LOWELL PUBLIC SCHOOLS

At Home Learning Resources

Grade 6 - Week 11

https://2020census.gov/

Grade 6 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/Page/3802

This week continues a focus on memoir reading and personal narrative writing. Your child should be reading, writing, talking and writing about reading, and learning about prefixes, root words, and suffixes this week.

Reading: Students need to read each day. They can read the memoirs included in this packet and/or read any of the memoirs that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

Talking and Writing about Reading: As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

Writing: Students will continue working on personal narratives for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: Grade 6 Personal Narrative Writing Choice Board. This writing should last throughout the weeks. This is a great opportunity to explore new topics. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 personal narrative and work to refine it throughout, or might write multiple personal narratives, getting better each time.

Word Work: Students can work on learning new vocabulary. Students will review prefixes, root words, and suffixes.

When reading memoir (narrative nonfiction) texts, think about the following. Annotate, stop and jot, and respond in writing as you are reading or when you are done. Remember in a memoir, the "characters" are the real life people in the narrative.

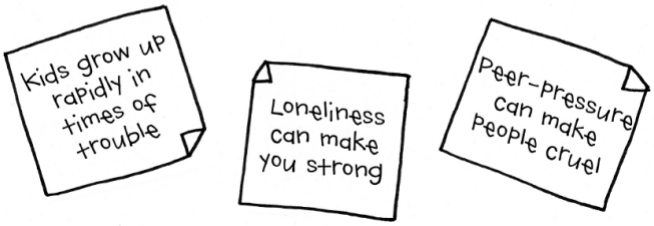
To Investigate Themes...

Consider how characters' conflicts become motifs.

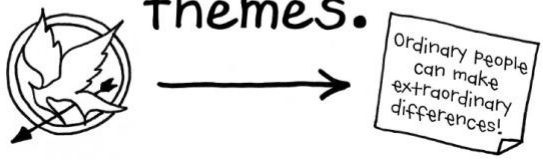
Ask what the author has to say about a motif.

Question the text.

Develop possible theme statements.



Notice possible symbolism, and think how it relates to themes.



NAMES/NOMBRES
by Julia Alvarez

When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, *Mister Elbures*, if he had anything to declare. My father shook his head no, and we were waved through. I was too afraid we wouldn't be let in if I corrected the man's pronunciation, but I said our name to myself, opening my mouth wide for the organ blast of *a*, trilling my tongue for the drumroll of the *r*, *All-vah-rrr-es*! How could anyone get *Elbures* out of that orchestra of sound?

At the hotel my mother was *Missus Alburest,* and I was *little girl*, as in, "Hey, little girl, stop riding the elevator up and down. It's *not* a toy."

We moved into our new apartment building, the super called my father *Mister Alberase*, and the neighbors who became mother's friends pronounced her name *Jew-lee-ah* instead of *Hoo-lee-ah*. I, her namesake, was known as *Hoo-lee-tah* at home. But at school I was *Judy* or *Judith*, and once an English teacher mistook me for *Juliet*.

It took me a while to get used to my new names. I wondered if I shouldn't correct my teachers and new friends. But my mother argued that it didn't matter. "You know what your friend Shakespeare said, 'A rose by any other name would smell as sweet'." My family had gotten into the habit of calling any famous author "my friend" because I had begun to write poems and stories in English class.

By the time I was in high school, I was a popular kid, and it showed in my name. Friends called me *Jules* or *Hey Jude*, and once a group of troublemaking friends my mother forbade me to hang out with called me *Alcatraz*. I was *Hoo-lee-tah* only to Mami and Papi and uncles and aunts who came over to eat *sancocho* on Sunday afternoons — old world folk whom I would just as soon go back to where they came from and leave me to pursue whatever mischief I wanted to in America. JUDY ALCATRAZ, the name on the "Wanted" poster would read. Who would ever trace her to me?

My older sister had the hardest time getting an American name for herself because *Mauricia* did not translate into English. Ironically, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back "home," too homesick to stay. My mother often told the story of how she had almost changed my sister's name in the hospital.

After the delivery, Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging names and weights and delivery stories. My mother was embarrassed among the Sallys and Janes and Georges and Johns to reveal the rich, noisy name of *Mauricia*, so when her turn came to brag, she gave her baby's name as *Maureen*.

"Why'd ya give her an Irish name with so many pretty Spanish names to choose from?" one of the women asked.

My mother blushed and admitted her baby's real name to the group. Her mother-in-law had recently died, she apologized, and her husband had insisted that the first daughter be named after his mother, *Mauran*. My mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement, a combination of *Mauran* and her own mother's name, *Felicia*.

"Her name is *Mao-ree-shee-ah*," my mother said to the group of women.

"Why, that's a beautiful name," the new mothers cried. "*Moor-ee-sha, Moor-eesha*," they cooed into the pink blanket. *Moor-ee-sha* it was when we returned to the States eleven years later. Sometimes American tongues found even that mispronunciation tough to say and called her *Maria* or *Marsha* or *Maudy* from her nickname *Maury*. I pitied her. What an awful name to have to transport across borders!

My little sister, Ana, had the easiest time of all. She was plain *Anne* — that is, only her name was plain, for she turned out to be the pale, blond "American beauty" in the family. The only Hispanic thing about her was the affectionate nicknames her boyfriends sometimes gave her. *Anita*, or, as one goofy guy used to sing to her to the tune of the banana advertisement *Anita Banana*.

Later, during her college years in the late sixties, there was a push to pronounce Third World names correctly. I remember calling her long distance at her group house and a roommate answering.

"Can I speak to Ana?" I asked, pronouncing her name the American way.

"Ana?" The man's voice hesitated. "Oh! You must mean *Ah-nah*!"

Our first few years in the States, though, ethnicity was not yet "in." Those were the blond, blue-eyed, bobby-sock years of junior high and high school before the sixties ushered in peasant blouses, hoop earrings, *sarapes*. My initial desire to be known by my correct Dominican name faded. I just wanted to be Judy and merge with the Sallys and the Janes in my class. But, inevitably, my accent and coloring gave me away. "So where are you from, Judy?"

"New York," I told my classmates. After all, I had been born blocks away at Columbia – Presbyterian Hospital.

"I mean, *originally*."

"From the Caribbean," I answered vaguely, for if I specified, no one was quite sure on what continent our island was located.

"Really? I've been to Bermuda. We went last April for spring vacation. I got the worst sunburn! So, are you from Portoriko?"

"No," I sighed. "From the Dominican Republic."

"Where's that?"

"South of Bermuda."

They were just being curious, I knew, but I burned with shame whenever they singled me out as a "foreigner," a rare, exotic friend.

"Say your name in Spanish, oh, please say it!" I had made mouths drop one day by rattling off my full name, which, according to the Dominican custom, included my middle names, Mother's and Father's surnames for four generations back.

"Julia Altagracia María Teresa Álverez Tavares Perello Espaillat Julia Pérez Rochet González." I pronounced it slowly, a name as chaotic with sounds as a Middle Eastern bazaar or market day in a South American village.

My Dominican heritage was never more apparent than when my extended family attended school occasions. For my graduation, they all came, the whole lot of aunts and uncles and the many little cousins who snuck in without tickets. They sat in the first row in order to better understand the Americans' fast-spoken English. But how could they listen when they were constantly speaking among themselves in florid-sounding phrases, rococo consonants, rich, rhyming vowel?

Introducing them to my friends was a further trial to me. These relatives had such complicated names and there were so many of them, and their relationships to myself were so convoluted. There was my Tía Josefina, who was not really an aunt but a much older cousin. And her daughter, Aida Margarita, who was adopted, *una hija de crianza*. My uncle of affection, Tío José, brought my *madrina* Tia Amelia and her *comadre* Tía Pilar. My friends rarely had more than a "Mom and Dad" to introduce.

After the commencement ceremony, my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames which recalled our high school good times: "Beans" and "Pepperoni" and "Alcatraz." We hugged and cried and promised to keep in touch.

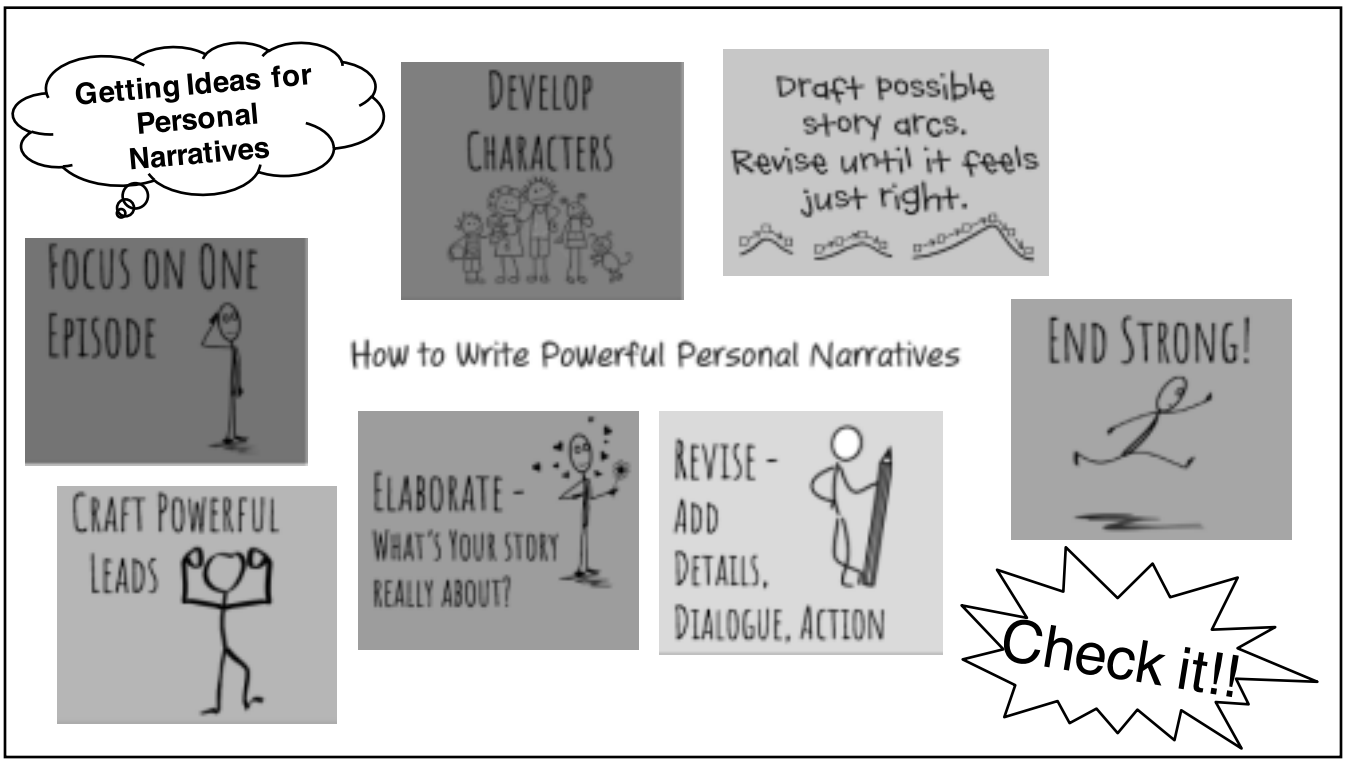
Our goodbyes went on too long. I heard my father's voice calling out across the parking lot, "*Hoo-lee-tah! Vámonos*!"

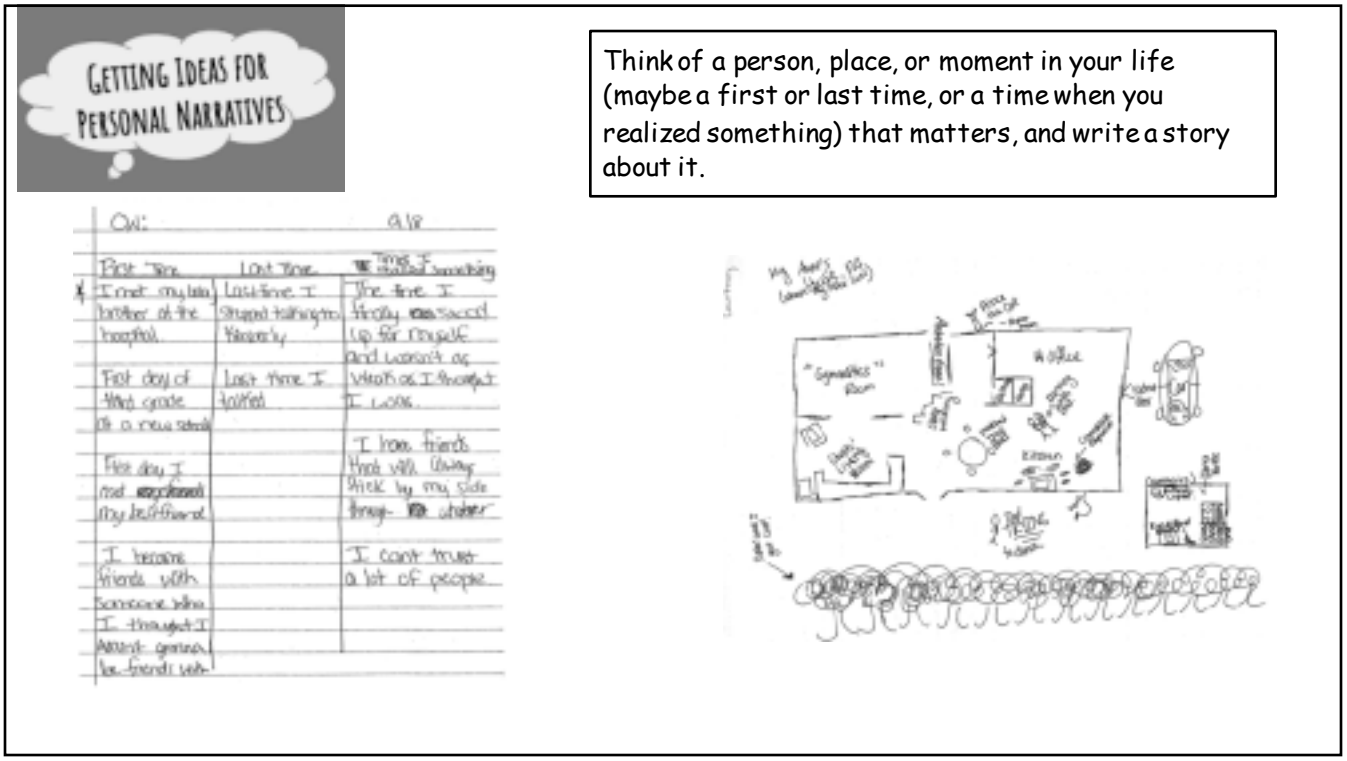
Back home, my tíos and tías and *primas*, Mami and Papi, and *mis hermanas*16 had a party for me with *sancocho* and a store-bought *pudín*,17 inscribed with *Happy Graduation, Julie*. There were many gifts — that was a plus to a large family! I got several wallets and a suitcase with my initials and a graduation charm from my godmother and money from my uncles. The biggest gift was a portable typewriter from my parents for writing my stories and poems.

Someday, the family predicted, my name would be well-known throughout the United States. I laughed to myself, wondering which one I would go by.

After reading the memoir, identify the theme and explain how the author reveals the theme of the text through particular details.

Grade 6 Personal Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own personal narrative.

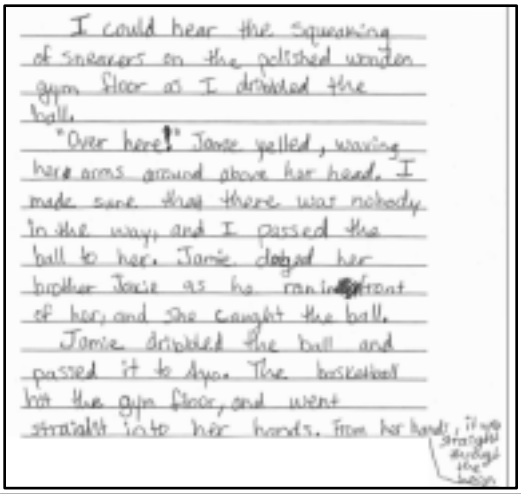




Focus on one episode, write with detail (don't summarize a stretch of time).

Help readers picture the episode–a small action and exact dialogue.

Climb inside the moment and write within the narrator's point of view.



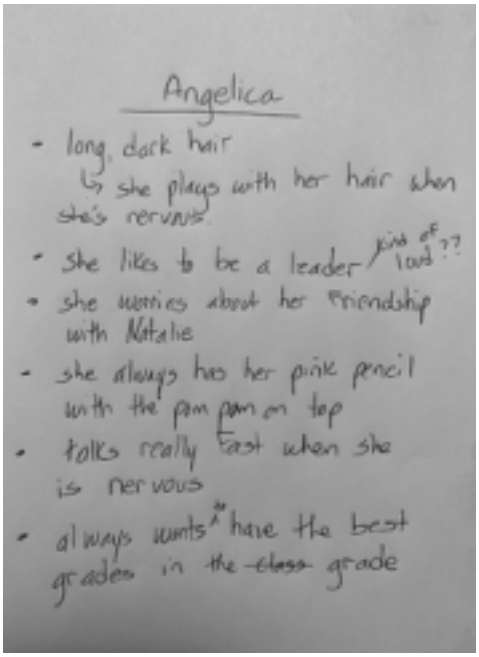
I could hear the squeaking of sneakers on the polished wooden gym floor as I dribbled the ball.

"Over here!" Jamie yelled, waving her arms around above her head. I made sure that there was nobody in the way, and I passed the ball to her. Jamie dodged her brother Jacie as he ran in front of her, and she caught the ball.

Jamie dribbled the ball and passed it to Aya. The basketball hit the gym floor, and went straight into her hands. From her hands, it went straight during the basketball game

Make characters say the words and use the tone that shows their personalities and hints at the bigger meaning of the moment.

Explain why the characters act the way they do.



Angelica

- long, dark hair
  - ↳ she plays with her hair when she's nervous
- she likes to be a leader / kind of rude??
- she worries about her friendship with Natalie
- she always has her pink pencil with the pom pom on top
- talks really fast when she is nervous
- always wants to have the best grades in the class grade

Techniques for Writing Memorable Leads

- Writers might include the smallest details of the moment, the ones that ring true for the narrator.
- Writers might include inner thinking to hint at what the story is really about.
- Writers might include the precise actions of the characters, helping readers to see how one action leads to another.
- Writers might include the exact words the characters are speaking, in dialogue.

Lead 1 - Inner Thoughts

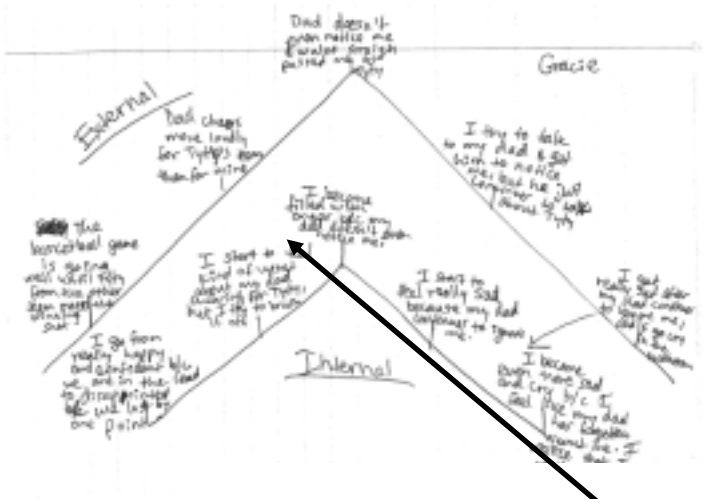
Ughhhh… not again! I could see that Natalie and Max were already in the lunchroom and, of course, sitting together.

Lead 2 - Actions

I saw them together and immediately put on my biggest smile, held my head up, and bounced into the cafeteria like I didn't have a care in the world. I started laughing loudly, pretending that the person next to me had just said something SO funny.

Lead 3- Dialogue

"Oh, HEY, Sarah! How ARE you? I said, way too loudly.
"Um, fine?" How are you?" Sarah responded.
"Oh my gosh, Sarah, that is SO funny!" I basically shouted.
"Um, what's funny?" Sarah asked, confused.
"Oh, Sarah, you are just too much!" I laughed, confusing her even more. Quickly, I looked to see if Natalie noticed all of this.



Draft possible story arcs. Revise until it feels just right.

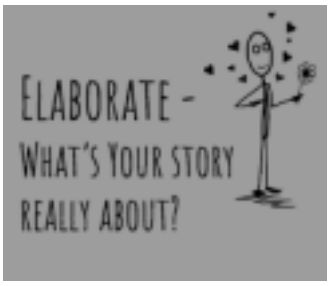
Some Ways Writers Can Build Tension in Their Stories

- Increase the obstacles (or the difficulty of the obstacles).
- Make it challenging for the character to act.
- Create a time crunch.
- Raise the character's motivation.
- Add danger.

Ask, "What is my story really about?" and include descriptors, dialogue, and inner thinking that convey that meaning.

Elaborate on important scenes that show what the story is really about.

Include new scenes, remembered from the past or imagined in the future, that help show what the story is really about.



As I punched the air in anger, the light brown beaded bracelet that my dad had given me slipped off of my wrist and fell onto the gym floor. I quickly gathered the beads and the brown string, but one of the beads had rolled under one of the bleachers. I then got up and started again to dance. I heard my dad's footsteps as he stepped down from the navy blue bleacher onto the dark yellow gym floor.

When I looked over at the parents, they were still on their feet cheering.

I then found my dad's face. He was cheering loudest of all. There was a huge smile on his face as he chanted Tyty's name along with the

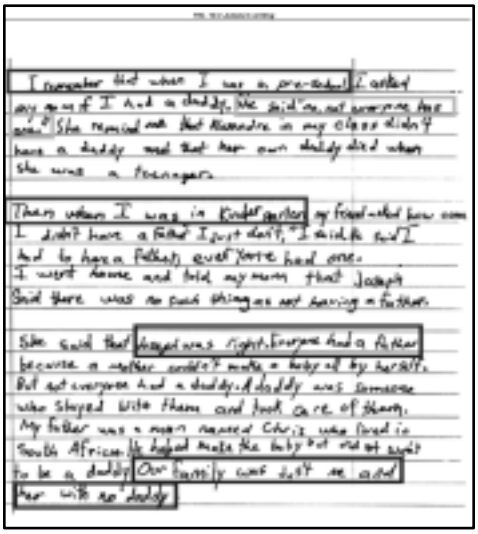
rest of the parents.

"Tyty, Tyty!" echoed through the gym. Every time I heard his name, my heart sank a little bit lower.

I could hear my dad's voice above the other adults'. Why hadn't he cheered like that for my team? That was what filled my mind. I knew that

REVISE - ADD DETAILS, DIALOGUE, ACTION

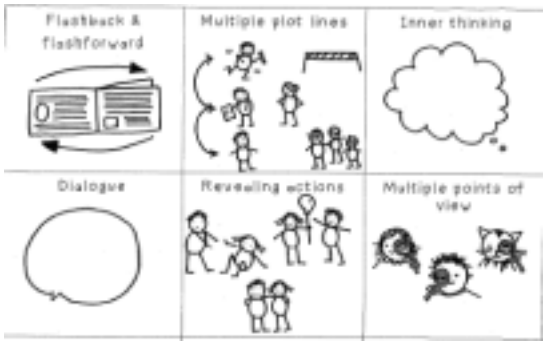
Zoom in on the small but powerful details that really capture big moments and feelings.



I remember that when I was a pre-teen I asked my mom if I had a daddy. She said "no, not everyone has one." She reminded me that Alexandra in my class didn't have a daddy and that her own daddy died when she was a teenager.

Then when I was in Kindergarten my friend who was from Jamaica told me that I didn't have a father. I just didn't "believe" in it and he was a Pathetic ever since he had one. I went home and told my mom that Joseph said there was no such things as not having a father.

She said that Joseph was right. Everyone had a father because a mother couldn't make a baby all by herself. But not everyone had a daddy. A daddy was someone who stayed with them and took care of them. My father was a man named Chris who lived in South Africa. He helped make the baby but did not want to be a daddy. Our family was just me and mom with no daddy.



Craft an ending that delivers a powerful message.

This wasn't just any dunk. It was something I had always wanted to do. For my entire life, I had wanted to be like Kobe Bryant, touching the rim at such a young age, and suddenly, here I was. I was going to be that person that everyone wanted to watch on the court. Now I am looking forward, hoping I'll be known and be one of the greatest, too. I'm ready to show this world what I've got. I'm ready to be a better player, a better person, than that guy who I was watching when I was six years old.

I understand that no matter what you want to do, you have to be willing to work hard for it. Nothing is ever going to be handed to you. Hard work really can beat talent.

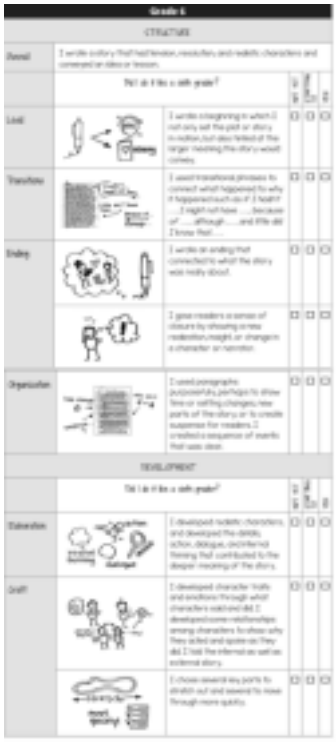


FIG. 17-3 "The Unexpected Brother" by Gracie

FIG. 17-3 (Continued)

I could hear the squeaking of sneakers on the polished wood gym floor as I dribbled the ball.

"Over here!" Jamie shouted, waving her arms above her head. I made sure there was nobody in the way, and passed the ball to her. Jamie dodged her brother Jakie as he ran in front of her, and she caught the ball.

Jamie dribbled, then passed the ball to Ayo. The basketball hit the gym floor, and went straight into her hands. From her hands it went straight through the hoop.

"Yes!" I yelled. I looked over at the stands and saw my dad cheering. That smile on his face made me feel supported, it motivated me to win the game. Tyty and Jakie's team had beat us the last time, but this time I was sure we had this. We were ahead by two and there was less than a minute remaining on the clock. All of our team's hard work was finally going to pay off.

The smile on my face instantly disappeared when Tyty got the ball. He was one of the best players on their team, even though he was only eight.

He dribbled the ball to the other side of the court. Ayo followed right behind him trying to get the ball. I looked at the clock. There were only seven seconds left.

Tyty dribbled around Ayo who towered above him, and shot the ball. It bounced off the backboard and went through the hoop -- a three point shot. As I punched the air in anger, the light brown beaded bracelet that my dad had given me slipped off of my wrist and fell onto the gym floor. I quickly gathered the small round beads and the broken string, but one of the beads rolled under the bleachers before I could reach it. I put the beads and string into the pocket of my gray shorts and walked over to Jamie.

The crowd of parents in the bleachers were all on their feet, clapping for Tyty. I remember feeling that huge wave of disappointment like it was just yesterday.

I gave Jamie a high five even though I was still frowning.

"We tried our best," I said. I was terribly sad because we had practiced so much, all to lose by one point.

When I looked over at the parents, they were still on their feet cheering.

I then found my dad's face. He was cheering loudest of all. There was a huge smile on his face as he chanted Tyty's name along with the rest of the parents.

"Tyty, Tyty," echoed through the gym. Every time I heard his name, my heart sank a little lower.

I could hear my dad's voice above the other adults! Why hadn't he cheered like that for my team? That was what filled my mind. I knew that Ayo and Tyty's dad had left when they were young, and my dad had tried to be there for them, so I tried to calm down.

I tried and tried but I just couldn't calm myself down. I felt like my day didn't even notice that I was there.

I heard my dad's footsteps as he stepped down from the bleachers and onto the dark yellow gym floor. I saw him start to walk in my direction, so that began to make me feel better.

I remember thinking everything was going to be okay, my dad was going to make me feel better. I was used to my parents being very supportive and of me, and making me feel better when I was sad. It then turned out that the complete opposite of what I thought, would happen.

My dad didn't even look at me as he walked straight past me and right up to Tyty. I felt as if my heart had dropped from my chest.

"Great job buddy!" my dad exclaimed seeming to forget that I was even there.

I was standing right next to them, and yet it was as if I was invisible.

My dad gave Tyty a high five and continued to praise him as I stood there alone. I walked directly in front of my dad to see if he would notice me, but he did not even look up.

I didn't understand why my dad couldn't even acknowledge me. I was his daughter after all. Tyty wasn't even related to us! I wish my mom would have come to our game instead of him. He was going to far and I could feel the anger burning inside of me. I wasn't used to my dad acting like this.

My dad had still not stopped chattering about Tyty. It was just one shot, but my dad seemed to be explaining the plot of an action movie.

I took a deep breath and started to walk over to him. I tried to push the lump in my throat down as I made my way up to him.

"Dad, I'm really sad that we didn't win," I said, desperately seeking his support

The huge smile stayed on his face. His light brown eyes were full of light.

"Did you see that shot Tyty made?" he said. "It was amazing."

It was as if he hadn't even heard what I just said. I could feel the anger bubbling up inside of me. I just wanted to scream at the top of my lungs.

Now, being older and thinking about this, I know I shouldn't have been so jealous, but I wasn't used to my parents paying more attention to other children than to me. My dad really did hurt me that day, and I still think about it now. I am more mature now than when I was ten, but if this happened again I still think that I would feel pretty horrible.

I then walked over and stood by the wall, trying hard not to cry. I slammed my fist on the beige wall. I had thought my dad cared about me. I know that he does now, but at that time it sure seemed like he didn't.

I was trying so hard to hold my tears down. I swallowed. Thoughts of sadness and hatred ran through my mind. This just wasn't right. Fathers were supposed to care about their own children more than other people's children.

I looked up to see Jamie's dad patting her on the back, and that was the breaking point. I felt tears start to stream down my face. I was crying in the corner and my dad didn't even notice.

Ayo then noticed that I was crying.

"Are you okay?" she asked, leaning down to talk to me as her short brown hair fell over her eyes.

"Yeah," I said, trying to stop my tears. But I wasn't okay. I wasn't okay at all. I was sure that my dad had completely forgotten that I existed.

At that point I just couldn't hold it in anymore and I could feel sobs rising in my throat. I looked over my shoulder to see my dad standing with Tyty, and more anger joined my sobs.

I kicked the basketball on the floor as hard as I could and charged down the stairs toward the bathroom. I turned to my right and ran into the the girls' room.

I held a brown paper towel to my face as I sobbed into it.

To this day I still think about every moment of that day. That moment made me stronger and helped me grow up a little bit. It made me more mature than I was before, and it helped me realize that even though I am an only child, my parents won't always be thinking about me.

Prefix, Root Word, and Suffix Study Sheet

Name: _____ **Date:** _____

A **prefix** is a word part with a specific meaning at the beginning of a word.

A **suffix** is a word part with a specific meaning at the end of a word.

A **root word** is the main part of a word that contains its core meaning. Sometimes it is a word on its own, as in *unbelievable* (*believe* is the root word), and sometimes it cannot stand alone, as in *relocation* (*loc* is the root word). In either case, prefixes and suffixes can be added to root words, which might change either the meaning of the word (*reactivate*, *deactivate*) or its grammatical function (*transports* = present tense, *transported* = past tense, *transportation* = noun). Sometimes spelling changes when suffixes are added to root words (*noise*, *noisy*).

Learning **root words**, **prefixes,** and **suffixes** can help you because:

- If you recognize these word parts, it is easier to figure out what a word you don't know means.
- They can help you to spell words because you'll remember patterns.

Instructions: As you read this paragraph, underline all words that have prefixes or suffixes. Write them below the paragraph and then write a definition of the word. If you do not know the definition, use the Make-a-Word Game Chart to help you guess.

The Garbage Problem

Improper garbage disposal can cause contamination of subterranean water sources. Relocating garbage dumps doesn't necessarily solve this incredibly unhealthful problem. Laws preceding the discovery of this problem were predictably relaxed in terms of garbage disposal. Since the discovery, authorities have proceeded to toughen these laws and have injected funds into reevaluating ongoing practices. Interjection of environmental organizations has helped to convince an incredulous public of the depth of the problem and the need to recycle. Some garbage dumps have receded in size, but most have increased as the unbelievable amount of garbage produced continues to multiply unnecessarily.

Words with prefixes or suffixes	Meaning

Make-a-Word Game Chart

Name: _____ **Date:** _____

Instructions: Fill in the definitions of the prefixes, root words, and suffixes as has been done for you in the first row using the following websites:

- Root Words, Prefixes, Suffixes (http://www.betterendings.org/homeschool/words/root%20words.htm)
- Spelling it Right: Prefixes (http://www.spellitright.talktalk.net/#prefixes)
- Spelling it Right: Suffixes (http://www.spellitright.talktalk.net/#suffixes)
- Most Common Prefixes and Suffixes (http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf)

PREFIX – meaning	ROOT WORD – meaning	SUFFIX – meaning
IN – not	CRED – believe	IBLE – possible to
IN –	CRED –	ULOUS –
SUB –	TERR –	ANEAN –
TRANS –	PORT –	ATION –
RE –	CONSIDER –	ATION –
IN –	COMPLETE – (remove *e* to add suffix)	ION – (also *tion*)
UN –	BELIEVE – (remove *e* to add suffix)	ABLE – (also *table*)
DE –	ACTIVATE – (remove *e* to add suffix)	TION – (also *ion*)
RE –	LAX –	ATION –
RE –	ACT –	ION – (also *tion*)
PRE –	CED –	ING – forms present participle
PRO –	CEED –	ING – forms present participle
RE –	CED –	ING – forms present participle
INTER –	CED –	ING – forms present participle
PRE –	DIC –	TION – (also *ion*)
PRE –	DIC –	TABLE – (also *able*)
RE –	JECT –	ION – (also *tion*)
IN –	JECT –	ION – (also *tion*)
PRO –	JECT –	ION – (also *tion*)
RE –	LOC –	ATION –

Name: _____ Date: _____

Book 6

5-A-Day Math Review: Week 5

Monday

① Express the ratio in three different ways (part-to-whole).

"For every point I score, Dana scores 5."

$\frac{\square}{\square}$ ☐ to ☐ ☐ : ☐

②

Integer	Opposite	Absolute Value
-8		
6		
-3		

③ Write an expression to represent:

"22 less than x"

④ Solve. Show your work.

3.4 + 89.3 + 0.3 =	18 – 2.981 =

⑤ 873 ÷ 5 = 247 × 95 =

Tuesday

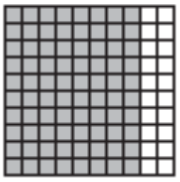
① 7 hours to mow 14 lawns

rate = _____ unit rate = _____

②

Fraction: _____

Decimal: _____



Ratio: _____ Percent: _____

③ 15 is what percent of 60?

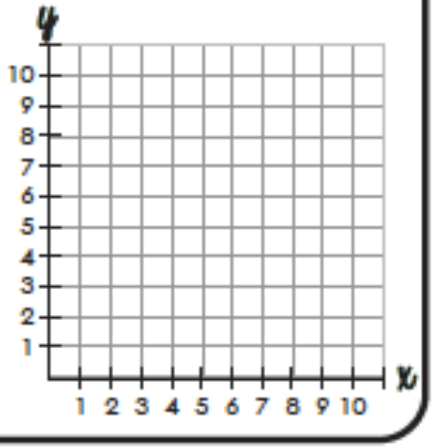
$\frac{\text{part} \rightarrow \square}{\text{whole} \rightarrow \square} = \frac{\square \leftarrow}{100 \leftarrow}$ percent

④ On Monday, Mia spent $4\frac{1}{2}$ hours studying. On Tuesday she spent another $2\frac{4}{5}$ hours studying. What is the combined time she spent studying?

⑤ Complete the table and then graph the coordinates.

y = 2x

x	y
0	
1	



Book 6

5-A-Day Math Review: Week 5

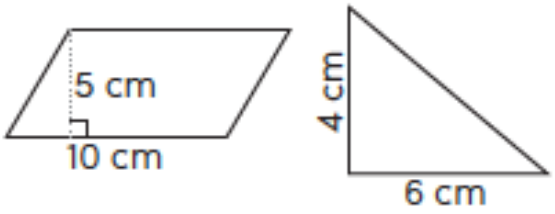
Wednesday

① Simplify. Show your work.

$3(6 - 4) + 7^2 =$ ____

② Model and solve. $\frac{5}{8} \div \frac{2}{8} =$

③ Find the area.

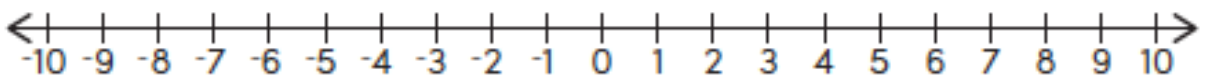


④ Solve

$$2\frac{1}{4} \times \frac{5}{6} = \frac{\square}{4} \times \frac{\square}{6} =$$

⑤ Write > or < to make each statement true. Use the number line for help.

3 ◯ -8 -5 ◯ -8 -9 ◯ 0 -6 ◯ -3 5 ◯ -5



Thursday

① Use substitution to match these solutions to their equations.

{10, 6, 4, 5}

$2a = 20$, $a =$ ____

$4b = 16$, $b =$ ____

$5c = 30$, $c =$ ____

② Use the associative property write an equivalent expression.

$a \bullet (b \bullet c) =$

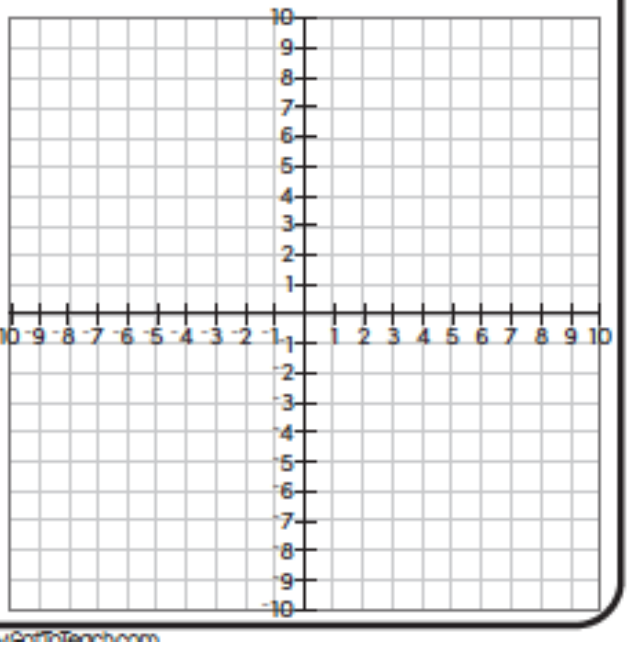
_____

③ Identify if the question is statistical or non statistical.

"Are you taller than your mother?"

④ Graph and label the polygon: (-3, 1), (-3, 7), (3, 1), (3, 7)

⑤ Graph and label the polygon: (-4, -4), (4, -4), (-2, -8), (2, -8)



Area of Parallelograms

A **parallelogram** is a quadrilateral with both pairs of opposite sides parallel and equal in length.

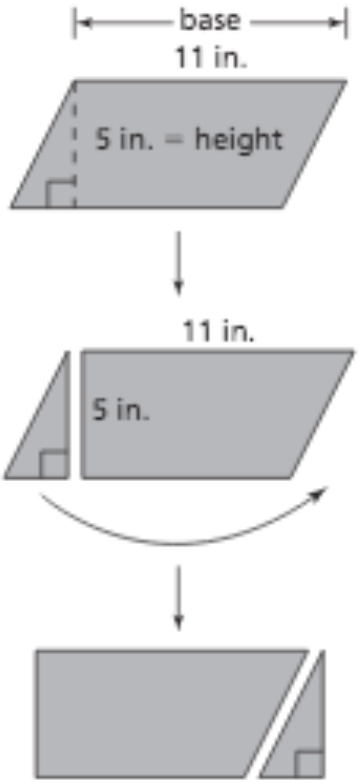
The **base** of the parallelogram shown is 11 in.

The **height** of the parallelogram is 5 in.

The parallelogram splits into a triangle and a trapezoid. After the triangle is moved to the right side, a rectangle is formed with a **length** of 11 in. and a **width** of 5 in.

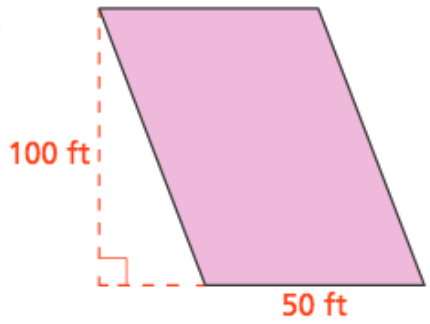
The area of the rectangle is 11 in. $\times$ 5 in. = 55 in.^{2}.

The areas of the parallelogram and the rectangle are the same because the parallelogram can be made into the rectangle by cutting off the triangle and moving it to the other side.

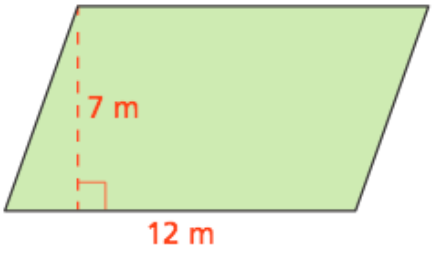


In 1–6, find the area of each parallelogram or rhombus.

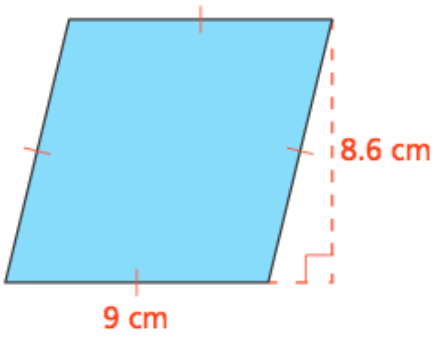
1.



2.



3.



4. Rhombus

$b = 30$ m

$h = 15.5$ m

5. Parallelogram

$b = 18$ in.

$h = 2\frac{1}{2}$ in.

6. Parallelogram

$b = 20$ ft

$h = 3$ yd

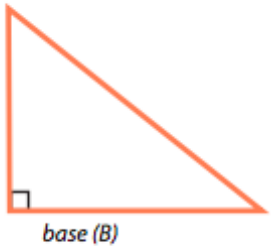
4th Grade Right Triangle: Practice Finding Area

Use the clues provided to find the area of each triangle. Show your work.

Review:

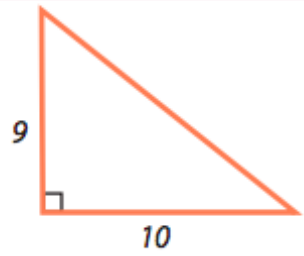
Triangle Area = $\frac{1}{2}$ x base x height

The base of a triangle can be any one of its sides.
The height is the distance from a base to its opposite point, or vertex.
A base must be perpendicular to its height.



A right triangle is a triangle that has one right angle (90 degree angle). So the height is the side of a triangle.

Example:



Base = 10 ft.
Height = 9 ft.

Area = $\frac{1}{2}$ x 10 x 9

= 45 ft.

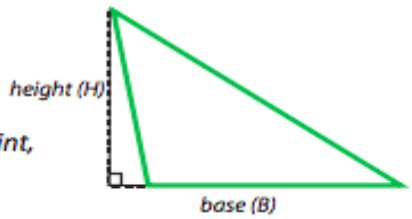
4th Grade Obtuse Triangle: Practice Finding Area

Use the clues provided to find the area of each triangle. Show your work.

Review:

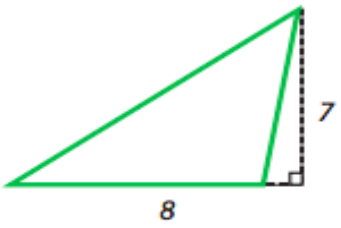
Triangle Area = $\frac{1}{2}$ x base x height

The base of a triangle can be any one of its sides.
The height is the distance from a base to its opposite point, or vertex.
A base must be perpendicular to its height.



An obtuse triangle is a triangle that has one obtuse angle (an angle that is greater than 90 degrees).

Example:



Base = 8 ft.
Height = 7 ft.

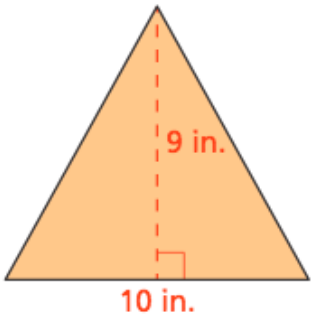
Area = $\frac{1}{2}$ x 8 x 7

= 28 ft.

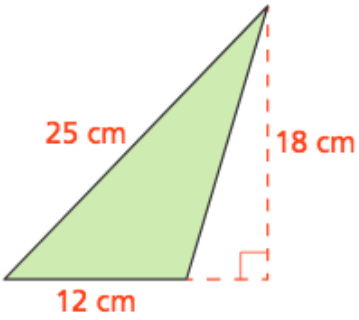
Multimedia

In 1–9, find the area of each triangle.

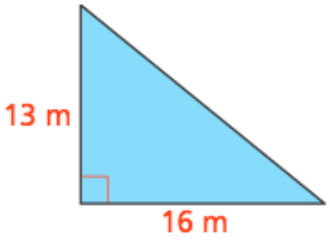
1.



2.



3.



4. Triangle

$b = 30$ m

$h = 15.6$ m

5. Triangle

$b = 18$ in.

$h = 6\frac{1}{2}$ in.

6. Triangle

$b = 8$ yd

$h = 3$ yd

7. Triangle

$b = 11$ ft

$h = 7$ ft

8. Triangle

$b = 200$ cm

$h = 100$ cm

9. Triangle

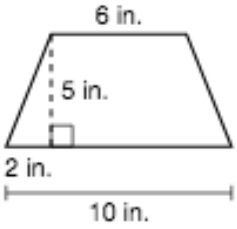
$b = 14.2$ in.

$h = 7$ in.

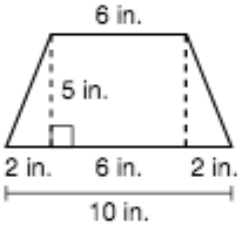
Area of Special Quadrilaterals

12-4

Find the area of this trapezoid.



Find the area of each part.

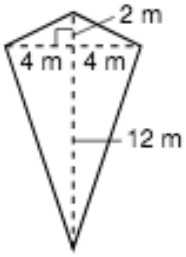


Each Triangle
$A = \frac{1}{2}bh = \frac{1}{2} \times 2 \times 5 = 5 \text{ in}^2$

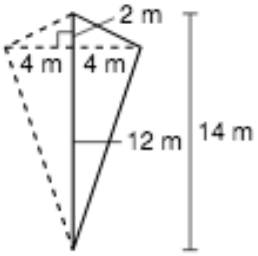
Rectangle
$A = lw = 6 \times 5 = 30 \text{ in}^2$

Add the areas together.
$5 + 5 + 30 = 40 \text{ in}^2$

Find the area of this kite.



You can find the area of a kite by dividing it into two identical triangles and finding the area of each triangle.

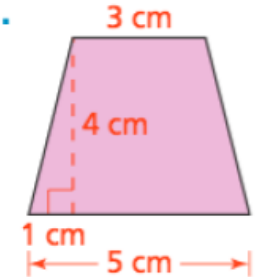


$A = \frac{1}{2}bh = \frac{1}{2} \times 14 \times 4 = 28$

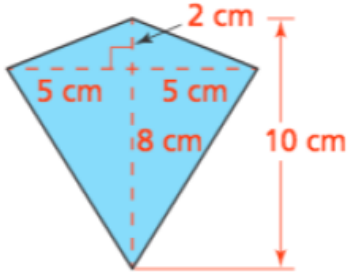
The area of the kite is $2 \times 28 = 56 \text{ m}^2$.

In 1–6, find the area of each trapezoid or kite.

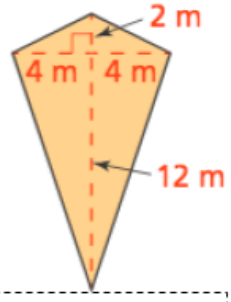
1.



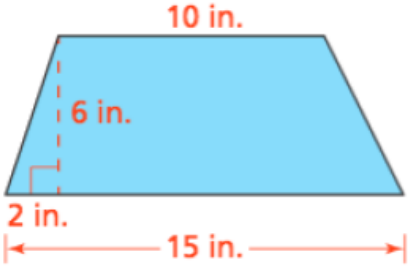
2.



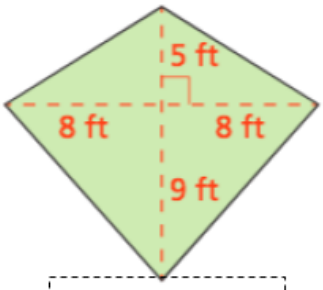
3.



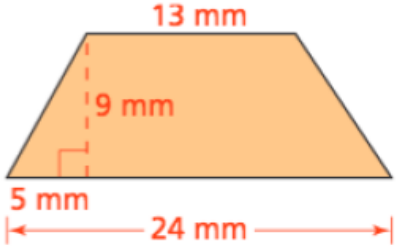
4.



5.



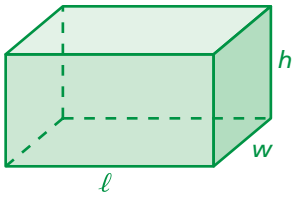
6.



REVIEW: Surface Areas of Prisms

Name _____

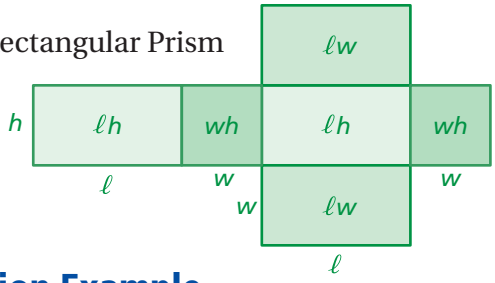
Key Concept and Vocabulary



$S = 2\ell w + 2\ell h + 2wh$

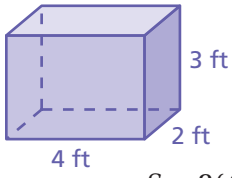
Visual Model

Net for a Rectangular Prism



Skill Example

1.



$S = 2(4 \cdot 2) + 2(4 \cdot 3) + 2(2 \cdot 3)$

$= 16 + 24 + 12$

$= 52 \text{ ft}^2$

Application Example

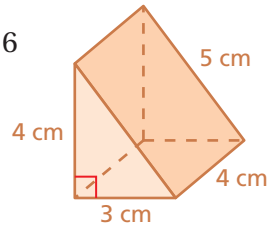
2. Find the surface area of the block.

$S = 2\left(\frac{1}{2} \cdot 3 \cdot 4\right) + 4 \cdot 5 + 3 \cdot 4 + 4 \cdot 4$

$= 12 + 20 + 12 + 16$

$= 60 \text{ cm}^2$

∴ The area is 60 cm^2.



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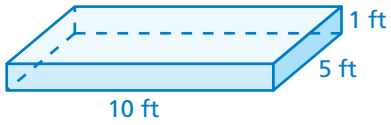
Check your answers at BigIdeasMath.com.

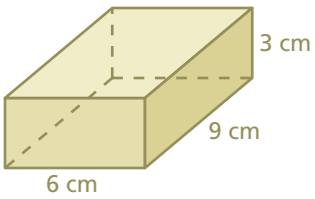
Find the surface area of the prism.

3. Rectangular Prism



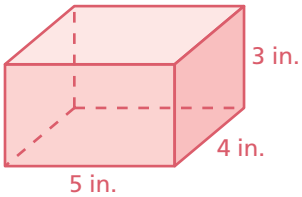
$S =$ _____

4. Rectangular Prism



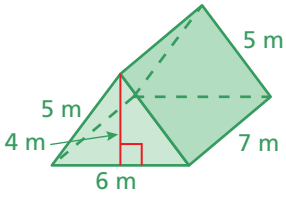
$S =$ _____

5. Rectangular Prism



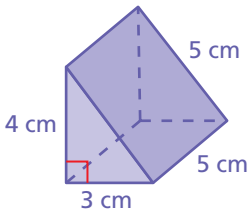
$S =$ _____

6. Triangular Prism



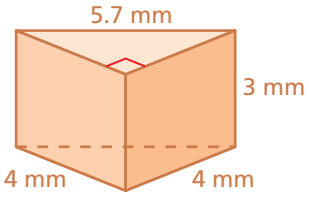
$S =$ _____

7. Triangular Prism



$S =$ _____

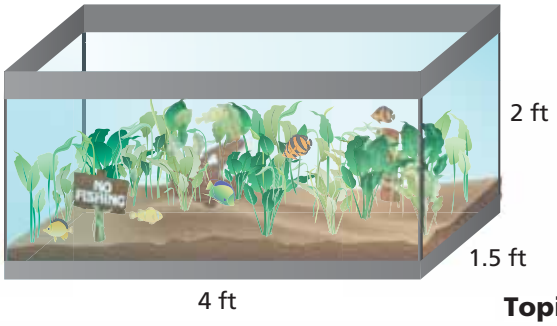
8. Triangular Prism



$S =$ _____

9. **AQUARIUM** How much glass is used to make the four sides of the aquarium? _____

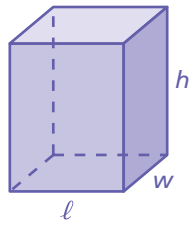
10. **AQUARIUM** How much glass is used to make the base of the aquarium? _____



REVIEW: Volumes of Prisms

Name _____

Key Concept and Vocabulary



Base

$V = Bh$

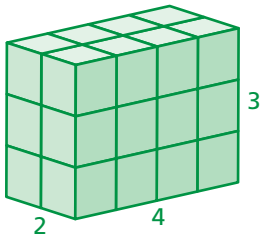
$= \ell wh$

Visual Model

Volume of a Rectangular Prism

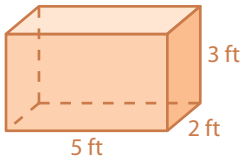
$V = 2 \cdot 4 \cdot 3$

$= 24 \text{ units}^3$



Skill Example

1.



$V = 5 \cdot 2 \cdot 3$

$= 30 \text{ ft}^3$

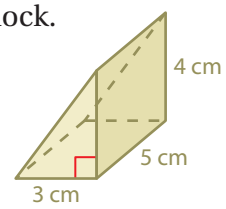
Application Example

2. Find the volume of the block.

$V = Bh$

$= \left(\frac{1}{2} \cdot 3 \cdot 4\right) \cdot 5$

$= 30 \text{ cm}^3$



The volume is 30 cubic centimeters.

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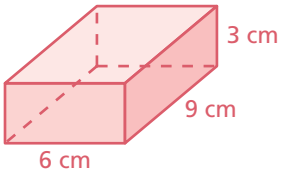
Check your answers at BigIdeasMath.com.

Find the volume of the prism.

3. Rectangular Prism

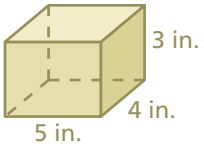
$V =$ _____

4. Rectangular Prism



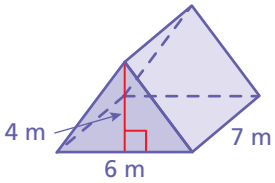
$V =$ _____

5. Rectangular Prism



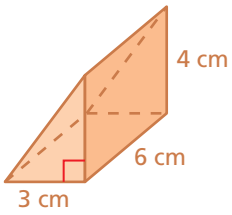
$V =$ _____

6. Triangular Prism



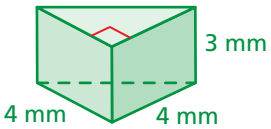
$V =$ _____

7. Triangular Prism



$V =$ _____

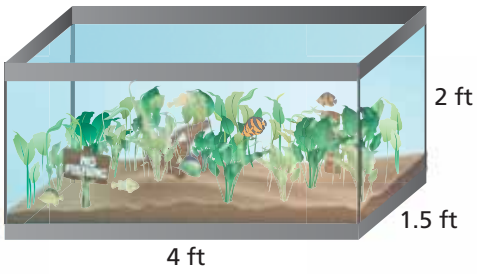
8. Triangular Prism



$V =$ _____

9. **AQUARIUM** How much water is needed to fill the aquarium? _____

10. **AQUARIUM** There are about 7.5 gallons in 1 cubic foot. How many gallons of water does the aquarium hold? _____



2020 CENSUS STUDENT ACTIVITY

Name _____

Featured Activity: City Planning With Census Data

1. The table below includes the population data for four state capitals in the United States. In the third column, divide the total population of each capital city by 1,000. Then follow your teacher's instructions to fill in the "Tokens" column.

   Note that the data we will be using will represent "per one thousand" people in each city.

Table 1—Population

State Capital	Population	Population Divided by 1,000 (round to the nearest whole number)	Tokens
Montgomery, Alabama	198,218		
Boston, Massachusetts	694,583		
Juneau, Alaska	32,113		
Santa Fe, New Mexico	84,612		

Source: U.S. Census Bureau, 2018 Population Estimates

www.census.gov/quickfacts/fact/table/santafecitynewmexico,juneaucityandboroughalaska,bostoncitymassachusetts, montgomerycityalaba ma,US/PST045219

2. Once your teacher assigns a city to your group, you are going to use the data on page 1 to plan what types of community services and businesses will be built in your city.

   Write the name of the city your teacher assigns to your group. Then, in the table below, record in column 1 each type of service or business your group wants in your city, in column 2 how many of that service or business are in your city, and in column 3 the number of tokens needed to build it. To find out how many tokens are needed for each service, reference **Activity Item: Community Services List**. Record the total number of tokens at the bottom of the table.

Table 2—My City: _____

Community Service or Business	Number in My City	Number of Tokens Needed
	Total Tokens Needed:	

3. How did the population of your assigned city compare to the populations of the other cities? How did that affect the number of resources you received for the people living in that city?

4. After what you learned today, why is it so important for everyone in your community to be counted?

Home Extension

Take your student worksheet home and share it with an adult living in your home. Explain in your own words how the 2020 Census collects information about people in your home and uses this information to allocate resources for your community. Don't forget to share how you allocated resources in your assigned city, too!

Activity Item: Community Services List

Tokens available based on census: *2 tokens per 1,000 people*

Cost of community services:

- Police Station = 10 tokens
- Fire Station = 10 tokens
- Hospital = 10 tokens
- School = 10 tokens
- City Hall = 5 tokens
- Library = 5 tokens
- Dentist Office = 5 tokens
- Zoo = 8 tokens
- Grocery Store = 8 tokens
- Gas Station = 4 tokens
- Pet Store = 3 tokens
- Amusement Park = 8 tokens
- Toy Store = 3 tokens
- Candy Store = 3 tokens
- Ice Cream Store = 3 tokens
- Fast Food Restaurant = 3 tokens
- Park/Sports Court/Field (soccer, basketball, etc.) = 8 tokens

READING MATERIAL

Read About Tectonic Plates

To see the video, click on the link below.

https://www.generationgenius.com/?share=A2EE7

WHAT ARE TECTONIC PLATES?

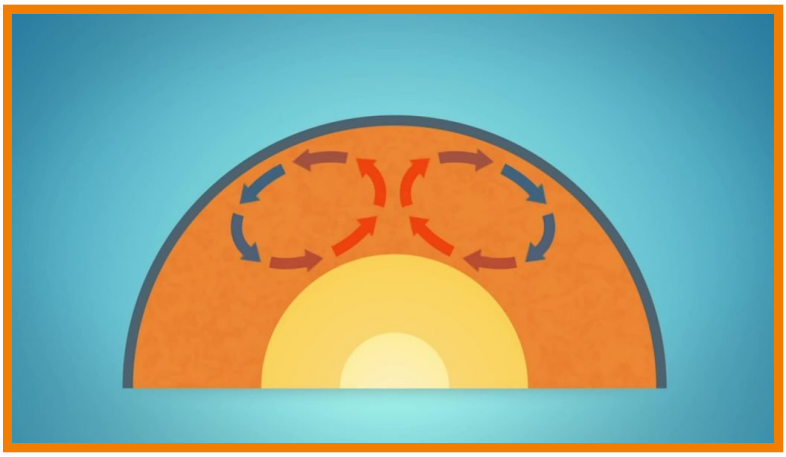
The outermost layer of the earth is called the crust and it is broken into large pieces called tectonic plates. These huge pieces of Earth's surface slowly move at about the speed that your fingernails grow. Their movement form mountains, causes earthquakes and they even rearrange the position of continents.

To better understand tectonic plates...

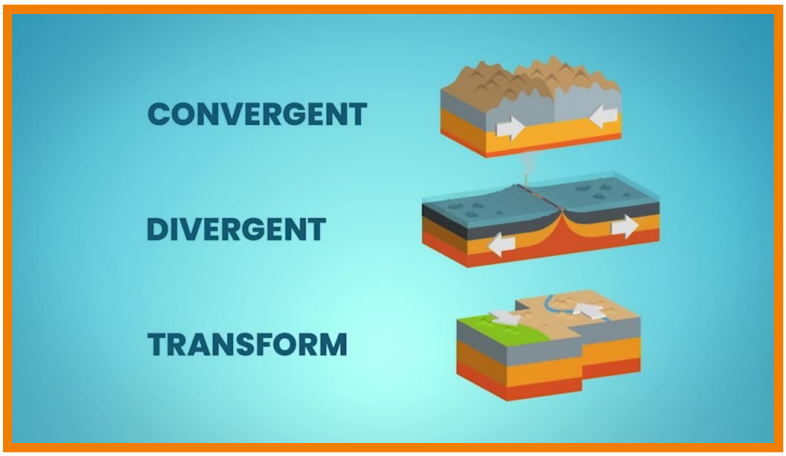
LET'S BREAK IT DOWN!

Movement of tectonic plates is powered by convection.

Rock in the earth is still extremely hot and it can slowly circulate inside the earth through convection, the process of warm fluids rising and cooler fluids sinking. This slow movement of hot rock inside the earth is what powers the movement of tectonic plates at the surface. Scientists believe tectonic plates move from 2-15 cm a year.



There are 3 main types of plate boundaries.

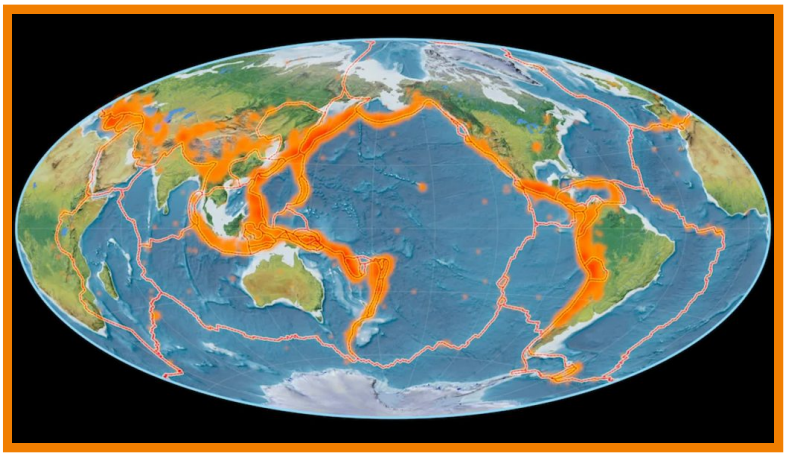


Areas where the plates meet are called boundaries. The first type of plate boundary is called a convergent boundary. This is when two plates are moving toward each other. The second type is called a divergent boundary. This is when plates are moving away from each other. The third plate boundary type is a transform boundary. This is when tectonic plates are sliding past each other.

Continental drift is supported by scientific evidence.

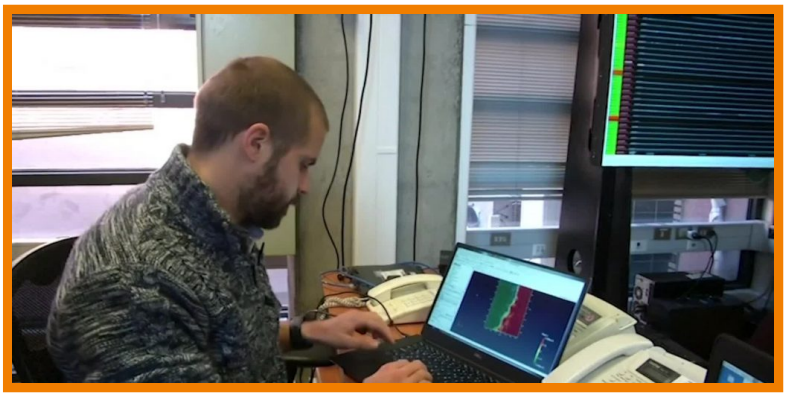
When Alfred Wegner first proposed the idea that a continent could move across an ocean, people thought he was crazy. He needed evidence such as fossils found on different continents, the matching shapes of the continents, rock evidence from different continents that match and the mechanism of tectonic plate movement. This theory is widely accepted due to the many kinds of evidence that support it.

The Ring of Fire is caused by tectonic plates.



The Ring of Fire is a term given to a circular region on a world map that has a lot of volcanic eruptions and earthquakes. When compared to a map of tectonic plates, this Ring of Fire lines up almost perfectly. This supports the idea that plate movement causes earthquakes and volcanos. Scientists who study these events use data from plate movements to help make predictions about future earthquakes or eruptions.

Scientists called seismologists study plate tectonics.



There are more than 20,000 earthquakes that happen on Earth every year. Seismologists collect and analyze data such as the size, location and depth of earthquakes. They use this data to predict where more earthquakes could strike. One special tool they use is called a seismograph. Volcanologists and geologists also study plate tectonics.

TECTONIC PLATES VOCABULARY

Earth's Crust	The outer most layer of the Earth. This is the layer we walk on.
Tectonic Plates	Slowly moving pieces of Earth's crust.
Convection	Movement caused by warm fluids rising and cooler fluids sinking.

Divergent Boundary	A boundary of two tectonic plates where the plates move away from each other.
Convergent Boundary	A boundary of two tectonic plates where the plates move towards each other.
Transform Boundary	A boundary of two tectonic plates where the plates slide past each other.

TECTONIC PLATES DISCUSSION QUESTIONS

Describe the layers of the Earth.

The Earth's crust is the top layer. Next comes the mantle which is made of hot solid rock that can move very slowly over years. The inner-most layer is the core. The core is the hottest but is a solid due to being made mostly of iron and nickel under intense pressure from all the rock above it.

Describe the 3 main kinds of plate boundaries.

Convergent boundaries are where boundaries move towards each other. Divergent boundaries are when plates move apart. Transform boundaries are when plates slide past each other.

What is Pangea?

Pangea is a super continent predicted by the theory of continental drift. Scientists believe that about 240 million years ago all the continents were one large one called Pangea. The land of Pangea then broke apart due to tectonic plate movement and moved over millions of years. This idea is well supported by multiple lines of evidence.

What is subduction and what causes it?

Subduction occurs when two plates converge, and one slides under the other. This is common when continental plates meet oceanic plates. Because the oceanic plate is denser, it slides under the continental plate.

What is uplift and what causes it?

Uplift occurs when two plates converge and force land upwards creating mountains. The best example of this is the Himalayan Mountains. These huge mountains were formed by the Indian plate and Eurasian plate converging over more than 50 million years.

How does convection work and how does it move tectonic plates?

Convection is the process of warm fluids rising and cooler fluids sinking. Inside the Earth, convection is powered by heat mostly from the core. The slow circulation of rock in the mantle moves the tectonic plates at the surface.

Name: _____ Date: _____

GENIUSCHALLENGE

TECTONIC PLATES

1. What are the 3 main layers of the earth:

a. _____ **b.** _____ **c.** _____.

2. A _____ plate boundary happens when two plates slide past each other.

3. A _____ plate boundary happens when two plates slowly crash into each other.

4. A _____ plate boundary happens when two plates slide apart.

5. Movement caused by warmer fluids rising and cooler fluids sinking is called

_____.

6. Name 2 pieces of evidence for continental drift:

a. _____

b. _____

7. What is subduction?

_____

8. What is uplift?

_____

9. Are tectonic plates still moving today? (Yes or No) _____

10. Name two types of natural disasters that often occur at plate boundaries:

a. _____ **b.** _____

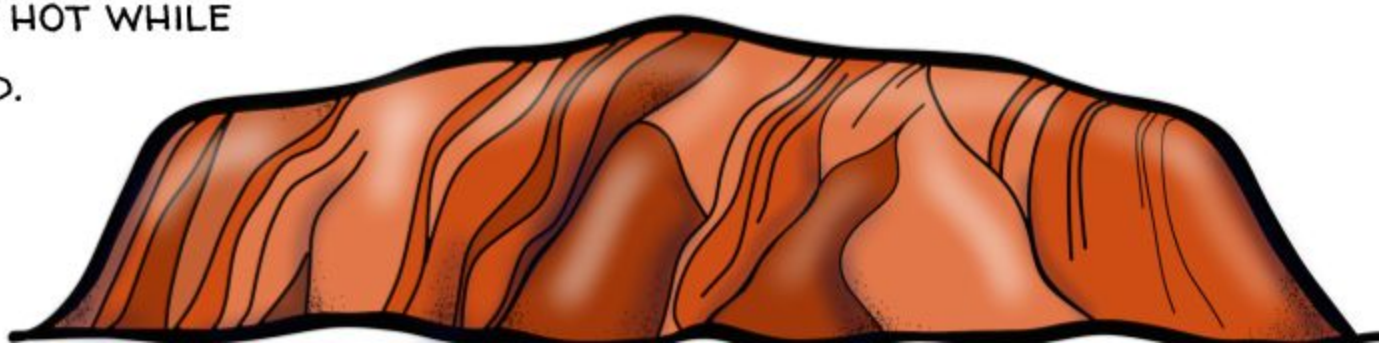
Physical Geography and Biomes of Australia: The Information

Uluru – (Ayer's Rock)

Uluru is also known as Ayer's Rock. It is a very large rock that is located in the Australian Outback. It is located in Uluru – Kata Tjuta National Park. Uluru is a holy place for Australian aborigines, who were the first people to live in Australia.

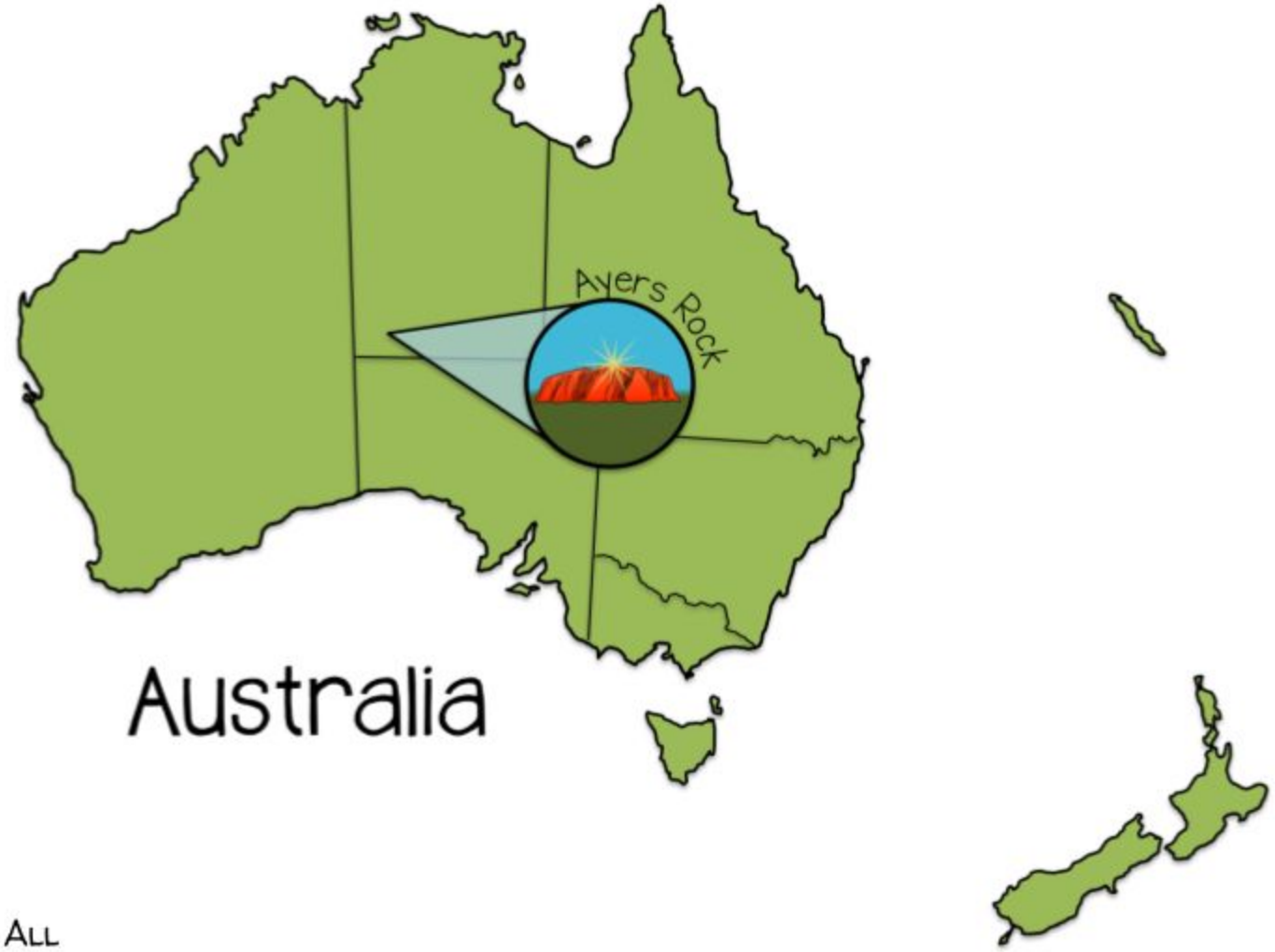
Uluru is located in Australia's Western Desert. It is the second place in the world to be listed as a World Heritage Site. Uluru is located on a plain of red, flat land. Uluru is a sandstone monolith. A monolith is a single large stone or rock. It is 1,142 feet tall.

The Uluru – Kata Tjuta National Park has a dry climate with about twelve inches of rain a year. Droughts are very common in the park and days are very hot while the nights are cold.



Physical Geography and Biomes of Australia: The Location

Uluru – (Ayer's Rock)



Physical Geography and Biomes of Australia: The Visuals

Uluru – (Ayer's Rock)

When using Google Maps, make sure you move the mouse around. The picture is a 360 degree view.

Google Maps
https://goo.gl/Mtzw70

Google Maps
https://goo.gl/xkO2LL

Google Maps
https://goo.gl/yMnviO

Google Maps
https://goo.gl/f6Qs7J

Uluru - Ayer's Rock

Us the Google 360° spheres and the reading to support your choices. Cite textual and visual evidence.

Imagine you camped for a night at Uluru. Write an email to a friend back home and describe three things you packed for the journey and two things you saw. Use colored pencils to underline your evidence.

Why is Uluru important to Australians?

What is a monolith?

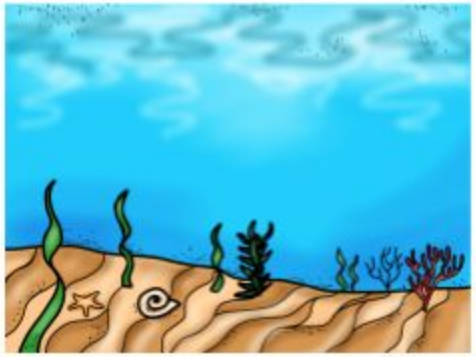
Physical Geography and Biomes of Australia: The Information

Great Barrier Reef

The Great Barrier Reef is the world's largest reef and the largest structure on earth that was made by living things. It is located on the west coast of Australia and contains 3,000 coral reefs and over 600 islands. The Great Barrier Reef, which has been named a World Heritage Site, covers 126,564 square miles and is 1,615 miles long. The Great Barrier Reef is so large it can be seen from outer space!

The Great Barrier Reef is full of life. It contains 1,500 species of fish, 30 species of dolphins, porpoises, and whales, and six species of sea turtles. In the reef you will find saltwater crocodiles and 125 species of skates, sharks, chimaera, and stingray.

The Great Barrier Reef also is home to 215 species of birds and 2,195 species of plants.



Physical Geography and Biomes of Australia: The Location

Great Barrier Reef

Physical Geography and Biomes of Australia: The Visuals

Great Barrier Reef

When using Google Maps, make sure you move the mouse around. The picture is a 360 degree view.

Google Maps
https://goo.gl/4KapkX

Google Maps
https://goo.gl/9nbWpP

Google Maps
https://goo.gl/jDIugd

Google Maps
https://goo.gl/J89Wz2

Great Barrier Reef

Imagine that you went scuba diving in the Great Barrier Reef. Use the Google 360° spheres and the readings to describe what you saw. Cite textual and visual evidence.

After your dive in the Great Barrier Reef, what did you see?

How would you describe the size of the Great Barrier Reef?

Imagine that you were hired by the Australian government to get more people to come visit the great Barrier Reef. Write two to three sentences convincing people to vacation there. Cite textual and visual evidence.

Physical Geography and Biomes of Australia: The Information

The Bungle Bungle Range

The Bungle Bungle Range is the major physical feature at Purnululu National Park in Western Australia. The Bungle Bungles are large rock towers that are shaped like beehives. The formations are made of sandstone and conglomerates, which are smaller stones that are pressed together.

The Bungle bungle Range is 375 to 350 million years old and was created by active fault lines that changed the land. They were shaped by rain and wind from the Tanami Desert.

The Bungle Bungle Range Formation is a world Heritage Site and is 174 square miles wide. The range has two different colors. The orange stone contains manganese and iron deposits while the dark grey bands hold more moisture.

Physical Geography and Biomes of Australia: The Location

The Bungle Bungle Range

Physical Geography and Biomes of Australia: The Visuals

The Bungle Bungle Range

When using Google Maps, make sure you move the mouse around. The picture is a 360 degree view.

Google Maps
https://goo.gl/F8aZL9

Google Maps
https://goo.gl/tbtiHI

Google Maps
https://goo.gl/f3JbxU

Google Maps
https://goo.gl/i7VliD

The Bungle Bungle Range

Draw a picture of the domes of the Bungle Bungle Range. Color your picture. Label the orange and grey layers with the reason for their color.

List 2 reasons someone would not want to visit the Bungle Bungle Range.

Physical Geography and Biomes of Australia: The Information

Cradle Mountain

Cradle Mountain is located in Tasmania, in the Cradle Mountain – Lake St. Clair National Park. The mountain rises 5,069 feet above sea level and is one of the most popular sites for tourists to visit in Tasmania. It rises above Crater Lake, Dove Lake, and Lake Wilks. Cradle Mountain has four summits.

The mountain is covered in bushes called Deciduous Beech and a type of long grass called button grass. The mountain is home to such animals as wombats, Tasmanian Devils and pademelons, which are a type of marsupial. Many birds call the mountain home, such as peregrine falcons and Wedge Tail Eagles.

Physical Geography and Biomes of Australia: The Location

Cradle Mountain

Physical Geography and Biomes of Australia: The Visuals

Cradle Mountain

When using Google Maps, make sure you move the mouse around. The picture is a 360 degree view.

Google Maps

https://goo.gl/ljFAfv

Google Maps

https://goo.gl/4v9WSZ

Google Maps

https://goo.gl/mGRL8d

Google Maps

https://goo.gl/ley9An

Cradle Mountain

Fill in the chart below with information from the reading.

Height of Mountain	Plants	Animals	Birds

Why is Cradle Mountain important to Tasmania?

ESL at Home 6-8 Weeks 11-12

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Pick a character from a book. Write 3 different messages that character would post on social media! Can include pictures! 	Find **10 random food items** of your choice in your house. Line them up in alphabetical order. A-Z. **Example:** Crackers, Apple, Banana ↓ **A**pple, **B**anana, **C**rackers	Write a letter to students that will be in 6th grade next year. What do they need to know to be a successful middle schooler or 6th grader? Make sure you share with your teacher!	Create a poster on a piece of paper to persuade others about **conservation**. It can be about recycling, saving an endangered species, etc. 	Write your own math problem and solve it. Then, write to explain how you solved it. **Example**: 5/8+7/11= First, ____. Next, ___. Last, ____.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Rewrite part of a fiction story from a different **point of view**. Does the story change? What would we learn about different characters? Be creative!	Use things around your house to create an invention to launch items into the air using **force**. How do you get items to go farther? Less distance? Higher? Sketch and label your invention.	Practice reading aloud to someone in your family. Then, ask your family member questions about the text to see if they were listening!	Find 5 things in your home that have **acute angles**. Find 5 things in you home that have **obtuse angles**. Find 5 things in your home with lines that are **parallel**. Sketch and label these items!	Write your opinion on distance learning. How do you feel about learning from home? Do you like it/dislike it? Why? Write three reasons. I like/dislike distance learning. First, ____ because ____. Another reason I ____ is because ____. Finally, _____.