumed your lunch, you've eaten it.
- 3. consumption (kuhn-SUHMP-shuhn) noun;** As it is used in the article, *consumption* means "the act of eating or drinking something." If you're outside on a hot day or doing something that makes you sweat a lot, you should increase your water consumption.
- 4. extensive (ik-STEN-siv) adjective;** *Extensive* means "very full or complete" or "large in size or amount." If you have an extensive knowledge of wolves, you know a lot about them. If a museum has an extensive collection of rocks and minerals, it is a large collection that includes many different types of rocks and minerals. If your school has extensive playing fields, the fields cover a large area.
- 5. nutrient (NOO-tree-uhnt) noun;** A nutrient is a substance that plants, animals, and people need to live and grow. Plants get nutrients from the soil. People and animals get most of their nutrients from food. (Vitamins, minerals, water, protein, carbohydrates, fiber, and fats are all examples of nutrients that people need.)
- 6. perspective (per-SPEK-tiv) noun;** As it is used in the article, *perspective* means "a particular way of thinking about a situation or topic; a point of view." In other words, your perspective is the way you see something. For example, your perspective on year-round school might be different from someone else's perspective on that topic; you might view having three months of summer vacation as the greatest tradition ever, while someone else might think it's better to have shorter breaks spread throughout the year.

Vocabulary Practice

"Does Chocolate Milk Belong in the Cafeteria?"

Directions: Answer each question below.

- 1. Which comment is an example of a perspective?**
 - A "The sun is a star."
 - B "Thanksgiving is a wonderful holiday."
 - C "There are four seasons in a year."
 - D "There are seven days in a week."
- 2. If your teacher says the library has an extensive collection of books about Mexico, what does he mean?**
 - A The books the library has about Mexico are old and tattered.
 - B The library has many books about Mexico, covering a wide range of topics.
 - C The library has very few books about Mexico.
 - D The library's collection of books about Mexico can be found online.
- 3. Which might a student consume at lunch?**
 - A a plastic tray
 - B an apple
 - C a fork
 - D a broom
- 4. Which has no added sugar?**
 - A a freshly picked orange
 - B chocolate ice cream
 - C grape soda
 - D frosted cookies
- 5. What do nutrients do?**
 - A They keep food fresh longer.
 - B They make food taste good.
 - C They help you stay healthy.
 - D They give food color that makes it look more appealing.
- 6. Which sentence uses *consumption* correctly?**
 - A "Tulips were blooming as far as the eye could see; the consumption was breathtaking."
 - B "It takes a lot of consumption to play the piano well."
 - C "More farmers are trying consumption when planting tomatoes."
 - D "Spinach consumption increased after a new report said how healthy it is."

Evaluating Arguments

Glossary of Terms

Ad hominem attack: an attack on a person rather than on his or her argument. An ad hominem attack is a fallacy (see definition) and weakens an argument.

Example:

Kristin: I think school should start later so kids will be more rested at school.

Steve: Of course you'd say that. You just want to sleep in.

Argument: a position or viewpoint along with the claims and evidence used to support that position

Claim: a statement that supports a position

Example: If school started later, kids would get more sleep.

Counterargument: a rebuttal, or argument against, an opposing viewpoint or claim

Example: Starting school start later won't actually help kids get more sleep because kids will just stay up later at night.

Emotional appeal: Writers rely on two means of persuasion: appealing to the reader's common sense and appealing to the reader's emotions. When writers use only emotional appeals, they do not provide facts or information to convince the reader to believe them. Instead, they hope to make the reader so upset, excited, or scared that the reader will just agree with them.

Example: Think of those poor, exhausted kids getting up at dawn every morning and shuffling to school half asleep!

Evidence: facts, statistics, examples, and comparisons that show why a claim should be believed

Example: A 2012 study by the National Sleep Institute found that 47 percent of kids aren't getting enough sleep.

Fallacy: a false or mistaken belief or claim, usually based on poor reasoning

Example: All kids are tired because the kids in my class are tired.

Opposing viewpoint: a position that is the opposite of another position

Position (or viewpoint): the central idea the author is trying to support in his or her argument; thesis

Example: School should start later.

Rebut: to claim or prove that something is untrue or false

Refute: to prove a statement, position, or claim is wrong or false

Relevant: having to do with the matter being considered; pertinent. When writers use claims and evidence that is irrelevant, or not relevant, they weaken their argument.

Tracing an argument: identifying and exploring how an argument is made in an essay, a speech, or other text

Name: _____ Date: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the letters in "Does Chocolate Milk Belong in the Cafeteria?" develop their arguments. We filled in some information for you.

	Lizzy Brewer	Michael Wilson
line(s) that expresses the central idea, or central claim	"Chocolate milk clearly deserves a place in our cafeteria."	
two pieces of evidence that support the central idea, or central claim	1. 2.	1. 2.
line(s) that expresses the counterargument		"It's true that chocolate milk contains calcium and protein . . ."
line(s) that contains the rebuttal to the counterargument		

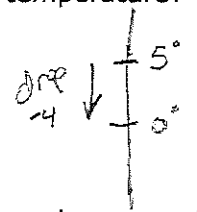
April 21

Name: Practice Key

Skills Practice - 6th Grade

$740.25 + 1.7 =$ $\begin{array}{r} 740.25 \\ + 1.7 \\ \hline 741.95 \end{array}$	$467.34 - 15.47 =$ $\begin{array}{r} 467.34 \\ - 15.47 \\ \hline 451.87 \end{array}$	$6,057 \times 803 =$ $\begin{array}{r} 6057 \\ \times 803 \\ \hline 18171 \\ 00000 \\ 4845600 \\ \hline 4863771 \end{array}$	$5,776 \div 19 =$ 304 $\begin{array}{r} 304 \\ 19 \overline{) 5776} \\ \underline{0304} \\ 5776 \\ \underline{5776} \\ 0 \end{array}$
<p>Convert to a mixed number.</p> $\frac{49}{3} =$ 16 $\frac{1}{3}$ $\begin{array}{r} 16 \\ 3 \overline{) 49} \\ \underline{-30} \\ 19 \\ \underline{-18} \\ 1 \end{array}$	<p>Order from least to greatest.</p> <p>Change to same denominator (decimal)</p> $\frac{5}{20}; 0.12; 1.2; \frac{24}{100} = 0.24$ $\begin{array}{r} 0.25 \\ 20 \overline{) 5.00} \\ \underline{-40} \\ 00 \end{array}$ $0.12, 0.24, 0.25, 1.2$	<p>Compare.</p> <p>Common denominator or convert to decimal</p> $\frac{7}{9} > \frac{3}{5}$ ($\frac{9}{9}$) $\frac{35}{45} > \frac{27}{45}$	<p>Write as a fraction and simplify.</p> $8.24 = 8 \frac{24}{100} \div (\frac{4}{4}) = \frac{6}{25}$ $8 \frac{6}{25}$

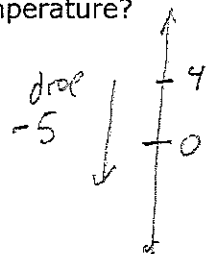
1. The temperature one afternoon in February was 5°F. The temperature dropped 4°F. What is the new temperature?



$$5 - 4 = 1$$

The new temperature is 1°F

2. The temperature one afternoon in February was 4°F. The temperature dropped 5°F. What is the new temperature?



$$4 - 5 = -1$$

The new temp is -1°F

3. Compare your answers for questions 1 and 2. Are they the same or different? Explain.

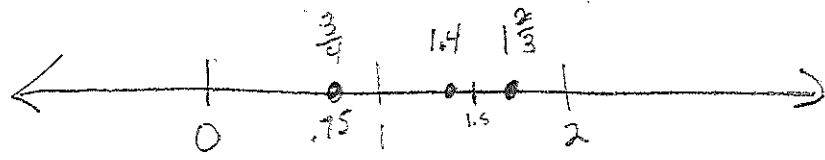
Different, the answer to number two is a negative number because it is less than zero.

4. Bonnie wrote the numbers $1\frac{2}{3}$; 1.4 and $\frac{3}{4}$ on the number line. Which number was closest to 2?

Convert to same units (such as decimals)

$\frac{3}{4} = .75$

$1\frac{2}{3} = 1.67$



$$\begin{array}{r} 0.66 \\ 3 \overline{) 2.00} \\ \underline{-18} \\ 20 \\ \underline{-18} \\ 2 \end{array}$$

1 $\frac{2}{3}$ is closest to 2

April 27th

Skills Practice - 6th Grade

Name: _____

Simplify the following expression. $-6 + 5 \cdot 2$	$140.04 - 0.49 =$	$8,132 \times 432 =$	$8,442 \div 42 =$
Convert to a mixed number. $\frac{42}{8} =$	Order from least to greatest. $\frac{3}{5}; 0.8; 0.25; \frac{1}{3}$	Compare. $\frac{5}{8} \bigcirc \frac{6}{7}$	Write as a fraction. Simplify if necessary. $0.6 =$

1. Tim scored an 89 on his first quiz and a 74 on his second quiz. What integer represents the change in Tim's two scores?
2. Amy deposited \$35 dollars in her bank account. She then wrote checks for \$8 and \$15. Write the integer that represents the balance in her account.
3. Write a statement that could be represented by the integer -15.
4. Preston had 71 baseball cards. He gave some of his cards to John. Then Preston had 56 cards left. Write an integer representing the change in the number of Preston's cards.

April 27th

Name: _____

Skills Practice – 6th Grade

$-4 - (-16)$	$21 + (-9)$	$3,841 \times 823 =$	$5,922 \div 14 =$
Convert to an improper fraction. $7\frac{5}{6} =$	Order from greatest to least. $\frac{1}{42}$; 0.33; 0.725; $\frac{2}{3}$	Compare. $\frac{1}{7}$ ○ 0.7	Write as a decimal. $1\frac{1}{5} =$

1. The top of the utility pole was 20 feet above the ground. A light was positioned 2 feet below the top of the pole. Write an integer that represents the position of the light?

2. Emmanuel measured the length of his calculator. It was between 14.4 cm and 14.5 cm. What could be the length of Emmanuel's calculator?

3. On Wednesday, the temperature dropped an average of 4° per hour. Write the integer that represents the change in temperature from 10 A.M to 2 P.M.

4. During the first round of a game, Ravi had a score of -27 points. He got 35 points in the second round. What was Ravi's score after the second round?

North Africa/África del Norte

Section/Sección 1



MAIN IDEAS/IDEAS PRINCIPALES

1. Major physical features of North Africa include the Nile River, the Sahara, and the Atlas Mountains./Las características físicas más importantes de África del Norte incluyen el río Nilo, el Sahara y las montañas Atlas.
2. The climate of North Africa is hot and dry, and water is the region's most important resource./El clima de África del Norte es caluroso y seco y el agua es el recurso más importante de la región.

Key Terms and Places/Lugares y palabras clave

Sahara/Sahara world's largest desert, covering most of North Africa/el desierto más grande del mundo que cubre la mayor parte de África del Norte

Nile River/Río Nilo the world's longest river, located in Egypt/río más largo del mundo que se encuentra en Egipto

silt/cieno finely ground, fertile soil good for growing crops/fina tierra fértil apta para el cultivo

Suez Canal/Canal de Suez strategic waterway connecting the Mediterranean and Red Seas/vía acuática estratégica que conecta el mar Mediterráneo con el mar Rojo

oasis/oasis wet, fertile area in a desert where a natural spring or well provides water/zona húmeda y fértil en el desierto con un manantial natural que proporciona agua

Atlas Mountains/Montañas Atlas mountain range on the northwestern side of the Sahara/cadena montañosa en la parte noroeste del Sahara

Section Summary/Resumen de la sección

PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS

Morocco, Algeria, Tunisia, Libya, and Egypt are the five countries of North Africa. All five countries have northern coastlines on the Mediterranean Sea. The largest desert in the world, the **Sahara**, covers most of North Africa./ Marruecos, Argelia, Túnez, Libia y Egipto son los cinco países que componen África del Norte. La costa norte de los cinco países está en el mar Mediterráneo. El desierto más grande del mundo, el **Sahara**, cubre la mayor parte de África del Norte.

Name the five countries of North Africa./Menciona los cinco países de África del Norte.

Section/Sección 1, *continued/continuación*

The **Nile River**, the world's longest, flows northward through the eastern Sahara. Near its end, the Nile becomes a large river delta that empties into the Mediterranean Sea. The river's water irrigates the farmland along its banks. In the past, flooding along the Nile left finely ground fertile soil, called **silt**, in the surrounding fields. Today, the Aswan High Dam controls flooding and prevents silt from being deposited in the nearby fields. Farmers must use fertilizer to aid the growth of crops./El río Nilo, el más largo del mundo, fluye hacia el norte, a través del este del Sahara. Casi al final, El Nilo se convierte en un gran delta que vierte sus aguas en el mar Mediterráneo. El agua del río irriga la tierra de cultivo de ambas riberas. En el pasado, las inundaciones a lo largo del Nilo dejaban una fina tierra fértil, llamada cieno, en los campos cercanos. En la actualidad, el Dique Alto de Asuán controla las inundaciones y evita que el cieno se deposite en los campos cercanos. Los campesinos deben usar fertilizantes para ayudar a que crezcan los cultivos.

East of the Nile River is the Sinai Peninsula, which is made up of rocky mountains and desert. The **Suez Canal**, a narrow waterway, connects the Mediterranean Sea with the Red Sea./Al este del Nilo se encuentra la península de Sinaí, compuesta de montañas rocosas y desierto. El **canal de Suez**, una vía acuática estrecha, conecta el mar Mediterráneo con el mar Rojo.

The Sahara has a huge impact on all of North Africa. It is made up of sand dunes, gravel plains, and rocky, barren mountains. Because of the Sahara's harsh environment, few people live there. Small settlements of farmers are located by **oases**—wet, fertile areas in the desert that are fed by natural springs. The Ahaggar Mountains are located in central North Africa. The **Atlas Mountains** are in the northwestern part of North

Describe the Nile River/
Describe el río Nilo.

Why would an oasis be valuable to someone traveling in the desert?/¿Por qué un oasis sería valioso para un viajero en el desierto?

Section/Sección 1, *continued/continuación*

Africa./El Sahara tiene un gran impacto en toda África del Norte. Está formado por dunas de arena, llanuras de grava y montañas rocosas y áridas. Debido al duro ambiente del Sahara, poca gente vive allí. Hay algunos pequeños asentamientos de campesinos junto a los **oasis**, zonas húmedas y fértiles en el desierto con un manantial natural que proporciona agua. Las montañas Ahaggar están ubicadas en el centro de África del Norte. Las **montañas Atlas** están en la parte noroeste de África del Norte.

CLIMATE AND RESOURCES/CLIMA Y RECURSOS

Most of North Africa has a desert climate. It is hot and dry during the day and cool or cold during the night. There is very little rain. Most of the northern coast west of Egypt has a Mediterranean climate. There it is hot and dry in the summer and cool and moist in the winter. Areas between the coast and the Sahara have a steppe climate./La mayor parte de África del Norte tiene un clima desértico. Es caluroso y seco durante el día y fresco o frío durante la noche. Llueve muy poco. La mayor parte de la costa norte al oeste de Egipto tiene un clima mediterráneo. Allí, el clima es caluroso y seco en verano, y fresco y húmedo en invierno. Las áreas ubicadas entre la costa y el Sahara tienen un clima de estepa.

Important resources include oil and gas, particularly for Libya, Algeria, and Egypt. In Morocco, iron ore and minerals are important. Coal, oil, and natural gas are found in the Sahara./Entre los recursos más importantes se encuentran el petróleo y el gas, especialmente en Libia, Argelia y Egipto. En Marruecos, el mineral de hierro y otros minerales son importantes. En el Sahara se puede encontrar carbón, petróleo y gas natural.

What kind of climate covers most of North Africa?/¿Qué clase de clima cubre la mayor parte de África del Norte?

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Evaluating/Pensamiento crítico:

Evaluar Why do you think almost all of Egypt's population lives along the Nile River? Write a brief paragraph that explains your answer./¿Por qué piensas que la mayor parte de la población de Egipto se encuentra sobre las márgenes del río Nilo? Escribe un párrafo breve para explicar tu respuesta.

Section/Sección 1, *continued/continuación*

Aswan High Dam/ Dique Alto de Asuán	Atlas Mountains/ montañas Atlas	delta/delta
Nile River/río Nilo silt/cieno	oasis/oasis Sinai Mountains/ montañas Sináí	Sahara/Sahara Suez Canal/ canal de Suez

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 sentence a true statement on the line provided below the 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. Built by the French in the 1860s, the Aswan High Dam connects the Mediterranean Sea with the Red Sea./Construido por los franceses en la década de 1860, el Dique Alto de Asuán conecta el mar Mediterráneo con el mar Rojo.

_____ 2. Flowing for 4,132 miles, the Nile River is the world's longest river./El río Nilo, que fluye a lo largo de 4,132 millas, es el río más largo del mundo.

_____ 3. Annual floods along the northern Nile River left fertile soil called silt in the surrounding fields./Las inundaciones a lo largo de la parte norte del río Nilo dejaban una tierra fértil denominada cieno en los campos cercanos.

_____ 4. The Sinai Mountains, located on the northwestern side of the Sahara, rise as high as 13,671 feet (4,167 m)./Las montañas Sináí, ubicadas en el lado noroeste del Sahara, alcanzan una altura de 13,671 pies (4,167 m).

Section/Sección 1, *continued/continuación*

_____ 5. In a desert such as the Sahara, a(an) delta is a wet, fertile area where a natural spring or well provides water./En un desierto como el Sahara, un delta es una zona húmeda y fértil donde un manantial natural provee agua.

DIRECTIONS/INSTRUCCIONES Write three words or phrases that describe each term./Escribe tres palabras o frases que describan las palabras dadas.

6. Sahara/Sahara _____
7. Nile River/rio Nilo _____
8. silt/cieno _____
9. oasis/oasis _____
10. Suez Canal/canal de Suez _____

WEEK 5 –APRIL 27 – May 1
6TH GRADE LESSONS

ART

The 5th and 6th grade art students may use this video to help them create a tiger. Mrs. McCain

<https://www.youtube.com/watch?v=JDPfAD2TS1I&list=PLN28ALer6mQ2Eu7KEIGvuaCVTaNEz1dmV&index=2&t=0s>

COMPUTER

Computer Science/Robotics

Students can visit www.scratch.mit.edu. You will explore Scratch by creating a chase game. There is a tutorial under the idea subheading on how to do this. Good luck! Please take a picture of your finished robot and send it to my email account. Also, don't forget to record your animated name and pong game for at least 10 seconds and email it to me so I can see your creativity. If you have any questions, please email me at tfores@mpisd.net. Thank you.

THEATRE

Create a doodle art showing how musicals tell a story using the pillars of the arts. 1. music; 2 language arts (dialogue & lyrics); 3 dance; 4 visual arts (sets, costumes, props) 5; digital arts (lights, sound, & projections).

CHOIR

Make a list of all the songs from your music notebook we have learned this year. Include warm up songs as well as songs we have worked on, but have not yet performed. Give each of the songs a rating of 1 to 10 with 10 being a favorite. Write at least a once sentence review of each song telling what you like/dislike about the song. List your top three favorites and identify the one song you least liked. Please give a thorough review of your least favorite. Name a song you would like to perform in choir. Look for more rehearsal recordings on REMIND to practice at home. Keep singing.

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
Mon-Play scale as short notes Day	Lip Slurs Scales March Boogie Lines pg5-19	
Tues-Play scale as short notes Day	Lip Slurs Scales March Boogie Lines pg5-19	
Wed-Play scales slurred Day	Lip Slurs Scales March Boogie Lines pg5-19	
Thurs-Play scales slurred Day	Lip Slurs Scales March Boogie Lines pg5-19	
Fri-Galant March	Lip Slurs Scales March Boogie Lines pg5-19	
Sat-March in place	Lip Slurs Scales March Boogie Lines pg5-19	

DANCE

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 (@dkd837), you may email me at dbearley@mpisd.net. I would really love to hear from you! Stretching- Remember to do some type of stretching every day. Below is a link to a good yoga video...
<https://www.youtube.com/watch?v=KsVwAs9LriQ>

P.E.

Finish out the month on our DEAM Calendar.

APRIL DEAM Calendar
 Drop Everything And Move **SPRING**
 Into action

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, an adult should make a check mark and initial in the space provided. Each week, you are allowed to 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	Spring Into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring Into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring Into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring Into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invest a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring Into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring Into Action: Find someone to do 20 jumping jacks with you.

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



Elements All Around Us

Directions: Each of the following elements can be found somewhere in your home, or in the environment somewhere surrounding your home! Get creative! Where can you find the following elements?

Element

Answer

1. Aluminum (Al)	
2. Calcium (Ca)	
3. Carbon (C)	
4. Chlorine (Cl)	
5. Copper (Cu)	
6. Fluorine (F)	
7. Hydrogen (H)	
8. Iron (Fe)	
9. Lithium (Li)	
10. Nickel (Ni)	
11. Nitrogen (N)	
12. Oxygen (O)	
13. Potassium (K)	
14. Sodium (Na)	
15. Zinc (Zn)	

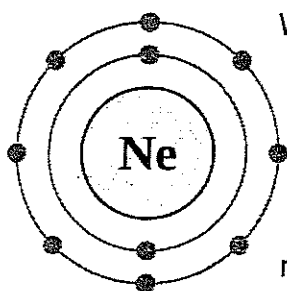
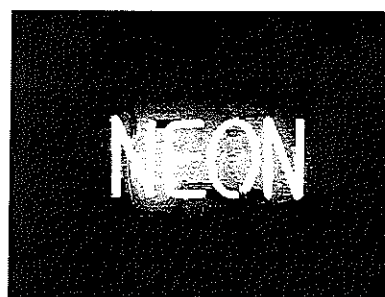
Name:

Date:

Some Elements Do NOT Form Compounds. Why?

The elements in the last column of the Periodic Table are known as “Noble Gases.” They do not form compounds.

When we say that some elements do not form compounds, we mean that they do not react with other elements. A compound is made of molecules that contain at least two different elements. So an element that never forms compounds will never undergo a chemical reaction with another kind of atom. Some elements are like that - they are “non-reactive.” They are like a person who seems content to be on their own - “Single and Lovin’ It!”



When you look at the Periodic Table of the Elements, you see that the elements are arranged in rows and columns. The elements in the same column tend to have the same properties, the same ways of reacting. If you look at the last column, the one all the way to the right, you will see the following elements: helium (He), neon (Ne), argon (Ar), krypton (Kr), xenon (Xe), and radon (Rn). These elements are referred to by two names: the Inert Gases and the Noble Gases. Because they are in the 18th column, these gases are also known as “group 18.” A model of an atom of neon can be seen to the left. The electrons are the smaller circles that are in the rings around the center and the center is called the nucleus.

The reason why atoms do, or do not, form compounds lies in the arrangement of their electrons.

To understand why atoms form molecules, you need to understand how electrons are arranged in the atom, and why that matters.

¹ Image credits: Lestat (Jan Mehlich) (neon sign), commons:User:Pumbaa (original work by commons:User:Greg Robson) neon atom model

Electrons whirl around the nucleus, the center of the atom, very rapidly. The electrons are in different areas called “shells” or “energy levels.” Only two electrons will fit in the first energy level, the one closest to the nucleus. Eight electrons will fit in the second energy level.

An energy level is called “full” when it has all the electrons it can fit in that level. When an atom has all the electrons it can fit in its outer energy level, it is stable. When the outer energy level is not full, the atom is not stable. Atoms that are stable do not form molecules. Atoms that are not stable will form molecules, because they are more stable as a molecule than as an atom.

The Noble Gases are stable because their outer energy levels are full.

Let’s go through the first three Noble Gases: helium, neon, and argon.

Helium has an atomic number of two, meaning it has two protons and two electrons. The first energy level can hold two electrons, so helium’s outer energy level (actually, its only energy level) is full.

Neon has an atomic number of 10. That means that it has eight more electrons than helium, and its second energy level, which can hold eight electrons, is full. Argon’s atomic number is 18, and those extra eight electrons fill that third energy level. The rest of “Group 18” is the same - the outer energy level is full, thank you very much!

So, there you have it! The reason the noble gases are called noble is that, under all but the most extreme circumstances, they don’t react!

Check your understanding:

1. Name the noble gases (inert gases). Where do you find them on the Periodic Table?
2. What determines whether atoms do, or do not, form molecules?
3. What does it mean to say the noble gases are stable? Why don't they tend to form molecules?

Dual Language Assignments

Le las siguientes cartas (puedes leer solamente la que le corresponde a tu maestra SLAR o puedes leer las dos). **Escribe una carta respondiendo a tu maestra SLAR.**

6 de Abril del 2020

Estimados estudiantes:

Estas últimas semanas he estado pensando en ustedes todos los días. Nadie tenía planeado que esto sucediera. Esta es una experiencia que nadie olvidara jamás. Aunque prefiero estar en Wallace con todos ustedes, cada clase era especial y diferente para mí, quiero decirles que me he mantenido ocupada durante estas semanas. He estado pensando en cómo mantenerme en contacto con todos ustedes, pero también he estado cuidando a mis hijas, que igual a la mayoría de ustedes están listas para regresar a la escuela. Algunas de las cosas que he hecho durante estas semanas son:

Escribir

Leer

Netflix

Ver Twilight y Hunger games (¡Mis películas favoritas!!!)

No he bailado aunque quiero aprender el "Renegade" 😊

Comer Sabritas, dulces, pasteles, fruta y tomar mucha agua.

He escuchado música, July por Noah Cyrus, Trampoline por Shaed y mucha más música.

¿Recuerdan nuestros "Miércoles de Música"?

He hecho videos en Tik Tok.

He limpiado mi casa, lavado ropa, y cocinado.

También he hablado con familiares por teléfono y Facetime.

Quiero saber lo que ustedes han estado haciendo. En su carta quiero que me digan sobre su día, la tarjeta de bingo es para ayudarles a pensar en algo de que escribir, las oraciones que van a escribir también son para ayudarles con su carta que me van a escribir. Ustedes pueden agregar los detalles que deseen o cualquier cosa que quieran decirme. Los extraño mucho y espero verlos pronto!!!

Atentamente,

Mrs. Olvera

Le las siguientes cartas (puedes leer solamente la que le corresponde a tu maestra SLAR o puedes leer las dos). **Escribe una carta respondiendo a tu maestra SLAR.**

Queridos estudiantes,

Espero que todos estén bien. Los extraño mucho y extraño nuestras conversaciones. He pasado mucho tiempo pensando en cada uno de ustedes. Esto fue algo muy inesperado, pero sé que lo superaremos. ¿Qué han hecho durante este tiempo? Yo he pasado la mayor parte de mi tiempo cuidando de mi perrito Kyzer y cuidando a mi sobrino (el bebé que todos ustedes han visto en la pantalla de mi teléfono 😊). Algunas otras cosas que he hecho son:

- Ver algo en Netflix
- Ejercicio
- He comido muchas bolsas de Sabritas
- He coloreado con mi sobrino
- He jugado juegos de cartas con mi familia (uno, speed, spoons)
- He escuchado música
- Finalmente participé en un video de Tik Tok 😊
- He cocinado
- Camino afuera para tomar aire fresco y
- Hablo con familia por FaceTime













Ahora quiero saber lo que ustedes han estado haciendo. En su carta quiero que me digan sobre su día. La tarjeta de bingo es para ayudarles a pensar en algo de que escribir. Las oraciones que van a escribir también son para ayudarles con su carta que

me van a escribir. Ustedes pueden agregar los detalles que quieran o cualquier cosa que quieran decirme. ¡Los extraño muchísimo y espero verlos muy pronto!

- Ms. Guerrero

Bingo de Cuarentena

Indicaciones: Escribe una oración para cada actividad que haz hecho, un mínimo de 10 oraciones.

<p>Escribir algo</p>	 <p>Leer un libro</p>	<p>Ver algo en</p> 	<p>Mirar tu película favorita</p>	 <p>Practicar algún baile</p>
 <p>Practicar algún idioma</p>	<p>Hacer ejercicio</p>	<p>Comer una bolsa entera de Sabritas</p> 	<p>Colorear o crear arte</p>	<p>Cuidar a hermanos menores</p>
<p>Jugar un juego</p>  	<p>Ayudar con el quehacer en la casa</p>	<p>FREE SPACE FREE SPACE</p> 	<p>Escuchar música</p> 	<p>Relajarse</p>
<p>Hacer un video Tik Tok</p> 	<p>Usar Google</p>	<p>Cocinar algo</p>	<p>Escuchar o leer las noticias</p>	<p>Respirar aire fresco</p>
<p><i>Llamar o Facetime con un familiar</i></p>	<p>Compartir una risa o un cuento chistoso</p>	<p>Practicar distanciamiento social</p> 	<p>Tarea de escuela</p>	<p>Tomar una foto de algo o un selfi</p> 

Por ejemplo: Yo estoy leyendo el libro, Becoming, escrito por Michelle Obama.

Si no has hecho ninguna de las actividades en la tarjeta de Bingo quiero que escribas 10 oraciones que me digan 10 diferentes actividades que has estado haciendo.

Escribe aquí las 10 oraciones:

1-

2-

3-

4-

5-

6-

7-

8-

9-

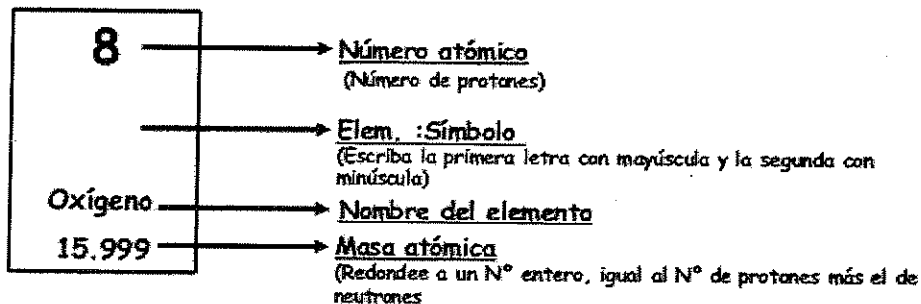
10-

Nombre. _____

curso: _____

Decodificando la tabla periódica

Instrucciones: Complete toda la información faltante para cada elemento de la tabla periódica.



79
AU
Gold
196.967

N° atómico	
Masa atómica	
Elem. : Símbolo	
N° protones	
N° neutrones	
N° electrones	

6
C
Carbono
12.011

N° atómico	
Masa atómica	
Elem. : Símbolo	
N° protones	
N° neutrones	
N° electrones	

<u>11</u>
Sodium
22.989

N° atómico	
Masa atómica	
Elem. : Símbolo	
N° protones	
N° neutrones	
N° electrones	

35
<u> </u>
Bromine
79.904

Atomic #	
Masa atómica	
Elem. : Símbolo	
N° protones	
N° neutrones	
N° electrones	

Decodificando la tabla periódica

Próximos SlideShares

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 - @mrsdurene
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 - @naval9
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

