

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Campus \_\_\_\_\_

# 8<sup>th</sup> GRADE

*Week Five*

*April 27-May 1*

Mount Pleasant ISD

**English**



**Teresa:** What?

**Marco:** The whole hockey team is going for pizza. Except me. Because you're making me move 1,400 miles away.

**GPS Voice:** Turn right onto Tropical Avenue.

**Teresa:** I know it's not ideal to move when you're 13.

**SD2:** Marco leans his head against the window.

**Marco:** It's the worst possible time to be the new kid.

**Teresa:** Your *abuela* is getting older, and now that *Abuelo* is gone . . . we need to be near.

**Marco:** Don't Lita's neighbors check on her all the time?

**Teresa:** Yes. But we're her family. *La familia lo es todo.*

**Marco:** I know, I know. Family is everything.

**GPS Voice:** In 200 feet, your destination is on your right.

**Teresa:** Lita's neighbor Freddy has a daughter about your age. They want to take you out on their boat tomorrow.

**Marco:** Yay. I can't wait to sail in shark-infested waters.

**SD3:** Teresa pulls up to a mint-green house on stilts. She smiles brightly.

**Teresa:** Once you stop sulking, I think you'll realize what a special place this is.

## SCENE 2

### On the water, the next day

**SD1:** Marco is on a boat with Freddy and his daughter Mel, who has a Polaroid camera around her neck.

**SD2:** Marco sits in the back with his arms crossed.

**Mel:** What grade are you going into?

**Marco:** Eighth.

**Mel:** Me too.

**SD3:** Mel points her camera at Marco and snaps a photo. He raises a hand to block his face.

**Marco:** Why did you do that?

**Mel:** I like to capture people when they don't expect it.

**Marco** (*glumly*): Well, next time ask first.

**SD1:** Mel holds the photo, watching the image appear.

**Mel:** I can't see your face. Can you take your hat off?

**SD2:** As Marco lifts his hat, a gust of wind blows it away.

**Marco:** My hat! We have to go back and get it! I got it at my hockey championship, and—

**Mel** (*shouting*): Dad! We need to turn around. Marco's hat blew into the water.

**Freddy:** Okeydokey.

**SD3:** Freddy swings the boat around.

**SD1:** Marco searches the water frantically, then points.

**Marco:** Over there!

**SD2:** Freddy steers the boat toward the object.

**Mel:** That's not your hat. That's a turtle!

**Marco:** It's just sort of floating there. Is it OK?

**Freddy:** I don't think so.

**SD3:** Freddy makes a call and puts it on speakerphone.

**Operator:** Emergency Stranding Hotline.

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**Freddy:** Hi. We're about 10 miles east of Sombrero Beach. We found a green sea turtle, and it's not moving.

**Operator:** Is it coming up for air?

**Mel:** No.

**Operator:** Can you gently poke it and see if it reacts?

**SD1:** Freddy takes a piece of tubing, leans over, and carefully pokes the turtle's flipper.

**Marco:** Its head rose up a little!

**Operator:** Good! It's still alive. I'm sending the Coast Guard.

**Marco (to the turtle):** Hold on, little dude. Help is coming.

### SCENE 3

#### The same spot, 30 minutes later

**SD2:** The Coast Guard boat arrives.

**Mel (waving):** Over here!

**SD3:** The rescuers **maneuver** their boat closer.

**SD1:** One rescuer gently lifts the turtle out of the water.

**SD2:** Its legs and neck are shriveled, its eyes sunken.

**Rescuer:** Poor guy looks close to starving.

**SD3:** Mel snaps a picture. Marco glares at her.

**Mel:** What? I'm documenting all this. You want me to ask the turtle's permission too?

**SD1:** The rescuers scoop seawater into a shallow tub lined with towels, then gently place the turtle in the tub.

**Marco:** Where are you taking him?

**Rescuer:** To the Turtle Hospital in Marathon. If anyone can save his life, they can.

### SCENE 4

#### The Turtle Hospital, the next day

**SD2:** Marco and Mel stand with Dr. Hayes, a veterinarian, in a bright hallway outside an exam room.

**SD3:** Through a window, they see the rescued turtle hooked up to beeping machines.

**Dr. Hayes:** He wouldn't eat, so we put in a feeding tube. We weren't sure he'd last the night.

**Marco:** Is he . . . is he going to die?

**Dr. Hayes:** I'm afraid it's too soon to tell.

**Mel:** What's wrong with him?

**Dr. Hayes:** The X-ray shows something blocking his intestines. We won't know what it is until it comes out.

**Marco:** How do you get it out?

**Dr. Hayes:** We gave him vegetable oil and fiber to help it come out naturally. If it doesn't, we'll do surgery.

**SD1:** Mel raises her Polaroid and snaps a photo of the turtle through the glass.

**Mel:** Does this happen a lot?

**Dr. Hayes:** Unfortunately, yes. Turtles ingesting trash is a real problem. The trash causes their intestines to fill with gas, and then they can't dive down to feed.

**SD2:** Two workers pass by wheeling a cart carrying a giant turtle. The turtle's shell has a large crack.

**Dr. Hayes:** Excuse me, kids. I've got another patient.

**Mel:** Wait. What happened to that one?

**Dr. Hayes:** That's Mojo. She was hit by a boat.

**SD3:** Dr. Hayes leaves. A smiling woman walks up.

**Megan:** You must be Marco and Mel. I'm Megan. (*looking at the turtle*) Would you like to name him? Since you found him, you get to choose his name.

**Marco:** Um . . .

**Mel:** We should name him Marco. You saw him first.

**Marco:** What if we combine our names?

**Mel:** Mel Marco?

**Marco:** Or the end of your name and the start of mine.

**Mel:** Elmar.

**Marco:** *El mar* means "the sea" in Spanish.

**SD1:** Mel raises her hand for a high five. Marco smiles and gives her hand a slap.

## SCENE 5

### The Turtle Hospital, two weeks later

**SD2:** Marco sits next to Elmar's tub, lightly running his fingers over the turtle's green-and-black shell.

**SD3:** The turtle is still emaciated but swimming slowly.

**SD1:** Megan comes in.

**Marco:** Elmar doesn't seem much better.

**Megan:** Well, he's eating on his own. Turns out he loves cucumbers. But the impaction hasn't moved.

**SD2:** Marco bites his lip.

**Megan:** C'mon. Follow me.

**SD3:** Megan leads Marco outside, where a dozen large round tanks are placed in neat rows.

**Megan:** Go on. Look inside.

**SD1:** Marco looks into one tank and sees turtles the size of baseballs swimming around.

**Megan:** Those are Kemp's ridleys, the most endangered species of sea turtle in the world.

**SD2:** In another tank, Marco sees a large turtle with a missing flipper.

**Megan:** That's Hazel. She's a 200-pound loggerhead. She got caught in a fishing line that cut off the circulation in her flipper. We had to amputate it.

**Marco:** Will she be OK?

**Megan:** More than OK. We're releasing her into the wild this weekend.

**Marco:** How will she survive with a missing flipper?

**Megan:** She learned to adapt. Turtles are resilient creatures.

**SD3:** Suddenly, Marco's eyes well up.

**Megan (gently):** Not every turtle makes it, but we try to focus on the ones that do.



## SCENE 6

### The beach, that evening

**SD1:** Marco sits on a blanket picking at loose threads. His grandmother, Lita, sits in a chair beside him.

**Lita:** Why so sad, *mijo*?

**Marco:** I was thinking about Elmar. He wasn't doing anything wrong. Just swimming around being a turtle. Now he's away from home, living in this weird place . . . and he might die.

**Lita:** *La muerte es parte de la vida.*

**Marco:** I know. Death is a part of life.

**SD2:** Lita rests her palm on his back.

**Lita:** Mel dropped this off for you.

**SD3:** Lita hands him a bright-green flyer.

**Marco** (*reading*): Sombrero Beach Cleanup. This Saturday, 9 to noon. Bring a bucket and gloves, and let's make the world a better place. (*looks up*) Yeah. Like picking up a few plastic bags will do anything.

**Lita:** It could save another *tortuga*.

**Marco:** What about the tons of trash on beaches all over the world? What about the millions of sea animals dying off? I've been reading, and it's not just turtles. Sharks, whales, dolphins—

**Lita:** Marco, we do what we can.

**SD1:** They look out at the brilliant sky and the setting sun.

**Lita:** If everyone does one small thing, all those small things add up. It makes a difference.

**Marco:** I'm not sure that's true.

**Lita:** What do you see in front of you?

**Marco:** The sea.

**Lita:** What is it made of?

**Marco:** Water.

**Lita:** *Si, mijo.* Each of us is only a drop of water. But put them all together, and you get a mighty sea.

#### SCENE 7

##### **Sombrero Beach, that Saturday**

**SD2:** Mel and a group of volunteers are picking up trash. Marco walks up.

**Mel:** You made it! Hey, everyone, this is Marco. He just moved here.

**Marco** (*waving*): Hi, everyone.

**Mel:** How's Elmar?

**Marco:** He's having surgery on Monday.

**SD3:** Mel nods **solemnly**.

**SD1:** As they walk along the beach picking up trash, Marco notices a track from the sand into the water.

**Marco:** Looks like someone rode a one-wheeled truck right into the ocean.

**Mel:** Oh, that's a turtle track! Female turtles come out of the water at night and dig nests on the beach. They lay about 100 eggs, cover them with sand, and go back to the water. It's pretty mesmerizing.

**Marco:** You've seen it?

**Mel:** Only from a distance. You have to stay back so you don't disturb them. Hey, you should come next time.

**Marco:** OK. That sounds cool.

**Mel:** What's even better is when the eggs hatch. These teeny turtles pop up out of the sand and crawl down to the water. Bet you can't see that back in Detroit.

**Marco** (*laughing*): No.

#### SCENE 8

##### **The Turtle Hospital, Monday morning**

**SD2:** Marco is pacing. Mel sits chewing her nails.

**Marco:** Thanks for being here.

**Mel:** Of course.

**SD3:** Dr. Hayes comes out. The kids look up eagerly.

**Dr. Hayes:** Good news! We were able to remove the impaction. It was a party balloon.

**Marco:** Why would a turtle eat a balloon?

**Dr. Hayes:** To him, it probably looked like a jellyfish.

**Mel:** Is he going to be OK?

**Dr. Hayes:** We'll have to wait and see.

## SCENE 9

### The Turtle Hospital, two months later

**SD1:** Marco and Mel toss pieces of cucumber into Elmar's tank. He swims over and gobbles them up.

**Marco:** It's weird.

**Mel:** What is?

**Marco:** Well, if I hadn't moved here, then we wouldn't have been out on the boat, you wouldn't have taken my picture, I wouldn't have lost my hat, we wouldn't have turned back to look for it, and—

**Mel:** —we wouldn't have saved Elmar.

**Marco:** It's like it was supposed to happen or something.

**SD2:** Elmar comes up for a breath of air. Mel smiles.

**Mel:** It's like you were meant to be here, Marco.

## SCENE 10

### The beach, two days later

**SD3:** Marco, Mel, Lita, Freddy, and Teresa gather by the water with a small, cheerful crowd.

**SD1:** The Turtle Hospital van drives up.

**Freddy:** Everyone, they're here! They're here!

**SD2:** Megan climbs out.

**Megan:** Elmar is fully healed and ready for release!

**Crowd:** Yay! Woo! Woo!

**SD3:** Members of the release team open the van and bring Elmar out. He is wriggling around.

**Mel:** Look how feisty he is!

**SD1:** They carry the turtle to the water's edge.

**Crowd:** El-mar! El-mar! El-mar!

**SD2:** They set him down and he immediately glides into the water.

**Marco:** Goodbye, Elmar!

**SD3:** Mel snaps a picture.

**SD1:** They watch the turtle swim farther and farther out to sea until at last, he dives under the waves and disappears.

**SD2:** Mel hands Marco the photograph.

**SD3:** As Marco smiles at the photo, Lita leans over.

**Lita:** Look at all of us, Marco: drops of water that together make a mighty sea.

**1. Using context clues, write the definition of the bold word “maneuver” as it is used in Scene 3.**

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**2. Using context clues, write the definition of the bold word “solemnly” as it is used in Scene 7.**

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**3. Read the following line from the play: “Marco is annoyed by Mel at first.” Find text evidence from the story that supports that inference.**

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**4. In Scene 5, Megan talks to Marco at the Turtle Hospital:**

**Meg:** Well, he's eating on his own. Turns out he loves cucumbers. But the impaction hasn't moved.

**SD2:** Marco bites his lip.

**How do you think Marco is feeling about Elmar?**

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**5. In Scene 5, SD3 says of Elmar, "The turtle is still emaciated but swimming slowly." Which lines illustrate the meaning of emaciated ?**

**A-** "Its legs and neck are shriveled, its eyes sunken" and "Poor guy looks close to starving."

**B-** "Wait. What happened to that one?" and "That's Mojo. She was hit by a boat."

**C-** "We should name him Marco. You saw him first" and "What if we combine our names?"

**D-** "Go on. Look inside" and "Marco looks into one tank and sees turtles the size of baseballs swimming around."

**6. Why is Lita's character important to the play?**

**A-** She shares her wisdom with Marco.

**B-** She helps release Elmar back into the sea.

**C-** She helps Marco become a volunteer at the Turtle Hospital.

**D-** She introduces Marco and Mel.



# Algebra

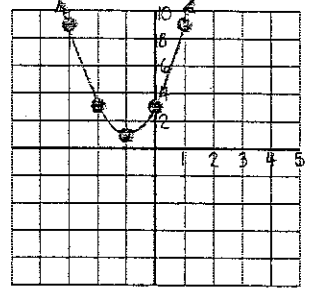
# Graphing Quadratic Functions

1. Write the equation in standard form:  $y = ax^2 + bx + c$ .
2. Find the equation of the axis of symmetry:  $x = \frac{-b}{2a}$ .
3. Find the vertex of the parabola. The x-coordinate is  $\frac{-b}{2a}$ . To find the y-coordinate, substitute the x-coordinate for x in the equation and solve for y.
4. Make a table of values by choosing 2 x-values to the left of the axis of symmetry and 2 x-values to the right of the axis of symmetry and substituting them into the equation to find the y-values.
5. Connect the points to form a parabola.

Ex: Graph  $y = 2x^2 + 4x + 3$

axis of symmetry:  $x = \frac{-4}{2(2)} = -1$

x	y
-3	9
-2	3
-1	1
0	3
1	9



# Solving Quadratic Equations by Factoring

1. Write the quadratic equation in Standard Form ( $ax^2 + bx + c = 0$ ).
2. Factor the left side of the equation.
3. Use the zero-product property to solve the equation by setting each factor equal to zero and solving for x.

Ex:  $x^2 - 6x = 16$

$$\rightarrow x^2 - 6x - 16 = 0$$

$$\rightarrow (x - 8)(x + 2) = 0$$

$$\rightarrow x - 8 = 0 \quad x + 2 = 0$$

$$x = 8 \quad \text{or} \quad x = -2$$

# Solving Quadratic Equations Using Square Roots

\*\*\* Only for quadratic equations where  $b = 0$ . \*\*\*

1. Write the equation in the form  $ax^2 = c$ .
2. Divide both sides of the equation by a.
3. Take the square root of both sides of the equation. Be sure to find both the positive and negative square root!

Ex:  $4x^2 - 32 = 0$

$$4x^2 = 32$$

$$\rightarrow x^2 = 8$$

$$\rightarrow x = \pm\sqrt{8} \approx \pm 2.83$$

# Solving Quadratic Equations Using the Quadratic Formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

1. Write the quadratic equation in Standard Form ( $ax^2 + bx + c = 0$ ).
2. Substitute a, b, and c into the quadratic formula to find the solution(s) for x.

Ex:  $3x^2 + 7x - 8 = 0$

$$x = \frac{-7 + \sqrt{7^2 - 4(3)(-8)}}{2(3)} \rightarrow x \approx 0.84$$

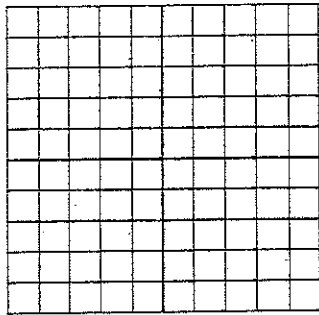
$$x = \frac{-7 - \sqrt{7^2 - 4(3)(-8)}}{2(3)} \rightarrow x \approx -3.17$$



Graph each quadratic equation.

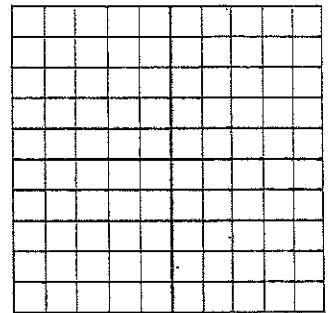
106.  $y = x^2 - 4x + 1$

x	y



107.  $y = -x^2 + 2x + 3$

x	y



Solve each quadratic equation using the method of your choice. Round to the nearest tenth.

108.  $x^2 - 3x + 2 = 0$

109.  $4x^2 - 40 = 0$

110.  $2x^2 + x = 45$

111.  $7x^2 + 5x = -2$

112.  $x^2 - 9x = 0$

113.  $x^2 - 20x = 84$

114.  $-15x^2 = -900$

115.  $-5x^2 + 17x + 13 = 0$

116.  $x^2 - 24x + 22 = -22$

Solve each word problem using a quadratic equation.

117. The height of an object  $t$  seconds after it is thrown from a height of  $h$  feet is modelled by the equation  $h(t) = -16t^2 + vt + h$ . If the ball is thrown from a point 6 feet above ground with an initial velocity,  $v$ , of 30 feet per second, how long will it take for the ball to hit the ground?

118. The length of a rectangle is 3mm less than four times the width. If the area of the rectangle is  $1,387 \text{ mm}^2$ , what are the dimensions of the rectangle?

# Math

## **8<sup>th</sup> Grade Math Department**

### **Week 5: 4/27-5/1**

- Students, over the next weeks you will each be reviewing material already learned. In each packet, you will be given instruction, examples, and practice problems.
- For those of you wondering about a calculator. If you have a phone or tablet there is a good app you may download called (Calculator X). This is the closet app we have found to our classroom calculators.
- This week we will start focusing on individual topics. First: Equations and Inequalities. You will practice writing both equations and inequalities and solving equations.
- If you will be working online the following assignments will be available to you through google classroom.
- Login information for Google Classroom is as follows:
  - Username: first.last@stu.mpisd.net
  - Password: 8 digit birthdate followed by mpd
- Example: John.smith@stu.mpisd.net, 05041992mpd

### **Contact Information for Teachers**

**Please contact your teacher with any questions**

- Mrs. Bowers
  - Remind: use code @grade-8
  - Google Classroom: kbowers@stu.mpisd.net
- Miss. Russell
  - Remind: use code @8mathpap
  - Google Classroom: mrussell@stu.mpisd.net
- Mr. Quiroz
  - Remind: use code @fa74642
  - Google Classroom: mquirozcamacho@stu.mpisd.net
- Mr. Stephens
  - Remind: use code @a396f2
  - Google Classroom: dstephens@stu.mpisd.net

(equal)      |      (not equal)  
 Equations    &    Inequalities  
 =                      <                      >  
                             less                      greater  
                             than                      than

Examples:

Tania has \$55.00. Her brother has \$115. Tania saves \$7 per week. Her brother saves \$5 per week. After  $x$  weeks, they will have saved the same amount. Write an equation that could be used to solve this situation.

\* Remember  
 Key words  
 when writing  
 equations &  
 inequalities!

\* Equation

$$\text{Tania} = \text{Brother}$$

\* Solving

$$\frac{55}{-55} + 7x = \frac{115}{-55} + 5x$$

$$\frac{7x}{-5x} = \frac{60}{-5x} + \frac{5x}{-5x}$$

$$\frac{2x}{2} = \frac{60}{2}$$

$$\boxed{x = 30}$$

Charter-A-Bus charges \$50 plus \$0.40 a mile for renting a charter bus. Buses-4-U charges \$35 plus \$0.55 a mile. For what number of miles is Buses-4-U the less expensive company for renting a charter bus?

Inequality: Buses-4 < Charter-A  
 $35 + 0.55x < 50 + 0.40x$     OR     $50 + 0.40x > 35 + 0.55x$

\* Distributive Property

$$\text{Ex: } 4(x+2) = 10x+6$$

$$\frac{4x+8}{-6} = \frac{10x+6}{-6}$$

$$4x+2 = 10x$$

$$\frac{4x+2}{-4x} = \frac{10x}{-4x}$$

$$\frac{2}{6} = \frac{10x}{4}$$

$$\boxed{x = \frac{1}{3}}$$

## Practice

1. Which value for  $x$  makes the sentence true?

$$14x - 5 = 6x + 11$$

- A. 7
- B. 2
- C. 4
- D. -3

2. Anita, Gary, and Tara all run races. Anita has 7 less than 4 times the number of race medals as Tara. Gary has 13 more than 2 times the number of race medals as Tara. If Anita and Gary both have the same number of race medals, how many race medals,  $t$ , does Tara have?

Which equation below correctly represents the situation above?

- A.  $4 \times 7 + 2 \times 13 = t$
- B.  $4t - 13 = 2t + 7$
- C.  $4t - 7 = 2t + 13$
- D.  $4t + 2t + 13 = 7$

3. Which value of  $x$  makes the following equation true?

$$2(x + 8) = x + 19$$

- A. -5
- B. 11
- C. 3
- D.

4. Which value of  $x$  makes the following equation true?

$$4.5(x - 4) = -0.5x + 22$$

- A. 7
- B. 11
- C. 10
- D. 8

5.

$$7p - 15 = 5p - 7$$

If  $p$  represents the weight of a text book, which of the following statements correctly describes the equation above?

- A. Jared's backpack weighs 15 pounds more than 7 times the weight of a text book. Frank's backpack weighs 7 pounds less than 5 times the weight of a text book. The weight of Jared's backpack is equal to the weight of Frank's backpack.
- B. Jared's backpack weighs 15 pounds less than 7 times the weight of a text book. Frank's backpack weighs 7 pounds less than 5 times the weight of a text book. The weight of Jared's backpack is more than the weight of Frank's backpack.
- C. Jared's backpack weighs 15 pounds less than 7 times the weight of a text book. Frank's backpack weighs 7 pounds less than 5 times the weight of a text book. The weight of Jared's backpack is equal to the weight of Frank's backpack.
- D. Jared's backpack weighs 15 pounds less than 7 times the weight of a text book. Frank's backpack weighs 7 pounds less than 5 times the weight of a text book. The weight of Jared's backpack is less than the weight of Frank's backpack.

6.

$$\$22.74d + \$325.37 < \$24.31d + \$284.89$$

If  $d$  represents the number of days on vacation, which of the following statements correctly describes the equation above?

- A. Garrett spent \$22.74 each day he was on vacation, plus \$325.37 for his flight and hotel. Kayla spent \$24.31 each day she was on vacation, plus \$284.89 for her flight and hotel. Kayla spent less money on her vacation than Garrett spent on his.
- B. Garrett spent \$22.74 each day he was on vacation, plus \$325.37 for his flight and hotel. Kayla spent \$24.31 each day she was on vacation, plus \$284.89 for her flight and hotel. Kayla and Garrett spent the same amount of money on their vacations.
- C. Garrett spent \$22.74 each day he was on vacation, minus \$325.37 for his flight and hotel. Kayla spent \$24.31 each day she was on vacation, plus \$284.89 for her flight and hotel. Kayla spent more money on her vacation than Garrett spent on his.
- D. Garrett spent \$22.74 each day he was on vacation, plus \$325.37 for his flight and hotel. Kayla spent \$24.31 each day she was on vacation, plus \$284.89 for her flight and hotel. Kayla spent more money on her vacation than Garrett spent on his.

7. Erin is renting chairs and a tent for a party. She can rent from A-1 Rental or Tonka Tents. A-1 Rental charges \$1.54 per chair, plus \$61.26 for the tent. Tonka Tents charges \$1.79 per chair, plus \$57.51 for the tent. How many chairs will Erin need to rent for the cost of the rentals to be the same?

- A. 15
- B. 10
- C. 25

D. The cost will never be the same.

8. Which value for  $x$  makes the sentence true?

$$11x - 5 = 3x + 11$$

A. 2

B. -3

C. 7

D. 4

9. Darren and Chris are both building chairs. Darren has already made 10 chairs. Chris has already made 14 chairs. Darren can make 2.25 chairs per hour and Chris can make 1.25 chairs per hour. After  $h$  additional hours, Darren has made more chairs than Chris.

Which inequality below correctly represents the situation above?

A.  $10 + 2.25h > 14 + 1.25h$

B.  $10 + 2.25h < 14 + 1.25h$

C.  $10 + 1.25h > 14 + 2.25h$

D.  $10 + 1.25h < 14 + 2.25h$

10. Which value of  $x$  makes the following equation true?

$$6x - 18 = -2x + 38$$

A. 11

B. 8

C. 7

D. 10

11. Dan is trying to find a new cell phone plan. Throttle Talks offers a plan for \$64.31 a month, plus \$2.02 for each megabyte of data. Clutch Cells offers a plan for \$63.81 a month, plus \$2.07 for each megabyte of data. How many megabytes of data will Dan have to use in one month for the cell phone plans to cost him the same amount?

A. 5

B. The cost will never be the same.

C. 7.98

D. 10

12. Which value for  $x$  makes the sentence true?

$$5x = -2x + 42$$

- A.  $x = 5$
- B.  $x = 6$
- C.  $x = 10$
- D.  $x = 8$

13. Gail, Dorothy, and Henry both collect spoons. Gail has 4 times the number of spoons,  $s$ , as Dorothy, minus 17. Henry has 2 times the number of spoons,  $s$ , as Dorothy, plus 13. Henry has more spoons than Gail.

Which inequality below correctly represents the situation above?

- A.  $4s - 17 > 2s + 13$
- B.  $4 - 17 + 2 + 13 > s$
- C.  $4s - 17 < 2s + 13$
- D.  $4 - 17 + 2 + 13 < s$





### 4/27: Kingdoms

1. Name:

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2. Teacher:

Mark only one oval.

- Knox
- Fitch
- Parsons
- Caddel

#### Section: Introduction to Kingdoms and Domains

Read the passage below. Then answer the questions that follow.

Biologists have organized living things into six large groups called kingdoms. Biologists group organisms in the different kingdoms based on the organisms' similarities. Most biologists use the six-kingdom system. The characteristics of these six kingdoms are summarized in the table below.

Characteristic	Kingdom					
	Eubacteria	Archaebacteria	Protista	Fungi	Plantae	Animalia
Cell type	Prokaryote	Prokaryote	Eukaryote	Eukaryote	Eukaryote	Eukaryote
Cell structure	Cell wall, peptidoglycan	Cell wall, no peptidoglycan	Mixed	Cell wall, chitin	Cell wall, cellulose	No cell wall
Body type	Unicellular	Unicellular	Unicellular, multicellular	Unicellular, multicellular	Multicellular	Multicellular
Nutrition	Autotrophic and heterotrophic	Autotrophic and heterotrophic	Autotrophic and heterotrophic	Heterotrophic	Autotrophic	Heterotrophic

3. 1. How many kingdoms are in the system most biologists use? 0 points

---

4. 2. What are the names of the kingdoms? 3 points

---

5. 3. How are organisms grouped in the different kingdoms? 3 points

---

6. 4. What characteristics of each kingdom are identified in the table? 3 points

---

7. 5. In which kingdoms would you find eukaryotes? 3 points

---

8. 6. In which kingdoms would you find unicellular organisms? 3 points

---

9. 7. In which kingdoms would you find autotrophs? 3 points

---

10. 8. Which kingdom is made up entirely of organisms lacking a cell wall? 3 points

---

11. 9. How are members of kingdoms Fungi and Animalia alike? How do they differ?

3 points

---

---

---

---

12. 10. How are members of kingdoms Archaeobacteria and Plantae alike? How do they differ?

3 points

---

---

---

---

13. 11. Eubacteria is to peptidoglycan as fungi is to

3 points

Mark only one oval.

- autotroph
- multicellular
- eukaryote
- chitin

14. 12. All living things are made up of smaller building blocks.

3 points

Mark only one oval.

- True
- False

15. 13. All living things breathe.

3 points

Mark only one oval.

- True
- False

16. 14. All living things possess DNA

3 points

Mark only one oval.

- True
- False

17. 15. Cells are the basic units that make up living things.

3 points

Mark only one oval.

- True
- False

18. 16. Growth and development is essential for living things.

3 points

Mark only one oval.

- True
- False

19. 17. Living things maintain a stable internal environment.

3 points

Mark only one oval.

- True
- False

20. 18. Living things must be able to obtain and use materials and energy

3 points

Mark only one oval.

- True
- False

21. 19. Living things must meet ALL 7 characteristics of life.

3 points

Mark only one oval.

- True
- False

22. 20. Living things respond to their environment.

3 points

Mark only one oval.

- True
- False

23. 21. Plants, fungi, eggs & seeds are non-living.

3 points

Mark only one oval.

- True
- False

24. 22. Taken as a group, living things change over time.

3 points

Mark only one oval.

- True
- False

25. 23. The organisms in a population must reproduce so that its species avoids extinction.

3 points

Mark only one oval.

- True
- False

Use the reading below to answer questions 24 - 34.

Traditionally, living things were divided into two kingdoms, plants and animals. As the science of biology continues to develop, we have come to realize that two kingdoms are not enough for all organisms to fit into. For example, there is a single-celled organism called *Euglena*. This organism has some characteristics of a plant and some characteristics of an animal. As time went on, other organisms were discovered with weird traits that made them difficult to classify as either plant or animal.

Most scientists agree that it makes sense to divide living things into six kingdoms. Remember, though, that kingdoms are purely human inventions. No other living organism, as far as we can tell, cares a bit what kingdom it is in. As the (modern) biology unfolds, we may see evidence for division into more than six kingdoms. (Various biologists have already suggested seven and eight kingdoms.)

**Kingdom Archaeobacteria**  
This kingdom includes bacteria and interesting little creatures called cyanobacteria, also called blue-green algae. They are unicellular (single-celled) and prokaryotic, meaning that there is no nucleus inside the cell. Most biologists believe that the first living things on earth were probably similar to today's bacteria. Another cool thing about this group of organisms is that they are adapted to almost any type of environment, even if it is extreme by our standards (hot, cold, salty, etc.). Bacteria are just about everywhere on Earth.

**Kingdom Eubacteria**  
This kingdom also includes bacteria. This group of bacteria is the true bacteria. They are unicellular and prokaryotic. A cool thing about this group of bacteria is that they can live inside you. Some examples include *e-coli* (lives in intestines), *staphylococcus* (lives on your skin), and *streptococcus* (lives on your skin and in your throat).

**Kingdom Protista**  
Scientists created this kingdom so they could put organisms in it that didn't fit anywhere else. Most protists are single-celled. The cells have a nucleus like plants and animal cells. Some of these organisms kind of act like plants and some of them kind of act like animals. Some of them are like both. That's why they're weird. *Euglena* is plantlike and almost like. *Paramecium* is a unicellular organism that moves itself rapidly through water by using thousands of fine cilia. The amoeba changes shape constantly and flows around food in a cell. Like a little blob.

**Kingdom Fungi**  
This kingdom includes yeasts, molds, mushrooms, and mildews. Most fungi are multicellular (made of many cells) except yeast, which are unicellular. Fungi live exclusively by absorbing nutrients, usually by secreting digestive enzymes to break down their food so it can be absorbed more easily.

**Kingdom Animalia**  
Such things as insects, sea anemones, sea anemones may not be as easily recognized, but are nonetheless all animals. All animals are multicellular. Animal cells lack a cell wall.

**Kingdom Plantae**  
This includes plants (oddly enough!) So things like mosses, pine trees, and roses fit here. There's also a bunch of algae in this kingdom. Plants are usually multicellular, and their cells have a cell wall, unlike animal cells. Their cell walls are made of a substance called cellulose.

26. 24. What is the single-celled organism that is animal and plant-like called?

3 points

---

27. 25. How many kingdoms are there?

3 points

---

28. 26. What kingdom did the first organisms on Earth belong to?

5 points

\_\_\_\_\_

29. 27. What kingdom are true bacteria in?

3 points

\_\_\_\_\_

30. 28. What kingdom do Paramecium and Euglena belong to?

3 points

\_\_\_\_\_

31. 29. What protist changes shape constantly and flows around its food to engulf it?

3 points

\_\_\_\_\_

32. 30. What kingdom are fungi, molds and yeast in?

3 points

\_\_\_\_\_

33. 31. What organisms have cellulose in their cell walls?

3 points

\_\_\_\_\_

34. 32. Which kingdoms have organisms that are multi-cellular?

3 points

\_\_\_\_\_

35. 33. What kingdom includes sea anemones, snails, humans, insects and birds?

3 points

\_\_\_\_\_

Select the check boxes that belong with each description.

Hint: Use the chart at the top of the page.

36. 34. Archaeobacteria

3 points

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

37. 35. Eubacteria

1 point

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

38. 36. Protista

0 points

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

39. 37. Fungi

0 points

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

40. 38. Elantae

0 points

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

41. 39. Animalia

0 points

Check all that apply.

- Autotroph
- Heterotroph
- Multicellular
- Unicellular
- Eukaryote
- Prokaryote

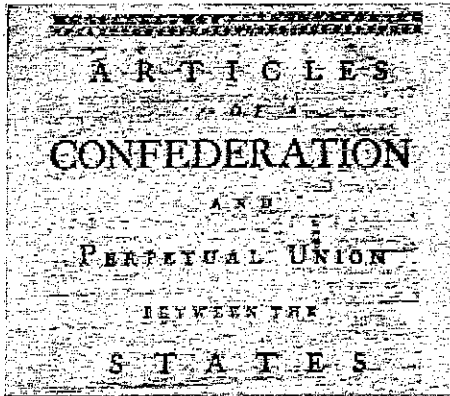
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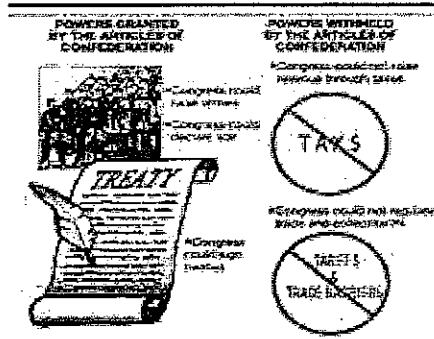
# Social Studies

# The Articles of Confederation

**Essential Question:** Why was the first constitution of the United States (The Articles of Confederation) abandoned?



While in the midst of the American Revolution, the Continental Congress decided to create a government to lead the new nation. In 1777, after much debate, the Articles of Confederation was completed, becoming America's first constitution. The Articles of Confederation did not create a strong national government like we have today. Instead, the Articles of Confederation created a national government with limited powers because many Americans feared a strong government would lead to the tyranny they felt under the British government.



## Strengths & Weaknesses of the Articles

The Articles of Confederation represented the first constitutional agreement between the American states and emphasized a **confederation** (league of independent states) system of government. Because of the tyranny they had experienced under British rule, the Founding Fathers designed a confederation of powerful states united by a weak national government where each state was given one vote in a **unicameral** (one-house) legislature.



This government was limited in many ways and therefore was rather weak. It did not have the power to raise taxes or regulate trade. When the national government needed money, the Confederation Congress had to ask the states to contribute funds, as the states had the right to tax its citizens; a state could refuse to contribute. During the Revolution, America borrowed millions of dollars from foreign nations and individuals. Without the power to tax, the Confederation Congress could not pay off its frustrated lenders.

The Confederation Congress had other weaknesses. There was no president to lead the country and enforce laws passed by the Congress. There was no court system to settle disputes between the states. Laws were difficult to pass because nine out of the thirteen states (almost 70%) had to approve a law before it could go into effect. Amending the Articles of Confederation was considerably more difficult; all thirteen states had to agree. While these limitations may be viewed as bad, it must be remembered that the designers had purposely limited the power of the National Congress in an attempt to protect and preserve the individual powers of the states and guard against tyranny.

The Articles of Confederation did have some good ideas as well. The new national Confederation Congress had the power to wage war, declare peace, make treaties, coin money, and conduct foreign affairs. They also created a very important ordinance (law) that shaped the future of the country. It was known as the **Northwest Ordinance**. The Northwest Ordinance described how the territory would be governed and how a territory could be admitted into the country as a state (A territory needed to have 60,000 free settlers living there to become a state). The Northwest Ordinance also outlawed slavery in the Northwest Territory.

**Results of the Weak National Government** The weaknesses of the Articles of Confederation led to foreign countries taking advantage of the new nation. Great Britain refused to remove its troops from the Ohio River Valley. Spain closed the Port of New Orleans to American farmers who depended on the Mississippi River and the Port of New Orleans to ship their goods east. The Confederation Congress was too weak to handle the nations that were bullying America.

Several other challenges occurred to further point out the lack of power in the central government. After the Revolution there was an economic

depression. Business activity slowed, prices and wages fell, and unemployment rates rose. The depression was especially hard on farmers. During the Revolution farmers were eager to meet the demand for more farm products. To do so, they borrowed money for land, seed, animals, and tools. When prices fell, many farmers could not repay their loans.



In Massachusetts, matters were made even worse when the state raised farmers' taxes. The courts seized the farms of people who could not pay their loans. Farmers protested these actions, and in 1786, a rebellion broke out in Massachusetts. Daniel Shays, a veteran of the Revolution, was determined to save his farm. He gathered a force of nearly 2,000 farmers. They traveled the countryside attacking courthouses and preventing the sale of property as payment for debts. When they tried to attack a warehouse full of rifles and gunpowder it was up to the Massachusetts legislature to send the state militia to drive them off. **Shays' Rebellion** was over, thus narrowly averting an escalating crisis.

Shays' Rebellion led the nation's leaders to believe that the Articles of Confederation were too weak and if the country was to survive, a stronger national government was needed. In the summer of 1787, 55 state delegates met in Philadelphia in what became the Constitutional Convention; the Articles of Confederation was abolished and a new plan of government was created to replace it: The United States Constitution.

---

Notes Questions:

1. What were the Articles of Confederation?
2. Create a T-Chart showing the strengths and weaknesses of the Articles of Confederation.
3. What was the Northwest Ordinance and what did it establish?
4. Discuss the details of Shay's Rebellion (causes & results).
5. What did the Shay's Rebellion prove to the leaders of the new country?

Summary:

Why were the Articles of Confederation Abandoned? (Use the details from your notes as evidence.)

# Electives

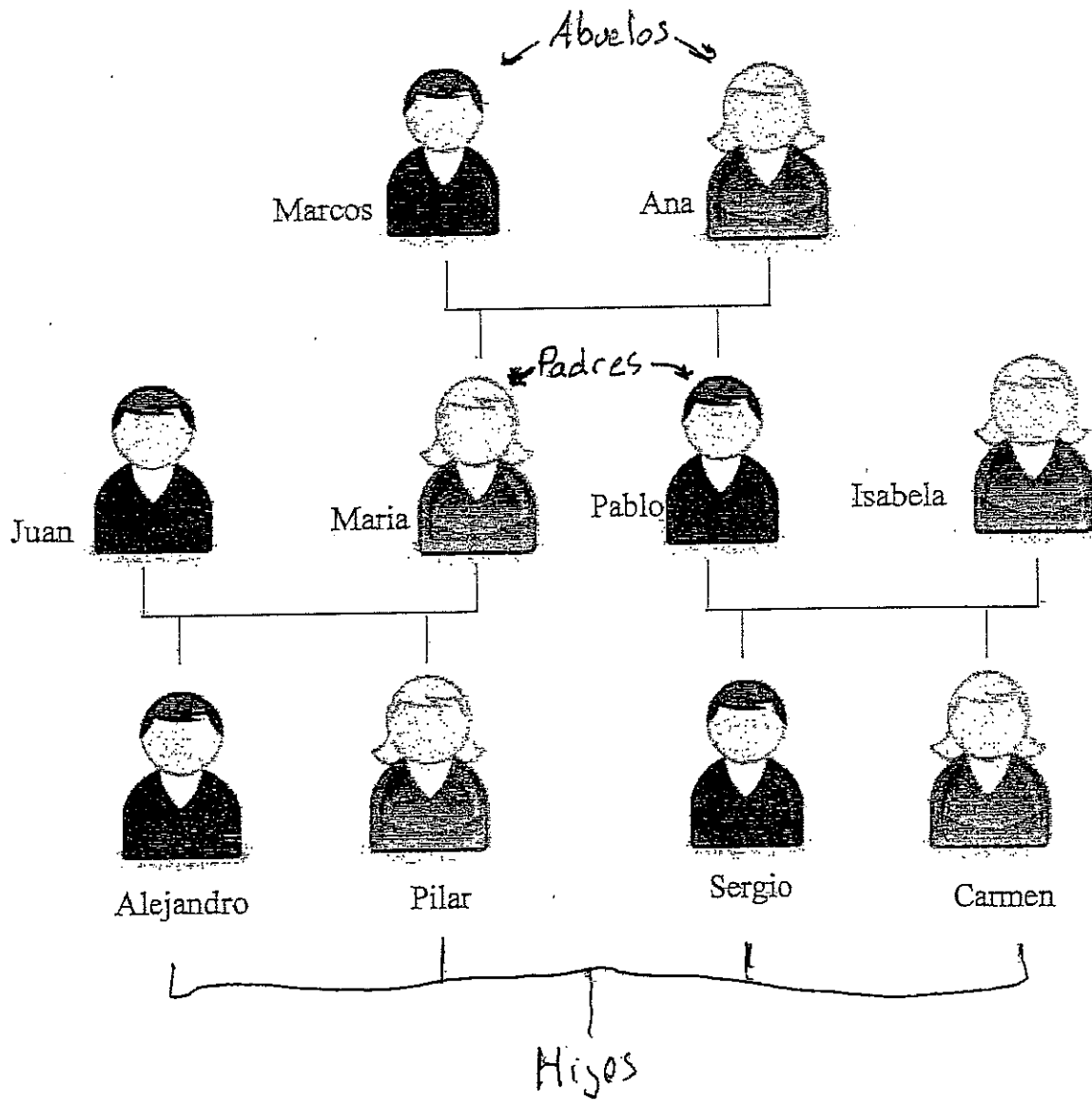
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## All in the Family

Use the family tree provided to answer the following questions.

*Who's Isabela's son?*

1. ¿Quién es el hijo de Isabela? Sergio
2. ¿Quién es la hermana de Alejandro? \_\_\_\_\_
3. ¿Quién es el marido de María? \_\_\_\_\_
4. ¿Quién es el abuelo de Carmen? \_\_\_\_\_
5. ¿Quién es la sobrina de Pablo? \_\_\_\_\_
6. ¿Quién es el tío de Sergio? \_\_\_\_\_
7. ¿Quiénes son las nietas de Ana? \_\_\_\_\_
8. ¿Quiénes son los padres de Pilar? \_\_\_\_\_
9. ¿Quiénes son los hijos de Marcos? \_\_\_\_\_
10. ¿Quiénes son los sobrinos de Juan? \_\_\_\_\_
11. La madre del padre de Carmen es \_\_\_\_\_
12. El padre del tío de Alejandro es \_\_\_\_\_
13. La madre de la madre de Pilar es \_\_\_\_\_
14. La esposa del hermano de María es \_\_\_\_\_
15. La madre del marido de Isabela es \_\_\_\_\_
16. Sergio es el \_\_\_\_\_ de Pilar.
17. Ana es la \_\_\_\_\_ de Marcos.
18. Pablo es el \_\_\_\_\_ de María
19. Isabela es la \_\_\_\_\_ de Alejandro.
20. Carmen es la \_\_\_\_\_ de Ana, la  
 \_\_\_\_\_ de Sergio, la \_\_\_\_\_  
 de Pablo, la \_\_\_\_\_ de María, y la  
 \_\_\_\_\_ de Pilar.



## 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](mailto: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."



# ORGANISM FORCE AND MOTION

## Reflect

What kinds of things can do work? You probably answered that people do work. Perhaps you also thought of machines that help us do work, such as scissors or bicycles. Perhaps you thought of animals in general. Is a lion doing work as it chases an antelope across a field? Is the antelope doing work as it runs away from the lion?

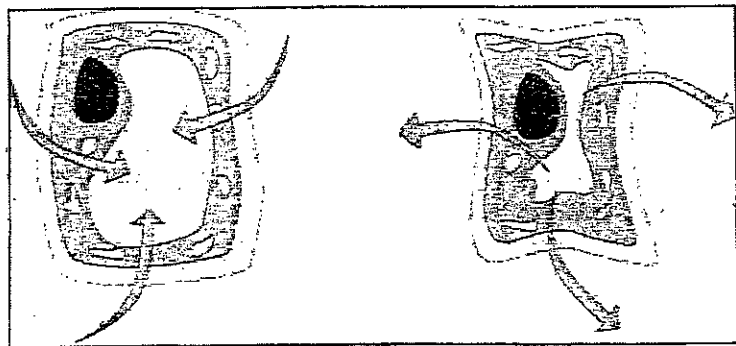
What about plants: can plants do work? Think about this question for a moment, and then read on.

### Plants can exert forces.

According to scientists, **work** happens when a force moves an object. You may not think plants can do work in this way, because they are literally rooted in place. In fact, plants can move, exert force, and do work. One example of how plants move and exert force is turgor pressure.

force: a push or pull

Unlike animal cells, plant cells have strong cell walls. These walls allow pressure to build up inside the cells when the cells absorb water. This pressure is called **turgor pressure**. When turgor pressure is high enough in a cell, the cell walls become firm and straight. As a result, the cell becomes stiff, or **rigid**. A rigid cell or plant is said to be **turgid**.



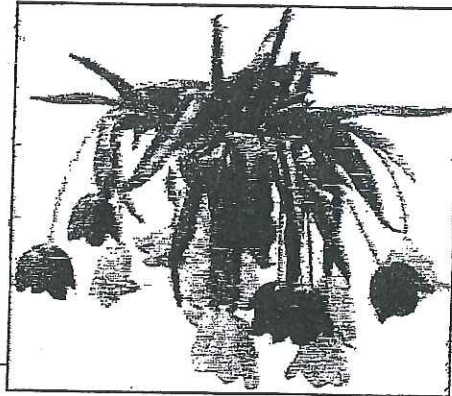
As water flows into a plant cell, the cell becomes rigid, or **turgid** (left). As water flows out of a plant cell, the cell becomes **flaccid** (right).

When a plant doesn't get enough water, the turgor pressure inside of its cells decreases. Without the force of water pressing against their cell walls, plant cells lose their shape and shrink. As a result, the plant begins to droop, or **wilt**. A limp cell or wilted plant is said to be **flaccid**. If water becomes available to a flaccid plant, the plant's cells will become rigid again, and the plant will gradually stiffen. Its leaves and stem will become firm and straight again. This stiffening is motion caused by a force: in other words, **work**! The force that causes this work, **turgor force**, is caused by turgor pressure. Turgor force is the reason that plants can remain tall and rigid even when blown by strong winds.

# ORGANISM FORCE AND MOTION

## What Do You Think?

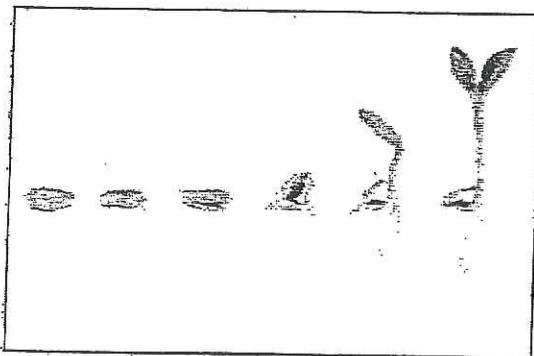
Take a look at these plants. Which plants are turgid? Which are flaccid? In your own words, explain how forces inside the plants caused the plants to move like this.



Another way that plants work is geotropism.

Tropism comes from a Greek word that means "a turning." In plants, a tropism is a turning toward or away from a given stimulus. **Geotropism** (also called **gravitropism**) occurs when a plant turns toward (**positive geotropism**) or away from (**negative geotropism**) the pull of gravity. Gravity is the force that attracts all objects with mass to each other.

When a seed germinates and sprouts, the roots always grow down, and the stem always grows up. This is true no matter how the seed was oriented when it was placed underground. Scientists still do not completely understand the process of geotropism. At first scientists thought it was a response to sunlight. However, scientists have discovered that geotropism is not a response to sunlight because it happens to seeds buried underground in the dark. Just think—you could be the botanist to discover the underlying cause of this phenomenon!



No matter which way a seed is turned, the seed's roots grow down and its sprout grows up.

Forces resulting from geotropism allow plants to perform a surprising amount of work. Have you ever tried to break pavement with a hammer? You can probably imagine how much work is needed to achieve this. Plants do not seem to mind it, though. A plant's roots and stem can exert a lot of force as they grow in opposite directions. Stems can break through pavement, and roots can create small cracks in boulders and split them open. The geotropism mechanism provides the direction and turgor force provides the muscle of this work.

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 with four parts: Soprano, Alto, Tenor, and Bass. The music is in 4/4 time and features the lyrics "Out - side in win - ter is so ver - y cold." The score includes dynamic markings of *mf* (mezzo-forte) and *mp* (mezzo-piano). The Soprano part starts with *mf* and *mp*. The Alto part starts with *mf* and *mp*. The Tenor part starts with *mf* and *mp*. The Bass part starts with *mf* and *mp*. The lyrics are: "Out - side in win - ter is so ver - y cold."

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

Business Marketing

Week 4 April 20-24

And

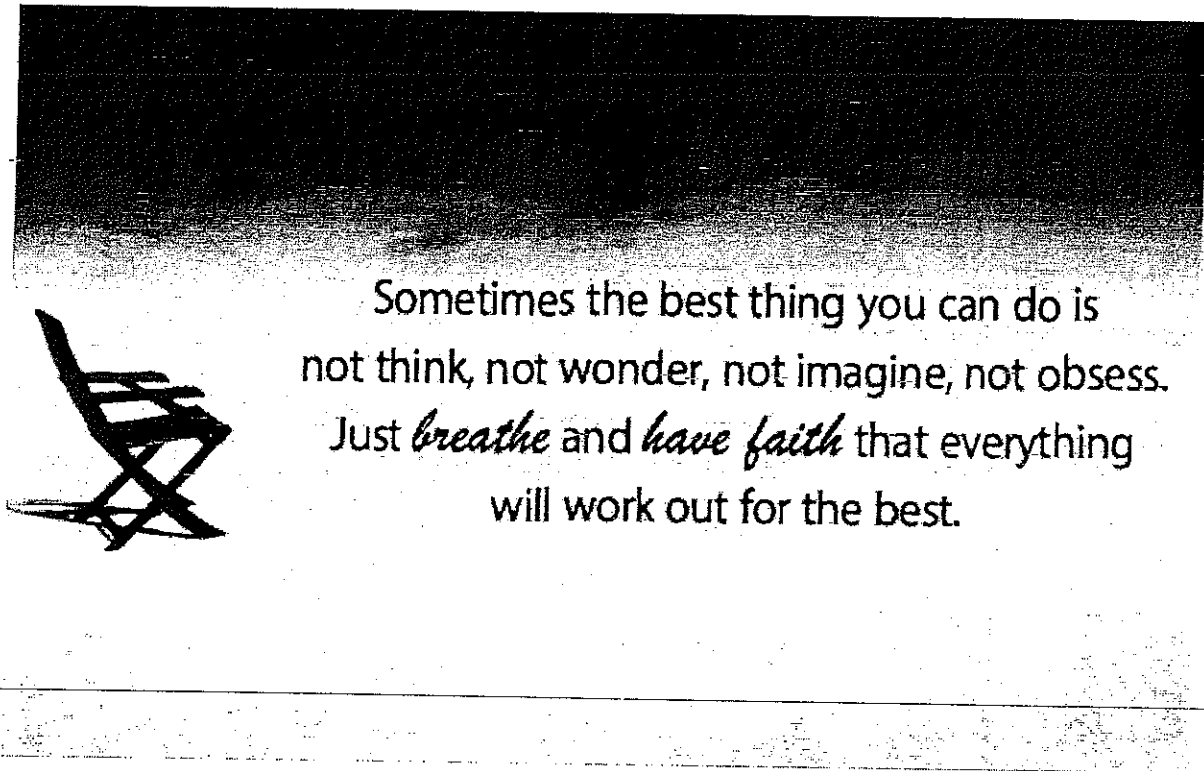
Week 5 April 27-May 1<sup>st</sup>.

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](mailto:jjones2@mpisd.net)

Coach Grubbs email: [cgrubbs@mpisd.net](mailto:cgrubbs@mpisd.net)

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



Sometimes the best thing you can do is  
not think, not wonder, not imagine, not obsess.  
Just *breathe* and *have faith* that everything  
will work out for the best.

## Health Week 5

### Smoking

Directions: Read the Article and on the blanks page, explain to me why you will decide not to smoke. Give specific examples from the text.

Most of us know that smoking:

causes cancer, lung disease, and heart disease

can shorten your life by 10 years or more

can cost a smoker thousands of dollars a year

So why are people still lighting up? The answer, in a word, is addiction.

Once You Start, It's Hard to Stop

Smoking is a hard habit to break because tobacco contains the very addictive chemical nicotine. As with heroin or other addictive drugs, the body and mind quickly get used to the nicotine in cigarettes. Soon, a person needs to have it just to feel normal.

People start smoking for different reasons. Some think it looks cool. Others start because their family members or friends smoke. Almost all adult tobacco users started before they were 18 years old. Most never expected to become addicted. That's why it's so much easier to not start smoking at all.

-What About E-Cigarettes?

It's not only cigarettes that people get hooked on.

Also beware of vaping. Battery-operated e-cigarettes use cartridges filled with nicotine, flavorings, and other harmful chemicals and turn them into a vapor that's inhaled by the user.

Some people think that e-cigarettes are safer than regular cigarettes because they don't contain tobacco. But the other ingredients in them are dangerous too. In fact, there are reports of serious lung damage and even death among people who use e-cigarettes. So health experts strongly warn against using them.

How Can Smoking Affect Health?

Many of the chemicals in cigarettes, like nicotine and cyanide, are poisons that can kill in high doses. The body is smart. It goes on the defense when it's being poisoned. First-time smokers often feel pain or burning in their throat and lungs, and some even throw up the first few times they try tobacco.

---

Over time, smoking leads to health problems such as:

heart disease

stroke

lung damage

many types of cancer — including lung, throat, stomach, and bladder cancer

Other problems include:

gum disease

yellow teeth

eye disease

an increased risk for infections (like pneumonia)

a greater risk of diabetes

weaker bones that are easier to break

skin problems like psoriasis (a type of rash)

wrinkled skin

ulcers

Besides these long-term problems, the chemicals in cigarettes and other products also can affect the body quickly. Teen smokers can have many of these problems:

Bad breath. Cigarettes leave smokers with a condition called halitosis, or lasting bad breath.

Bad-smelling clothes and hair. The smell of stale smoke tends to last — not just on people's clothing, but on their hair, furniture, and cars. It's hard to get the smell of smoke out.

Trouble keeping up in sports. Smokers usually can't compete well with nonsmokers. Physical effects of smoking, like a fast heartbeat, decreased circulation, and shortness of breath, harm sports performance.

Greater risk of injury and slower healing time. Smoking hurts the body's ability to make collagen. So common sports injuries, such as damage to tendons and ligaments, will heal more slowly in smokers than nonsmokers.

Increased risk of illness. Studies show that smokers get sick more with colds, flu, bronchitis, and pneumonia than nonsmokers. And people with some health conditions, like asthma, get sicker if they smoke (and often if they're just around people who smoke). Teens who smoke as a way to manage their weight often light up instead of eating. So their bodies can lack the nutrients needed to grow, develop, and fight off illness well.

All forms of tobacco — cigarettes, pipes, cigars, hookahs, and smokeless tobacco — are health hazards. It doesn't help to substitute products that are advertised as better for you, such as e-cigarettes or filtered or low-tar cigarettes.

---

The only thing that really helps is staying away from all these products. This isn't always easy, especially if everyone around you is smoking or vaping. It may help to have your reasons for saying no ready for times you may feel the pressure. Try "I just don't like it" or "I want to stay in shape for soccer" (or football, basketball, or other sport).

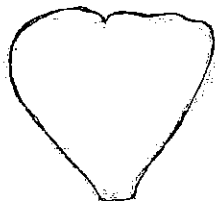


Mrs. Lugo Art I and Art II

I miss you guys so much !!!

Here is an example on how to draw a rose.

Do your best and try to shade it. Remember every time a petal overlaps another petal there is a shadow underneath. Highlights are always more visible towards the top. If you have any questions please feel free to email at [tlugo@mpisd.net](mailto:tlugo@mpisd.net)



1: Imagine a heart shaped petal.



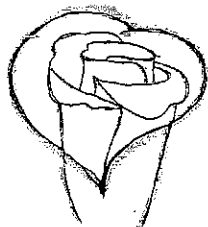
2: Draw the petal wrapped in a tube.



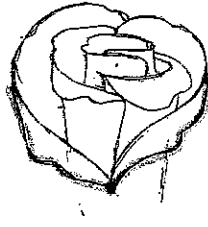
3: Draw another petal wrapped around the first one.



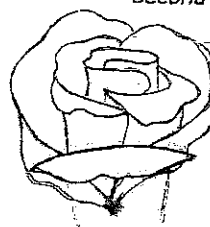
4: Draw another petal wrapped around the second one.



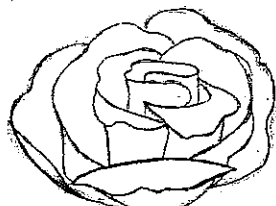
5: Draw a heart shape around the entire flower.



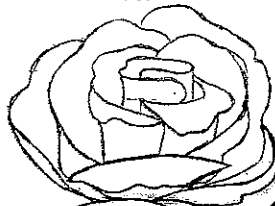
6: Add petal edges to each side of the heart, as if the petals are bent there.



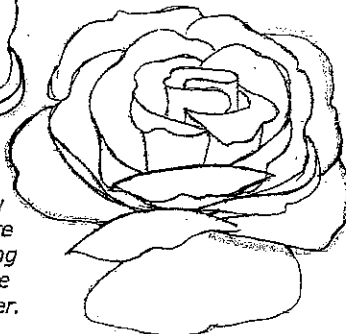
7: Draw a petal facing out. All you will see is the front facing edge.



8: Add a petal on each side of the rose.



9: Draw another petal facing out, just like in step 7.



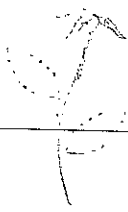
10: Draw some more petals going around the entire flower.



1. Start drawing from stem and draw a few thin leaves.



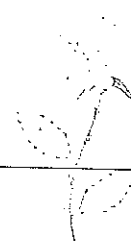
2. Add leaves. Draw them from a 1/4 to 1/2 angle.



3. Before starting drawing roses try to draw stems which are thicker under the leaves on top of the stem.



4. Draw stems just a bit of leaves, then start drawing from the outside layer, which is getting them into the drawing.



5. Add another layer of the stem on top of the lower layer.



## Dance I and Dance II (ADT)-

### Weeks of April 13<sup>th</sup>- May 4<sup>th</sup>

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](http://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: [allciaghargett@gmail.com](mailto:allciaghargett@gmail.com) Feel free to message or contact me on remind as well.

### **Honors Band/Symphonic Band April 13<sup>th</sup>- May 4<sup>th</sup>** **(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.musictechtteacher.com/music\\_quizzes/music\\_quizzes.htm](http://www.musictechtteacher.com/music_quizzes/music_quizzes.htm)

Coach Meeks

PE Home Workout

### Workout For Week 5

1. **Bench step-ups:** Step right foot, then left, up onto a low bench, then step down. Switch your starting
  2. **Burpees:** side with each set.  
From standing, squat down, place your hands on the ground, and jump your feet back into a plank position. Lower body to the floor for a push-up. Push back up to plank. Hop feet back in and stand up.
  3. **Calf raises:** From standing, lift up onto your tiptoes and hold, then lower.
  4. **Cartwheels:** A blast! If anyone can't pull them off, just try to approximate the move.
  5. **Crab walks:** Sit with your knees bent and feet flat on the ground; place palms on the ground behind you. Lift hips a few inches and walk forward on your hands and feet like a crab, then walk backward.
  6. **Crab toe touches:** From your crab position, lift left leg and right arm and try to touch your toes. Lower and repeat on the other side.
  7. **Handstands against a wall:** Make it a game and see who can hold it the longest.
  8. **Hip bridges:** Lie on your back with knees bent and feet flat on the ground; rest arms by sides. Press feet firmly down as you slowly lift your hips off the ground; hold for a few counts, then lower.
- 
9. **Inchworms:** Bend forward at the hips and place hands on the ground with knees slightly bent, then walk them forward until you're in a plank position. Now walk feet in to meet your hands and stand back up.

**10. Planks:** Lie on the ground on your belly, chest lifted off ground. Flex your feet (toes on the floor), engage legs, and lift body up, balancing on forearms and toes. Keep entire body strong and butt in line with shoulders and heels. Hold.

**11. Push-ups:** Get into position and bend elbows and lower chest toward the ground, then push back up.

**12. Side leg raises:** Lie on one side, with your feet and hips stacked; prop yourself up on your forearm. Align shoulder over elbow. Lift your top leg straight up, keeping foot parallel with the ground and flexing your toes; pause at top, then lower.

**13. Side planks:** Lie on one side and prop yourself up on your forearm. Stack your feet and hips. Lift hips straight off the ground. Hold. Repeat on the opposite side.

**14. Squat jumps:** Stand with your feet hip-width apart, bend your knees, and squat your butt back and down, then jump straight up in the air, and land back down in the squat with knees bent.

**15. Straight-arm planks with arm row:** Get into a push-up position, with feet slightly wider than hip-width. Hold it while you bend right elbow and lift it straight up, bringing hand up by side. Lower hand and repeat on the other side.

**16. Supermans:** Lie facedown, with your arms and legs extended. Slowly lift your arms and legs off the ground as high as you can; keep the neck relaxed and look down at the ground. Hold, then lower.

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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.

Cheer:

I am currently in contact with all of them on our app. Can I just send them their weekly challenges like I have been doing?

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Hello!

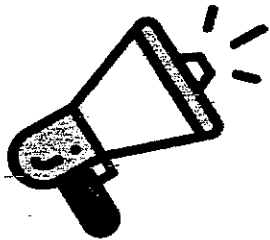


This Monday I will post Google Classroom announcements, athletic activities, flipgrids, and the sportsyou app if you want to check in (once I figure out zoom). Everything can be found in Google-Classroom.

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

~Coach Buhler

### Week of April 27/May 1



#### 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



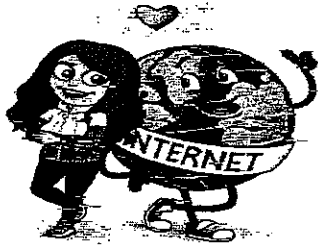
#### DAILY STARTERS (posted in Google Classroom)

- **Tuesday/Wednesday:** Do you think attitude is a factor in winning?
- **Thursday/Friday:** What is the best part about competing?



### 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 Z9NMzF36.

## Is it Gym Time? Let's 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



## Understanding What To Look For and How To Do It

If you can watch, the link below and pay attention to the anglers and what they are looking for and how they are attempting to catch fish. There are many ways to fish and this is an example of a variety of those ways demonstrated by some of the best anglers in the world.

If you cannot watch the link please answer, the following questions by asking someone with experience catching fish, or answer to the best of your knowledge.

<https://app.myoutdoortv.com/show/major-league-fishing>

1. What is an angler is looking for when trying to locate fish?
  - a. Bait Fish
  - b. Structures under and above water
  - c. Drop offs and shallow water
  - d. Where water with current meets with slack water
  - e. All of the above
  
2. What are some techniques that can be used for fishing? (pay attention to the terms they use when describing how they will fish).
  - a. Top water fishing
  - b. Deep water fishing
  - c. Shallow water fishing
  - d. None of the above
  - e. All of the above
  
3. List three types of baits that can be used to catch Bass  
(Word Bank) Buzz Bait, Fluke, Crank Bait, Artificial Worms, Artificial Frogs, Jerk Bait, Stick Baits
  - a.
  - b.
  - c.
  
4. What types of fish can you target with these baits?  
(Word Bank) Catfish, Large Mouth Bass, Crappie, Goggle Eye, Small Mouth Bass, Spotted Bass, White Bass, Yellow Bass
  - a.
  - b.
  - c.
  - d.
  
5. How do you think you can become a successful angler?

