Name_____

Date_____

Teacher_____

Campus_____

6th GRADE

Week One

April 6 -April 10

Mount Pleasant ISD

FICTION IN A FLASH
super-short stories to make you think

The ROACH

SPOTLIGHT ON

FIGURATIVE LANGUAGE

Authors use figurative language to bring their writing to life. In this story, you will find:

Onomatopoeia: words imitating the sounds they describe. Examples: *hiss, buzz, woof*

Simile: compares two unlike things to show a quality or aspect of one of those things. Similes use *like* or *as*. Example: *Stephen's voice sounds like melted chocolate.*

Metaphor: works just like a simile, but without using *like* or *as*. Example: *Stephen's voice is melted chocolate.*

Directions:

1. Underline one metaphor.
2. Put a star next to two similes.
3. Circle three examples of onomatopoeia.

For more help with figurative language, go to Scope Online.

Whoosh. A whisper of wind across her cheek jolted Mona awake. As she blinked in the darkness, she felt a tickle on her forehead. She thought about turning on the light, but then she'd have to face the facts. So she lay still, her heart thumping so loud it shook the bed.

Here were the facts:

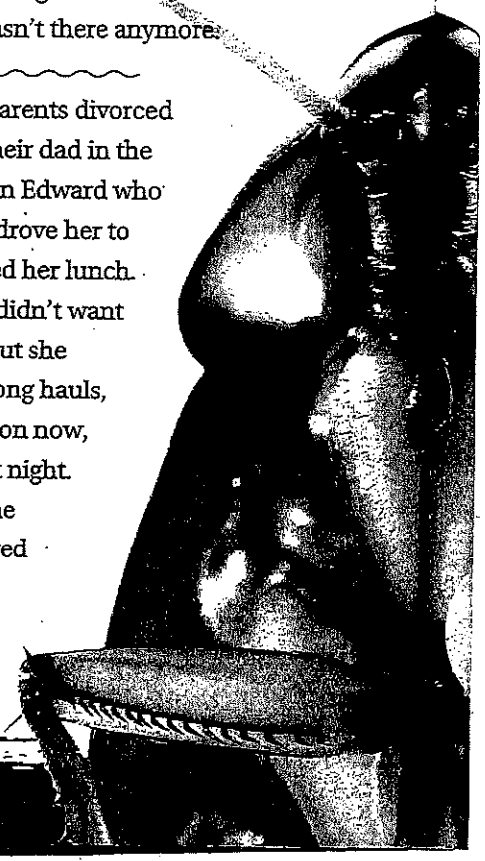
1. A cockroach just scurried across her face.
2. Yesterday, her brother, Edward, left for college.
3. Mona didn't know which was worse.

Mona's house was **infested** with roaches, like all the houses in her neighborhood were. Just that morning, a roach had dropped like a bomb from the faucet while Mona brushed her teeth. Unfortunately, the exterminator couldn't come for another three days. In the meantime? The roaches *multiplied*. They scattered by the dozens when the porch light flicked on. They lurked in cupboards and shoes and under pillows and sinks.

Edward had made it his mission to search and destroy the invaders. Sometimes he stomped on them. With a sickening *pop!* they'd explode into what looked to Mona like tiny piles of mashed potatoes. Sometimes he whacked them with a spatula. Once, he smashed one with his bare hand, then scraped bits of mangled **exoskeleton** into the trash, as if scraping food off a plate.

As Mona lay in bed, imagining the roach **skittering** around in her room on its sticky legs, she thought about springing out of bed to get Edward. Then she remembered: He wasn't there anymore.

Ever since their parents divorced and they only saw their dad in the summers, it had been Edward who cleaned up messes, drove her to piano lessons, packed her lunch. Not that their mom didn't want to do those things. But she drove a rig, and on long hauls, like the one she was on now, she wasn't around at night. She'd roll home in the morning, her eyes tired but her smile bright. **Inevitably**, Edward had a pot of coffee brewing for her.

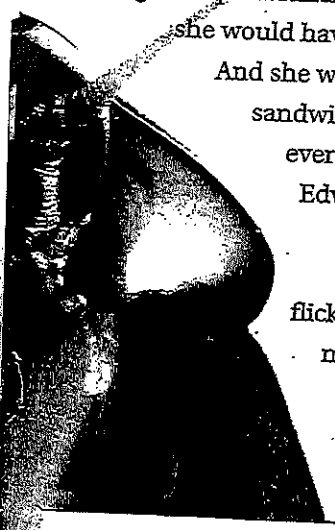


If Mona can face this, she can face anything.

By Kristin Lewis

On those early mornings, Edward and Mona would sit at the kitchen table, waiting for their mom and talking about all the adventures they'd have someday. They said they'd explore ancient temples in Cambodia, see penguins in Antarctica, trek through the Amazon rainforest. It had never occurred to Mona that Edward would leave and have an adventure without her. Which was silly, Mona now understood. He was five years older than her, after all.

Mona thought about Edward's **dinky** car stuffed with clothes and bedding, the Steph Curry poster she gave him, and probably, let's be honest, a few **stowaway** roaches. She thought about how Edward wasn't around anymore to brew coffee and smash bugs and pack lunches. She thought about how she would have to do those things now. And she wondered if a peanut butter sandwich she made herself could ever taste as good as one that Edward made.



Mona took a breath and flicked on the light. A shadow moved in the corner of her eye; she spied the caramel curve of a wing **protruding** from the bottom of her backpack. Should she step on the roach? Throw a book at it? Pack her things and move to Iceland?

Mona grabbed an empty glass from her nightstand and perched at the foot of her bed—a cat waiting to pounce. For one agonizing moment, Mona and the roach remained perfectly still, locked in a deadly game of who-would-move-first.

And then, Mona sprang into the air. She kicked her backpack out of the way. The roach took off, a missile shooting across the floor. But Mona was faster. She brought the glass down—*thud!* The roach was trapped.

As Mona watched it struggle, slamming itself against the sides of the glass in a **frenzy**, something strange happened. The roach didn't seem so gross. What had the roach ever done to her? It wasn't its fault it was there. It was just doing what roaches do.

Carefully, Mona slid a sheet of paper under the glass and flipped it over. The roach stopped moving. Maybe it knew what was about to happen.

A few moments later, Mona stood on the front lawn. Purple and pink streaked across the early-morning sky, like paint on an infinite canvas. Soon, Mona knew, the colors would be gone and the day would begin.

She bent down and pulled the paper off the glass. The cockroach crawled out and lifted its antennas, smelling its freedom. Then it bolted into the dawn.

Suddenly, Mona remembered an old saying her mom had tacked on the fridge: *Don't cry because it's over; smile because it happened.*

Mona turned back. Her mom would be home soon, and Mona would have coffee waiting for her. And as the warm, comforting smell filled the house, she would think of all those early mornings with Edward.

And smile. ●

Name: _____ Date: _____

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

Vocabulary:

"The Roach"

1. **dinky** **(DING-kee)** *adjective*; Something dinky is very small and not appealing. A dinky hotel room is unpleasantly small and not very nice. A dinky town has just a few buildings and probably doesn't get many tourists.

2. **exoskeleton** **(ek-soh-SKEL-uh-tuhn)** *noun*; An exoskeleton is the hard outer covering of an animal, such as a beetle or a crab, that supports and protects the creature's body. *Exoskeleton* means "outside skeleton."

3. **frenzy** **(FREHN-zee)** *noun*; A frenzy is a feeling of great excitement or a lack of control. A family might be in a frenzy when packing for a move or a big trip. Fans of a movie series might be in a frenzy when the latest installment comes out.

4. **inevitable** **(in-EV-ih-tuh-buhl)** *adjective*; Something inevitable is sure to happen and can't be avoided. For example, it is inevitable that people get older as time passes. Feeling tired is inevitable if you stay up really late but still get up at your usual time.

5. **infest** **(in-FEST)** *verb*; To infest is to invade or spread over something in large numbers and in a way that causes harm. One ant cannot infest a kitchen cupboard, but dozens of ants could. One rat cannot infest a city, but hundreds of rats could.

6. **protrude** **(proh-TROOD)** *verb*; Something that protrudes sticks out. Spines protrude from a porcupine's back. When you pout, your lower lip protrudes.

7. **skitter** **(SKIT-uhr)** *verb*; To skitter is to move in a way that is light and quick. Beetles might skitter around on the floor. Dead leaves might skitter across the street, blown by the wind.

8. **stowaway** **(STOH-uh-way)** *noun*; A stowaway is someone or something that hides in an effort to take a trip without others knowing. Stowaways are often unwelcome. They travel in secret to avoid paying or getting into trouble.

Vocabulary Practice

"The Roach"

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

infest	**skitter**	**inevitable**	**dinky**	**stowaway**	**protrude**

1. "I need more than this one tiny piece of pizza for lunch!" said Tina.

_____

2. Mason had a bad fall off his bike that left him with a bone sticking out of his arm.

_____

3. Lydia's little brother tried to sneak into her luggage as a hitchhiker before she left for her trip.

_____

4. It seemed certain that Sydney and Alexa would become friends—they had so much in common!

_____

Directions: Choose the best answer to each question.

5. Which would more likely skitter?

Ⓐ a mouse
Ⓑ a bear

6. Which would more likely create a frenzy?

Ⓐ a celebrity sighted walking through a store
Ⓑ a discount on bananas at the grocery store

7. Which has an exoskeleton?

Ⓐ a rhinoceros
Ⓑ a ladybug

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

8. inevitable

Ⓐ unavoidable
Ⓑ unlikely

9. infest

Ⓐ escape
Ⓑ overrun

10. frenzy

Ⓐ peace
Ⓑ craziness

SCHOLASTIC SCOPE

Fiction In a Flash: Figurative Language
"The Roach," pages 24-25
March 2020

Name: _____ **Date:** _____

Figurative Language

Authors use figurative language to bring their writing to life. This activity focuses on three types of figurative language: onomatopoeia, metaphor, and simile. **Directions:** Read "The Roach." Then fill in the charts below.

An **ONOMATOPOEIA** is a word that when spoken aloud imitates the sound it is describing.

Example:

Aaron dropped the pot with a clang.

The onomatopoeia *clang* imitates the sound of a metal pot hitting the floor.

A **METAPHOR** is a comparison of two unlike things to illuminate a particular quality or aspect of one of those things.

Example:

Karen is a ray of sunshine.

This metaphor compares Karen to a ray of sunshine. It suggests that Karen is cheerful, happy, warm, hopeful—qualities we associate with the sun.

Metaphors state that one thing *is* something else; they do not use the words *like* or *as*.

A **SIMILE** is a comparison of two unlike things to illuminate a particular quality or aspect of one of those things; similes use *like* or *as*.

Example:

Randy's singing voice is like melted chocolate.

This simile compares Randy's voice to melted chocolate. It suggests that Randy's voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate.

Onomatopoeia

1A. Find three lines in "The Roach" that contain onomatopoeia. Write them down and circle the onomatopoeia in each.

1.

2.

3.

B. How does the use of onomatopoeia add to the story?

2. Write a sentence of your own that contains onomatopoeia.

Metaphor	
3A. Find a metaphor in "The Roach" and write it here.	**B.** What two things does the metaphor you found compare? What quality or aspect of one of the things does the comparison illuminate?
4A. Complete the sentence below to write your own metaphor. **The snow** _____ _____ _____ _____	**B.** What two things does your metaphor compare? What quality or aspect of snow does the comparison illuminate?

Simile	
5A. Find a simile in "The Roach" and write it here.	**B.** What two things does the simile you found compare? What quality or aspect of one of the things does the comparison illuminate?
6A. Complete the sentence below to write your own simile. **Lee moved across the room** _____ _____ _____	**B.** What two things does your simile compare? What quality or aspect of how Lee moved does the comparison illuminate?

Example Sheet
April 6

6th Grade math

Name: ______________________ **Skills Practice – 6th Grade**

Convert $8\frac{2}{5}$ to an improper fraction. $8\frac{2}{5} = \frac{42}{5}$	Convert 0.65 to a fraction. $\frac{65}{100} \div 5 = \frac{13}{20}$	Convert $\frac{3}{10}$ to a decimal. .3	Convert $\frac{22}{6}$ to a mixed number. $3\frac{4}{6} \div 2 = 3\frac{2}{3}$
Put these numbers in order from G to L. 0.5 $\frac{1}{4}$ 1.25 $\frac{2}{10}$ convert to all decimals .5, .25, 1.25, .2	Convert $\frac{1}{4}$ to a decimal. .25 or $\frac{1}{4} \times 25 = \frac{25}{100}$	573 • 29 = 573 x 29	698 ÷ 23 = 23)698

G – L 1.25, .50, .25, .2

1. A company distributes balloons in packages of 36. If Mary wants 7,848 balloons for her school carnival, how many packages will she buy?

   36)7848

2. Each of the 316 students at Richardson Elementary ate a bag of carrots for snack today. The bags of carrots contain 45 calories per bag. How many total calories did the students at Richardson Elementary consume during snack time today?

   316 x 45

3. Emily has $\frac{1}{2}$ of a pizza leftover from a party. If she and 3 friends share the leftover pizza, what fraction of the original pizza would each girl receive? (4 people)

   $\frac{1}{2} \div 4$

   $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$ Each girl receive $\frac{1}{8}$ of the pizza.

4. Claire purchased lemons for a lemonade stand. If lemons cost $0.38 each, how much did Claire pay for 48 lemons?

   48 x .38 — decimal place value (2)

April 6 Week

Name: _____ **Skills Practice – 6th Grade**

Convert $\frac{1}{2}$ to a decimal.	Convert 0.75 to a fraction.	Convert $4\frac{3}{8}$ to an improper fraction.	Convert $\frac{23}{4}$ to a mixed number.
Put these decimals in order from G to L. 0.1 0.099 0.11 0.9	Convert $\frac{1}{10}$ to a decimal.	528 • 37 =	1,242 ÷ 15 =

1. At a school, there are 704 desks to place into 22 classrooms. If the same number of desks are placed in each classroom, how many desks will be in each room?

2. The price of a meal at a local restaurant is $7.45. If a family purchases 6 of these meals, what will their total bill be, not including tax?

3. Kendall has $50 to spend at the mall. She spent $14.75 on a shirt, $6 on socks, and $18.99 on a pair of pants. How much money does Kendall have left?

4. Matthew has a goal of saving $96.20. He will save the same amount each week for 13 weeks. How much money will Matthew need to save each week in order to meet his goal?

Name: _____ **Skills Practice – 6th Grade**

Put these fractions in order from L to G. $\frac{5}{8}$ $\frac{3}{4}$ $\frac{1}{2}$ $\frac{1}{4}$	Convert 0.2 to a fraction.	Convert $\frac{1}{4}$ to a decimal.	Convert $\frac{18}{5}$ to a mixed number.
Convert $2\frac{5}{6}$ to an improper fraction.	Convert 0.50 to a fraction.	$268 \div 13 =$	$2{,}806 \bullet 423 =$

1. The auditorium at Richardson High School holds 468 people. If there are 18 seats on each row, how many rows are in the auditorium?

2. Max has a 14-pound bag of dog food to feed his dog. If he feeds his dog $\frac{1}{8}$ pound of dog food each day, how many days will the bag of food last?

3. A golf course ordered 87 boxes of golf balls to restock the driving range. Each box contained 135 golf balls. How many golf balls did the golf course order in all?

4. Mrs. Allen ran $2\frac{3}{5}$ miles on Saturday and $3\frac{2}{3}$ miles on Sunday. How many more miles did Mrs. Allen run on Sunday than on Saturday?

Name: _____ **Skills Practice – 6th Grade**

Put these decimals in order from L to G. 0.5 0.49 0.388 0.52	Convert $\frac{7}{10}$ to a decimal.	Convert 0.25 to a fraction.	Convert $\frac{32}{7}$ to a mixed number.
Convert $1\frac{4}{9}$ to an improper fraction.	Convert $\frac{12}{4}$ to a mixed number.	5,000 – 298 =	477 • 26 =

1. A grocery store purchased 209 cartons of eggs to sell to customers. Each carton contained a dozen eggs. How many eggs did the grocery store purchase?

2. Mrs. Armstrong is making trail mix. She used $2\frac{1}{2}$ cups of chex mix, $\frac{3}{4}$ cup of raisins, and $1\frac{5}{8}$ cups of peanuts. How many cups of trail mix did Mrs. Armstrong make with all of the ingredients?

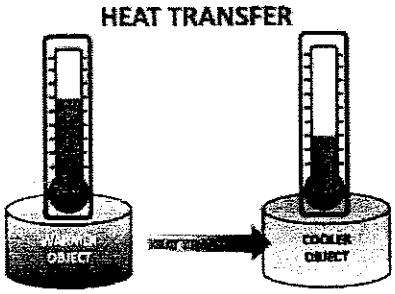
3. Kevin bought 8 songs online. Each song costs the same amount. He spent $15.92. How much did each song cost?

4. There are 1,488 sixth graders from Richardson ISD on a field trip at the Perot Museum. They are split into groups of 12 to visit the exhibits. How many groups did they make?

Name: Period: Date:

Heat Transfer: Conduction, Convection, and Radiation

What is heat? How does heat transfer?



Heat is the movement of thermal energy from an area of higher temperature to an area of lower temperature. There are three methods of heat transfer: conduction, convection, and radiation.

Conduction: Heat transfer in solids and between particles that contact each other

Conduction happens mostly in solids. If you hold a metal rod in a candle flame, heat will move from the hot end all the way over to the end you are holding. If you put a metal spoon in a bowl of soup, heat will move up the spoon from the soup toward the end that is in the air.

Conduction also happens when two different solids touch each other. If you chop some onions and put them in a frying pan, the onions will be heated by the pan. If you touched the pan with your bare hand, it would feel very hot!

How does conduction happen?

Conduction happens because heated particles (atoms and molecules) vibrate faster when they are heated. To vibrate means to move in place, and as particles of solids gain heat energy they vibrate fast enough to bump into the particles next to them and transfer some of the energy to the next particle. Heat energy moves from one particle to the next, on and on, until heat moves all the way through a solid.

Conduction can also happen when a liquid contacts a solid, or even when a gas contacts a solid. How? The particles of a heated liquid or gas bump into the particles of the solid, making the solid's particles vibrate faster.

Convection: Heat transfer by movement of heated particles from one place to another

The word convection sounds almost the same as the word conduction. There are only two letters that are different! But conduction and convection are really different processes. In

convection, heat actually moves with particles of matter. The matter carries the heat from one place to another.

Convection happens only in liquids and gases. Why? Because liquids and gases are the only states of matter in which particles can move from one place to another. When particles of liquids or gases are heated, they move faster. As they begin to move faster, they also move further apart. This makes them less dense, because density is the amount of matter in a certain amount of space. As you know, less dense things float, they way a rubber ducky floats in a bathtub.

That less dense liquid or gas rises, again because it is less dense. As it moves, it carries heat energy with it.

You have experienced this in your own life. Have you noticed that the upper floors of your house or apartment are warmer than the lower floors? That is because the heated air in your house rises with convection.

Radiation: Heat transfer without matter

Radiation is heat transfer as pure energy, energy that is carried in waves and not through matter. Radiation van travel through empty space. The sun's heat travels through space and reaches us through radiation.

You also feel radiation on Earth. When you stand by a fire, heat travels from the fire and warms the side of you that is facing the fire. The side away from the fire stays cold, because radiation travels in straight lines away from the fire.

Radiation warms dark colors more than light colors. Sunlight can enter a parked car and warm it during the summer. The radiation from the sun is absorbed by the dark colors inside the car. A car can really heat up on a sunny summer day!

Check your understanding:

1. Write the definitions of conduction, convection, and radiation.

2. Find one example of each type of heat transfer in the reading. Then, come up with one definition on your own.

Emails: mmartinez@mpisd.net lmcdaniel@mpisd.net, wmanzano@mpisd.net c.freeman@mpisd.net [illegible]@mpisd.net

What is density? Two boxes are placed side by side. You do not know what is inside the two boxes. You pick up each of them and can feel that one is heavier than the other. One box is filled with tennis balls, the second box is filled with baseballs. Why are the baseballs harder to pick up? The box with baseballs will be much harder to pick up because it has more mass. Even though the tennis balls and the baseballs are the same size, they are made up of different masses.

How can objects have the same size but a different mass?

All matter is made up of atoms. All atoms have mass, but some atoms can be more massive than others. The more massive the atom, the greater its mass. Thinking about the tennis and baseball example above, the baseball has atoms that are more massive. The atoms in the baseball are dense, which means they are heavy for the amount of space they are taking up. These atoms are packed more tightly together than the tennis balls which is why they are harder to pick up.

Density. Density is the amount of mass of a material within a certain volume. Scientists have already determined the density of many common materials. A chart of these materials can be found on the following page. Density is a physical property of matter. Knowing the density of a substance can help us to identify a material. If you have a piece of metal but you aren't sure what type of metal it is, knowing the density can help you to narrow down the possibility of what it could be. Looking at the chart to the left, iron and gold are both metals yet they have different densities.

Measuring the density of a solid.

It is possible to measure how dense a material is. Knowing the state of matter of the object will determine how to find the density. To determine the density of a solid object, you need to find out its mass and volume. You can find the mass by using a triple beam balance. Once you have found the mass, you need to calculate the volume. If it is a regularly shaped object, like a cube, cylinder, or sphere, you can calculate using a mathematical formula. You can determine the volume of an irregularly shaped object, like a rock, using a graduated cylinder. Once you have determined the mass and volume of the object, you will divide the two numbers to determine the density. The unit will be grams per cubic centimeter.

Step 1: Find the mass.

Step 2: Find the volume.

Step 3: Find the density.

$$\text{Density: } \frac{\text{Mass}}{\text{Vo}}$$

Measuring the density of a liquid

Similar to a solid, in order to determine the density of a liquid, you need to know the mass and volume of the liquid. To figure this out, you will need a graduated cylinder, a scale or balance, and the liquid.

Step 1: Find the mass by putting the empty graduated cylinder on top of a triple beam balance.

Step 2: Find the volume, put exactly 10mL of water in the graduated cylinder. This is its volume.

Step 3: Find the mass by putting the 10mL graduated cylinder on the balance. Subtract the two masses. Use this number as your mass to calculate the formula.

Step 4: Calculate the density by plugging in the numbers to the density formula below.

$$\text{Density: } \frac{\text{Mass}}{\text{Volume}}$$

1. Which material is more dense than iron?

   a. water b. aluminum c. gold

2. The density of water is

   a. 1 gram b. 1 gram per square centimeter c. 1 gram per cubic centimeter

3. Different materials have

a. the same density b. different densities

c. a density of 1 gram per cubic centimeter

4. To determine the density, you must know the

a. shape and color b. shape and mass

c. mass and volume

5. When a pencil is broken in half, the density of each half

   a. is doubled b. is cut in half

   c. remains the same

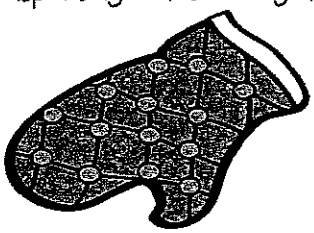
6. Why is it important to know the density of a material?

ENERGY TRANSFER

Conduction, Convection & Radiation

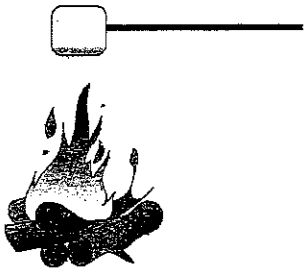
Directions: Choose the BEST energy transfer option for the pictures below.

An oven mitt gets warmer while transporting a hot baking dish



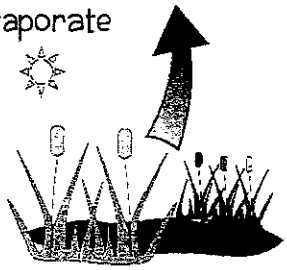
_____

Marshmallow heats **over** a fire



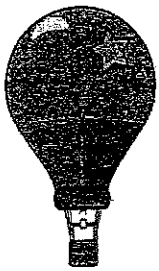
_____

The sun causes water in a pond to evaporate



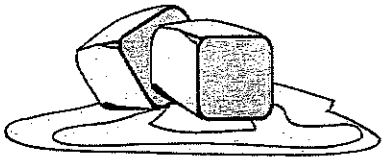
_____

Hot air inflates a hot air balloon



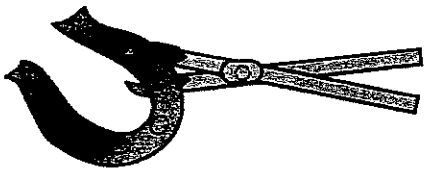
_____

Heat from the table is absorbed by ice cubes.



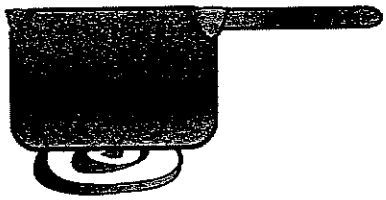
_____

A hot horseshoe transfers heat to the tongs



_____

A pot sitting on a hot burner



_____

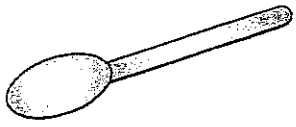
A bowl of oatmeal cools

_____

Water is warmed **over** a fire

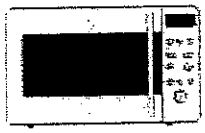
_____

A spoon gets warmer after sitting in a bowl of soup



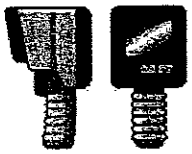
_____

A microwave heats food using microwaves via the Electromagnetic Spectrum



_____

An infrared heat sensor detects body heat



_____

¿Cómo se determina la densidad?

Las unidades de densidad consisten en una unidad de masa dividida por una unidad de volumen. Por lo general, las unidades que se usan para la densidad son los gramos por centímetro cúbico (g/cm^3) para los sólidos y los gramos por mililitro (g/mL) para los líquidos. En otras palabras, la densidad es la masa en gramos dividida por el volumen en centímetros cúbicos o mililitros.

Para hallar la densidad de un objeto (D), debes hallar su masa (m) y su volumen (V). Luego usa la siguiente fórmula para calcular la densidad del objeto.

$$D = \frac{m}{V}$$

La densidad del agua es 1 g/mL (g/cm^3). Todos los objetos que tengan una densidad mayor a 1 g/mL se hundirán en el agua, y los que tengan una densidad menor a 1 g/mL flotarán. Por esta razón, resulta útil conocer la densidad de un objeto. El siguiente problema de ejemplo muestra cómo calcular la densidad de una roca volcánica denominada piedra pómez.

La piedra pómez y la obsidiana son dos rocas volcánicas ígneas con densidades muy diferentes.

Práctica matemática

Problema de ejemplo

La piedra pómez es una roca volcánica ígnea que se forma cuando la lava se enfría rápidamente. ¿Cuál es la densidad de un trozo de piedra pómez que pesa 49.8 g y tiene un volumen de 83 cm^3?

Identifica

A. ¿Qué sabes?

masa = 49.8 g, volumen = 83 cm^3

B. ¿Qué quieres saber? La densidad

Planea

C. Escribe la fórmula: $D = \frac{m}{V}$

D. Sustituye los valores dados en la fórmula:

$$D = \frac{49.8\ g}{83\ cm^3}$$

Resuelve

E. Divide: $\frac{49.8\ g}{83\ cm^3} = 0.6\ g/cm^3$

F. Comprueba que tus unidades coincidan: Las unidades dadas son gramos y centímetros cúbicos y la medida hallada es la densidad. Por lo tanto, las unidades deben ser g/cm^3. Las unidades coinciden.

Respuesta: 0.6 g/cm^3

Inténtalo

15 Calcula La obsidiana es otro tipo de roca ígnea. ¿Cuál es la densidad de un trozo de obsidiana que tiene una masa de 239.2 g y un volumen de 92 cm^3?

Identifica

A. ¿Qué sabes?

B. ¿Qué quieres saber?

Planea

C. Escribe la fórmula:

D. Sustituye los valores dados en la fórmula:

Resuelve

E. Divide:

F. Comprueba que tus unidades coincidan:

Respuesta:

WEEK 3 –APRIL 6 – APRIL 10
6TH GRADE LESSONS

ART

The art students will watch a video on how to make themselves into a Superhero.
https://www.youtube.com/watch?v=UUJBzRqtgr4
https://www.youtube.com/watch?v=iGxu8IBap8M

COMPUTER

Students can finish their lessons on www.code.org. If you are finished with your lessons or do not have access to the internet, you can create a robot using recyclable materials. If there are any questions, please email me at tflores@mpisd.net. Thank you.

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.

CHOIR

I will post additional recordings of Parts of our music on REMIND for practice at home. Don't quit singing!!!

If you have internet access, create a free account on Noteflight or use the account created previously to notate major scales in the keys of C, D, F, and G. I will be available to help talk you through using the application during the week.

DANCE

Please join Mrs. Beasley's Remind. The class name is Dance 2019-2020, and the class code is @dkd837. ****CHALLENGE* I challenge you to come up with your own original choreography for "A Friend Like Me" or another song of your choice. You may be able to send videos through remind if you log on through a computer. Have fun, enjoy time at home, and always remember that I love you guys!***

Do some type of stretching everyday, if possible. Below is a link to a good yoga video…
https://www.youtube.com/watch?v=KsVwAs9LriQ
…and 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
Continue to practice Rolex
https://www.youtube.com/watch?v=wGxOG46lXBw&t=73s
https://www.youtube.com/watch?v=885p-EbHfig
****If you are in Sally Walker, please practice (with our changes)****

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.*

April 13-18: 6th Grade Beginner Band

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

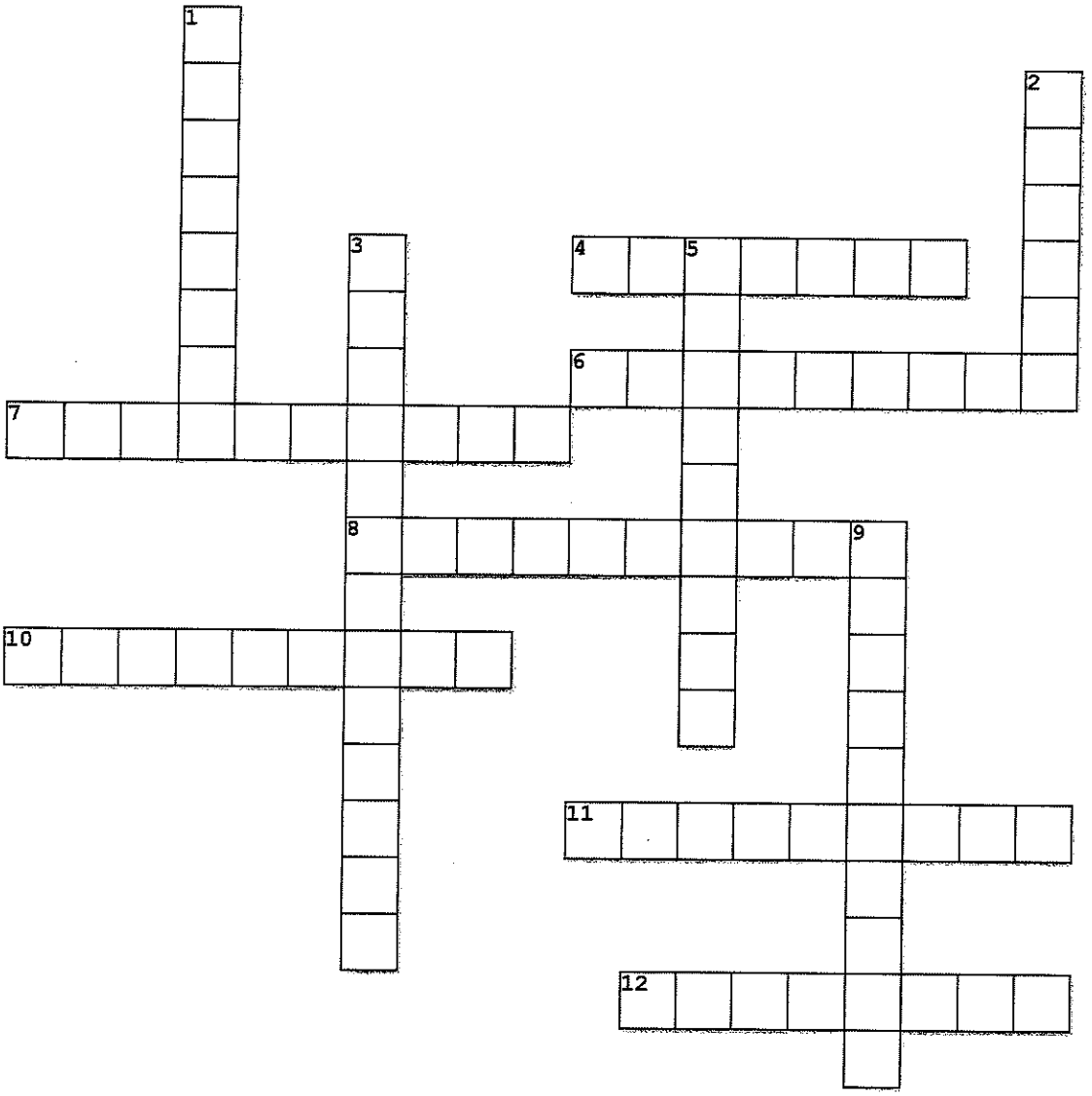
Practice Day	CIRCLE ALL THAT APPLIES	TIME
Mon-Crazy Socks Day	Lip Slurs Scales March Boogie Lines pg5-19	
Tues-Black & Gold Day	Lip Slurs Scales March Boogie Lines pg5-19	
Wed-Band T-Shirt Day	Lip Slurs Scales March Boogie Lines pg5-19	
Thurs-Hat Day	Lip Slurs Scales March Boogie Lines pg5-19	
Fri-Crazy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

Dual Language Assignments

Nombre:_____

La Bamba vocabulario

Completa el crucigrama a continuación



Created using the Crossword Maker on TheTeachersCorner.net

Aglomerar Multitud Atenuar Carraspear Disimulo Estropear Estallido Fonomímica Reverencia Preámbulo Elenco Farmacéutico

Across

4. Disminuir la intensidad o fuerza de algo:
6. Explosión de algo con gran ruido y estruendo
7. el arte que ostenta un individuo de mover la boca fingiendo la reproducción de una voz, propia o ajena, previamente grabada.
8. Emisión de una tos ligera para aclarar la garganta y evitar el enronquecimiento de la voz.
10. Lo que se dice antes de dar principio a la materia principal.
11. Reunir o acumular un gran número de cosas o personas de forma desordenada
12. Gran cantidad de gente.

Down

1. Capacidad con que se oculta lo que se siente, se sabe o se planea, para que los demás no se den cuenta
2. Conjunto de actores que forman una compañía teatral o que intervienen en una obra
3. Persona que ejerce la farmacia o se dedica a expender y preparar medicamentos en una farmacia.
5. Malograr o hacer que fracase un plan, proyecto, asunto, situación, etc.
9. Inclinación hacia adelante de la parte superior del cuerpo que se hace en señal de respeto.

Analiza y enriquece

1- (A) ¿Por que se ofreció Manuel a salir en el programa de talentos? (B) ¿Como cambian sus sentimientos sobre salir en el programa de talento durante el cuento?
2- ¿Que revela el recuerdo de Manuel sobre su proyecto de la linterna de la semana de ciencia acerca el?
3- ¿Que lección aprendio Manuel después de su actuación en el programa de talentos?

Escritura creativa A medida que se acerca el programa de talento Manuel se pone mas y mas nervioso sobre su actuación en "La Bamba". Piensa en alguna vez que tuviste que participar en algo, por ejemplo, una obra de teatro , un juego de deportes, una ceremonia. Piensa en como te sentiste antes de tener que salir. Estabas nervioso? Confiable? Con miedo? Escribe una narrativa personal sobre el evento y tus sentimientos antes, durante y después de tu actuación. Cuenta los eventos en orden cronológica y incluye detalles descriptivos al igual que tus propios pensamientos y sentimientos. Ten en cuenta que una narrativa personal dice una historia sobre un evento en la vida de alguien, mientras que una autobiografía usualmente cubre la vida completa de una persona. Asegúrate que tu escritura este enfocada en un solo evento en vez de incluir muchos detalles sobre tu vida que puedan distraer de la narrativa.

Compara y contrasta En la próxima grafica Compara y contrasta el personaje de Manuel antes y después de su actuación en el programa de talento. Considera las siguientes preguntas: ¿Por que estaba nervioso Manuel? ¿Por que crees que a la audiencia le gusto la actuación de Manuel? ¿Crees que Manuel se ofrecerá para salir en le programa de talentos del próximo ano? ¿Por que si, o por que no?

Name/Nombre_____ Class/Clase _____ Date/Fecha_____

The Eurasian Republics/Las repúblicas de Eurasia

Section/Sección 1

MAIN IDEAS/IDEAS PRINCIPALES

1. Key physical features of landlocked Central Asia include rugged mountains./ Las características físicas clave de Asia Central, que no tiene salida al mar, incluyen las montañas escarpadas.
2. Central Asia has a harsh, dry climate that makes it difficult for vegetation to grow./Asia Central tiene un clima difícil y seco que hace que a las plantas les resulte difícil crecer.
3. Key natural resources in Central Asia include water, oil and gas, and minerals./Los recursos naturales clave de Asia Central incluyen el agua, el petróleo, el gas y los minerales.

Key Terms and Places/Lugares y palabras clave

landlocked/sin salida al mar completely surrounded by land with no direct access to the ocean/completamente rodeado por tierra, sin acceso directo al océano

Pamirs/Pamires some of Central Asia's high mountains/algunas de las montañas altas de Asia Central

Fergana Valley/valle de Fergana large fertile valley in the plains region of Central Asia/gran valle fértil de la región de llanuras de Asia Central

Kara-Kum/Kara Kum desert in Turkmenistan/desierto ubicado en Turkmenistán

Kyzyl Kum/Kyzyl Kum desert in Uzbekistan and Kazakhstan/desierto ubicado en Uzbekistán y Kazajstán

Aral Sea/mar de Aral sea that is actually a large lake, which is shrinking due to irrigation/mar que en realidad es un lago grande, que está perdiendo su volumen debido a la irrigación

Section Summary/Resumen de la sección

PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS

Central Asia, the middle part of the continent, is **landlocked.** In the region's east, there are rugged, high mountains. Large glaciers are common in the high mountains. One area of high mountains is called the **Pamirs.**/Asia Central, la parte media del continente, **no tiene salida al mar.** En el este de la región hay montañas altas y escarpadas. Grandes glaciares son comunes en las montañas

What two factors make Central Asia isolated?/¿Qué dos factores hacen que Asia Central se encuentre aislada?

_____

_____

altas. Un área de altas montañas se conoce como los **Pamires.**

Because it is landlocked and has such rugged land, Central Asia is isolated. Communication and travel are difficult. The area also has many earthquakes./Debido a que no tiene salida al mar y tiene un terreno tan accidentado, Asia Central se encuentra aislada. La comunicación y el transporte resultan difíciles. En el área también hay muchos terremotos.

Underline the sentence that names two important rivers in Central Asia./Subraya la oración que nombra dos ríos importantes de Asia Central.

From the mountains, the land slowly slopes down to the Caspian Sea in the west. Some land there is 95 feet (29 m) below sea level. The land between the sea and mountains is plains and plateaus. The fertile **Fergana Valley** is in the plains./Desde las montañas, la tierra desciende gradualmente hacia el mar Caspio al oeste. Allí, algunas partes del terreno están a 95 pies (29 m) por debajo del nivel del mar. Las tierras entre el mar y las montañas son llanuras y mesetas. El fértil **valle de Fergana** está en las llanuras.

Central Asia also has some rivers and lakes. Two important rivers are the Syr Darya (sir durh-YAH) and the Amu Darya (uh-moo duhr-YAH)./ Asia Central también tiene algunos ríos y lagos. Dos ríos importantes son el Syr Darya y el Amu Darya.

They make the Fergana Valley fertile. The rivers flow into the Aral Sea, which is really a large lake. Lake Balkhash is also an important lake. It has freshwater at one end and salty water at the other./Estos ríos hacen que el valle de Fergana sea fértil. Los ríos confluyen en el mar de Aral, que en realidad es un lago grande. El lago Baljash también es un lago importante. Tiene agua dulce en un extremo y agua salada en el otro.

Circle the name of the sea that is really a large lake./ Encierra en un círculo el nombre del mar que en realidad es un lago grande.

CLIMATE AND VEGETATION/CLIMA Y VEGETACIÓN

Most of Central Asia has a harsh, dry climate. Temperatures range from very cold to very hot, and there is not much rain. It is hard for plants to grow./La mayor parte de Asia Central tiene un clima difícil y seco. Las temperaturas varían de muy frías a muy calurosas y no llueve mucho. A las plantas les resulta difícil crecer.

Underline the names of two major deserts in Central Asia./Subraya los nombres de dos desiertos importantes de Asia Central.

The mountain peaks are cold, dry, and windy. There are harsh desert areas between the mountains and sea. Two major deserts are the **Kara-Kum** and **Kyzyl Kum**. The deserts do have some sources of water. Some areas have rivers crossing them, which lets people live there. People use rivers to irrigate, or supply water to the land./ Los picos de las montañas son fríos y secos, y hay mucho viento. Hay difíciles áreas desérticas entre las montañas y el mar. Dos desiertos importantes son el **Kara Kum** y el **Kyzyl Kum.** Estos desiertos tienen algunas fuentes de agua. Algunas áreas tienen ríos que las atraviesan, lo que permite a las personas vivir allí. Estas personas usan los ríos para irrigar, o regar con agua la tierra.

Only the far north of Central Asia has a milder climate. Grasses and trees are able to grow there./ Sólo la parte ubicada más al norte de Asia Central tiene un clima más benigno. Allí, el pasto y los árboles pueden crecer.

NATURAL RESOURCES/RECURSOS NATURALES

Some of Central Asia's natural resources are water, oil, and gas. There is also a supply of minerals, such as gold, lead, and copper./Algunos de los recursos naturales de Asia Central son el agua, el petróleo y el gas. También hay minerales como el oro, el plomo y el cobre.

List some of Central Asia's natural resources:/Haz una lista de algunos de los recursos naturales de Asia Central:

_____

_____

_____

People use the Syr Darya and Amu Darya rivers to irrigate and make electricity. But water is limited. This has led to conflicts over how to use it. Also, irrigation has kept the rivers from

flowing into the **Aral Sea.** As a result, the sea has lost much of its water./La población usa los ríos Syr Darya y Amu Darya para irrigar y para generar electricidad. Pero el agua es limitada. Esto ha producido conflictos sobre cómo usarla. También, la irrigación ha evitado que los ríos lleguen al **mar de Aral.** En consecuencia, el mar ha perdido gran parte del agua.

Oil and gas can only help the region if the countries can sell it. There are no ocean ports to transport it, so they need to build and maintain pipelines. But this is hard because of the rugged land, as well as economic and political problems./ El petróleo y el gas sólo pueden ayudar a la región si los países pueden venderlo. No hay puertos en el océano para transportarlo, por lo que tienen que construir y mantener tuberías. Pero esto es difícil debido al terreno escarpado y a los problemas económicos y políticos.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Analyzing Information/ Pensamiento Crítico: Analizar información Write a fact sheet called *Central Asia: Tips for Hikers.* Include key facts that hikers to the region should know and a list of supplies they should bring./ Escribe una hoja de datos bajo el título "Asia Central: Guía del viajero". Incluye la información más importante para los que viajen a esa región y una lista de las provisiones que necesitarán para su travesía.

Aral Sea/ mar Aral	Caspian Sea/ mar Caspio	Fergana Valley/ valle de Fergana	Lake Balkhash/ lago Balkash
Kara-Kum/ Kara Kum	Kyzyl Kum/ Kyzyl Kum	landlocked/sin salida al mar	Pamirs/Pamires

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.

1. The _____ receives very little rainfall. (Kara-Kum/Fergana Valley)/El _____ recibe muy poca lluvia. (Kara Kum/valle de Fergana)
2. Large glaciers can be found in the _____. (Kyzyl Kum/Pamirs)/Se pueden hallar grandes glaciares en el/los _____. (Kyzyl Kum/Pamires)
3. The _____ is a major farming area in Central Asia. (Kara-Kum/Fergana Valley)/El _____ es un área importante de cultivo en Asia Central. (Kara Kum/valle de Fergana)
4. The _____ is located in Uzbekistan and Kazakhstan. (Caspian Sea/Kyzyl Kum)/El _____ se encuentra en Uzbekistán y Kazajstán. (mar Caspio/Kyzyl Kum)
5. The _____ has been devastated by the irrigation practices in Central Asia. (Aral Sea/Caspian Sea)/El _____ ha sido devastado debido a las prácticas de irrigación de Asia Central. (mar Aral/mar Caspio)

DIRECTIONS/INSTRUCCIONES Use at least four of the terms from the word bank to write a summary of what you learned in the section./Usa por lo menos cuatro de los términos del banco de palabras para escribir un resumen de lo que aprendiste en esta sección.