

Packet Week #1
September 7, 2020

Student Name: _____

Advisory Teacher Name: _____

Student Grade Level: 6th

Phone Number (Optional): _____

Email Address (Optional): _____

Name: _____ Block: _____ Date: _____

It's All About You!

Since we just met, we would love to know more about you. Please help us get to know you by answering the following questions. Thank you.

- 1) How old are you? _____
- 2) What are 3 words that describe you?

- 3) Do you like school? _____ Why or Why not?

- 4) What subject(s) do you like best in school?

- 5) I would like to learn more about _____
- 6) Someday, I would like to _____
- 7) Learning is fun when _____
- 8) I like getting praise for _____
- 9) I learn best when _____
- 10) Do you like to play sports? _____
- 11) What sports do you like to play?

- 12) Do you like to play games (Monopoly, Sorry, card games, etc)?

- 13) What games do you like to play? _____

Name: _____ Block: _____ Date: _____

14) What do you do when you are at home?

15) Do you like to watch TV? _____

16) What is/are your favorite TV shows?

17) What do you like to do with your friends after school?

18) What things in life bother you most?

19) What is something that really challenges you?

20) Who is your favorite person? _____

Why? _____

21) Who do you think is the greatest person? _____

Why? _____

22) What kind of person would you like to be when you are older?

23) One thing I know about myself is

My Goals for the Year

1. The subject I really want to improve in is _____.

2. To improve in this subject I will _____

3. I will always be respectful by _____

4. I will follow all rules and routines. If I ever forget, these are the consequences that should help me remember:

5. I will be a good friend by _____

6. Being a responsible citizen to me means _____

7. My teacher can always count on me for _____

8. I will remember to persist which looks like _____

9. But most of all _____

Full Name: _____ Date: _____

Career Survey

1. What are you interested in doing as a career? _____
2. Which college do you want to go to? _____
3. Do you want to join the military? _____
4. Where (city/state/country) do you want to live after your graduate? _____
5. Do you want to live in an apartment or house? _____
6. Do you want to live alone or with a roommate? _____
7. Do you want a family and spouse? _____
8. What kind of chores do you do at home? _____
9. Do you have a bank account? _____
10. Are you good with counting and saving money? _____
11. Do you want to get your driver's license? _____

WELCOME

Name: _____

Email: _____

Write a metaphor to describe yourself:

What picture or image would you use to represent who you are:

Which song on your playlist best represents who you are or what you believe in?



Three things you would take to a deserted island:



If my life were a color it would be:

Finish this simile:
English class is
like...

Favorite things about English class:



Least favorite things about English class:



A Favorite Quote:

WELCOME

Getting to know you...

Talk to someone you don't know. Write his/her name & two facts about him/her:

1
2

Find a partner and write down three important rules for this class:

1
2
3

Get the name of someone who has read the whole *Harry Potter* series:

Get the names of five students and their favorite books ever:

1
2
3
4
5

Someone who's been in another country:

For homework Yes, I said homework...

Write me a **letter of introduction**, but not an ordinary letter of introduction. Instead, I want you to **PRETEND** that there are a limited number of seats in this classroom, and that I will be choosing who gets to stay and take the class, based on the letters I receive tomorrow. In order to be one of the chosen few, you will have to convince me why you should be selected. Are you the world's greatest English student? Not so great at English but a hard worker? One who never gives up? Or are you fun to have around, witty and charming? Or will you offer something else that will make me glad you're in my class? Be persuasive and help me get to know the real you a little better. (And have fun with it!!)



Staple your letter to this sheet and pass it in at the first of next class.

Thanks, and I look forward to getting to know you better!

All About Me questions to explore, on your own, in pairs or a small group

1. Full name
2. Date of birth
3. Year
4. Fact 1 all about me
5. Fact 2 all about me
6. Fact 3 all about me
7. Fact 4 all about me
8. Something I find enjoyable at school is
9. Something I find challenging at school is
10. I feel happy when
11. I feel sad when
12. My top 3 goals this year are
 - a)
 - b)
 - c)
13. What support might you need to achieve them?
14. What Superhero would you be?
15. Describe your special power
16. I can make the world better by
17. I wonder if
18. I aim to
19. If I were an animal
20. Favourite film
21. Favourite song
22. Favourite sport
23. Favourite place
24. Favourite drink
25. Favourite subject
26. Favourite fruit
26. Favourite vegetable
27. Favourite color
28. Favourite book

A T-Shirt About Me - Follow the prompts below to create a unique artwork, All About You

The form is shaped like a T-shirt and is divided into several sections for personal information and preferences:

- Favorite Film** (Left sleeve)
- Favorite Song** (Bottom left hem)
- If I were an animal.....** (Upper chest)
- My Favorite Sport** (Upper chest)
- Favorite Place** (Right sleeve)
- Favorite Drink** (Bottom right hem)
- Name** (Lower chest)
- Age** (Lower chest)
- Grade** (Lower chest)
- Self Portrait** (Large central area)
- Favorite Subject** (Bottom right)
- Favorite Fruit** (Bottom right)
- Favorite Color** (Bottom right)
- Favorite Vegetable** (Bottom right)
- Favorite Book** (Bottom right)

A T-Shirt About Me

Answer the questions
and explore more about you

Something I find enjoyable at school is

fact 1 about me

I feel happy when..... 😊

I feel sad when..... 😞

What Superhero would you be?
Describe your special power

My Top 3 Goals this year:

What support might you need?

Something I find challenging at school is

fact 2 about me

Date of birth

Full name

I can make the world better by

fact 3 about me

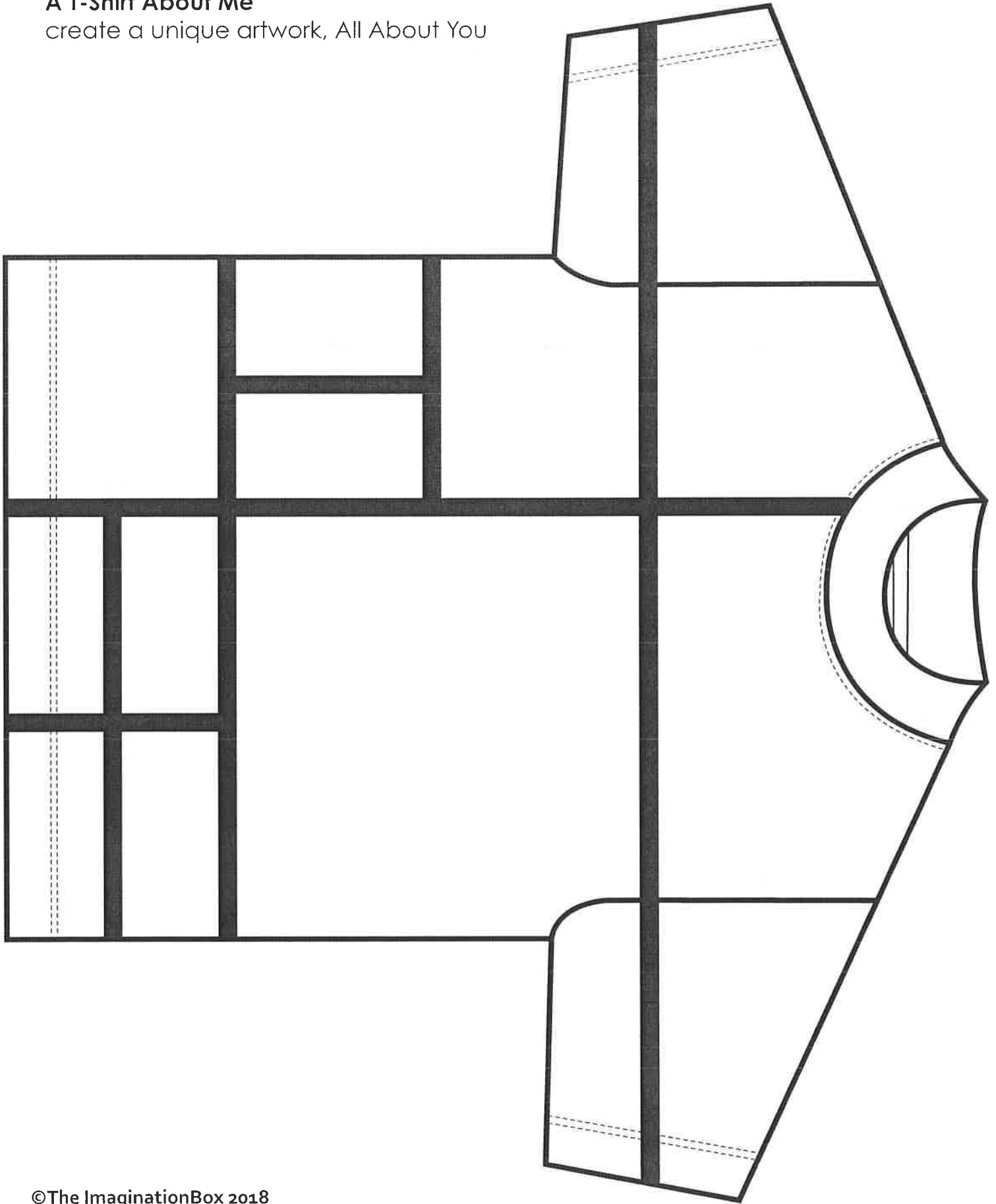
I wonder if.....

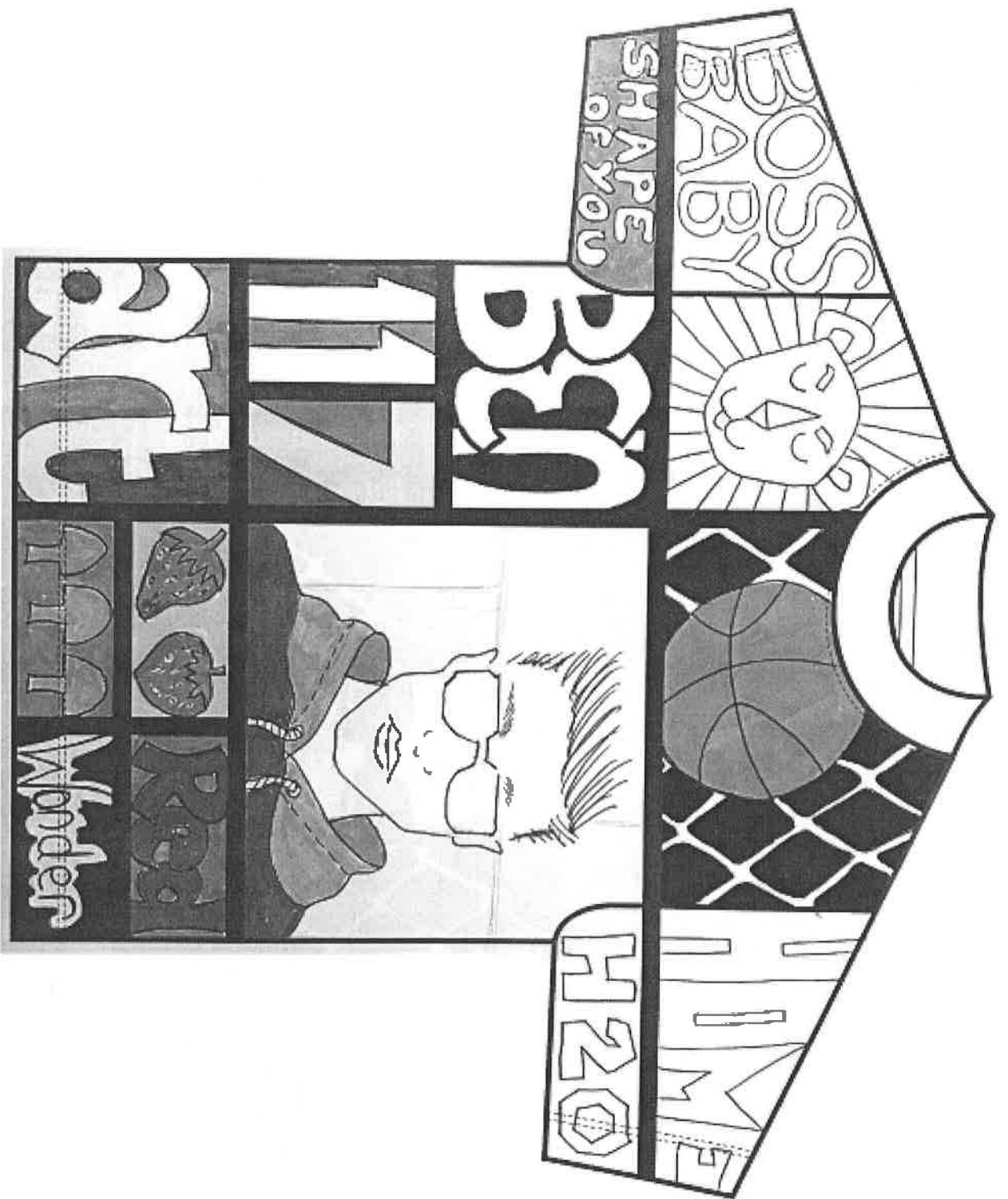
fact 4 about me

I aim to.....

A T-Shirt About Me

create a unique artwork, All About You





A T-Shirt About Me - here's a partly completed example using a black ballpoint pen and colored marker pens. Try sketching out your ideas in pencil first and then use the ballpoint pen to make the images look bolder.



A T-Shirt About Me - here's a finished example using a black ballpoint pen and colored marker pens. Use bold, contrasting colors, and consider how words and numbers can be illustrated graphically rather than just 'written' to create a unique, imaginative artwork.

Math Game, "24"

Yeah, 24!!!

~Directions: Use each number in the problem (once) and any combination of +, -, x, and \div to create... 24!

Example: Using 1, 8, 8, and 6...

$$8 - 6 = 2 \quad 2 + 1 = 3 \quad 3 \times 8 = 24!!!$$

$$\cdot 6, 24, 8, 2$$

$$\cdot 5, 5, 6, 12$$

$$\cdot 2, 4, 4, 3$$

$$\cdot 9, 6, 6, 2$$

$$\cdot 9, 7, 22, 13$$

$$\cdot 10, 2, 2, 7$$

$$\cdot 4, 1, 8, 3$$

$$\cdot 15, 8, 13, 3$$

$$\cdot 2, 3, 8, 9$$

Challenge:

Create your own "24" problem that uses three different operations!



Autumn Mystery Graph

Directions: Use the coordinates (ordered pairs) on the list to graph a picture of something you might see at this time of year. Plot each point, and then connect it to the next point. Go down each column, moving from left to right across the page. Check off each point as you go.

- | | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| ↓START HERE↓ | <input type="checkbox"/> (14,15) | <input type="checkbox"/> (28,15) | <input type="checkbox"/> (16,9) | <input type="checkbox"/> (5,11) |
| <input type="checkbox"/> (0,11) | <input type="checkbox"/> (16,15) | <input type="checkbox"/> (30,13) | <input type="checkbox"/> (15,10) | <input type="checkbox"/> (2,12) |
| <input type="checkbox"/> (2,14) | <input type="checkbox"/> (17,16) | <input type="checkbox"/> (28,14) | <input type="checkbox"/> (14,10) | <input type="checkbox"/> (0,11) |
| <input type="checkbox"/> (7,17) | <input type="checkbox"/> (17,14) | <input type="checkbox"/> (26,13) | <input type="checkbox"/> (13,9) | |
| <input type="checkbox"/> (6,18) | <input type="checkbox"/> (16,14) | <input type="checkbox"/> (25,11) | <input type="checkbox"/> (14,9) | |
| <input type="checkbox"/> (8,17) | <input type="checkbox"/> (17,13) | <input type="checkbox"/> (24,12) | <input type="checkbox"/> (13,8) | |
| <input type="checkbox"/> (11,14) | <input type="checkbox"/> (19,14) | <input type="checkbox"/> (20,10) | <input type="checkbox"/> (13,9) | |
| <input type="checkbox"/> (13,13) | <input type="checkbox"/> (22,17) | <input type="checkbox"/> (19,11) | <input type="checkbox"/> (12,10) | |
| <input type="checkbox"/> (14,14) | <input type="checkbox"/> (23,17) | <input type="checkbox"/> (18,11) | <input type="checkbox"/> (10,11) | |
| <input type="checkbox"/> (13,14) | <input type="checkbox"/> (22,16) | <input type="checkbox"/> (15,8) | <input type="checkbox"/> (9,10) | |
| <input type="checkbox"/> (13,16) | <input type="checkbox"/> (26,16) | <input type="checkbox"/> (15,9) | <input type="checkbox"/> (7,11) | |

Back to the top!

Back to the top!

Back to the top!

Back to the top!

You're done!

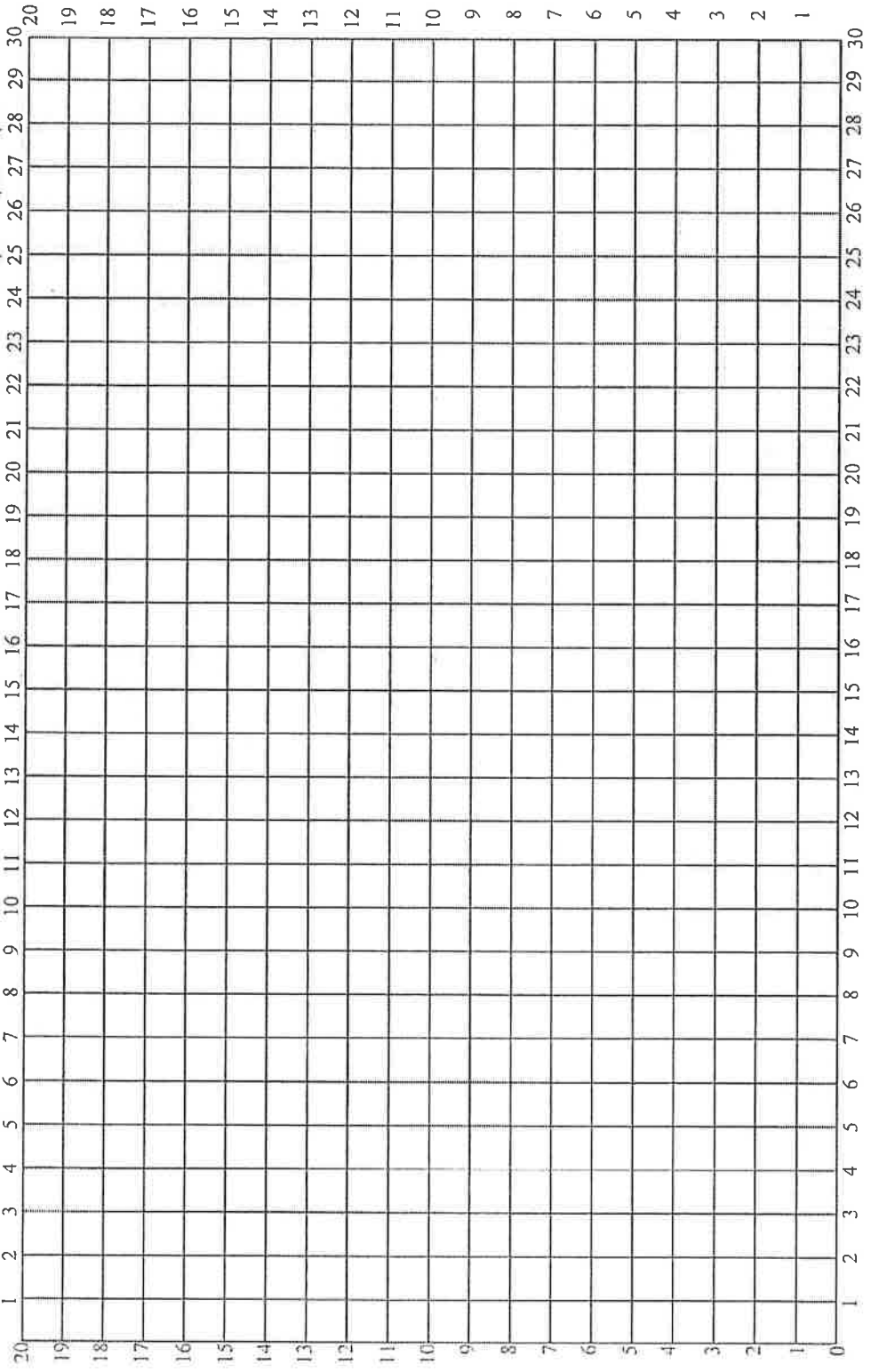
What is it?



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Name: _____ Number: _____

Autumn Mystery Graph



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anna_colley@gwinnett.k12.ga.us
www.annacolley.com

Misha

Name: _____ Class: _____

Marble Champ

By Gary Soto
1990

Gary Soto, an American poet, novelist, and memoirist, often writes about growing up and living in Mexican American communities. In this short story, a determined young girl sets out to overcome her challenges and prove herself. As you read, take notes on how Lupe reacts and responds to the challenges she faces.

- [1] Lupe Medrano, a shy girl who spoke in whispers, was the school's spelling bee champion, winner of the reading contest at the public library three summers in a row, blue ribbon awardee in the science fair, the top student at her piano recital, and the playground grand champion in chess. She was a straight-A student and — not counting kindergarten, when she had been stung by a wasp — never missed one day of elementary school. She had received a small trophy for this honor and had been congratulated by the mayor.



"Untitled" by Crissy Jarvis is licensed under CC0.

But though Lupe had a razor-sharp mind, she could not make her body, no matter how much she tried, run as fast as the other girls'. She begged her body to move faster, but could never beat anyone in the fifty-yard dash.

The truth was that Lupe was no good in sports. She could not catch a pop-up or figure out in which direction to kick the soccer ball. One time she kicked the ball at her own goal and scored a point for the other team. She was no good at baseball or basketball either, and even had a hard time making a hula hoop stay on her hips.

It wasn't until last year, when she was eleven years old, that she learned how to ride a bike. And even then she had to use training wheels. She could walk in the swimming pool but couldn't swim, and chanced roller skating only when her father held her hand.

- [5] "I'll never be good at sports," she fumed one rainy day as she lay on her bed gazing at the shelf her father had made to hold her awards. "I wish I could win something, anything, even marbles."

At the word "marbles," she sat up. "That's it. Maybe I could be good at playing marbles." She hopped out of bed and rummaged¹ through the closet until she found a can full of her brother's marbles. She poured the rich glass treasure on her bed and picked five of the most beautiful marbles.

1. to search for something by moving other items around and looking under, behind, and inside things

She smoothed her bedspread and practiced shooting, softly at first so that her aim would be accurate. The marble rolled from her thumb and clicked against the targeted marble. But the target wouldn't budge. She tried again and again. Her aim became accurate, but the power from her thumb made the marble move only an inch or two.

Then she realized that the bedspread was slowing the marbles. She also had to admit that her thumb was weaker than the neck of a newborn chick.

She looked out the window. The rain was letting up, but the ground was too muddy to play. She sat cross-legged on the bed, rolling her five marbles between her palms. Yes, she thought, I could play marbles, and marbles is a sport. At that moment she realized that she had only two weeks to practice. The playground championship, the same one her brother had entered the previous year, was coming up. She had a lot to do.

- [10] To strengthen her wrists, she decided to do twenty push-ups on her fingertips, five at a time. "One, two, three..." she groaned. By the end of the first set she was breathing hard, and her muscles burned from exhaustion. She did one more set and decided that was enough push-ups for the first day.

She squeezed a rubber eraser one hundred times, hoping it would strengthen her thumb. This seemed to work because the next day her thumb was sore. She could hardly hold a marble in her hand, let alone send it flying with power. So Lupe rested that day and listened to her brother, who gave her tips on how to shoot: get low, aim with one eye, and place one knuckle on the ground.

"Think 'eye and thumb' — and let it rip!" he said.

After school the next day she left her homework in her backpack and practiced three hours straight, taking time only to eat a candy bar for energy. With a popsicle stick, she drew an odd-shaped circle and tossed in four marbles. She used her shooter, a milky agate with hypnotic swirls, to blast them. Her thumb had become stronger.

After practice, she squeezed the eraser for an hour. She ate dinner with her left hand to spare her shooting hand and said nothing to her parents about her dreams of athletic glory.

- [15] Practice, practice, practice. Squeeze, squeeze, squeeze. Lupe got better and beat her brother and Alfonso, a neighbor kid who was supposed to be a champ.

"Man, she's bad!" Alfonso said. "She can beat the other girls for sure. I think."

The weeks passed quickly. Lupe worked so hard that one day, while she was drying dishes, her mother asked why her thumb was swollen.

"It's muscle," Lupe explained. "I've been practicing for the marbles championship."

"You, honey?" Her mother knew Lupe was no good at sports.

- [20] "Yeah. I beat Alfonso, and he's pretty good."

That night, over dinner, Mrs. Medrano said, "Honey, you should see Lupe's thumb."

"Huh?" Mr. Medrano said, wiping his mouth and looking at his daughter.

"Show your father."

"Do I have to?" an embarrassed Lupe asked.

[25] "Go on, show your father."

Reluctantly, Lupe raised her hand and flexed her thumb. You could see the muscle.

The father put down his fork and asked, "What happened?"

"Dad, I've been working out. I've been squeezing an eraser."

"Why?"

[30] "I'm going to enter the marbles championship."

Her father looked at her mother and then back at his daughter. "When is it, honey?"

"This Saturday. Can you come?"

The father had been planning to play racquetball with a friend Saturday, but he said he would be there. He knew his daughter thought she was no good at sports and he wanted to encourage her. He even rigged some lights in the backyard so she could practice after dark. He squatted with one knee on the ground, entranced² by the sight of his daughter easily beating her brother.

The day of the championship began with a cold blustery sky. The sun was a silvery light behind slate clouds.

[35] "I hope it clears up," her father said, rubbing his hands together as he returned from getting the newspaper. They ate breakfast, paced nervously around the house waiting for 10:00 to arrive, and walked the two blocks to the playground (though Mr. Medrano wanted to drive so Lupe wouldn't get tired). She signed up and was assigned her first match on baseball diamond number three.

Lupe, walking between her brother and her father, shook from the cold, not nerves.

She took off her mittens, and everyone stared at her thumb. Someone asked, "How can you play with a broken thumb?" Lupe smiled and said nothing.

She beat her first opponent easily, and felt sorry for the girl because she didn't have anyone to cheer for her. Except for her sack of marbles, she was all alone. Lupe invited the girl, whose name was Rachel, to stay with them. She smiled and said, "OK." The four of them walked to a card table in the middle of the outfield, where Lupe was assigned another opponent.

2. to be completely pulled in by something wonderful and delightful

She also beat this girl, a fifth-grader named Yolanda, and asked her to join their group. They proceeded to more matches and more wins, and soon there was a crowd of people following Lupe to the finals to play a girl in a baseball cap. This girl seemed dead serious. She never even looked at Lupe.

[40] "I don't know, Dad, she looks tough."

Rachel hugged Lupe and said, "Go get her."

"You can do it," her father encouraged. "Just think of the marbles, not the girl, and let your thumb do the work."

The other girl broke first and earned one marble. She missed her next shot, and Lupe, one eye closed, her thumb quivering with energy, blasted two marbles out of the circle but missed her next shot. Her opponent earned two more before missing. She stamped her foot and said "Shoot!" The score was three to two in favor of Miss Baseball Cap.

The referee stopped the game. "Back up, please, give them room," he shouted. Onlookers had gathered too tightly around the players.

[45] Lupe then earned three marbles and was set to get her fourth when a gust of wind blew dust in her eyes and she missed badly. Her opponent quickly scored two marbles, tying the game, and moved ahead six to five on a lucky shot. Then she missed, and Lupe, whose eyes felt scratchy when she blinked, relied on instinct and thumb muscle to score the tying point. It was now six to six, with only three marbles left. Lupe blew her nose and studied the angles. She dropped to one knee, steadied her hand, and shot so hard she cracked two marbles from the circle. She was the winner!

"I did it!" Lupe said under her breath. She rose from her knees, which hurt from bending all day, and hugged her father. He hugged her back and smiled.

Everyone clapped, except Miss Baseball Cap, who made a face and stared at the ground. Lupe told her she was a great player, and they shook hands. A newspaper photographer took pictures of the two girls standing shoulder-to-shoulder, with Lupe holding the bigger trophy.

Lupe then played the winner of the boys' division, and after a poor start beat him eleven to four. She blasted the marbles, shattering one into sparkling slivers of glass. Her opponent looked on glumly as Lupe did what she did best—win!

The head referee and the President of the Fresno Marble Association stood with Lupe as she displayed her trophies for the newspaper photographer. Lupe shook hands with everyone, including a dog who had come over to see what the commotion was all about.

[50] That night, the family went out for pizza and set the two trophies on the table for everyone in the restaurant to see. People came up to congratulate Lupe, and she felt a little embarrassed, but her father said the trophies belonged there.

Back home, in the privacy of her bedroom, she placed the trophies on her shelf and was happy. She had always earned honors because of her brains, but winning in sports was a new experience. She thanked her tired thumb. "You did it, thumb. You made me champion." As its reward, Lupe went to the bathroom, filled the bathroom sink with warm water, and let her thumb swim and splash as it pleased. Then she climbed into bed and drifted into a hard-won sleep.

"The Marble Champ" from BASEBALL IN APRIL AND OTHER STORIES by Gary Soto. Copyright © 1990 by Gary Soto. Used by permission of Houghton Mifflin Harcourt. All rights reserved.

Text-Dependent Questions

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

1. Which of the following statements best describes a major theme of the text?
 - A. No one can be good at everything.
 - B. Allowing others to win is generous and kind.
 - C. Learning a new skill can be very challenging and frustrating.
 - D. Goals can be accomplished through determination and hard work.

2. What does the phrase "razor-sharp mind" mean as used in paragraph 2?
 - A. having dangerous thoughts
 - B. being highly intelligent
 - C. having a brain injury
 - D. being very focused

3. Which detail from the story best supports the idea that Lupe works hard to get what she wants?
 - A. "I'll never be good at sports,' she fumed one rainy day as she lay on her bed gazing at the shelf her father had made to hold her awards." (Paragraph 5)
 - B. "To strengthen her wrists, she decided to do twenty push-ups on her fingertips... By the end of the first set she was breathing hard, and her muscles burned from exhaustion." (Paragraph 10)
 - C. "Lupe got better and beat her brother and Alfonso, a neighbor kid who was supposed to be a champ. 'Man, she's bad!' Alfonso said." (Paragraph 15)
 - D. "Reluctantly, Lupe raised her hand and flexed her thumb. You could see the muscle." (Paragraph 26)

4. How do paragraphs 13-15 contribute to the theme of the story?
 - A. They provide another person's opinion of Lupe's practice routine.
 - B. They show how difficult the sport of competitive marbles really is.
 - C. They show that Lupe's efforts are making her stronger.
 - D. They demonstrate that Lupe still is not improving.

5. How do Lupe's thoughts and actions contribute to the theme of the story?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. In the story, Lupe proves that goals can be accomplished with hard work and dedication. Did you ever work hard to achieve a goal? What were you determined to do? How did you accomplish your goal? Did you face any challenges or setbacks? If so, what did you do to overcome them?
2. In the story, Lupe desperately wants to win the match but she also demonstrates good sportsmanship. What does it mean to be a good sport? Why is it important to be a good sport when we compete with others? How can bad sportsmanship impact everyone involved in a competition?
3. When Lupe faces Miss Baseball Cap, she is intimidated because Miss Baseball Cap looks tough. What does it mean to be intimidated? Have you ever been in a situation where another person's appearance intimidated you? Did this change the way you acted in this situation? How did the person make you feel, and how did you respond?

Week One - Classroom Community Building Activities

Answer the questions as a method for building a relationship with your teacher

- Do you like working in groups? Why or why not?
- How many people do you think make a successful group for classwork?
- I am most successful in school when I ...
- If you know, what is your preferred learning style, hands on, listening, visual, reading and writing, other?
- What are some skills and abilities do you bring to group work?
- Do you prefer tests and quizzes or graded projects?
- Do you enjoy arts and crafts based assignments?
- What did you most enjoy about this Spring and Summer?
- What are you most worried about this school year?
- What are you most excited about this school year?
- I may find _____challenging this year.
- I think I will enjoy _____this year.

Polls – Answer the following questions about yourself

- If you could be anywhere right now. where would that be?
 - Do you play sports?
 - Do you play basketball?
 - Do you participate in track or cross-country?
 - Do you play soccer?
 - Are you a cheerleader?
 - Do you ice skate?
 - Do you participate in any other sports?
 - Do you have a pet(s)?
 - Do you have any siblings?
 - Do you wear glasses or contacts?
 - Do you play an instrument?
- Did you read a book this summer? If so what book(s)?
- Do you miss your friends?
 - If there was no pandemic, would you prefer remote learning or in person learning?

“The Room I’m In scavenger hunt”

Find the following items in your home and complete your responses

- A game that is not electronic?
- Something that you made?
- Something you drew?
- Something that is related to science?
- Something that you cannot live without?
- Something you can eat or drink?
- Something from nature, (sea shell, leaf, ...)
- Something you have had for more than 5 years?
- Something you got on vacation?
- What in your room is an example of a solid?
- What in your room is an example of a liquid?
- What in your room is an example of a gas?
- What is the last book that you read for fun?

"Finish My Sentence" prompts

(Complete the sentences based on your feelings at the present moment)

- I am looking forward to ...
- This summer I ...
- One thing about me that might surprise you is ...
- I wish ...
- I can't stop thinking about ...
- What if ...

- I hope ...
- This year I want to....

Restorative Circle Questions

Classroom

What makes a positive course experience for you?

What makes a classroom work for you?

Course Content

What is your favorite topic in science?

What do you want to learn this year?

Phenomena

What occurs in nature that you want to know more about?

Favorite Things

Favorite activity

Favorite sport

Favorite quote from a movie, or song

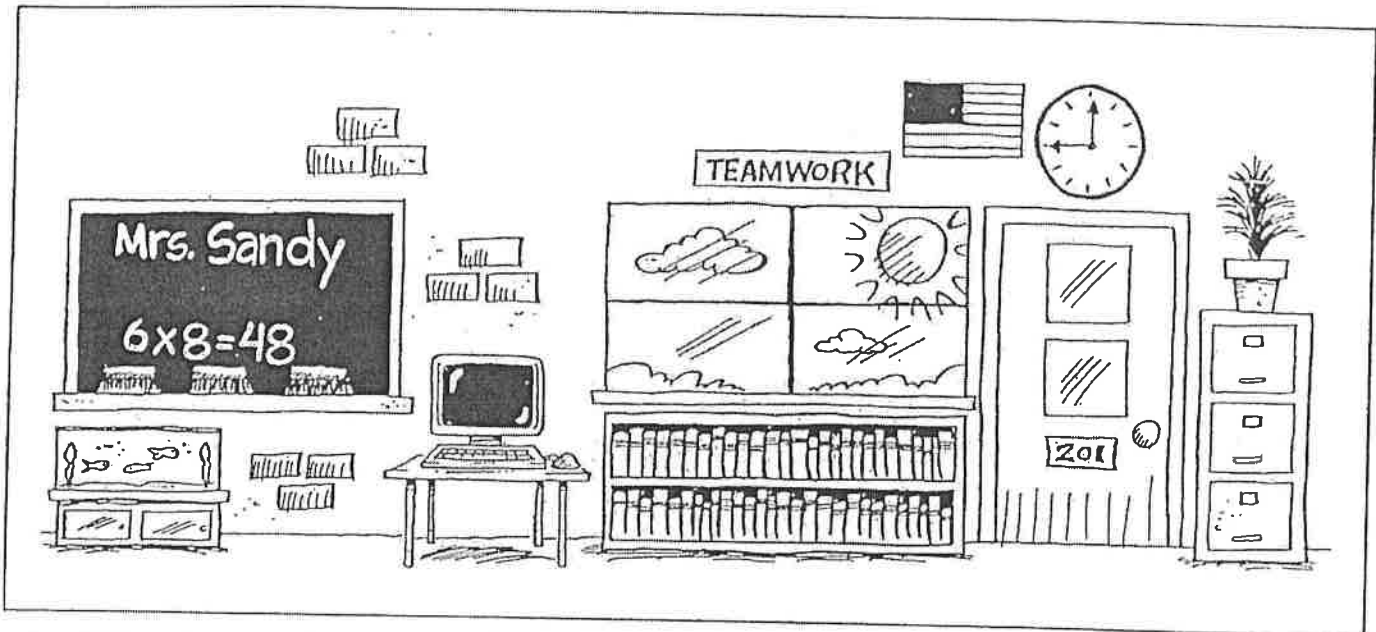


September... Remember?

Name _____



It's September. Time to sharpen your memory skills. Fold back the bottom half of this paper. Then study the picture for 3-5 minutes. Flip your paper and answer the questions. Open to the picture to see how you did.



1. What time is it? _____ What is the room number? _____
2. How many student desks? _____
3. What is the weather like?

4. What is on the file cabinet?

5. Who is the teacher?

6. What is under the windows?

7. What math problem is on the chalkboard? _____
8. How many windows are in the door? _____
9. How many chalkboard erasers?

10. How many drawers are in the file cabinet? _____
11. What is between the windows and the chalkboard? _____
12. What word is above the windows?

13. Where is the flag?

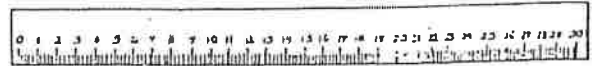
14. What is in the southwest corner?

Laboratory Skills Checkup 6

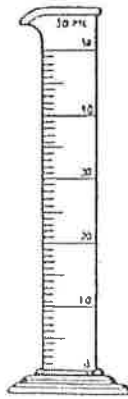
Making Measurements

Look at the drawings and place the letter of the drawing next to the description that it matches.

- | | |
|----------------------------------|---------------------------------------|
| 1. Measures time _____ | 5. Measures weight _____ |
| 2. Measures blood pressure _____ | 6. Measures temperature _____ |
| 3. Measures mass _____ | 7. Helps measure heart function _____ |
| 4. Measures volume _____ | 8. Measures length _____ |



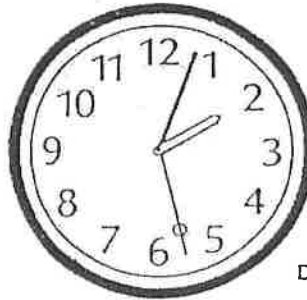
C



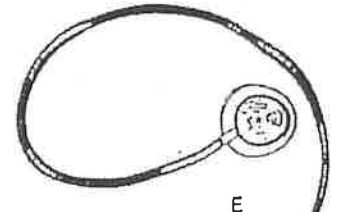
A



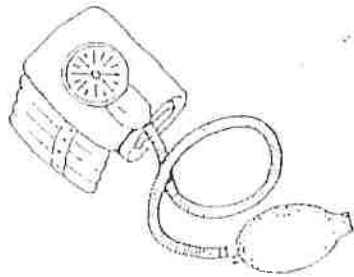
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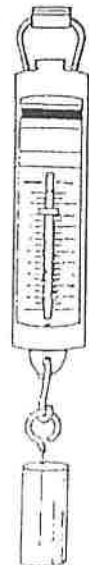
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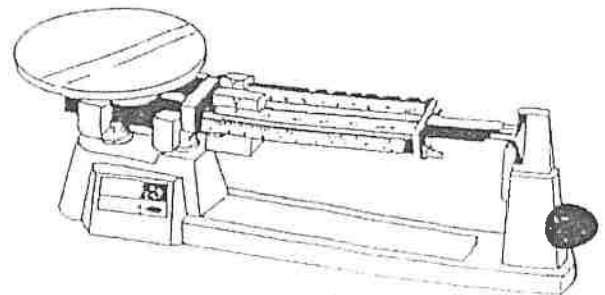
E



F



G



H

Safety and Metric System

N H F G A E A B R N R F S U E
 O T U R P E M I R E I E B X Y
 I G N A R Y A U K E I I T G T
 T N K D O H H A L T T I H L L
 U E C U N W E D I O N E T O R
 A L I A L B Y V O G V H M V M
 C J T T D J I B U G R A M E H
 T N S E C T Y I T E N T H S O
 A N R D C X S C P T S W U V R
 S L E A V H P O I S O N O U S
 B P T M E Y R O T A R O B A L
 B Y E R I W R G U I B C E I R
 A I M H O R N E C R Y R V I E
 S M O E S I E S E L G O O G L
 X A U H N A N P I A N L S S U
 Q F F R A S W N X X C H A A R
 X T A E E Z D E D E O W A S F
 Q W P L T E A R Y W Q T R V S
 N H W D R Y H R E E R E T I L
 B A L A N C E R D C I R T E M

ACTIVITIES
 BEAKER
 CYLINDER

APRON
 BIOHAZARD
 EXPERIMENT

BALANCE
 CAUTION
 EXTINGUISHER

EYEWASH
GLOVES
GRAM
LENGTH
METERSTICK
RULER
TENTHS

FIELD
GOOGLES
HAIR
LITER
METRIC
SAFETY
VOLUME

GLASS
GRADUATED
LABORATORY
METER
POISONOUS
SHOWER
WARNING

30 of 30 words were placed into the puzzle.

Solution

Created by Puzzlemaker at DiscoverySchool.com

DiscoverySchool.com

12 pts.

The Human Body

Name: _____
Block: _____
Date: _____

E E S R H C A M O T S T A S S
S U Y A N H E A V L T H E I H
I G Y L V O P A B E T N S U O
C N L U N N I S R L I L E G S
R O V C O O S T A T A N B H B
E T A S I V G E S T E D S W Q
X H B A T Q H E S E S R D K E
E E J V A G T I I A G G I E K
A A L O R N R R X D R I N E R
W R X I I E I H T U O M D U S
C T H D P S U G A H P O S E L
H Z E R S T E E T H B I L F M
G Z A A E T E E F O X F O B X
U M D C R U G S D B E O B U S
Y B B J X M D Y D T D S H J F

ARMS
BLOOD
DIGESTION
FEET
HEALTH
LEGS
PERISTALSIS
TEETH

ARTERIES
BODY
ESOPHAGUS
FOOD
HEART
LUNGS
RESPIRATION
TONGUE

BLADDER
CARDIOVASCULAR
EXERCISE
HEAD
INTESTINES
MOUTH
STOMACH
VEINS

Find the hidden message for 1 point extra credit

Name _____

Date _____

Block _____

Warm Up - What's Wrong with this Story?

Directions: The following story contains many laboratory safety violations. Identify the safety rules each person breaks.

A Day in the Lab

Mark, Jennifer, Juan, and Tina were eager to begin testing the properties of chemicals. Jennifer lit the Bunsen burner, then reached across the flame to hand the test tube to Juan. Juan placed a sample of chemical A in the test tube and began to heat it. Every so often he would look directly into the test tube to see what was happening. Meanwhile, Mark was looking at a sample of chemical B. It seemed to have a weird odor, so he took a deep whiff of it. Then he put a drop of it on his finger to taste.

By this time, Juan was tired of heating chemical A so he decided to heat chemical C - even though the directions said to heat only chemical A. As Juan worked, Tina began to observe the properties of chemical D by dropping acid on it. As she dropped the acid on Chemical D, she splashed some on her hand and shirt. Leaving the top off the bottle of acid, Tina went on to test something else.

When the group was finished working, they left the chemicals in the test tubes and put them away. One of the test tubes had a crack in it, but since it was not very large, they put that test tube away also. As Tina left the lab, she noticed that she had a small cut on her finger. She decided it was not important and did not mention it to anyone.

Mark's Mistakes	Jen's Mistakes	Juan's Mistakes	Tina's Mistakes

The Wolf Within



We love dogs, all types of dogs: small dogs, big dogs, yappy dogs, lap dogs. Each year we spend billions of dollars on our canine pals, making sure our lovable mutts have enough to eat and lots of toys to play with.

For their part, dogs love us. They lick our faces, protect our homes, and come when we call them (sometimes).

But where did our favorite four-legged companions come from? How and when did dogs get to be our best friends? Some scientists believe they have found some of the answers.

From Wolf to Woof

Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to

dog actually took place, however, remained a mystery.

Some said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves.

Now, researchers say, those theories are wrong. New studies suggest that *domesticated*, or tamed, dogs first appeared 15,000 years ago in eastern Asia. They also say that every modern dog, from the Taco Bell Chihuahua to Frank, the adorable pug in the movie *Men in Black II*, descended from approximately five female Asian wolves, the mothers of all modern dogs.

Old Bones

How did scientists come to those conclusions? Scientist Jennifer Leonard and a team of researchers began investigating the **origins** of dogs by collecting the bones of canines that once lived in North, Central, and South America before Christopher Columbus arrived in 1492.

Researchers then **extracted** a bit of DNA from the cells in those bones. DNA is the substance that makes up the genes of living things. Genes determine a dog's inherited characteristics, such as eye and fur color.

The scientists then compared the DNA samples to the DNA of modern dogs and wolves not only in North and South America, but also in Europe and Asia. Scientists found that the genes of the ancient American dogs were similar to the genes of dogs born in Europe and Asia. Scientists also concluded that every breed of dog, from English setters to Labrador retrievers, descended from wolves that lived in Europe and Asia and migrated to North and South America.

Land Bridge

Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America.

"We can't say in detail how [the dogs got to America]; that's something for the future," said Peter Savolainen, a scientist in Sweden. "But what's certain is that by 9,000 years ago, [dogs] were in America and all over Europe and Asia."

Good Friends

No one knows exactly how dogs became domesticated. Some researchers believe that they accomplished that task themselves over a number of generations by hanging around human campsites sniffing for scraps of food. Those that were not afraid of people ate well, survived, and multiplied.

Other researchers say that humans manipulated every aspect of canine behavior by breeding dogs for certain traits.

Either way, dogs developed an uncanny ability to pick up human signals, endearing the pups to humans, scientists say. As the years passed, humans and dogs became fast friends, a relationship that has lasted thousands of years.

Today, there are 78.2 million owned dogs in the United States. In a recent survey of U.S. dog owners, 94 percent said they own dogs for companionship.

"He's really a good friend," 11-year-old Kerry Knott said about her family's Weimaraner. "I try to look out for him."

Name: _____ Date: _____

1. According to new studies, what did every modern dog descend from?

- A. the Taco Bell Chihuahua
- B. English setters and Labrador retrievers
- C. American wolves in North, Central, and South America
- D. approximately five female Asian wolves

2. What does the author describe in the section "From Wolf to Woof"?

- A. The author describes how dogs that were not afraid of people ate well, survived, and multiplied.
- B. The author describes how researchers say some theories about the way in which dogs evolved from wolves are wrong.
- C. The author describes how researchers extracted DNA from the cells in the bones of dogs.
- D. The author describes how genes determine a dog's inherited characteristics, such as eye and fur colors.

3. Read these sentences from the text.

"Some [scientists] said dogs evolved as two separate species 135,000 years ago in two parts of the world. Now, researchers say, those theories are wrong."

What evidence in the text supports the conclusion that those theories are wrong?

- A. Each year we spend billions of dollars on our canine pals.
- B. Asian wolves came to the Americas with Christopher Columbus in 1492.
- C. Scientists found that the genes of the ancient American dogs were similar to the genes of dogs born in Europe and Asia.
- D. Five female Asian wolves developed an uncanny ability to pick up human signals.

4. Scientists have long known that dogs evolved from wolves. But no one knows exactly how dogs became domesticated.

Based on these sentences, what can you infer about wolves?

- A. Wolves are not domesticated.
- B. Wolves became extinct.
- C. Wolves come when people call them.
- D. Wolves were raised by scientists.

5. What is the main idea of this text?

- A. Christopher Columbus arrived in the Americas in 1492.
- B. Researchers say every modern dog, including American dogs, descended from Asian wolves.
- C. A land bridge once linked northern Asia and North America.
- D. Dogs are the most popular type of pet in the United States.

6. Read these sentences from the text.

"Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to dog actually took place, however, remained a mystery."

Based on these sentences, what does the word "evolve" most likely mean?

- A. to develop and change
- B. to die off completely
- C. to outlive
- D. to tame

7. Read this sentence from the text.

"Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America."

What word or phrase could replace "once linked" without changing the meaning of the sentence?

- A. later linked
- B. always linked
- C. still links
- D. used to link

8. Scientists used to think dogs evolved in two different groups in which two parts of the world?

9. According to new studies by scientists, how do the genes of ancient American dogs compare to the genes of dogs born in Europe and Asia?

10. Read these sentences from the text:

Some [scientists] said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves. Now, researchers say, those theories are wrong.

Explain how what scientists learned about the genes of ancient American dogs and the genes of dogs born in Europe and Asia affected their theories about how dogs evolved.

Support your answer with evidence from the text.

GOVERNMENT – Civics 1a
Social Studies Home Learning Activities

Standard Benchmark Civics 1a	Students will understand why governments have the authority to make, enforce, and interpret laws and regulations, such as levying taxes, conducting foreign policy, and providing for national defense.
Grade Band	6-8
Vocabulary/Key Concepts	Authority (of government), enforce, interpret, regulations, conduct, foreign policy, national defense.

Activities: Government Civics 1a

Focus Question: Why are governments granted the powers that they have?

Directions:

Activity 1: Work alone or with other people in your home to create a big wish list of things that you love government to do. Feel free to be greedy (but just for this activity ;))

Survey at least 4 other people and add their wants to your list. What would they love to have government do?

Imagine that you surveyed the 327 million people who live in the United States! How HUGE would that list be?

Look at your list and consider all of the things people ask governments to do. Most importantly, create a list of powers that any government would need if it had the responsibility to do all of the things that appear on your survey.

Draw Your Conclusion: why are governments granted the powers that they have?

Activity 2: Follow developments in the news – newspapers, television, internet - relating to the Corona virus (COVID-19). Create a two column chart in which you list the powers that governments in the United States (federal, state, local) are assuming or exercising to address the pandemic in Column 1, and the purposes for which they are exercising them in Column 2.

Reflect:

How are American citizens reacting to the exercise of these powers – supporting or opposing them? How might these reactions illustrate the important role that citizens should play in (a) monitoring and perhaps checking governments as they wield power, and (b) fulfilling their civic responsibilities by responding to the exercise of those powers in ways that consider their own well-being as well as the well-being of others?

Government – Civics 1b
Social Studies Home Learning Activities

Standard Benchmark	Civics 1b: Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs.
Grade Band	6-8
Vocabulary/Key Concepts	Functions, Federal Government, Structures of Government

Activity: Government Civics 1b

Focus Question: Why is government in the United States broken up into local, state, and national governments?

Directions:

Activity 3: Create a list of many problems that might exist in any school (e.g., student is not doing her homework, student is selling candy in class, steps leading into school are icy etc.). Then create a 3-column chart with the words parent, teacher, and principal at the top of each column. Write the problems in the column that you think identifies the person who can best handle each problem i.e. parent, teacher or principal.

Then, do exactly the same thing but this time the list should include many problems that might exist in any community or country (e.g. pothole on your street, blackout in large parts of Delaware, massive hurricane hits the east coast etc.) and substitute local, state, and national government for parent, teacher, and principal as the three column headers.

Draw the important conclusion: how might this activity help explain why government in the United States is broken up into local, state, and federal units?

Activity 4: Read the article "The Relationship Between the States and the Federal Government." Reflect on the answer you provided to the above question, "Why is government in the United States broken up into local, state, and federal units?" After reading the article, explain why or why you would not change your answer to the question "Why is government in the United States broken up into local, state, and federal units?"

THE RELATIONSHIP BETWEEN THE STATES AND THE FEDERAL GOVERNMENT

From Khan Academy <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-foundations/us-gov-relationship-between-the-states-and-the-federal-government/a/relationship-between-the-states-and-the-federal-government-article>

Key points

- Federalism describes the system of shared governance between national and state governments.
- The states and the federal government have both exclusive and concurrent powers, which help to explain the negotiation over the balance of power between them.
- The federal government can encourage the adoption of policies at the state-level through federal aid programs.

What is federalism?

Before we start talking about federalism, take a moment and see if you can count the number of government entities that have jurisdiction over the place you are right now.

What did you come up with? One? Three? More than that?

Your answer might differ quite a bit depending on where you are. You might be obligated to abide by the laws of your country, your state, your province, your district, your county, your city, or your town. In some countries, a citizen might be governed by three or more layers of government. In others, they might only be governed by a single national government.

In the United States, the two major layers of government are at the state and national levels. This system, where more than one layer of government has jurisdiction over the same territory, is called federalism. Although it seems natural to US citizens that government is divided into multiple layers, in fact, there are only 15 federal republics in the world.

In the United States, the federalist system emerged because the states evolved from separate colonies, which had diverse populations and different needs. The Framers of the Constitution envisioned that state governments, not the national government, would be the main unit of government for citizens on a day-to-day basis.

In some ways, that's still the case. States issue marriage licenses and set the terms for divorce. State governments issue driver's licenses and car registrations. They decide statewide speed limits and inspection requirements for cars.

But the Framers would likely be surprised to discover the extent to which the federal government and state governments are intertwined today. The balance of power between the two levels has varied over time as the needs of society have changed.

Article IV

Article IV of the US Constitution establishes the responsibilities of the states to each other and the responsibilities of the federal government toward the states.

Section 1 of Article IV requires that the states give "full faith and credit" to the public acts and judicial proceedings of every other state. In other words, states must honor each other's decisions and legal judgments: a person who gets married in one state is still married if they move to another state, and an individual convicted of a crime is still in trouble if they go to another state.

Section 2 stipulates that the citizens of each state are entitled to all "privileges and immunities" of citizens in other states. This means that states can't treat newcomers worse than their own citizens. For example, the Supreme Court ruled that a California law denying new residents welfare benefits for a year was unconstitutional.¹

Exclusive and Concurrent Powers

One reason for the ongoing negotiation over the balance of power between states and the federal government is their exclusive and concurrent powers. Exclusive powers are those powers reserved to the federal government or the states. Concurrent powers are powers shared by the federal government and the states.

Only the federal government can coin money, regulate the mail, declare war, or conduct foreign affairs. These powers make a lot of sense: imagine if Wyoming could declare war on Canada, or Michigan could coin the Michigan Dollar. The exclusive powers of the federal government help the nation operate as a unified whole.

The states retain a lot of power, however. States conduct all elections, even presidential elections, and must ratify constitutional amendments. So long as their laws do not contradict national laws, state governments can prescribe policies on commerce, taxation, healthcare, education, and many other issues within their state.

Notably, both the states and the federal government have the power to tax, make and enforce laws, charter banks, and borrow money.

The changing distribution of power between states and the federal government

As we noted above, the balance of power between states and the federal government has changed a great deal over time. In the early United States, the division between state powers and federal powers was very clear. States regulated within their borders, and the federal government regulated national and international issues.

But since the Civil War in the 1860s, the federal government's powers have overlapped and intertwined with state powers. In times of crisis, like the Great Depression, the federal government has stepped in to provide much-needed aid in areas typically controlled at the state level.

Although the general trend has been toward an increase in federal power, the states have also pushed back. For example, in the 1995 case *US v. Lopez*, the Supreme Court ruled that the federal government had overstepped its bounds by claiming the authority to ban guns from school grounds under the Commerce Clause. Because guns on school grounds aren't related to interstate commerce, the Supreme Court ruled the gun ban unconstitutional.

One way that the federal government can influence the states is through the distribution of grants, incentives, and aid. State and local governments are eager to obtain federal dollars, but many of those dollars come with strings attached. Categorical grants from the federal government can only be used for specific purposes, and frequently include nondiscrimination provisions (saying that the distribution of the funds cannot be for purposes that discriminate against women, minorities, or other groups).

The federal government can also pass unfunded mandates that tie federal funding to certain conditions. For example, the National Minimum Drinking Act of 1984 stipulated that states must have a minimum drinking age of 21 in order to receive full federal highway funding.

Not all federal funding is strictly monitored. Block grants are federal grants given to states or localities for broad purposes. The state or local governments can then disburse those funds as they see fit.

Federalism in the United States today is very complex. It's at the heart of many of our controversies of government today, such as who should control healthcare or education policy. In the next lesson, we'll explore more about the constitutional interpretations of federalism throughout US history.