

Name _____

Date _____

Teacher _____

Campus _____

7th GRADE

Week Four

April 20-24

Mount Pleasant ISD

English

Name: _____ Class: _____

What is it about yawning?

By Christine Calder
2018

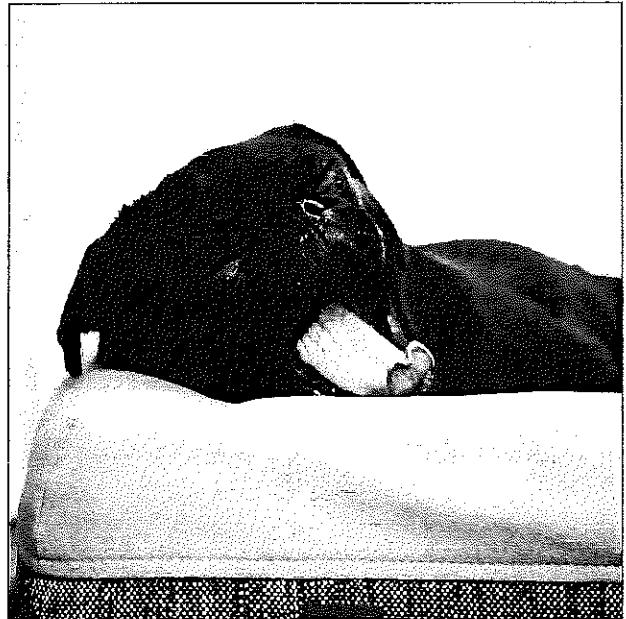
When do you yawn? Is it when you're tired or because of someone who is close by yawns? In this informational text, Christine Calder explores why humans and some animals yawn. As you read, take notes on what can cause someone to "catch" a yawn.

- [1] You know the feeling. It's impossible to resist. You just need to yawn.

A yawn consists of an extended gaping of the mouth followed by a more rapid closure. In mammals and birds, a long intake of breath and shorter exhale follows the gaping of the mouth, but in other species such as fish, amphibians, and snakes there is no intake of breath.

But what's behind a yawn, why does it occur?

In the past, people have had many hypotheses.¹ As far back as 400 B.C., Hippocrates thought yawning removed bad air from the lungs before a fever. In the 17th and 18th century, doctors believed yawning increased oxygen in the blood, blood pressure, heart rate and blood flow itself. More recently, consensus² moved toward the idea that yawning cools down the brain, so when ambient³ conditions and temperature of the brain itself increase, yawning episodes increase.



"Untitled" by Charles Deluvio is licensed under CC0

- [5] Despite all these theories, the truth is that scientists do not know the true biological function of a yawn.

What we do know is that yawning occurs in just about every species. It happens when an animal is tired. It can be used as a threat display in some species. Yawning can occur during times of social conflict and stress, something researchers call a displacement behavior.

And that wide-open mouth can be contagious, especially in social species such as humans, chimpanzees, bonobos, macaques, and wolves.

Watching someone yawn — heck, even reading about yawns — can lead you to yawn yourself. Why?

1. a proposed explanation for something based on limited evidence
2. a general agreement
3. relating to the immediate surroundings of something

Research on humans tells us that people who are more empathetic⁴ tend to be more susceptible to contagious yawning. When you see someone else yawn, the networks in your brain responsible for empathy and social skills are activated.

[10] Is yawning contagious for dogs, too? In 2011, U.K. biologists tested for contagious yawning between people and man's best friend. Although 5 of the 19 dogs they studied did yawn in response to an unfamiliar person's yawn, the researchers couldn't prove the yawns were contagious.

In 2013, cognitive and behavioral scientists at the University of Tokyo once again tested contagious yawning in canines⁵ while controlling for stress. This time the researchers found that dogs were more likely to yawn in response to a familiar person. They concluded that dogs can "catch" a yawn from humans and that yawning is a social rather than a stress-based behavior.

In 2014, University of Nebraska psychologists looked at contagious yawning in shelter dogs. They found that some dogs that yawned when exposed to human yawning had elevated cortisol levels — a proxy for stress. Levels of the cortisol stress hormone did not rise in dogs that didn't yawn in response to a human yawn. This finding suggests some dogs find human yawning stressful and others do not. More research is needed to evaluate this aspect of the human-dog relationship.

So the jury's still out on the true why of yawning. But when it comes to inter-species yawning, you can collect your own anecdotal⁶ data. Try an experiment at home: Yawn and see if your pet yawns back.

"What is it about yawning?" by Christine Calder, Mississippi State University, July 5, 2018. Copyright © The Conversation 2018, CC-BY-ND.

4. **Empathetic (adjective):** showing an ability to understand and share another person's feelings
5. dogs
6. based on personal accounts or observations rather than facts or research

Text-Dependent Questions

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

1. Which statement identifies the central idea of the text?
 - A. Scientists know more about the biological functions of yawning than why some social species “catch” yawns from each other.
 - B. Scientists believe that dogs are more likely to engage in contagious yawning because they are more empathetic than most humans.
 - C. While scientists do not know what causes yawning, they have found that people who yawn more frequently are often mentally and physically healthier.
 - D. While scientists have limited knowledge about why we yawn, studies have shown that people and animals can “catch” yawns from social interactions.

2. Which detail from the text best supports the answer to Part A?
 - A. “More recently, consensus moved toward the idea that yawning cools down the brain, so when ambient conditions and temperature of the brain itself increase, yawning episodes increase.” (Paragraph 4)
 - B. “When you see someone else yawn, the networks in your brain responsible for empathy and social skills are activated.” (Paragraph 9)
 - C. “In 2013, cognitive and behavioral scientists at the University of Tokyo once again tested contagious yawning in canines while controlling for stress.” (Paragraph 11)
 - D. “Levels of the cortisol stress hormone did not rise in dogs that didn’t yawn in response to a human yawn. This finding suggests some dogs find human yawning stressful and others do not.” (Paragraph 12)

3. Which of the following describes the author’s main purpose of the text?
 - A. to explore why people and animals yawn and how yawns are contagious
 - B. to prove that yawning is more of a biological function than a social one
 - C. to explain why scientists know so little about why humans yawn
 - D. to support the theory that yawning helps cool down the brain

4. How does the author’s discussion of the studies conducted on dogs contribute to the text?
 - A. It emphasizes how yawning and contagious yawning differs greatly between species.
 - B. It proves that social species have more in common than scientists initially realized.
 - C. It provides additional information on the possible causes for contagious yawning in other species.
 - D. It suggests that dogs are just as empathetic as humans because they experience contagious yawning.

5. What is the relationship between “catching” a yawn and social behavior?

Math

Integer Operations Practice

	Operation	Rule
1	ADD	If the signs are the SAME, add and keep the sign.
2	ADD	If the signs are DIFFERENT, subtract the numbers and take the sign of the number farthest from zero.
3	SUBTRACT	Copy, Change, Opposite. Then use the correct addition rule.
4	MULTIPLY	If the signs are the SAME, the answer is positive.
5	MULTIPLY	If the signs are DIFFERENT, the answer is negative.
6	DIVIDE	If the signs are the SAME, the answer is positive.
7	DIVIDE	If the signs are DIFFERENT, the answer is negative.

Problem	Write rule. *Subtraction problems will have TWO rules. Write both!!	Answer
$7 \cdot (-8)$	multiply Different signs/negative ans.	-56
$(12) + 5$	ADD Diff signs \nearrow subtract keep sign of bigger # $12 - 5 = 7$	-7
$(-16) \div (-2)$	Divide Same signs/positive ans	8
$4 - (-5)$	Subtract CCO $4 + 5$ ADD/same	9
$(-8) + (-3)$	ADD Same sign/keep sign	-11
$(-6) (-3)$	multiply same sign/pos ans	18
$25 \div (-5)$	Divide diff sign/neg ans	-5
$(-1) - (-10)$	Subtract CCO $-1 + 10$ ADD/diff signs	

- subtract
- sign of bigger

Integer Rules

ADD

Same Signs

Add and Keep the Sign

$$13 + 35 = 48$$

$$-5 + -23 = -28$$

Different Signs

Subtract and Take
Sign of
Number with Larger
Absolute Value

$$-6 + 10 = 4$$

SUBTRACT

Copy, change,
Opposite

Then ADD!

$$-6 - 12 =$$

$$-6 + -12 = -18$$

OR

$$-5 - (-2) =$$

$$-5 + (+2) = -3$$

MULTIPLY & DIVIDE

Same Signs

Positive Answer

$$-5 \times -5 = 25$$

Different Signs

Negative Answer

$$-6 \times 3 = -18$$

Notes on Decimals

Adding, Subtracting and Multiplying Decimals

When you add and subtract decimals, always line up the decimal point.

\$14.

\$1.40

<p>Add: $14 + 2.38$</p> $\begin{array}{r} 14.00 \\ + 2.38 \\ \hline 16.38 \end{array}$	<p>Add: $35.8 + 63.97$</p> $\begin{array}{r} \textcircled{1} \\ 35.80 \\ + 63.97 \\ \hline 99.77 \end{array}$
<p>Subtract: $21.5 - 0.45$</p> $\begin{array}{r} 21.50 \\ - 0.45 \\ \hline 21.05 \end{array}$	<p>Subtract: $35 - 9.1$</p> $\begin{array}{r} 35.0 \\ - 9.1 \\ \hline 25.9 \end{array}$
<p>To multiply decimals, multiply the problem as you normally would THEN count decimal places.</p> <p style="text-align: center;">Bigger # on top ↓ number</p>	<p>Multiply: $3.2(5.04)$</p> $\begin{array}{r} 5.04 \\ \times 3.2 \\ \hline 1008 \\ + 15120 \\ \hline 16128 \end{array}$
<p>Multiply: $0.4(3.02)$</p> $\begin{array}{r} 3.02 \\ \times 0.4 \\ \hline 1208 \\ + 0000 \\ \hline 1.208 \end{array}$	<p>Multiply: $3.20(0.5)$</p> $\begin{array}{r} \textcircled{1} \\ 3.20 \\ \times 0.5 \\ \hline 1600 \\ + 0000 \\ \hline 1.600 \end{array}$

Dividing Decimals

Make sure the divisor is a whole number. If you shift the decimal in the divisor you must shift it in the dividend the same amount of places.

$$14.7 \div 4.2$$

$$4.2 \overline{) 14.7}$$

$$\begin{array}{r}
 42 \overline{) 147.9} \\
 \underline{-126} \\
 210 \\
 \underline{-210} \\
 0
 \end{array}$$

$$\begin{array}{r}
 42 \\
 \times 4 \\
 \hline
 168
 \end{array}$$

$$\begin{array}{r}
 42 \\
 \times 2 \\
 \hline
 84
 \end{array}$$

$$\begin{array}{r}
 42 \\
 \times 3 \\
 \hline
 126
 \end{array}$$

$$\begin{array}{r}
 42 \\
 \times 5 \\
 \hline
 210
 \end{array}$$

$$6 \div 0.3$$

$$0.3 \overline{) 6.0}$$

$$3 \overline{) 60} = 20$$

$$5 \div 8$$

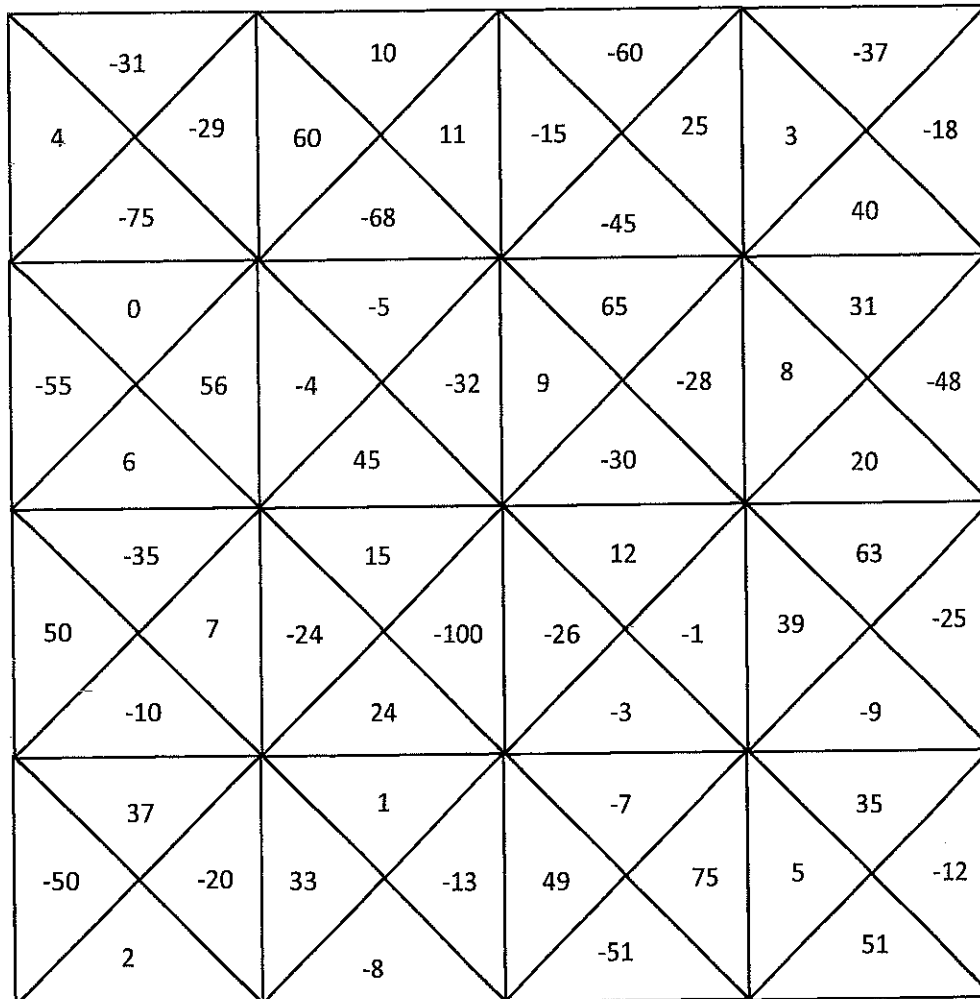
$$\begin{array}{r}
 8 \overline{) 5.000} \\
 \underline{48} \\
 20 \\
 \underline{-16} \\
 40 \\
 \underline{-40} \\
 0
 \end{array}$$

Name _____

Period _____

Integers

Evaluate. Then shade in the triangle that contains your answer.





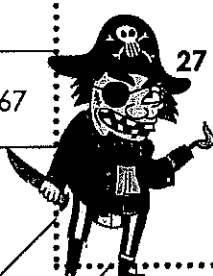




$8(-3)$	$13 + -11$	$33 \div -11$	$40 - (-11)$	$-75 \div 15$	$-17 + -15$	$11(3)$	$6 - 43$
$-72 \div -9$	$-9 - 17$	$-6(5)$	$17 + 22$	$37 - 36$	$100 \div -10$	$-12 + -38$	$9(-2)$
$3 - (-28)$	$-12(-5)$	$-15 + -16$	$45 \div -5$	$100 + -25$	$3(-4)$	$-45 \div -3$	$12 - 80$
$-18 + 25$	$4 - 11$	$48 \div 12$	$-7(-8)$	$-15(3)$	$-30 - (-2)$	$14 + -14$	$100 \div 4$

Decimal Review ~ Find the Loot!

Help the pirate get back to his treasure! Solve the problem in the **BEGIN** box, and follow the correct answers to the next boxes.

NAME _____

DATE _____ PER. _____

$.6 \overline{)204}$	9.87×6.4	$0.6 + 2.5 \times 17.3$	$19.5 - 6 + 2.45$
	63.168		
70.7	340	2.67	5.93
$1004 - 29.7$	$14 - 9.7 + 1.63$	BEGIN	$8 \overline{)75}$
974.3	$27 + 9.8$		12.5
28.4		36.8	3.68
$2.3 \overline{)65.32}$	$104.3 - 8.61$	$0.4 \overline{)7}$	$25.2 \div 3 \times 0.7$
	1.82	12	
31.2	562.8	95.69	17.5
$8.4 + 2.1 \times 0.5$	67×8.4	END	$5.4 - 3 + (7.2 \times 8)$
9.45	5.628		60
			5.88

Pre-Algebra

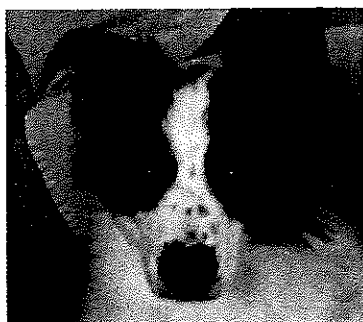
PreAlgebra 7th Grade Week 4

Well, I hope everyone is safe and happy. Please email me or call the school if you need me for anything. I cannot believe how much I miss not being at school with you!!

This week we are going to solve a puzzle. Let's review the problem solving strategies that we know.

- **Work a simpler problem** (make the numbers smaller so that the problem makes sense to you. Then do the same thing with the larger numbers)
- **Draw a picture** (my favorite!! Draw a picture of what's happening in a word problem and it will help you decide what operation you need to do)
- **Work backwards** (If you know the answer, backtrack to find out where you started from)
- **Make a table or chart** (organize the data you have)
- **Guess and check** (Try something! If that doesn't work, try something else. You don't have to know the answer right off – just start somewhere!!)

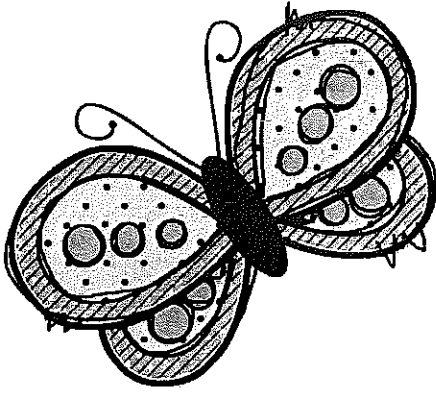
Rose got a haircut and now I call her dog with big ears!!



Before haircut!



After haircut!



Consecutive numbers are numbers that come right after each other when you are counting. The numbers 8, 9, and 10 are consecutive numbers.

The number **315** is very special. It can be written as the sum of consecutive numbers eleven different ways!!

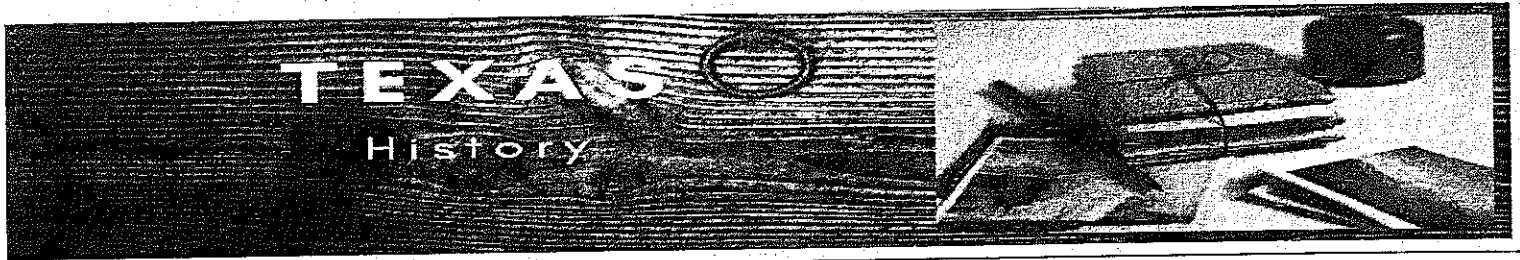
One of them is $104 + 105 + 106$.

There are 10 other sets of consecutive numbers that will add up to **315**. It is your job to find them!!!

Remember – guess and check is a great problem solving strategy!!

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Social Studies



Name

Week # 4

Terrell, Washington, Erickstad, Wetzel, Hallonquist

Texas Revolution and Republic

Directions: If you are using your device instead of paper copies... you will need to spend some time on EACH link.

1. **The Battle of Gonzales - The First Battle of the Texas Revolution!**
https://www.youtube.com/watch?v=N_K0Uh1A4jA
2. **The Texas Revolution in 3 Minutes -**
<https://www.youtube.com/watch?v=kXA0ZiI20I>
3. **People of the Texas Revolution - Purpose Games**
<https://www.purposegames.com/game/people-of-the-texas-revolution>
4. **Events of the Texas Revolution - Purpose Games**
<https://www.purposegames.com/game/events-of-the-texas-revolution-by-image>
5. **Texas Revolution Video Parody - Youtube**
<https://www.youtube.com/watch?v=aomUUdeb3NM>
6. **Revolution Quiz - QUIZ-IZZ Code: 189242**
www.quizizz.com/join?gc=189242

I. Battle of Gonzales page 203-206

- A. The first conflict between the Mexican troops came at Gonzales on Oct. 2, 1835
- B. Texans placed a sign on their cannon that read "Come and Take It!" The battle begins.
- C. A group of 160 armed Texans fought the Mexican troops in a brief battle.
- D. The Mexican troops withdraw, no Texans killed!

11. On to San Antonio – October 9, 1835

- A. A week after Gonzales, 100 volunteer Texans fought their way in Goliad, forcing the Mexicans to surrender in an old Spanish Presidio called Goliad.
- B. Then I heard ole Ben Milam shout " Who will go with me to San Antonio?" Then they chased the Mexican army down to San Antonio.
- C. The Texans now felt they could defeat the Mexican Army.
- D. The Texans fought their way to San Antonio and drove the Mexicans troops into an abandoned mission, known as the Alamo.
- E. The Mexicans surrendered and they returned to Mexico along with their General, General Cos.

111. The Convention Declares Independence

A. The delegates met in late February at **Washington-on-the Brazos**

B. At the same time (late Feb.) Santa Anna and his large army marched into San Antonio

C. The Convention wrote **The Declaration of Independence**. They declared their liberties have been violated under the Mexican Constitution of 1824.

D. As March approached the Convention also wrote **the Texas Constitution**.

E. The last thing they did, they elected an **Ad Interim President of Texas and a Commander-in-Chief**.

E. Meanwhile, as the men were drafting the Constitution... a ride rode up and said the Alamo has just fallen!

QUIZIZZ

NAME : _____

CLASS : _____

DATE : _____

2019 Texas History: Texas Revolution

31 Questions

- In the Turtle Bayou Resolutions, the Texians supported which Mexican politician?
 - a) Santa Anna
 - b) Davy Crockett
 - c) Moses Austin
 - d) Stephen F. Austin
- What became the battle cry of Sam Houston's troops?
 - a) Don't Forget Texas!
 - b) No rendirse muchachos!
 - c) Remember the Alamo!
 - d) Fight for Texas, Boys!
- Which of the following is part of the Law of April 6, 1830?
 - a) Immigration was encouraged
 - b) Presidios were torn down to make room for new towns
 - c) Custom duties were placed on goods
 - d) Slavery was encouraged
- Which battle had a flag with "Come and Get It" printed on the front?
 - a) San Jacinto
 - b) Alamo
 - c) Goliad
 - d) Gonzales
- Why did Santa Anna want to attack the Alamo?
 - a) General Cos was once in charge there.
 - b) He was furious that Texans had taken it.
 - c) Mexican soldiers crossed the Rio Grande.
 - d) Texans had surrendered in San Antonio.

6. Who did Santa Anna allow to survive the Battle of the Alamo?

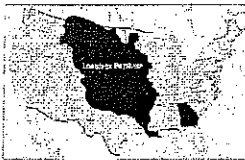
- a) Susanna Dickinson
- b) Davy Crockett
- c) James Bonham
- d) Juan Seguin

7. Why did Texans attack a Mexican fort at Goliad?

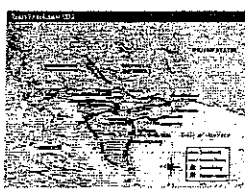
- a) to get back at Mexico for attacking Gonzales.
- b) to protect settlers from Mexican soldiers.
- c) to take a Mexican canon with a flag on it.
- d) to demand that the Mexican taxes stop at once.

8. The Fredonian Rebellion happened where?

- a) Houston
- b) Austin
- c) Nacogdoches
- d) Gonzales

9.  In 1803, Thomas Jefferson nearly doubled the size of the United States through the:

- a) Louisiana Purchase 1803
- b) Manifest Destiny Agreement
- c) Land Ordinance of 1785
- d) Treaty of Paris 1783

10.  Looking at the map in which region did the majority of the battles take place?

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

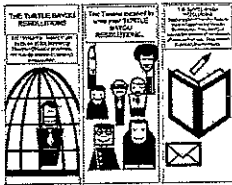
11. The Turtle Bayou Resolutions in 1832 were the result of which event?

- a) The Treaty of Cordoba
- b) The Battle at Gonzales
- c) The trouble at Anahuac.
- d) The Alamo

12. The trouble at Anahuac got these two people arrested...

- a) S. F. Austin and Sam Houston
- b) William B. Travis and Patrick Jack
- c) Seguín and Zavala
- d) Davy Crockett and Jim Bowie

13.



What was one result of the Turtle Bayou Resolutions?

- a) Continued to support/aligned themselves with Santa Ana
- b) Asked for Santa Ana to resign
- c) Began to fight Santa Ana
- d) Asked Santa Ana for their independence

14. Who led an attack on Mexican soldiers in San Antonio in December 1835?

- a) Ben Milam
- b) James Bowie
- c) James Fannin
- d) Juan Seguín

15. After the Battle of the Alamo, what became the battle cry for the Texas army?

- a) Come and take it!
- b) Remember the Alamo!
- c) See you later!
- d) We are better than you!

16. In the Turtle Bayou Resolutions, settlers declared...

- a) Santa Anna a dictator
- b) independence from Spain
- c) loyalty to Mexico
- d) independence from Mexico

17.



Most of the battles of the Texas Revolution were fought in which area of the map?

a) 4

b) 1

c) 2

d) 3

18. Which of the following facts was NOT known by the soldiers at the Alamo?

a) The Mexican troops were being led by Santa Anna

b) Texans had written a Declaration of Independence.

c) It was possible that they would all die fighting.

d) General Cos' had been defeated in San Antonio.

19.



What type of government did Texas create when it became an independent nation?

a) Monarchy

b) Dictatorship

c) Republic

20.



The Mier y Teran Report showed the ratio of Anglo settlers to Mexican settlers was

a) 2 : 1

b) 5 : 1

c) 10 : 1

d) 4 : 1

21. Why did Santa Anna and his soldiers enter the Alamo on March 6, 1836

- a) to sign a treaty
- b) to defeat the Texas army and stop the revolution.
- c) to offer to give part of Mexico to Texas
- d) to inaugurate a new president.

22. What was created to prevent U.S. immigration into Mexico/Texas?

- a) None of the above
- b) Law of April 6
- c) A wall
- d) Law of April 10

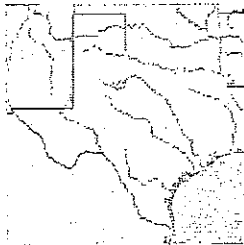
23. What date did the Alamo fall?

- a) February 23rd, 1835
- b) February 24th, 1836
- c) March 6th, 1836

24. Who was NOT a leader at the battle of the Alamo?

- a) David Crockett
- b) James Bowie
- c) Stephen F. Austin
- d) William B. Travis

25.



The adding of a region to a territory of an existing one is called what

- a) Annexation
- b) Combination
- c) Altering

26. What year was the Mexican Constitution of 1824 written?

- a) 1835
- b) 1836
- c) 1820
- d) 1824

27.

What's the best title for this timeline?

- a) Events occurring during the Texas Revolution
- b) Events leading to Texas Revolution
- c) Events concerning the U.S. annexation of Texas
- d) Events leading to Mexican Independence

28.



In what city did this battle take place where the Texans dared the Mexican troops to "Come and Take It"?

- a) El Paso
- b) Gonzales
- c) Pittsburgh

29. In Texas History What Does G.T.T. stand for?

- a) Got to Takeoff
- b) Global Texas Talent
- c) Gone to Texas

30. What early battle gave Texans the courage to start a revolution?

- a) March on San Antonio
- b) Battle of Gonzales
- c) The Battle of the Alamo
- d) Battle of Hastings

31. Why was the convention of 1836 an important meeting?

- a) because the leaders declared Texas independent of Mexico
- b) because it took place in Washington-on-the-Brazos
- c) because Goerge C. Childress was in charge of writing the declaration.
- d) because Santa Anna had arrived in San Antonio

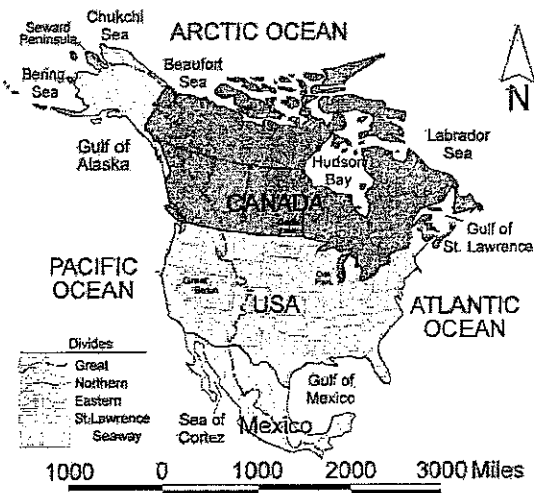
Science

Watersheds and Surface Water

After a rainstorm or snowstorm, some water evaporates immediately and returns to the air. Some water seeps into the ground. Some water flows over the surface as runoff.

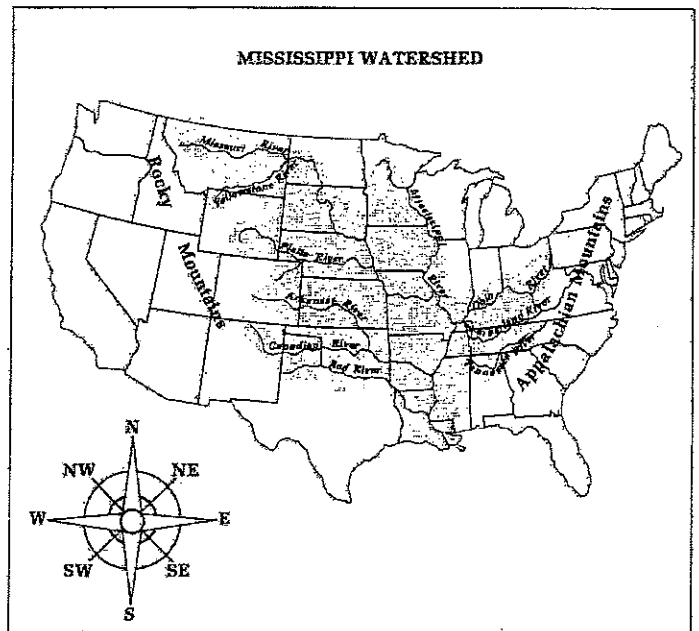
Runoff water forms small streams and rivers. These streams and rivers join a larger river and add their water to it. Small rivers that join a larger one are called tributaries. The whole area of land in which runoff water drains into a large river or river system is called a watershed. The highest point at the edge of a watershed is called a divide.

A divide is any line of high land where runoff runs down one side or the other. Water that runs down each side of a divide forms small streams, which eventually form rivers. Together these bodies of flowing water form a drainage system that takes all the water to the ocean.



What To Do:

1. Trace the Great Divide in red.
2. Trace the Northern Divide in green
3. Trace the Eastern Divide in yellow.
4. Trace the St. Lawrence Seaway Divide in orange.



What To Do:

1. Trace the Mississippi River in a blue colored pencil.
2. Trace the tributaries that come from the west in green colored pencil.
3. Trace the tributaries that come from the east in orange colored pencil.

Questions:

1. Name the six tributaries that flow eastward into the Mississippi River.

2. Name the four tributaries the flow westward into the Mississippi River.

3. What are the approximate eastern and western boundaries of the Mississippi watershed?

4. Which mountain chain causes the Great Divide?

5. Which mountain chain causes the Eastern Divide?

Human Impacts on Watersheds

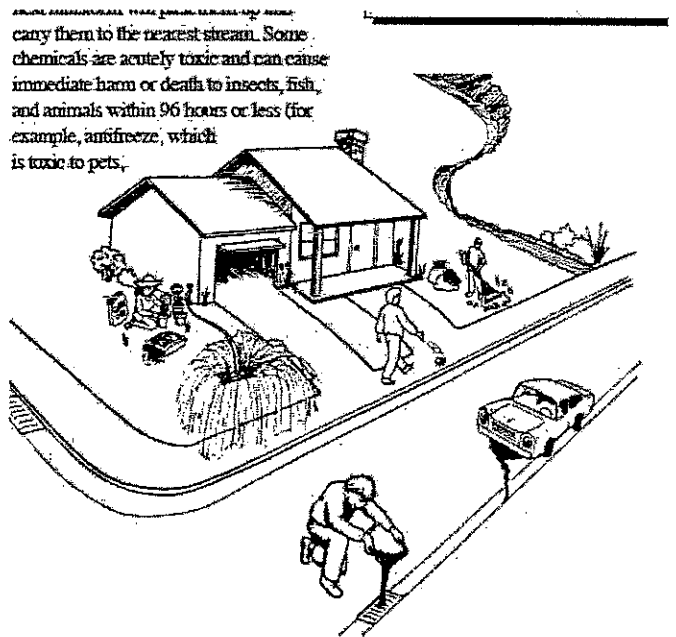
Since most major cities around the world developed along waterways and those that didn't are still within a watershed, everyday human activities impact watersheds. The most significant however, is the pollution of watersheds.

Watershed pollution occurs in two ways: point source and nonpoint source. Point source pollution is pollution that can be traced to a specific point such as a disposal site or leaking pipe. Recently, laws and technological advances have made it possible to detect point source pollution and its problems are being reduced.

Nonpoint source pollution occurs when pollutants are found in water running off crops, parking lots and other lands. In addition, it can also be caused when small solids called particulates in the atmosphere fall onto the land with precipitation.

We can also create nonpoint source pollution. When we fertilize our yard, it can runoff into the storm drain. Anything but water that goes into the storm drain causes nonpoint source pollution. All these things will pollute streams and rivers and cause animals to die.

Circle the 5 types of nonpoint source pollution in the picture below.



Many cities and towns get their drinking water from rivers. A little pollution comes from tugboats on the rivers but not much. A great deal of chemical pollution comes from farm runoff. Some chemicals cannot be filtered out of the water and they end up in the drinking water.

1. Find the city of Cairo and color it green.
2. Find the city of Wickliffe and color it purple.
3. Color the rivers blue.
4. Find Fort Defiance and color it yellow.
5. Draw a tugboat in the river.
6. The area called Bottomland has very rich soil. Color it orange.

The state of Kentucky wants to give a permit to a chemical company to build a chemical plant next to the river on highway 51 where it joins highway 60. The plant would use river water to make its chemicals and return "clean" wastewater back to the river.

Questions:

Which city might get pollution from the chemical plant in its drinking water?

Why do you think so?

The area called Bottomland has farms that use fertilizers to help the plant grow and produce more corn.

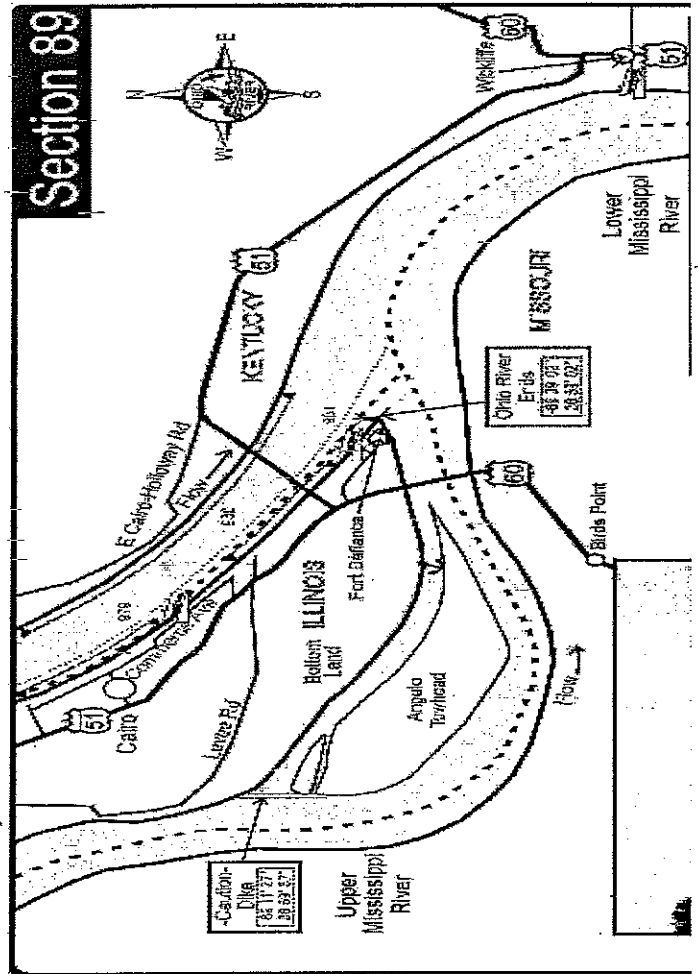
Questions:

Would the city of Cairo be affected by the fertilizer runoff from these farms?

Explain your thinking.

What type of pollution would the chemicals from the plant be called?

What type of pollution would the fertilizers from the farm be called?

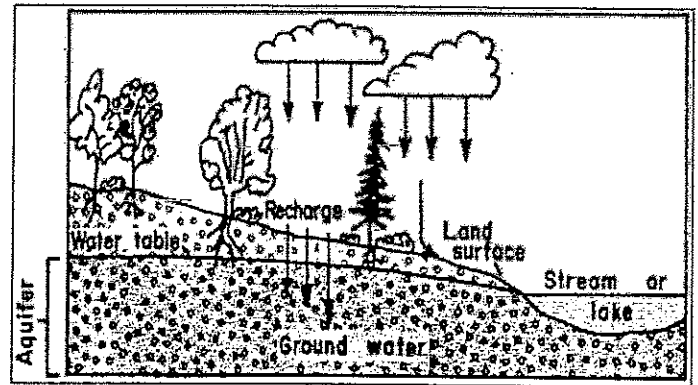


Groundwater

Groundwater is water that comes from the ground. Amazingly, many people use groundwater but don't even know it. In fact, half of everyone in the United States drinks groundwater every day! Groundwater is even used to irrigate crops that grow food for tonight's dinner.

Where does groundwater come from? Groundwater comes from rain, snow, sleet, and hail that soaks into the ground. The water moves down into the ground because of gravity, passing between particles of soil, sand, gravel, or rock until it reaches a depth where the ground is filled, or saturated, with water. The area that is filled with water is called the saturated zone and the top of this zone is called the water table. The water table may be very near the ground's surface or it may be hundreds of feet below.

Think about this: have you ever dug a hole in sand next to an ocean or lake? What happens? As you're digging, you eventually reach water, right? That water is groundwater. The water in lakes, rivers, or oceans is called surface water...it's on the surface. Groundwater and surface water sometimes trade places. Groundwater can move through the ground and into a lake or stream. Water in a lake can soak down into the ground and become groundwater.



(US Geological Survey, 2009)

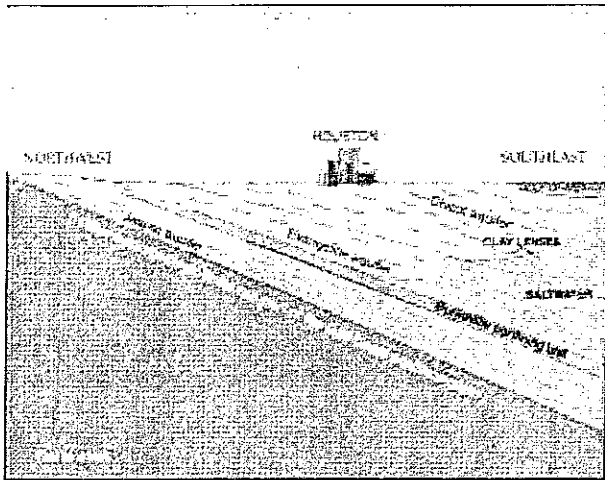
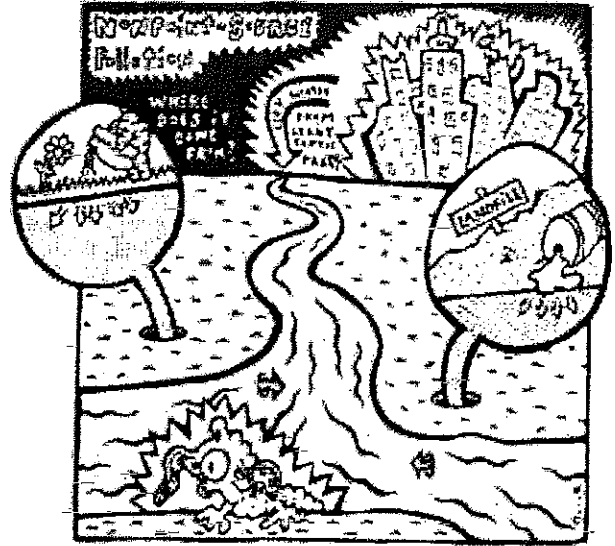
What To Do:

1. Color the groundwater blue.
2. Color the land surface brown.
3. Trace the water table in red.
4. Color the trees and bushes green.

Groundwater is stored in the ground in materials like gravel or sand. It's kind of like the earth is a big sponge holding all that water. Water can also move through rock formations like sandstone or through cracks in rocks.

An area that holds a lot of water, which can be pumped up with a well, is called an aquifer. Wells pump groundwater from the aquifer and then pipes deliver the water to cities, houses in the country, or to crops. There are two major types of aquifers – confined and unconfined. A confined aquifer is between two layers of rock that water cannot flow through. These layers are called impermeable.

An unconfined aquifer is lacking the top layer of rock. Where the aquifer meets soil is called the recharge zone.



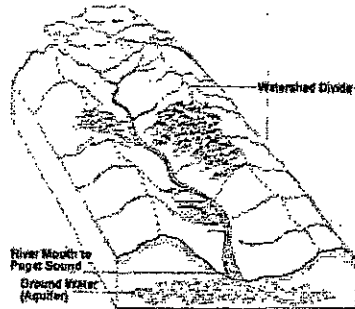
Explain what the cartoon above is showing.

1. Color the confined aquifer orange.
2. Color the unconfined aquifers purple.
3. Draw a well close to Houston that pumps water from the Evangeline aquifer.

EXIT TICKET

Watersheds and Surface Water

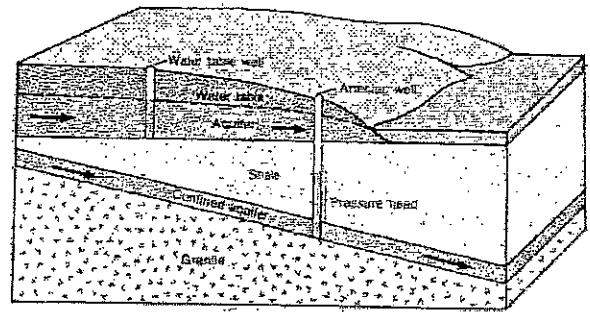
1. The watershed divide is where --
 - A. rain stops falling
 - B. the only place plants will grow
 - C. Where surface water begins to enter the watershed



2. A chemical company wants to build a factory somewhere in this watershed. The state is concerned about polluting the watershed if a chemical spill occurs. Where would be the best place to build the factory so that any damage to the watershed done by a chemical spill is minimized?
 - A. high in the mountains
 - B. near a curve in the river
 - C. near the river mouth
3. The type of pollution from the chemical company would be considered--
 - A. nonpoint source pollution
 - B. point source pollution
 - C. not real pollution

EXIT TICKET

Groundwater



1. Place the letter G in the two areas on the diagram that represents groundwater.
2. Place the letter S in the area of the diagram the represents surface water.
3. If the city gets its drinking water from the wells, what will happen to the water table if there are 15 more wells put in.
 - A. It will go up and flood the land above it.
 - B. It will soak into the shale layer.
 - C. It will go down because all the water is being pumped out.
 - D. It will get more water from the confined aquifer.

ESL-Reading

Subject & Verb Agreement

Name: _____

Subject and verb agreement means matching the correct form of the subject with the correct form of the verb. Singular subjects go with the singular form of the verb. Plural subjects go with the plural form of the verb. If you say the sentence out loud, you may be able to tell if the subject and verb match.



CORRECT:
The puppies are cute.

(NOT

Since *puppies* is plural, it would sound funny to use the singular verb form, *is* correct): The puppies is cute.

Since boy is singular, it would sound funny to use the plural verb form, *walk* (NOT correct):
The boy walk home from school.

CORRECT:
The boy walks home from school.



** The subjects "You" and "I" do not follow the rule. Even though they are singular, they are matched with the same verb form as plural subjects.

Choose the correct form of the verb to match each subject.

- | | |
|-------------------------------|------------------------------------|
| 1. He (sing/sings) _____ | 11. The boys (see/sees) _____ |
| 2. They (talk/talks) _____ | 12. Sarah (read/reads) _____ |
| 3. My mom (sit/sits) _____ | 13. Jimmy (paint/paints) _____ |
| 4. Uncle Bob (eat/eats) _____ | 14. The dog (bark/barks) _____ |
| 5. We (play/plays) _____ | 15. My friend (visit/visits) _____ |
| 6. You (write/writes) _____ | 16. She (draw/draws) _____ |
| 7. They (clean/cleans) _____ | 17. It (work/works) _____ |
| 8. Jessica (walk/walks) _____ | 18. The car (run/runs) _____ |
| 9. The cats (nap/naps) _____ | 19. You (jump/jumps) _____ |
| 10. We (watch/watches) _____ | 20. I (travel/travels) _____ |

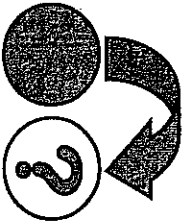
Inference

Susie looked down at her beautiful dress. She looked like a princess! The music started to play. She held the flowers tightly and started to walk slowly towards the front. Everyone smiled as she walked by.

Where is Susie?

Why do you think so?

13



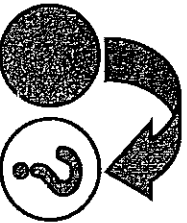
Inference

Carlos looked down at the people far below. It was a little scary to be so high, but he knew he was safe. The sun felt hot. Carlos decided to buy a snow cone when he was on the ground again.

Where is Carlos?

How do you know?

15



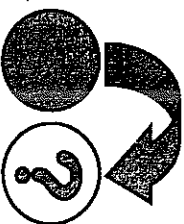
Inference

The bus was full of children. Everyone was laughing and talking. Ben scratched a mosquito bite on his leg. It had been a fun week, but he was glad that tonight he would be sleeping in his own bed instead of in a sleeping bag.

Where was the bus coming from?

How do you know?

14



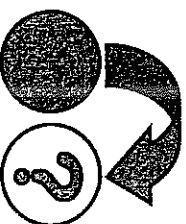
Inference

People kept coming over to visit Rachel's family. They brought food and gifts. Many of the visitors asked Rachel how she liked being a big sister.

Why were so many people coming to visit Rachel's family?

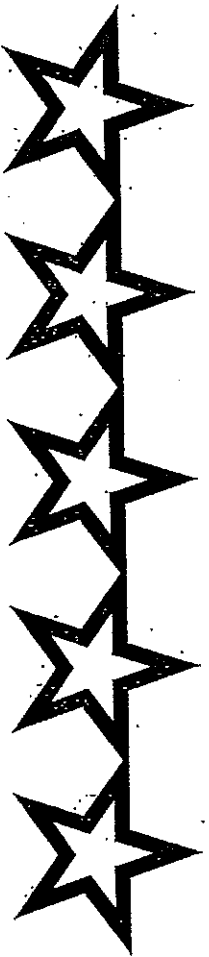
What makes you think so?

16



5-Minute

Language Review



Week 28

Name _____

5-Minute Language Review

Week 28, Monday

Name _____



Choose the best transition.

I didn't get to watch my favorite TV show. Maybe I can catch a rerun _____.

- A. last week
- B. once in a while
- C. last night
- D. later this week

Circle the correct relative pronoun.

1. The player who / whom tackled me was number 21.
2. Will the person whose / whom phone just rang please answer it.
3. Aunt Sarah, who / whom is very kind, lives next door to us.
4. That's the dog that / who was barking last night.

Rewrite the sentence correctly.

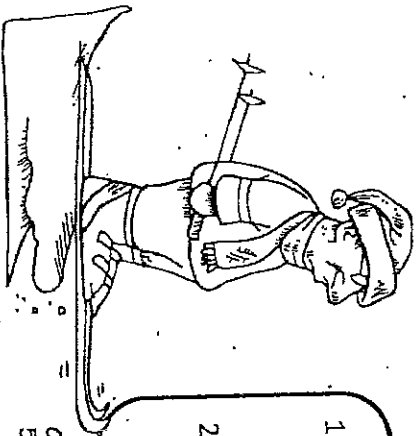
I collect basbal cards and my brother collect football cards

Choose the correct order of adjectives.

1. A. My sister has long, straight, brown hair.
B. My sister has brown, straight, long hair.
2. A. We live in a wooden, small, blue house.
B. We live in a small, blue, wooden house.

What is the best way to combine the sentences?

- Bob watched football. Carol went shopping.
- A. Bob watched football, so Carol went shopping.
 - B. Bob watched football so Carol went shopping.
 - C. Bob watched football. then Carol went shopping.



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



Choose the best transition.

The line was longer than we expected. _____, we were able to order our hamburgers.

- A. For example
- B. Finally
- C. Once upon a time
- D. In the future

Circle the correct relative pronoun.

1. That is the lady whom / whose dog won the show.
2. Uncle Joey is the person from who / from whom the money was borrowed.
3. Susan is the player who / whom made the most points.
4. It was our cat that / whom got stuck in a tree.

Rewrite the sentence correctly.

I like to swim in the pool, jog on the track, ride my bike and go for walks.

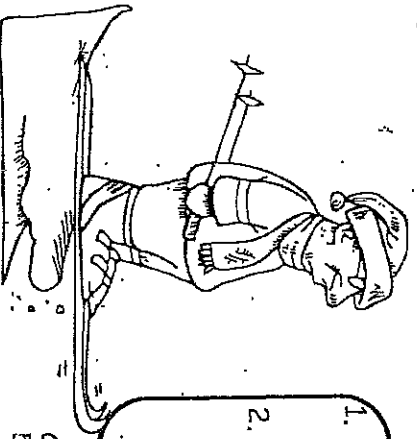
Blank space for rewriting the sentence.

Choose the correct order of adjectives.

1. A. Susie wore a frilly, cute, red dress.
B. Susie wore a cute, frilly, red dress.
2. A. Mom gave me a brand-new, blue hairbrush.
B. Mom gave me a blue, brand-new hairbrush.

What is the best way to combine the sentences?

- Travis bought some new shoes. He wore them the next day.
- A. Travis bought some new shoes, he wore them the next day.
 - B. Travis bought some new shoes. And he wore them the next day.
 - C. Travis bought some new shoes, and he wore them the next day.



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



Choose the best transition.

We sat at the edge of pool, dangling our feet in the water. _____, a big kid did a cannonball, getting us soaking wet.

- A. All of a sudden
- B. Currently
- C. In the meantime
- D. Tomorrow

Rewrite the sentence correctly.

dose yur sister cheer for the matador football team asked jonathan?

Circle the correct relative adverb.

1. My favorite month is February, where / when we have our Valentine's party.
2. I love going to Grandma's house, where / when I always have cookies and milk.
3. Do you know the reason why / where Jennifer started to cry?

Choose the correct progressive verb.

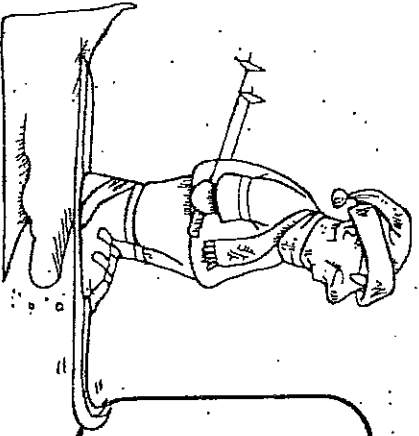
She _____ down the sidewalk when she tripped.

- A. will be skipping
- B. am skipping
- C. was skipping

What change, if any, should be made to the sentence?

Austin was doing his homework, and watching TV at the same time.

- A. change *was* to *were*
- B. delete the comma
- C. change the period to a question mark
- D. make no change



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

5-Minute Language Review

Week 28, Thursday

Name _____



Choose the best transition.

We cheered as loudly as we could at the football game. _____, we all went home and had a pizza party.

- A. In the past
- B. Tomorrow
- C. Shortly
- D. Afterward,

Circle the correct relative adverb.

1. That's the school where / when I went to kindergarten.
2. I always wondered the reason why / when I needed to make my bed every morning.
3. July is the month when / where we celebrate Independence Day.

Rewrite the sentence correctly.

on July 4 1776 fifty-six patriots sined the declaration of independence

Choose the correct progressive verb.

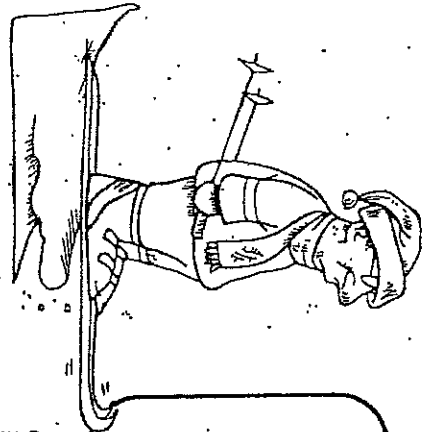
I _____ to work out three times each week.

- A. were starting
- B. am starting
- C. are starting

What change, if any, should be made to the sentence?

I brought my week's homework, and my science project to school on Friday.

- A. change *week's* to *weeks*
- B. delete the comma
- C. change *Friday* to *friday*
- D. make no change



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



Choose the best transition.

We sat at the edge of pool, dangling our feet in the water. _____ a big kid did a cannonball, getting us soaking wet.

- A. All of a sudden
- B. Currently
- C. In the meantime
- D. Tomorrow

Rewrite the sentence correctly.

on July 4 1776 fifty-six patriots sined the declaration of independence

Circle the correct relative pronoun.

1. The player who / whom tackled me was number 21.
2. The car that / who parked in the no-parking zone is red.

Circle the correct relative adverb.

1. That's the school where / when I went to kindergarten.
2. Do you know the reason why / where Jennifer started to cry?

Choose the correct order of adjectives.

- A. Susie wore a frilly, cute, red dress.
- B. Susie wore a cute, frilly, red dress.

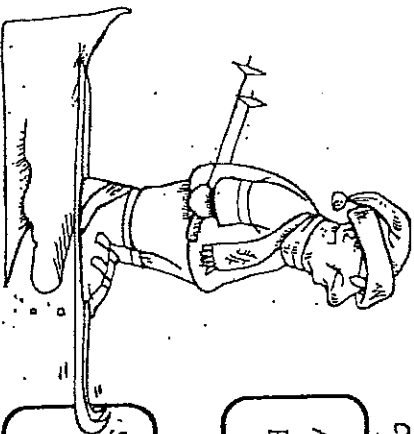
Circle the correct progressive verb.

- She _____ down the sidewalk when she tripped.
- A. will be skipping
 - B. am skipping
 - C. was skipping

Which sentence is correct?

- Austin was doing his homework, and watching TV at the same time.
- A. change *was* to *were*
 - B. delete the comma
 - C. change the period to a question mark
 - D. make no change

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



ESL-Social Studies



Resumen del capítulo 22

La Gran Depresión

La Gran Depresión se inició poco después de que el republicano Herbert Hoover se convirtiera en presidente de Estados Unidos. Desde ese momento, aumentó el desempleo. En Texas, el suministro excesivo de petróleo contribuyó a agravar la situación. Después de que se abrieron nuevos pozos petroleros en el campo East Texas Oil Field, los precios del petróleo descendieron dramáticamente. En el caso de los granjeros, los métodos agrícolas deficientes y las severas sequías fueron las causas principales de sus problemas. En lo que se conoce como la Región de Sequía, el suelo fue soplado del terreno.

Los tejanos apoyaron entonces la elección del demócrata Franklin D. Roosevelt como presidente. Roosevelt inició un plan llamado Nuevo Trato. El presidente Roosevelt diseñó nuevos organismos para crear fuentes de trabajo y otras formas de alivio. Miles de tejanos trabajaron en los Cuerpos de Conservación Civil del Nuevo Trato. Mientras vivían en campamentos, esos trabajadores se encargaban de sembrar árboles y construir estructuras para el control de la erosión. Otro programa del Nuevo Trato, el Departamento de Obras Públicas, contrató a los tejanos para construir escuelas, represas y puentes. Con el fin de reducir el suministro y equiparar los precios, el gobierno pagó a algunos granjeros para que no sembraran sus cosechas. También los granjeros recibieron ayuda en cuanto al uso de mejores métodos agrícolas.

Los problemas sobre la igualdad de los derechos continuaron en Texas. El estado aprobó una ley que declaraba que sólo las personas blancas podían votar en las elecciones primarias del partido demócrata. El Dr. Lawrence Nixon, un físico afroamericano de El Paso, presentó una demanda. La Corte Suprema decidió que las elecciones primarias con votos únicamente de personas blancas eran inconstitucionales. Los mexicanos americanos formaron grupos para trabajar en pro de la igualdad de trato en las áreas como contratación, sistema de justicia y educación. Algunos trabajadores fueron a la huelga reclamando mejores condiciones laborales y salarios más altos.

INSTRUCCIONES: Responde las siguientes preguntas.

1. ¿Qué pasó con la industria petrolera durante la Gran Depresión?

2. ¿Qué lograron los organismos del Nuevo Trato en Texas?

3. ¿Qué decidió la Corte Suprema sobre las leyes de votación en Texas?

EXERCISE 2 *Context Clues* 

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

COLUMN A

_____ 11. word: _____

v. to push or drive forward; to force, compel, or urge

_____ 12. word: _____

adj. possible, but not having occurred;
n. the capacity for development

_____ 13. word: _____

v. to bring back to a former condition; to establish once more; to regain

_____ 14. word: _____

n. the act of taking something for granted; something that is assumed

_____ 15. word: _____

n. an argument; a debate; a dispute, especially a long and public one

_____ 16. word: _____

v. to change something to make it fit a new use; to adjust to something new

_____ 17. word: _____

n. the support or foundation on which something rests; the main ingredient

_____ 18. word: _____

n. an earnest request; a written, group request; *v.* to formally request

_____ 19. word: _____

n. the act of or state of being left out

_____ 20. word: _____

adj. of, from, or like the earliest times; simple or crude; *n.* someone or something belonging to an early or simple

COLUMN B

- (A) When Mr. Kaleak walked into communications class, he had a piece of paper with our request and our signatures in his hand. "I have your **petition** right here," he said.
- (B) "So, you want to videotape the Eskimo-Indian World Olympics? There will be quite a **controversy** over who should pay for the tape. I'm prepared to argue that the school should."
- (C) "Would the **assumption** that this argument has been settled be correct? Can I take that for granted?" asked Mr. Kaleak.
- (D) "Yes," Alice said. "This video has **potential**. Possibly it can improve awareness among all peoples, not just American Indians."
- (E) Ed continued, "That's right. This tape could be the **basis** for a better understanding of our culture."
- (F) John commented, "Many people have the false notion that we are **primitives** with crude and simple customs. They don't see us as people with world-class abilities."
- (G) "People don't even think of us when they think of American Indians. This **omission** of the Yu'pik and Inupiat from people's notion of American Indians bothers me," said Slava.
- (H) "The video will explain how our games were **adapted** from everyday activities and how they were changed to fit the format of the Olympics," Asta added.
- (I) Ed added, "The tape might **restore** knowledge to those who have forgotten the old ways."
- (J) Mr. Kaleak smiled. "Your arguments **impel** me to approve your plan. Your determination forces me to agree with you."

Name _____

Date _____

Class _____

EXERCISE 3*Like Meanings and Opposite Meanings*

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

21. to petition the government

- (A) request of
- (B) elect
- (C) protest against
- (D) overthrow

22. restore good health

- (A) keep out
- (B) nourish
- (C) bring back
- (D) threaten

23. impel action

- (A) advise
- (B) stop
- (C) force
- (D) assist

24. a sound basis

- (A) budget
- (B) foundation
- (C) plan
- (D) ceiling

25. potential problems

- (A) serious
- (B) minor
- (C) electrical
- (D) possible

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

26. primitive artist

- (A) ancient
- (B) amateur
- (C) formally trained
- (D) well-dressed

27. a public controversy

- (A) agreement
- (B) secret
- (C) kindness
- (D) argument

28. a serious omission

- (A) mistake
- (B) correction
- (C) addition
- (D) job

29. adapt the plan

- (A) make necessary changes to
- (B) record on tape
- (C) agree on
- (D) refuse to change

30. the court's assumption

- (A) proven fact
- (B) rudeness
- (C) power
- (D) final decision

Electives

Business Marketing

Week 4 April 20-24

And

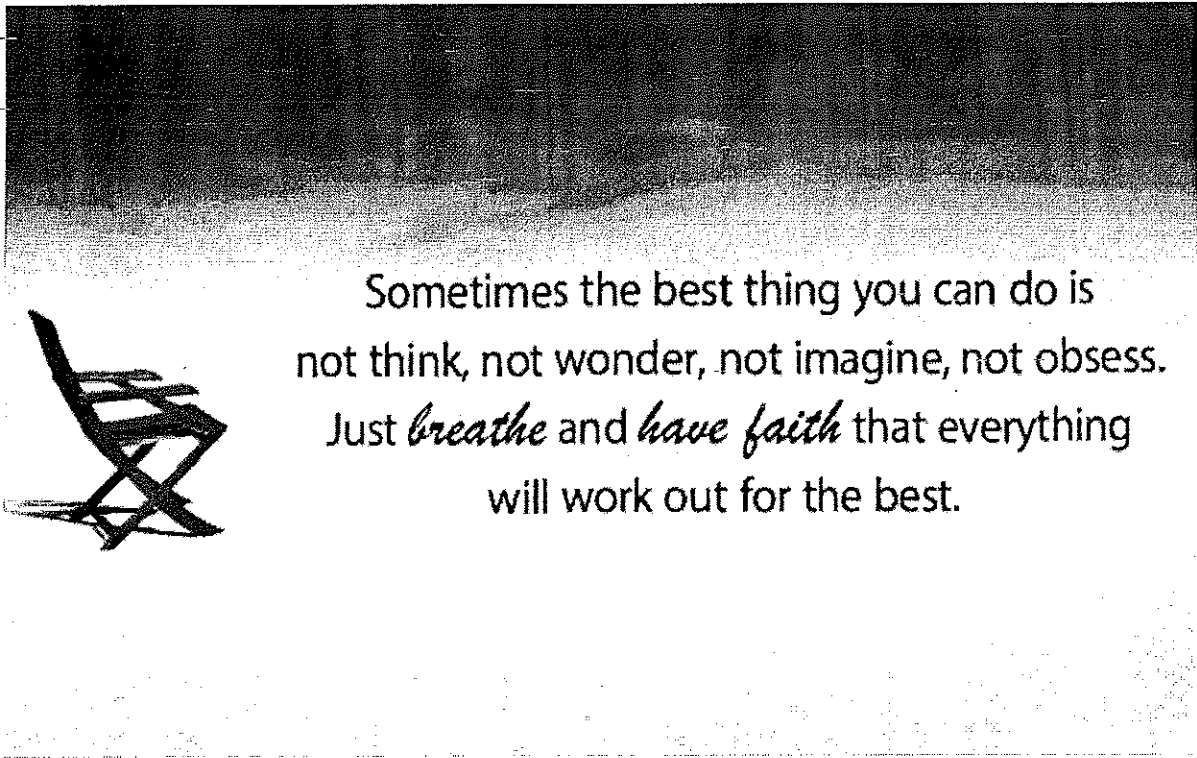
Week 5 April 27-May 1st.

Our Learn AES online module is still available. I've reopened a few modules we've already covered if you'd like to get some extra practice. The next two weeks are business articles. Just look up any business article & write a summary. Write down what you'd normally say doing the presentation in class. You can use the front & back of this paper to write the summary. Send it to our emails or turn it in at the drop-off. Hope everyone is doing well & stay safe!!!

Coach Jones email: jjones2@mpisd.net

Coach Grubbs email: cgrubbs@mipisd.net

Here is the website to our modules: <https://learn.aeseducation.com/> Remember your login is your studentID@student.mpisd.net Your password is one that you created. If you can't login in email & I can reset everything.





Hello!

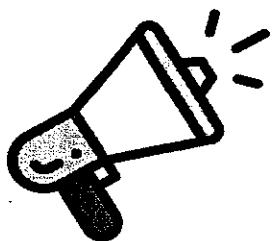


This Monday I will post Google Classroom announcements, athletic activities, flipgrids, and the sportsyou app if you want to check in (once I figure out zoom). Everything can be found in Google Classroom.

Daily Starters are optional but I will check them daily if you have anything to share with me. 🐾

-Coach Buhler

Week of April 20-24



ANNOUNCEMENTS

- Make sure to complete your UIL Forms for Athletics and turn in on Monday during packet drop-off and pick-up. We will need them for next year.

What are we learning this week?

Learning Targets:

- **STUDENT-ATHLETE WILL BECOME A LIFE-LONG LEARNER**
 - I will acquire the skills for academic excellence
 - I will acquire time-management skills
 - I will acquire the ability to communicate effectively

- ☐ Navigate online learning using Google Classroom.
- ☐ Check in daily. [HERE!](#)
- ☐ Start a Covid-19 Journal via google docs. [HERE!](#)
- ☐ Utilize FlipGrid for discussions, mini lessons, group activities, etc. [HERE!](#)
→ Directions are in Google Classroom



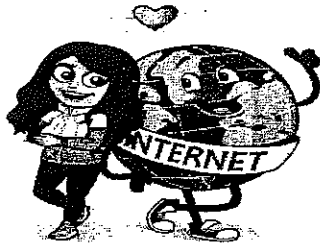
DAILY STARTERS (posted in Google Classroom)

- **Tuesday/Wednesday:** What is your greatest strength?
- **Thursday/Friday:** What is your greatest weakness?



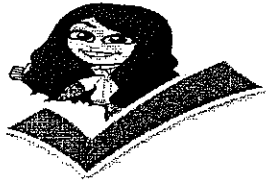
History Has Its Eyes on You!

- Do not throw away your shot! The Covid-19 virus has had a ripple effect on a global level.
- You are a part of living history! Let's document it! Keep a journal over the next 5+ weeks. This can be handwritten, typed, in photographs, videos, or drawings. Record events, day to day activities, fears and feelings.
- Interview your parents, siblings, & friends. When this is all over **SAVE IT!** You are literally creating a **Primary** source of your own history.



TIGERS STAY CONNECTED

- [Click Here](#) for the Flipgrid Grid.
- Record 3 Workouts of the Day in your FlipGrid.



Reminders:

- Please download the sportsyou app Z9NM2F36.

5th Gym Time 4th Graders Workout

Daily Workouts! Complete 3 Sets of Each

Monday:

- 15 Burpees
- 15 Body Squat
- 15 Split Jumps
- 15 Calf Raises
- 30 Bicycles

Tuesday:

- 15 Push-up
- 15 Inverted Row
- 15 Chin Ups
- 30 sec Side Planks
- 30 sec Push Up Planks

Wednesday:

- Speed Work
- 1 Mile Run

Thursday:

- 15 Box Jumps
- 15 Sumo Squats
- 15 Tuck Jumps
- 15 Lateral Lunges
- 30 Flutter Kicks
- 30 Toe Touches

Friday:

- 15 Inchworm Push-ups
- 15 Pull-ups
- 15 Plate Hand Step Ups
- 15 Dips
- 30 sec Plank to Push-up Hold
- 30 Lying Heel Touch Side Crunch



Name:

Class Period:

Week 4 Health

"Vaping"

Directions: For each question, you will research online to find the best answer and leave it in the blank.

1. Is vaping a safe alternative to cigarettes?

2. List three risks of vaping.

-
-
-

3. How does vaping hurt your lungs?

4. What age is normal for kid's to start smoking?

5. Are teens that start smoking earlier more likely to end up with drug addictions?

The 101 on e-Cigarettes

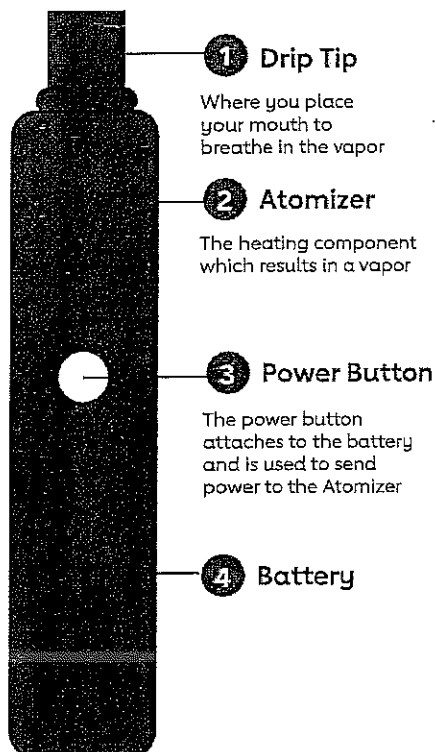


American
Heart
Association.

Vaping is becoming an increasing epidemic among teens. In 2018, e-cigarette use nearly doubled in high school students.

What is vaping?

Vaping is the act of inhaling and exhaling the aerosol, often referred to as vapor, which is produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, often mistaken for water vapor, that actually consists of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to heart and respiratory diseases and cancer.

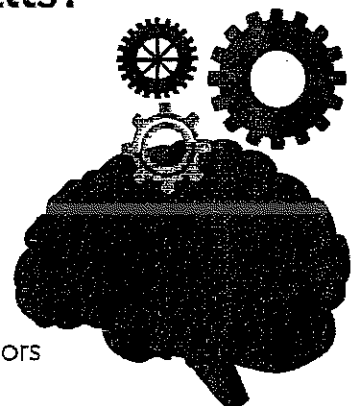


What is an e-cigarette?

Electronic cigarettes (e-cigarettes) are battery-powered devices that can deliver nicotine and flavorings to the user in the form of an aerosol. Most have a battery, a heating element, and a place to hold a liquid or nicotine salts. Flavors that make e-cigarettes so appealing can have toxic effects themselves, although they are GRAS (generally regarded as safe) when ingested in food or drinks.

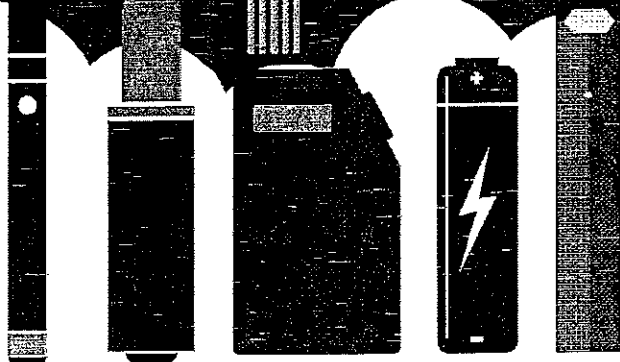
Why are e-cigarettes unsafe for kids, teens and young adults?

- Nicotine can harm the developing adolescent brain
- e-cigarettes contain nicotine
- Nicotine addiction that occurs with e-cigarette use may lead to transition to use of combustible tobacco products
- Addiction itself, whether to nicotine or other drugs, can drive undesirable behaviors





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vape pen mid-size e-cig device mod box "usb" JUUL

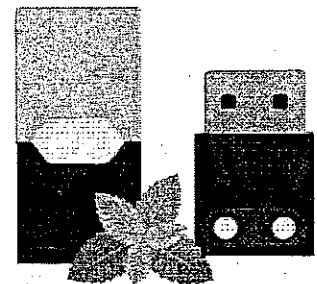
What do e-cigarettes look like?

E-cigarettes come in a wide variety of shapes and sizes; **mini** (often called cig-a-like), **mid-size**, **vape pens**, **vape pod systems** like JUUL, **e-hookahs**, **e-cigars**, **advanced personal vaporizers or mods**; even ones shaped to look like pens and usb drives.

What Is JUUL?

JUUL is a rapidly growing type of e-cigarette that became available in the US in 2015. It now accounts for about 72 percent of the market share of vaping products in the United States.

- JUUL is particularly appealing to adolescents and young adults because it has a slim design **shaped like a USB flash drive** (which makes it easier to hide).
- It comes in different colors, and a wide variety of flavors, including many that appeal to kids.
- **JUUL does not emit large smoke clouds**, making it optimal for discreet use.
- Not only is nicotine high in JUUL pods, it is present in a **benzoic acid salt** rather than a free base which **increases the rate of nicotine delivery** and decreases the harsh sensation in the mouth and throat.



The JUUL nicotine refill ("pods") contain as much nicotine as a pack of 20 regular cigarettes. Average pod length varies but can last up to 200 puffs.

Noting this unprecedented spike in e-cigarette use in youth, in December 2018, the US Surgeon General issued an advisory for parents, teachers and health professionals about the negative health consequences of e-cigarettes in kids.

What can parents do?

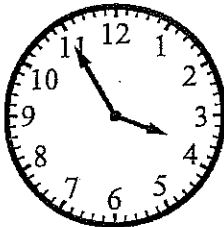
- Do not use any tobacco products
- Talk with your kids about the dangers of smoking and the importance of avoiding any tobacco use (conventional cigarettes or e-cigarettes)
- Educate your kids that e-cigarettes contain nicotine, a **HIGHLY** addictive substance
- Advocate for comprehensive tobacco prevention policies (that include e-cigarettes)

Vocabulario A *Somos estudiantes*

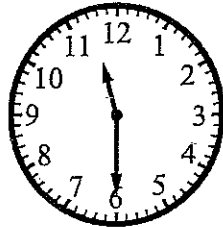
Level 1 Textbook pp. 86-90

¡AVANZA! **Goal:** Talk about school and class schedules.

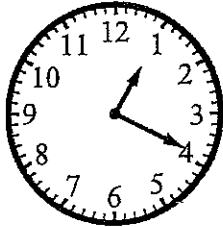
1 ¿Qué hora es? Escoge la oración que corresponde con la hora en cada reloj.



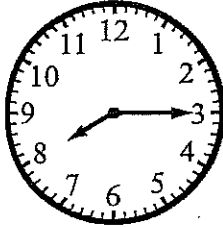
a. 3:55



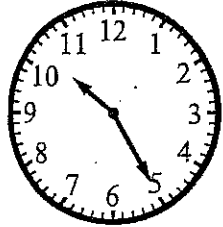
b. 11:30



c. 1:19



d. 8:15



e. 10:25

1. _____ Es la una y diecinueve.
2. _____ Son las diez y veinticinco.
3. _____ Son las cuatro menos cinco.
4. _____ Son las once y media.
5. _____ Son las ocho y cuarto.

2 Rafaela tiene que contar el número de chicos y chicas en sus clases. ¿Cuántos estudiantes hay en total en cada una? Expresa los números como palabras.

1. doce + tres = _____
2. noventa + diez = _____
3. cincuenta + veinte = _____
4. catorce + cuatro = _____
5. veinte + uno = _____

3 Algunos(as) estudiantes y tú tienen clases a diferentes horas. Ordena las palabras para escribir oraciones completas.

Modelo: Margarita / clase de inglés / a las siete y media / tiene
Margarita tiene clase de inglés a las siete y media.

1. clase de matemáticas / ellos / a las ocho de la mañana / tienen

2. a las nueve y media / tengo / yo / clase de arte

3. clase de español / Lucas y Sandra / a la una de la tarde / tienen

4. tenemos / a las dos / clase de ciencias / nosotros

UNIDAD 2 Lección 1
 Vocabulario A

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Vocabulario B *Somos estudiantes*

Level 1 Textbook pp. 86-90

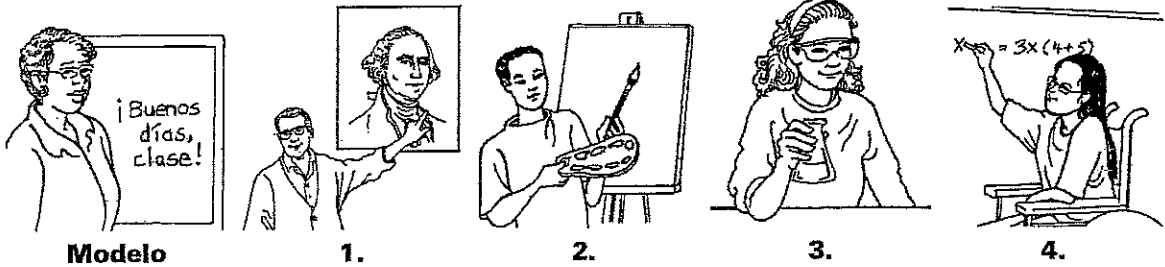


Goal: Talk about school and class schedules.

1 Estás en clase de matemáticas y no puedes usar la calculadora para hacer estas operaciones simples (+, -, ×, ÷). Lee las preguntas y escribe los resultados en letras.

1. ¿Cuánto es dieciocho menos trece? _____
2. ¿Cuánto es doce por tres? _____
3. ¿Cuánto es sesenta y cuatro dividido entre dos? _____
4. ¿Cuánto es veintitrés más veinticinco? _____
5. ¿Cuánto es diecinueve por cuatro? _____
6. ¿Cuánto es setenta y tres menos cuarenta y dos? _____

2 Estás en la escuela de tu amiga Paloma. Escribe oraciones completas para decir qué clases observas.



Modelo: Es la clase de español.

1. _____
2. _____
3. _____
4. _____

3 Escribe oraciones completas para decir a qué hora tienes diferentes clases, con qué frecuencia y con cuál profesor(a).

Modelo: Mi primera clase es de inglés. Siempre tengo clase a las siete de la mañana.
El profesor es el señor Gómez.

1. Mi segunda clase _____

2. Mi tercera clase _____

3. Mi cuarta clase _____

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UNIDAD 2 Lección 1

Vocabulario B

Music History

1. What is the role of art music?
2. Find an interview from your favorite musician. Read it or watch it. Do they talk about the role of music and or education in their lives? Why or why not do you think?

Choir



Study the example above. What is the key? Chant the rhythms and solfege. Audiate the music. Sing the example. Do this once a day until you know this piece.

Mr. Miles

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

Watch the video from PianoTV on youtube. Specifically the one on Modern Music and Impressionism. Jot down some thoughts.

<https://www.youtube.com/watch?v=bfmbA7fPRsw> (Modernism)

<https://www.youtube.com/watch?v=lof6AHvXCPw> (Impressionism)

What do you know about the United States in regards to Music History? Compile a list of resources to discover about our country in relation to music.

Music History

1. Last week you defined the role of art music. Now can you defend the role art music plays in the lives of everyone today? Even if they don't like or listen to art music.
2. Think of one of your favorite songs. Why is that song your favorite? Is there another song that sounds the same or similar? If they are similar, why is the second song not your favorite?

Choir

The image shows a musical score for a choir, consisting of four staves. Each staff contains the lyrics "Out - side in win - ter is so ver - y cold." and dynamic markings "mf" and "mp". The music is written in 4/4 time and features a simple melody with a key signature of one sharp (F#). The first staff is in treble clef, and the fourth staff is in bass clef. The second and third staves are in treble clef. The lyrics are written below the notes on each staff.

Study the example above. What is the key? Hint: There is no key signature but only F# is used. Chant the rhythms and solfege. Audiate the music. Sing the example. Do this once a day until you know this piece.

Fishing for the Beginning Angler

Use the following link to answer the questions below

https://tpwd.texas.gov/publications/pwdpubs/media/pwd_bk_k0700_0639d.pdf

1. What 4 basic things should you have in your fishing tackle?
2. What are the 4 types of Fishing Rods?
3. What type of Rods are easy to handle and perfect for beginners?
4. Spinning Rods are suitable for what type of fishing?
5. What are 4 types of reels?
6. What's another name for a spin cast reel?
7. What's another name for a spinning reel?
8. How do you release the line on a spincast reel?
9. When do you release the line using a spinning reel?
10. Where is the button located on a baitcasting reel?
11. What are 3 types of knots?

12. What are 4 common types of freshwater baits?

13. What are common types of saltwater baits?

14. What are 6 types of lures?

15. What goes in your tackle box that has rules and regulations?

16. What are 4 types of freshwater fish?

17. What are 4 types of saltwater fish?

18. What types of habitats do we have in East Texas streams?

19. What needs to be provided for good fish habitat?

20. What should you always do before you handle a fish?

Movie Review Assignments for all Theatre Classes

Directions: Write your review on separate paper or email it to me on a word document cfrancis@mpisd.net (you must do one for this week and one for next week).

MOVIE REVIEW TEMPLATE

Note: DON'T FORGET that movie titles are written within "quotation marks!"

HEADLINE: Include the title of the movie (try to use a pun!)

PARAGRAPH #1: Introduce the movie by stating that you've just seen this movie and would like to give an opinion about it. Mention a couple of details that might help the reader understand what type of movie you are talking about.

PARAGRAPH #2: Summarize the plot (story). Where and when did it take place? Who are the main characters? What is the story about? Remember, do NOT include spoilers and do not tell how the story ends!

PARAGRAPH #3: Talk about the actors/actresses and discuss who did a good job and who didn't.

PARAGRAPH #4: Talk about what you liked about the movie and what you didn't like. Be sure to include specific details and scenes.

PARAGRAPH #5: What lessons did you learn from this story (theme/moral)? What do you think others will learn from it?

PARAGRAPH #6: What group of people would like this movie? Who would you recommend it to? Who would you not recommend it to? What's the MPAA rating of the movie (G, PG, PG-13, R, etc...)? What is your final word on the film: Is it good or bad?

RATING SYSTEM: Give the movie a score. You can do grades

(A,B,C,D,F+ or -), stars (** out of ****), numbers (3 out of 5) or

something totally original... just don't use "thumbs up" or "thumbs down."

PE Activities

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

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

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

Remember to stretch your arms, legs and back.

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

Tennis:

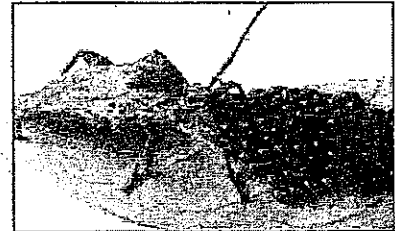
HELLO STUDENTS! Coach Washington and I miss you very much. We hope that you are home resting, staying out of trouble and enjoying the extra time with your families. We have a court update: **OUR COURTS HAVE BEEN RESURFACED!!** They are done and ready for you guys to come back and hit! If you have your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

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

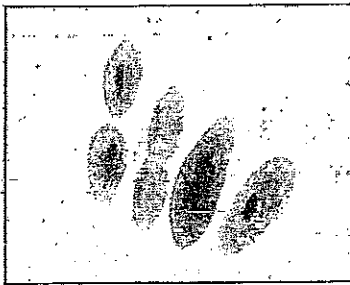
Imagine a gardener checking on his growing plants at the beginning of spring. He notices a few tiny insects eating some of his plants. The gardener isn't worried—a few insects are not a concern. But when he comes back several weeks later, his plants are covered in these small insects. There are at least ten times as many insects as there were several weeks ago! Where did all of these insects come from? How do organisms make more of their species?

Reproduction produces offspring.

Reproduction is a process by which an organism produces offspring, or young. All organisms reproduce. If they didn't, no species would survive past a single generation. Reproduction allows organisms to pass on their traits, or characteristics, to their offspring. Parents pass on their traits through their genetic material, or DNA.



The tiny insects developing inside these eggs will grow into adult insects.



Most prokaryotic organisms reproduce asexually through binary fission.

Asexual reproduction requires one parent.

Asexual reproduction is a type of reproduction in which one parent makes an exact copy of itself. The parent passes its genetic material to its offspring. Therefore, the offspring have the same traits as their parent and as each other. The offspring are uniform, or the same. Think of it as making a copy on a copy machine. The parent is like the piece of paper you put into the machine. The offspring are like the copies that come out. The offspring, like the copies, all look like their parent and like each other.

There are different forms of asexual reproduction.

Prokaryotic organisms, such as bacteria, go through a process called **binary fission**. First, a single-celled bacterium makes a copy of the DNA it has in its cell. Then, the bacterium splits in half, forming two cells. Each cell gets a copy of the original DNA.

prokaryotic: describes a simple, one-celled organism that lacks a nucleus and other membrane-bound organelles

REPRODUCTION

Eukaryotic organisms reproduce asexually in several ways. Fungi, such as mushrooms, form spores. **Spores** are tiny reproductive structures that contain a copy of the parent DNA. Some organisms reproduce by budding. In **budding**, a smaller version of the parent organism grows out of the parent. Eventually, it separates from the parent and begins to function on its own. This would be similar to another person growing out of your body!

eukaryotic: describes an organism that has cells with a nucleus and other membrane-bound organelles



Hydra are tiny aquatic animals. The hydra shown to the left is reproducing by budding. The arrow is pointing to the offspring that is growing out of the parent hydra toward the front of the image.

Plants can reproduce asexually through a process called **vegetative propagation**. An entire new plant can grow out of a portion of the parent plant. For example, if you removed a part of the stem and leaf and put it in water, it would form roots and grow to be an adult plant. It would be an exact genetic copy of its parent. Have you ever noticed the "eyes" of potatoes? The eyes are actually buds that sprout new leafy branches. This is an example of asexual reproduction. If you planted the sprouting parts, they would eventually grow into adult potato plants.



The sprouting buds of this red potato are an example of vegetative propagation.



Bacteria, fungi, and plants are not the only organisms that reproduce asexually. In some animals, like fish, reptiles, and amphibians, an unfertilized egg can develop into a full-grown adult. This offspring would only have a copy of the female's DNA. For example, in some insects called aphids, asexual reproduction can occur when an unfertilized egg develops inside the female. Once the egg has fully developed, the female gives birth to a genetically identical offspring!

Dance I and Dance II (ADT)-

Weeks of April 13th- May 4TH

Hey guys!!! I hope everyone is doing well and STAYING HOME!!! Make sure you are stretching Every day and practicing your skills. I have set up a Remind in order for us to keep in contact- www.remind.com/join/mpjhd I can't wait to hear from you all. Feel free to send me videos of you dancing. LOVE AND MISS YOU!!!

COACH D ☺_ericadance13@hotmail.com

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

Tuesdays- Across the Floor Skills

Wednesdays- Center Skills

Thursdays- Review all Dances that we learned

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

From Ms. H: If you would like to have a zoom lesson with me, please contact me and let me know. Also, if you want to send me a video of what you are working on do it!! I look forward to hearing from you!! You can even send me a TIKTOK. My contact info is: aliciaghargett@gmail.com Feel free to message or contact me on remind as well.

Honors Band/Symphonic Band April 13th- May 4TH

(YOU MUST COMPLETE 1-3 DAILY)

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

- Breathing exercises, Long tones, sirens, lip slurs

2. 10 minutes- Instrument warm-up

- Lip Slurs, scales in whole notes

3. 10 minutes- Scale Studies

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

4. 15-20 minutes- Band Repertoire

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

5. 20-30 minutes- Friday Music Fun Day (send me your videos)

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

Element of Art Form

Mrs. Lugo

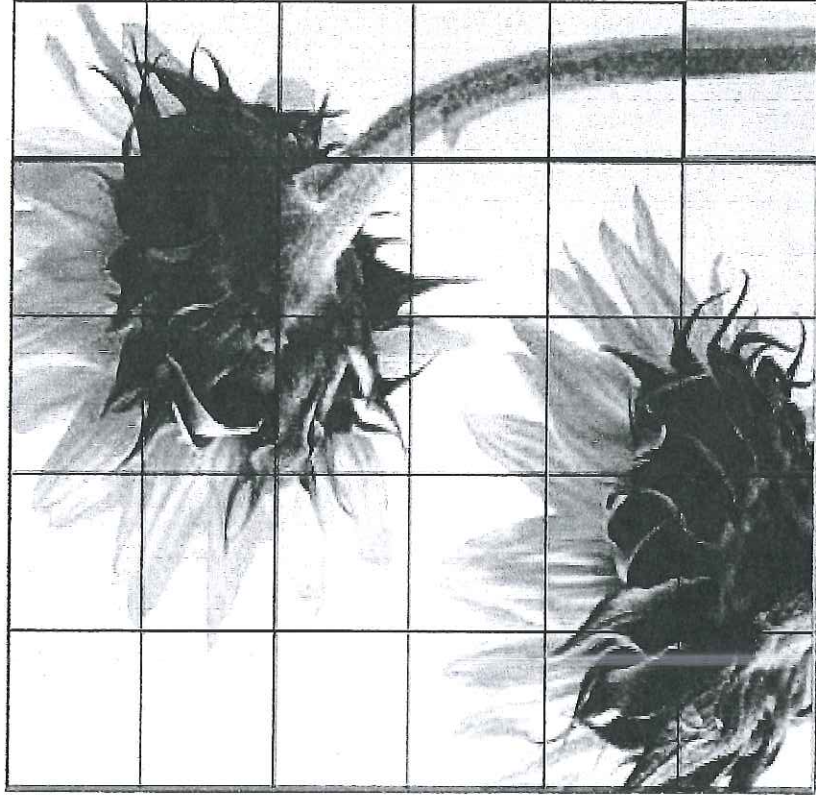
Draw what you see in each square and shade.

Natural Forms - Grid Drawing

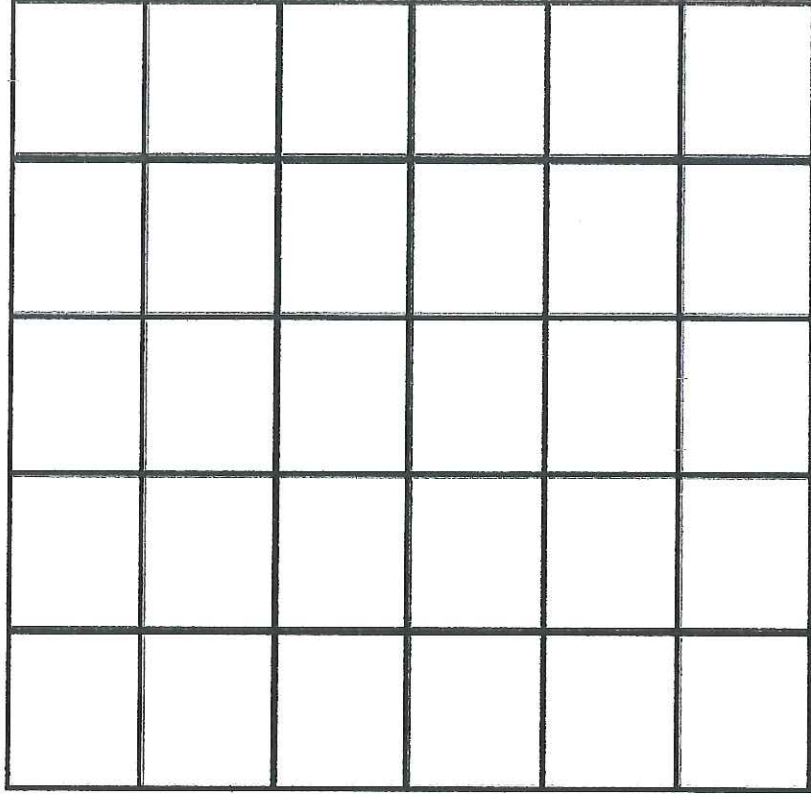
LO: Develop observational skills by creating a tonal grid drawing.

Class:

Using the Grid Method draw the image in the box opposite to get a more accurate image draw what you see in each box to guide you. Remember to add detail and tone.



Artist: Karl Blossfeldt



Remember I grade on effort so try your best ☺. - Lugo

The Elements of Art

COLOR

Color is the hue that is produced when light reflects off of an object.

LINE

A line is the path of a point moving through space. It is one dimensional and can vary in width, direction, and length.

SHAPE

Shapes are flat enclosed areas that are two dimensional.

Texture is the way a surface feels or how it looks like it would feel.

VALUE

Value is the lightness or darkness of a color.

SPACE

Space is used to create the illusion of depth

FORM

Forms are three dimensional shapes. They have volume and take up space.

