Online Resources:

Math

Reflex Math -
https://www.reflexmath.com/

IXL-

Ixl.com

Math Snacks

https://mathsnacks.com/

Math Games

https://www.mathgames.com/

Math Play

https://www.math-play.com/

Prodigy

https://sso.prodigygame.com/signup

ELA

IXL-

ixl.com

Vocabulary.com

https://www.vocabulary.com/

Khan Academy

https://www.khanacademy.org/ela

Read Theory

https://readtheory.org/

EPIC!

https://www.getepic.com/

Education.com

https://www.education.com/games/ela/

Notes:

- We recommend students spend 2-3 hours per day engaged in instructional activities to include the materials enclosed in this packet as well as reading and utilizing online resources.
- Many teachers have Google classrooms with links to resources. Please encourage your student to check these often.
- If your child is unsure of his or her password or username for IXL, Reflex math, or Brain Pop, please have him or her email the teacher.
- 6th grade students are encouraged to practice on Reflex.com for 20 – 30 minutes at least 3 days a week to foster factor fluency.
- If you do not have a paper copy of assignments, please feel free to record answers on notebook paper.
- Each student is encouraged to READ and record their progress on the reading log enclosed in this packet.
- PLEASE RETURN YOUR COMPLETED PACKET TO YOUR HOMEROOM TEACHER WHEN WE RETURN TO SCHOOL.

READING LOG

DATE	BOOK TITLE	AUTHOR	#PAGES	RATING
				☆☆☆☆
				☆☆☆☆
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Algae as Fuel

Read the passage and answer the following question(s).

Algae as Fuel

(1) Algae the green stuff floating on the top of water are useful plant-like substances. (2) Algae are different from plants because they don't have the same parts plants do. (3) Algae do not have roots that go into the ground; instead, they float on top of water. (4) They do not have stems or leaves, but they do have chlorophyll, which is the green coloring in plants. (5) Though algae do make their own food like other plants, they are not a part of the plant family. (6) Scientists are using these unique plant-like substances as a source of fuel.

(7) Algae produce oil, which can be made into a biofuel. (8) Algae fuel contains twenty percent algae and eighty percent petroleum, a combination that relieses fewer greenhouse gases than other fuels. (9) This is important for the environment because greenhouse gases are destroying the ozone, or the protective layer of oxygen in Earth's atmosphere.

(10) Another advantage of using algae as a biofuel is its ability to grow in harsh environments. (11) Some companies are creating ways to grow algae in deserts. (12) For instance, deserts in Israel have underground layers of rock that hold water. (13) Because it is very salty, many kinds of crops cannot grow in the desert's watery areas. (14) Algae can be cultivated in these areas. (15) Then they can be converted into a biofuel.

(16) California has started to sell an alternative fuel made from algae. (17) In November 2012, it sold for less than $4.25 per gallon. (18) California has rules in place to reduce car exhaust by one-half by 2025 and to have eighty percent of new cars running on clean fuel by 2050. (19) This biofuel made from algae can help California reach these standards, and they can help fuel airplanes and other transport vehicles. (20) Don't you think an algae biofuel is the alternative energy of the future?

1. Read sentence 5.

> Though algae do make their own food like other plants, they are not a part of the plant family.

Which revised sentence uses an intensive pronoun correctly?

A. Though they (algae) do make their own food like other plants, they are not a part of the plant family.

B. Though algae do make their own food like other plants, they are not a part of the plant family for themselves.

C. Though algae do make their own food like other plants, they itself are not a part of the plant family.

D. Though algae do make their own food like other plants, they themselves are not a part of the plant family.

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2. Read sentence 19.

> This biofuel made from algae can help California reach these standards, and they can help fuel airplanes and other transport vehicles.

Which word correctly replaces the underlined word?

A. itself

B. us

C. it

D. their

3. Read sentences 12 and 13.

> For instance, deserts in Israel have underground layers of rock that hold water. Because it is very salty, many kinds of crops cannot grow in the desert's watery areas.

Which revision corrects the vague pronoun use?

A. For instance, they in Israel have underground layers of rock that hold water. Because they are very salty, many kinds of crops cannot grow in the desert's watery areas.

B. For instance, deserts in Israel have underground layers of rock that hold water. Because this water is very salty, many kinds of crops cannot grow in the desert's watery areas.

C. For instance, deserts in Israel have underground layers of rock that hold water. Because it is very salty, many kinds of crops cannot grow in its watery areas.

D. For instance, deserts in Israel have underground layers of rock that hold water. Because itself is very salty, many kinds of crops cannot grow in the desert's watery areas.

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4. Read sentence 1.

> Algae the green stuff floating on the top of water are useful plant-like substances.

Which choice shows a correct way to punctuate the sentence?

A. Algae—the green stuff floating on the top of water—are useful plant-like substances.

B. Algae—the green stuff—floating on the top of water are useful plant-like substances.

C. Algae "the green stuff floating on the top of water" are useful plant-like substances.

D. Algae: the green stuff floating on the top of water are useful plant-like substances.

5. Read sentences 14 and 15.

> Algae can be cultivated in these areas. Then they can be converted into a biofuel.

How can these sentences be rewritten as a compound sentence?

A. Algae can be cultivated in these areas, and then they can be converted into a biofuel.

B. Because algae can be cultivated in these areas, they can be converted into a biofuel.

C. Algae can be cultivated in these areas, then they can be converted into a biofuel.

D. Algae can be cultivated in these areas and converted into a biofuel.

6. Read sentence 20.

> Don't you think an algae biofuel is the alternative energy of the future?

Which choice shows the BEST way to rewrite this sentence so it is consistent with the style and tone of the rest of the essay?

A. I think an algae biofuel is the alternative energy of the future.

B. Algae can be the alternative energy of the future.

C. You should support algae as the alternative energy of the future.

D. Everyone should make algae into the alternative energy of the future.

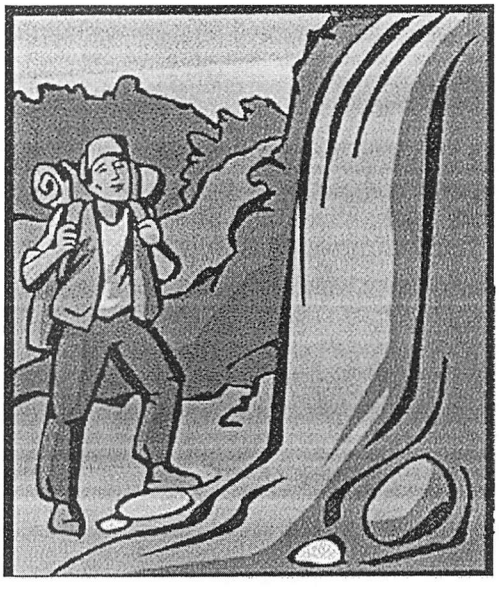
Building Confidence

Read the passage and answer the following question(s).

Building Confidence

I grew up on a pineapple plantation on one of the islands in the Philippines. It was a large plantation surrounded by forests, hills, and rivers. One day I wanted to go on a hike to see a large waterfall that was far from my house. I heard it was impressive; people had told stories of its beauty and power. I wanted to see for myself.

I told my father I was planning to go on a long hike that would take all day. He agreed I could go, if I took Sergeant Arsenio with me. Sergeant Arsenio was one of the security guards on the pineapple plantation, and he was one of my favorites. He was very friendly and always calm.



The next day after breakfast, Sergeant Arsenio and I started the hike. We walked for many miles until we reached the edge of the plantation at lunchtime. We rested for a while after our lunch and then headed down a large canyon where the river with the waterfall flowed. The trail became smaller and steeper as we walked down into the canyon.

There were many vines and plants on both sides of the trail. Trees grew overhead and their branches filled the sky like a giant umbrella. When we got to the bottom of the canyon, we came to the spot on the river where we would find the waterfall. The trail was flatter now, but the rocks and boulders made it difficult to climb.

Sergeant Arsenio walked ahead of me at an easy pace. As we talked about the trail, we saw the river, and the many trees, plants, and flowers. He always told interesting facts that roused my curiosity.

We finally reached the waterfall in the afternoon. It was the most exciting and powerful one I had ever seen. The roar of the water was so loud we had to shout to hear each other speaking. We spent some time exploring the area of the river around the waterfall. I wanted to spend hours there.

Sergeant Arsenio looked at the sky. I could tell by his face that it was time to head home. I did not want to leave, but it was getting late. Sergeant Arsenio pointed to some clouds that were starting to cover the sky. I knew it was wise to head back home.

As we walked back down the canyon, I noticed that tiredness was overpowering me. It was getting more difficult to step over rocks and boulders. The clouds got darker and a light rain began to fall.

We finally arrived at the part of the trail that climbed out of the valley. The ground became slippery and muddy from the rain. As we started to walk uphill, I started slipping. I tried very hard to keep from falling down. Ahead of me, I noticed Sergeant Arsenio keeping up a steady pace, and he never seemed to slip or struggle at all.

"Watch me," he would say. "I'll show you how to keep from falling."

I ignored him and continued to walk the way I had since I could remember. After all, walking is not that difficult.

After five minutes of struggling to stay upright, my left foot gave way to mud, causing me

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to fall on my back. When I looked up, I could see Sergeant Arsenio walking ahead of me.

"How does he do it?" I asked myself as I walked behind him. "How does he keep walking steadily uphill in all this mud?"

I decided to watch Sergeant Arsenio closely as he walked ahead of me. His steps were more secure than mine were. He was placing one foot solidly and securely on the ground. Then he took another step. He planted each foot firmly before he took another step.

"That's it!" I thought. "I'm going to do what he does. Let's see, plant my foot. Now take the next step."

I continued to mimic Sergeant Arsenio's walk. I knew I had to be careful. I was hesitant at first, but I eventually gained confidence. I realized I was not slipping and stumbling anymore. I noticed I was not tired or cold either. It seemed like no time at all before we had climbed out of the canyon and onto the flat road that led home.

That day is one I will remember forever. I heard interesting facts about the island, saw a beautiful waterfall, and learned a skill about hiking. Most importantly, I learned that patience and careful observation are necessary if one wants to learn.

8. Based on the events in the story, what does observation mean as it is used in the following sentence from the passage?

> Most importantly, I learned that patience and careful observation are necessary if one wants to learn.

A. experience

B. opinion

C. mention

D. watching

9. What does impressive mean as it is used below from the passage?

> I heard [the waterfall] was impressive; people had told stories of its beauty and power.

A. massive

B. effective

C. extraordinary

D. touching

10. What does mimic mean as it is used in the sentence below from the passage?

> "That's it!" I thought. "I'm going to do what he does. Let's see, plant my foot. Now take the next step."
>
> I continued to mimic Sergeant Arsenio's walk.

A. ridicule

B. observe

C. pretend

D. imitate

11. Read the sentence from the text.

> Trees grew overhead and their branches filled the sky like a giant umbrella.

Which *best* explains the meaning of the underlined part of sentence?

A. The branches popped up like an umbrella does when it is opened.

B. There were so many branches that the sky could hardly be seen from below.

C. The branches kept the trees from getting wet from the rain.

D. There were so many branches that the characters had a difficult time walking through them.

Business Letter to Alderman

Read the passage and answer the following question(s).

Business Letter to Alderman

Dorian Watkins
2567 N. 62nd Street
Chicago, IL 60617

January 9, 2013

Alderman Carson
541 Wabash Ave.
Chicago, IL 60617

Dear Alderman Carson,

(1) I read in the newspaper that the city is making changes to the park on 63rd and Silver Streets. (2) This park is in my neighborhood, so we have some suggestions about what to build in the park. (3) I hope you will use mine ideas for making a better park that the neighborhood can enjoy.

(4) There are many toddlers and young schoolchildren in my neighborhood, including my younger sister. (5) I know her would like a smaller play structure for younger kids one with swings and a sandpit. (6) A splash pad with waterspouts would be used a great deal in the summer months. (7) It would be a nice place for kids to gather.

(8) As an older kid, I would like to have basketball courts and a baseball diamond at the park. (9) Right now, there is only one basketball court, and they are always full. (10) If more courts are added, more games can happen at the same time, and if a baseball diamond is added as well, there would be more fun options for older kids during the summer and after school.

(11) In addition, they would like a play structure that is separate from the smaller structure. (12) This structure should have at least one set of monkey bars and pull-up bars where kids can exercise. (13) It should have higher slides that have soft places for safe landings, not hard asphault. (14) This kind of equipmint would help kids be active and healthy.

(15) Thank you for your time. (16) I appreciate your consiteration. (17) I hope you will use my suggestions for the city park.

Sincerely,

Dorian Watkins

12. Read sentence 5.

> I know her would like a smaller play structure for younger kids one with swings and a sandpit.

What is the correct way to rewrite the underlined part of the sentence?

A. us

B. hers

C. she

D. we

13. Read sentence 8.

> As an older kid, I would like to have basketball courts and a baseball diamond at the park.

Which revision uses an intensive pronoun correctly?

A. As an older kid himself, I would like to have basketball courts and a baseball diamond at the park.

B. As an older kid, myself would like to have basketball courts and a baseball diamond at the park.

C. As an older kid, I myself would like to have basketball courts and a baseball diamond at the park.

D. As an older kid, I would like to have basketball courts and a baseball diamond at the park for themselves.

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14. Read sentence 9.

> Right now, there is only one basketball court, and they are always full.

Which is the correct replacement for the underlined words?

A. it is

B. who is

C. their

D. whose

15. Read sentence 11.

> In addition, they would like a play structure that is separate from the smaller structure.

Which revision BEST replaces the vague pronoun use?

A. In addition, we would like a play structure that is separate from the smaller structure.

B. In addition, older grade-school kids would like a play structure that is separate from the smaller structure.

C. In addition, all kids would like a play structure that is separate from the smaller structure.

D. In addition, the younger kids and toddlers would like a play structure that is separate from the smaller structure.

16. Read sentence 5.

> I know her would like a smaller play structure for younger kids one with swings and a sandpit.

Which is the BEST way to punctuate the underlined part of this sentence?

A. (a smaller play structure for younger kids) one with swings and a sandpit

B. a smaller play structure, for younger kids, one with swings and a sandpit

C. a smaller play structure for younger kids; one with swings and a sandpit

D. a smaller play structure for younger kids (one with swings and a sandpit)

17. Read sentence 13.

> It should have higher slides that have soft places for safe landings, not hard asphault.

What is the correct spelling of the underlined word?

A. asfault

B. asphilt

C. asphalt

D. asfalt

18. Read sentence 14.

> This kind of equipmint would help kids be active and healthy.

What is the correct spelling of the underlined word?

A. equiptment

B. ecuipment

C. equipment

D. equipmmint

19. Read sentence 16.

> I appreciate your consiteration.

What is the correct spelling of the underlined word?

A. considerashion

B. consideration

C. consiterashan

D. consideracian

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Are Computers Smarter Than People?

Read the passage and answer the following question(s).

Are Computers Smarter Than People?

1 Would you accept a challenge to pit your brain against a computer? If you are cowed by the idea, you are not alone.

2 Computers are getting more powerful every year. In the 1980s, even the biggest computers in the world could not play expert chess or win at high-level quiz games. But by 1997, an IBM computer named Deep Blue was able to beat international chess champion Garry Kasparov in a chess match. In 2011, another IBM computer, Watson, defeated two past winners in the television quiz show *Jeopardy!*

3 Surely the evidence points to the superior brainpower of the machines. Or does it?

4 There is no question that computers can calculate much faster than humans. They can work through millions of calculations in a second. They can store, retrieve, and process vast amounts of information. They are focused and accurate. Watson won at *Jeopardy!* by mining a database of more than 200 million pages in less than three seconds. Deep Blue was able to analyze billions of possible chess moves during a single three-minute turn.

5 But the computers' achievements, while remarkable, were accomplished by each computer carrying out one clearly defined task. Even a gigantic database contains only the information someone has put there. Chess allows only a limited number of moves, although they can be put together in a huge number of ways. Computers can beat people in specific contests involving many actions or steps, but only by following the instructions their programmers give them.

6 Now consider the marvel of the human brain. It is thought to hold about 100 million megabytes of memory and has some 100 trillion synapses, or places where nerve cells connect. By one estimate, the brain can process about 100 million instructions per second (MIPS). The computer that beat Kasparov at chess had a processing power of about 3 million MIPS. So why didn't Kasparov win?

7 Compared to a computer, the human brain has a wider variety of tasks on its plate. Your brain keeps you breathing and regulates your heartbeat. It constantly takes in data from your eyes, ears, nose, skin, and taste buds. A computer that took in so much data would run out of memory. Although Kasparov was surely paying close attention to the chess game, only a fraction of his brain's processing power was available for it.

8 Even with all these distractions, brains routinely do things that are very hard for a computer. People learn and adapt, experimenting with different approaches. With the help of our brains, we figure out new, unfamiliar situations by comparing them to our past experiences. Our brains also help us to draw conclusions from what we observe. A computer, on the other hand, cannot solve a new problem unless a programmer has already told it how to go about solving it.

9 Humans are also much better than computers at recognizing patterns. Even a young child can tell a cat from a dog, but computers are very poor at this task. Recent computer software designed to recognize faces and voices is not very accurate. Have you seen websites that ask you to read a series of twisted, slanted letters or numbers? They ask you to type the series correctly to prove that you are a real person and not a machine. These tests work precisely because people can do it and computers cannot.

10 Your flexible brain has broader abilities than a computer. The machine can calculate faster

than you can, as long as someone has programmed it to do so. But you can adapt and explore new possibilities. You are not limited by a set list of options. If you still doubt that you are smarter than a computer, remember that it is people who program computers—not the other way around.

20. In paragraph 4, what does the author mean by the phrase mining a database?

A. easily recognizing patterns

B. gathering information from new sources

C. quickly finding and analyzing stored information

D. adapting and exploring new possibilities

21. Read the first sentence from paragraph 8. Based on the context, the word routinely most likely means

A. with a lot of effort

B. fortunately

C. on a regular basis

D. calmly

22. In paragraph 2, what does the word international tell readers about chess champion Garry Kasparov?

A. He has won chess matches all over the world.

B. He is the only person from his country who plays chess.

C. He has won every chess match played in his home country.

D. He has played chess in every part of the world.

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23. In paragraph 4, the phrase work through means the same as

A. complete.

B. study.

C. correct.

D. share.

24. Read these sentences from paragraph 1.

> Would you accept a challenge to pit your brain against a computer? If you are cowed by the idea, you are not alone.

What does the phrase pit your brain mean?

A. To look for answers to questions in different places.

B. To find a solution to a problem.

C. To test oneself in opposition to something else.

D. To work with someone else to achieve a goal.

25. Read this dictionary entry.

> **company** (kum' peh nee) *n.* **1.** a business **2.** visitors

What does the dictionary entry say about the word company?

A. It is a noun.

B. It has two syllables.

C. It is a common word.

D. It comes from another language.

26. Based on the following sentence, a student interpreted liable to mean probable.

> He is liable to slip on the icy sidewalk.

Which dictionary entry *best* verifies the student's initial interpretation of the meaning of liable?

A. liable: *adj.* likely or apt to occur.

B. liable: *adj.* exposed or subject to.

C. liable: *adj.* tending to suffer from or be affected with.

D. liable: *adj.* legally responsible for something.

27. What does the word relationship in the sentence below reveal about the meanings of beverages and sharbat?

> There are many different examples of beverages, including milk, water, cola, and sharbat.

A. Beverages are things that you drink, and sharbat is a liquid.

B. Beverages are things that are sweet, and sharbat is a dessert.

C. Beverages are things that come from animals, and sharbat is made by people.

D. Beverages are things that are nutritious, and sharbat comes from nature.

28. Which word has a connotation that is *most* similar to that of wary as it is used in the following sentence?

> He was wary of anyone he observed in his neighborhood who he did not know.

A. alert

B. keen

C. sensible

D. suspicious

Assessment Summary: 6th Grade ELA Distance Learning

Year: 2019-2020 Subject: ELA Total Items: 30 Total Possible Points: 30

Includes 0 Pilot Items

Item Type MC

Item Count 30

Item #	Standard	Item Type	Item ID	Correct Answer	Points	Passage Name	DOK
1	ELAGSE6L1.b	MC	KDS-E179688	A B C (D)	1	Algae as Fuel	Level 2: Skill/Concept
2	ELAGSE6L1.c	MC	KDS-E179689	A B (C) D	1	Algae as Fuel	Level 1: Recall
3	ELAGSE6L1.d	MC	KDS-E179691	A (B) C D	1	Algae as Fuel	Level 2: Skill/Concept
4	ELAGSE6L2.a	MC	KDS-E179693	(A) B C D	1	Algae as Fuel	Level 2: Skill/Concept
5	ELAGSE6L3.a	MC	KDS-E179694	(A) B C D	1	Algae as Fuel	Level 2: Skill/Concept
6	ELAGSE6L3.b	MC	KDS-E179697	A (B) C D	1	Algae as Fuel	Level 2: Skill/Concept
7	ELAGSE6L2.b	MC	KDS-E184908	(A) B C D	1	Algae as Fuel	Level 1: Recall
8	ELAGSE6L4.a	MC	KDS-E496517	A B C (D)	1	Building Confidence	Level 2: Skill/Concept
9	ELAGSE6L4.a	MC	KDS-E496518	A B (C) D	1	Building Confidence	Level 2: Skill/Concept
10	ELAGSE6L4.a	MC	KDS-E496519	A B C (D)	1	Building Confidence	Level 2: Skill/Concept
11	ELAGSE6L5.a	MC	KDS-E524194	A (B) C D	1	Building Confidence	Level 2: Skill/Concept
12	ELAGSE6L1.a	MC	KDS-E180079	A B (C) D	1	Business Letter to Alderman	Level 2: Skill/Concept
13	ELAGSE6L1.b	MC	KDS-E180080	A B (C) D	1	Business Letter to Alderman	Level 2: Skill/Concept

Item #	Standard	Item Type	Item ID	Correct Answer	Points	Passage Name	DOK
14	ELAGSE6L1.c	MC	KDS-E180081	(A) B C D	1	Business Letter to Alderman	Level 1: Recall
15	ELAGSE6L1.d	MC	KDS-E180082	A (B) C D	1	Business Letter to Alderman	Level 2: Skill/Concept
16	ELAGSE6L2.a	MC	KDS-E180083	A B C (D)	1	Business Letter to Alderman	Level 2: Skill/Concept
17	ELAGSE6L2.b	MC	KDS-E180085	A B (C) D	1	Business Letter to Alderman	Level 1: Recall
18	ELAGSE6L2.b	MC	KDS-E200166	A B (C) D	1	Business Letter to Alderman	Level 1: Recall
19	ELAGSE6L2.b	MC	KDS-E203652	A (B) C D	1	Business Letter to Alderman	Level 1: Recall
20	ELAGSE6L6	MC	KDS-E179345	A B (C) D	1	Are Computers Smarter Than People?	Level 2: Skill/Concept
21	ELAGSE6L4.a	MC	KDS-E188820	A B (C) D	1	Are Computers Smarter Than People?	Level 2: Skill/Concept
22	ELAGSE6L4.b	MC	KDS-E191930	(A) B C D	1	Are Computers Smarter Than People?	Level 2: Skill/Concept
23	ELAGSE6L4.a	MC	KDS-E191932	(A) B C D	1	Are Computers Smarter Than People?	Level 2: Skill/Concept
24	ELAGSE6L5.a	MC	KDS-E261065	A B (C) D	1	Are Computers Smarter Than People?	Level 2: Skill/Concept
25	ELAGSE6L4.c	MC	KDS-E147517	(A) B C D	1		Level 1: Recall
26	ELAGSE6L4.d	MC	KDS-E546464	(A) B C D	1		Level 2: Skill/Concept
27	ELAGSE6L5.b	MC	KDS-E547150	(A) B C D	1		Level 2: Skill/Concept
28	ELAGSE6L5.c	MC	KDS-E547265	A B C (D)	1		Level 2: Skill/Concept
29	ELAGSE6L1.e	MC	KDS-E261641	(A) B C D	1		Level 1: Recall
30	ELAGSE6L1.e	MC	KDS-E547984	A B (C) D	1		Level 1: Recall

Standard Summary

Name : _____ Score : _____ 6th

Ordering Integers

Sheet 1

A) Order each set of integers from least to greatest.

1) 98, 5, 46, 19, 77, 24 _____

2) 56, −47, −11, 38, −62, −83 _____

3) −17, −71, 90, −25, −54, −39 _____

4) −31, −64, −95, −58, −82, −9 _____

5) 26, −91, 0, −13, 67, −55 _____

B) Order each set of integers from greatest to least.

1) −66, 82, −41, 8, 50, 32 _____

2) −70, −10, −84, −51, −23, −36 _____

3) 81, 68, 21, −18, 72, 94 _____

4) 2, 48, 37, 85, 53, 62 _____

5) 11, 62, −1, −74, 33, −99 _____

C) The following table represents the average temperature for 6 cities in the month of January. Order the cities from the coldest to the warmest temperatures.

City	Boston	Arizona	Winnipeg	Oymyakon	Las Vegas	New Delhi
Temperature (^{0}F)	29	54	−9	−50	47	45

Comparing Integers (A)

Compare the pairs of integers using <, >, or =

2 ☐ 2	-13 ☐ 15	-2 ☐ 6	3 ☐ -12
-8 ☐ 8	3 ☐ -12	-7 ☐ -1	-11 ☐ 6
15 ☐ 14	-12 ☐ 4	7 ☐ 15	-11 ☐ 13
-14 ☐ -6	14 ☐ 10	-3 ☐ 6	-11 ☐ 7
4 ☐ 5	5 ☐ -9	-14 ☐ 4	7 ☐ -6
1 ☐ -10	15 ☐ 2	5 ☐ 0	9 ☐ -1
-14 ☐ -15	2 ☐ -3	12 ☐ 1	7 ☐ 9
4 ☐ -1	3 ☐ -7	15 ☐ 12	-6 ☐ 8
-12 ☐ -6	-3 ☐ -10	14 ☐ -15	-13 ☐ 11
2 ☐ -11	14 ☐ 13	2 ☐ -5	10 ☐ -9

Name _____ Date _____

Directions: Cut out each of the real life situations and paste them in the correct column below.

TRUE	

FALSE	

INTEGER REAL LIFE SITUATIONS

Directions: Cut out each of the real life situations and paste them in the correct column below.

Diving 100 feet under water can be represented by -100.	Depositing $45 into your bank account can be represented by +45.	The temperature dropped 4 degrees can be represented by -4.	Adding 8 baseball cards to your collection can be represented by +8.
A parachute descending 50 feet can be represented by +50.	Earning $20 for doing chores can be represented by +20.	Downloading 6 apps to your smartphone can be represented by +6.	Losing a $5 bill can be represented by +5.
A football team gaining 57 yards in one play can be represented by +57.	Giving away 2 of your video games can be represented by +2.	Gaining 3 pounds can be represented by -3.	Withdrawing $63 to buy a present for your friend can be represented by -63.
Depositing $100 into your bank account can be represented by -100.	Losing 10 points on your last exam can be represented by +10.	Climbing 12 steps can be represented by -12.	A baker discarding 2 loaves of bread can be represented by -2.
Moving forward 4 spaces in a game can be represented by -4.	Losing 5 pounds after working out and dieting can be represented by -5.	Using your debit card to withdraw $55 can be represented by +55.	Missing 3 days of baseball practice can be represented by +3.

Multiplication Facts to 144 (A)

Find each product.

5 × 8	12 × 11	12 × 4	1 × 6	7 × 5	7 × 7	5 × 11	11 × 0	0 × 7	0 × 8
11 × 8	4 × 9	11 × 1	2 × 1	11 × 12	10 × 12	7 × 8	0 × 3	6 × 11	9 × 3
5 × 6	12 × 3	6 × 12	9 × 3	4 × 8	10 × 7	12 × 1	0 × 5	12 × 12	6 × 5
5 × 4	4 × 7	9 × 6	6 × 2	8 × 9	1 × 4	4 × 11	4 × 0	5 × 9	1 × 9
7 × 11	6 × 8	1 × 7	0 × 6	10 × 10	1 × 1	2 × 8	1 × 0	2 × 10	2 × 4
4 × 12	4 × 4	12 × 5	11 × 11	2 × 9	3 × 10	1 × 3	0 × 2	7 × 12	2 × 11
0 × 12	3 × 4	10 × 1	2 × 7	1 × 5	7 × 3	4 × 6	3 × 11	3 × 5	8 × 10
7 × 5	11 × 9	8 × 8	9 × 10	3 × 6	10 × 6	6 × 5	9 × 9	7 × 9	0 × 10
2 × 3	5 × 10	6 × 7	4 × 5	11 × 10	10 × 4	6 × 6	8 × 1	10 × 2	9 × 12
8 × 12	3 × 3	3 × 8	10 × 6	5 × 5	2 × 5	2 × 12	0 × 9	2 × 10	2 × 2

6th

Chapter 3 • Lesson 19

Standards: S6E5.c, S6E5.d, S6CS5.a

The Rock Cycle

Key Words • rock • igneous rock • magma • lava • sediment • sedimentary rock • metamorphic rock • rock cycle

Getting the Idea

You probably have seen many different rocks. Some rocks look different because they are made up of different minerals. But even rocks made up of the same minerals can be quite different. In this lesson, you will learn about the three main groups of rocks and how rocks form and change.

Classification of Rocks

Rock is a naturally occurring solid material that is made up of one or more minerals. The lithosphere is made of rock. Scientists divide all kinds of rock into three main groups: igneous, sedimentary, and metamorphic rock. The rocks in each group form in different ways.

The table below lists some kinds of rock, the groups they belong to, and their colors. The pictures on the next page show what some of these rocks look like.

Some Common Kinds of Rock

Rock	Rock Group	Color
Basalt	Igneous	Gray
Obsidian	Igneous	Black
Granite	Igneous	Gray or pink
Limestone	Sedimentary	Varied
Shale	Sedimentary	Gray
Sandstone	Sedimentary	Varied
Gneiss	Metamorphic	Light and dark bands
Marble	Metamorphic	Varied
Slate	Metamorphic	Black, red, gray

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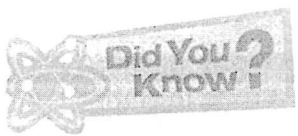
Igneous Rock

You may have seen granite used in gravestones or kitchen counters. Granite is an igneous rock. An **igneous rock** is a rock that forms when melted rock cools and hardens. Some igneous rock, such as granite, forms from magma. **Magma** is melted rock located below Earth's surface. Other kinds of igneous rock, such as basalt, form from lava. **Lava** is magma, or melted rock, that reaches Earth's surface. Lava flows from volcanoes.

Sedimentary Rock

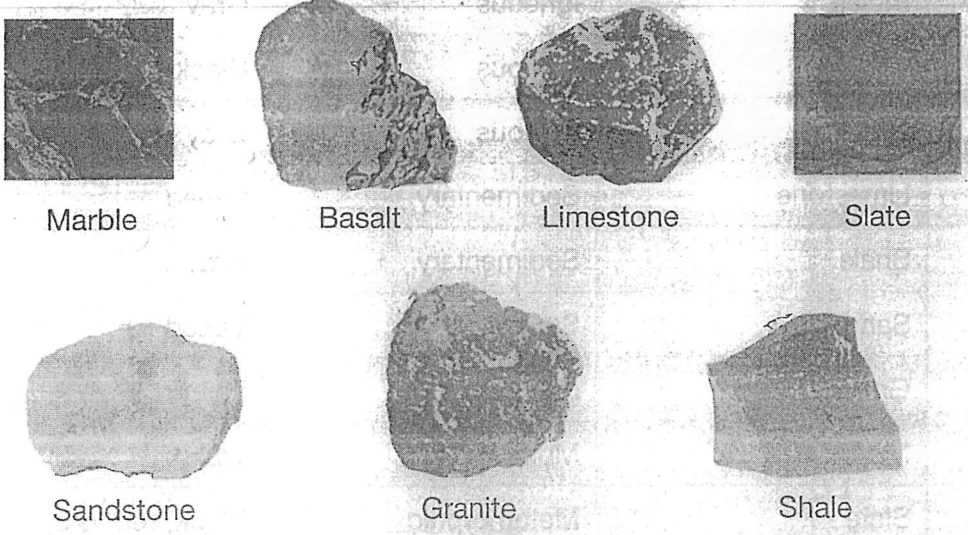
At Earth's surface, wind and moving water break rock into smaller pieces, such as pebbles and sand. Wind and water may move these variously sized pieces of rock and drop them in new places. These small pieces of rock are called **sediment**. Over a very long period of time, layers of sediment build up. The weight of the layers compacts the sediments, or presses them together. Chemical changes also cement the layers together. These processes form **sedimentary rock**. Limestone and sandstone are sedimentary rocks.



Sedimentary rocks make up 75 percent of the rock on Earth's surface.

Metamorphic Rock

Sometimes surface rock gets buried deep inside Earth. This happens because of plate tectonics, in places like subduction zones. There, heat and pressure cause chemical changes in the rock. **Metamorphic rock** is formed by this process. The word *metamorphic* comes from a Greek word meaning "a change of form." Both igneous and sedimentary rock can be changed into metamorphic rock. Metamorphic rock can also be changed into other metamorphic rock. Gneiss and slate are common kinds of metamorphic rock.



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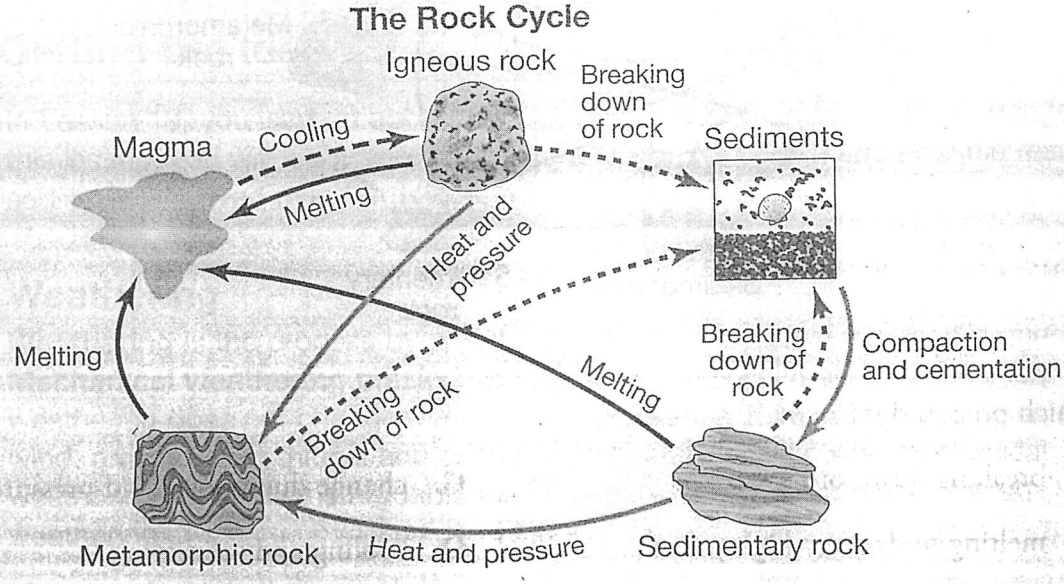
The Rock Cycle

Once rock forms, it may stay in the same form for millions of years. However, rock can also change. Any of the three types of rock can be changed into one of the other types. The ongoing process of change that rock goes through is called the **rock cycle**. The diagram below illustrates the rock cycle. Follow the arrows and read the labels to see how any type of rock can be changed into another type.



Notice in the diagram that the rock cycle includes many different pathways. For example, heat and pressure can change igneous rock into metamorphic rock. Igneous rock can also be broken down to become sediment that forms sedimentary rock. Sedimentary rock can be changed into metamorphic rock or igneous rock. These changes are constantly taking place. Some happen quickly, as when lava hardens after a volcanic eruption. But most changes happen very slowly, over millions of years.

Discussion Question

Describe one pathway by which metamorphic rock becomes another type of rock and then becomes metamorphic rock again.

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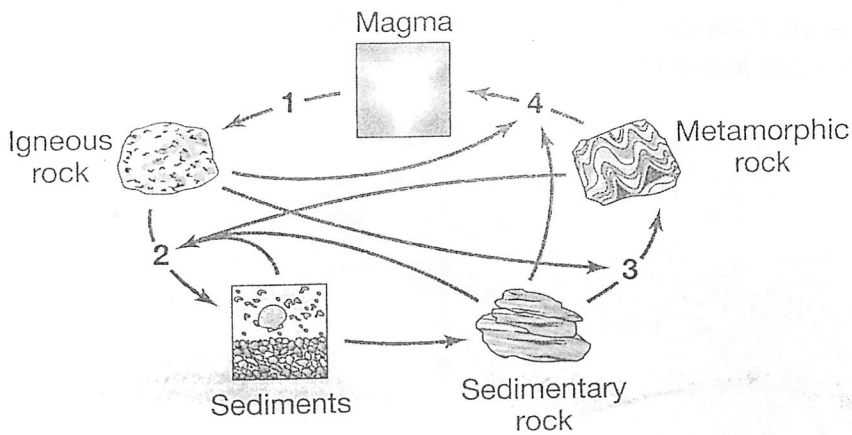
Lesson Review

Use the diagram of the rock cycle below to answer questions 1 and 2.



1. Which process does arrow 1 represent?

   A. breaking down of rock
   B. melting under very high pressure
   C. change due to heat and pressure
   D. cooling and solidifying

2. Which process does arrow 3 represent?

   A. breaking down of rock
   B. melting under very high pressure
   C. change due to heat and pressure
   D. cooling and solidifying

3. Which rock forms directly from magma that cools and hardens?

   A. granite
   B. shale
   C. sandstone
   D. limestone

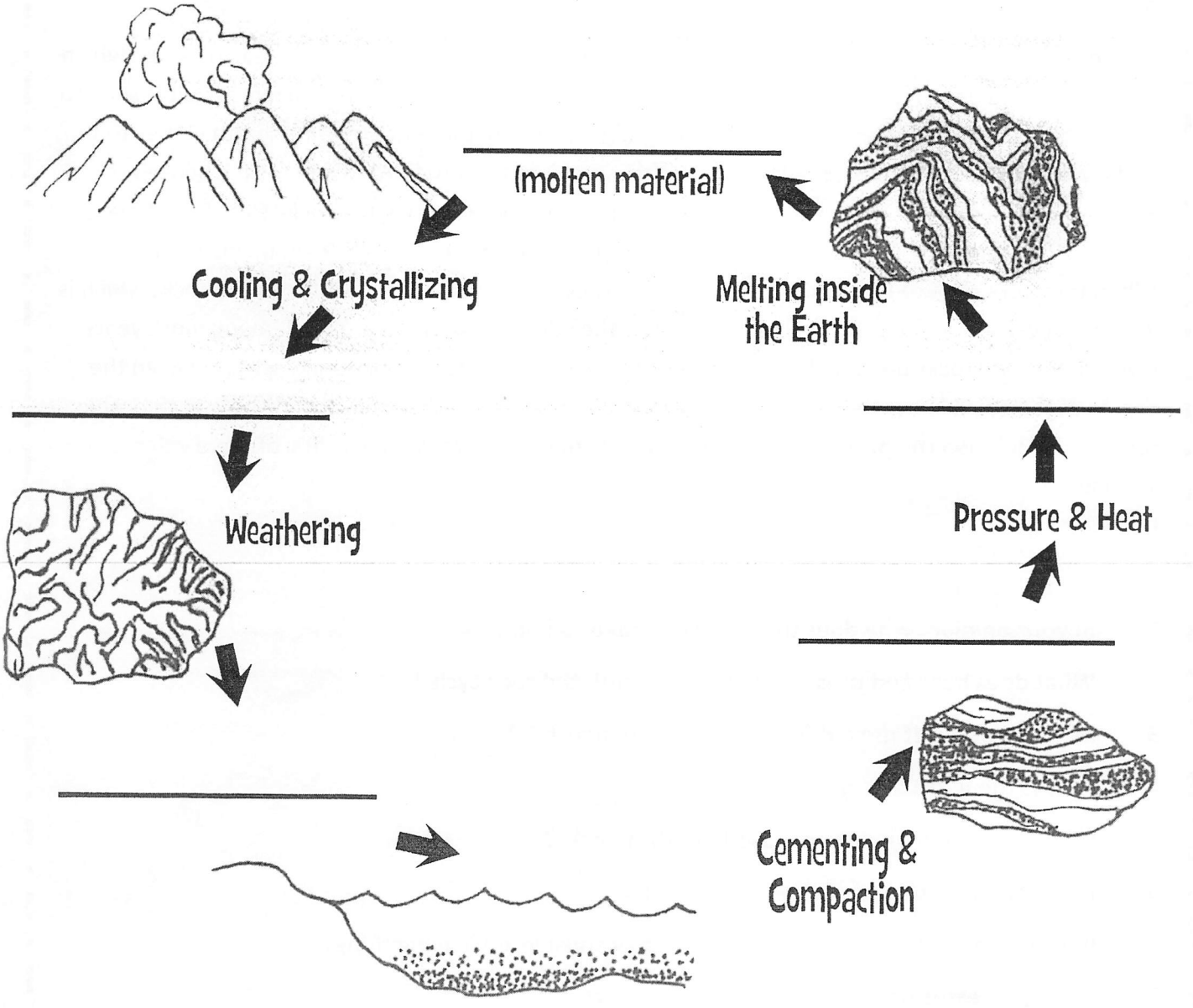
4. Which rock forms from sediments that become compacted and cemented together?

   A. granite
   B. limestone
   C. basalt
   D. gneiss

The Rock Cycle

Fill in the blanks to complete the rock cycle using these words:

metamorphic rock	igneous rock	sedimentary rock
magma	sediment	



The Rock Cycle

The earth is always changing. Processes like erosion, weathering, deposition and heat and pressure from the middle of the earth are all responsible for our changing earth. The rock cycle has been going on for millions of years and it takes millions of years for rocks to go through their cycle. The longest and slowest cycle on earth is the rock cycle. The rock cycle has been going on for as long as Earth has been around and it is going on right this minute. The rock cycle is the process on earth that causes rocks to continuously change from one rock type to another.

The three types of rock, igneous, sedimentary and metamorphic are found in the earth's crust which is over 40 miles deep (70 km) Below that is magma, molten or semi molten which means it is still too hot to harden. Melted rock in the form of hot magma from the inner core of the earth comes to the surface of the earth. This hot magma then cools which causes it to harden and form igneous rocks. Rocks will fall and then water, glaciers, weather and the wind will carry the rocks to different places which causes them to break up into smaller rocks. The broken rocks slowly build up into layers. When the rocks start to layer they become the next cycle of rock which is sedimentary rocks which is why when we see sedimentary rocks, we can see the various layers. Over many, many more years, the sedimentary rocks become buried deep into the earth's crust. The heat and pressure from the center of the earth heats this rock up and it then changes to metamorphic rocks. The metamorphic rock melts and then the process starts over again. Sedimentary rocks cover 70% of the earth's surface.

Questions:

1. **In your opinion, why does the rock cycle take so long?**
2. **What does heat and pressure have to do with the rock cycle?**
3. **How do rocks get moved from one place to another?**
4. **Why is the earth always changing?**
5. **Why are there many layers in sedimentary rocks?**
6. **Describe the rock cycle in your own words.**
7. **If rocks are always moving, why aren't they considered a living thing?**
8. **What processes on earth help with the rock cycle?**

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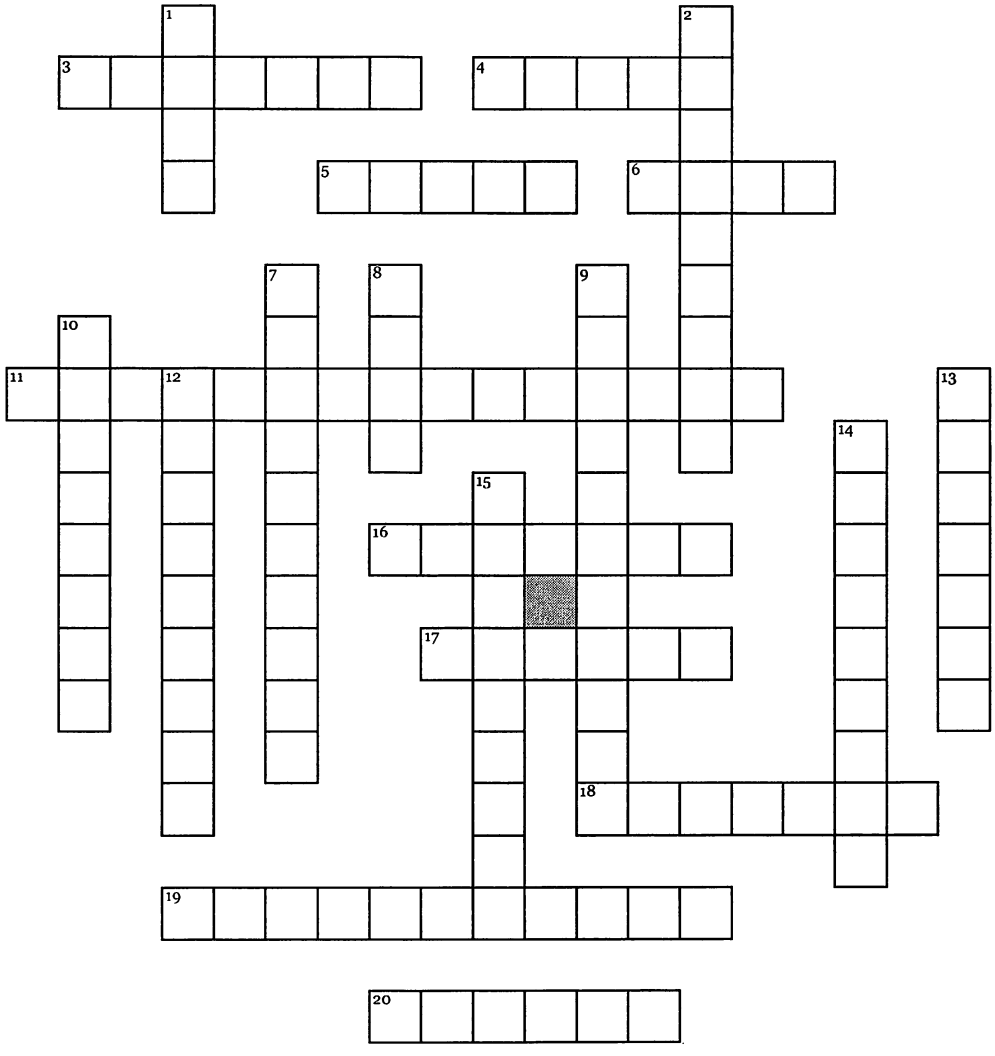
Name: _____ Date: _____

Rock Cycle



Across

3. action of surface processes (such as water flow or wind) that remove soil, rock, or dissolved material from one location on the Earth's crust, then transport it away to another location.

4. An igneous rock turns into sediments which turns into a sedimentary rock which then turns in to a metamorphic rock.

5. mixture of molten or semi-molten rock, volatiles and solids that is found beneath the surface of the Earth, and is expected to exist on other terrestrial planets.

6. To make the sedimentary rock you have to combine _____ and pressure.

11. process of formation of solid crystals precipitating from a solution, melt or more rarely deposited directly from a gas.

Down

1. Metamorphic _____.

2. the binding together of particles or other things by cement.

7. breaking down of rocks, soil and minerals as well as artificial materials through contact with the Earth's atmosphere, biota and waters

8. After it turns into a metamorphic rock it has to _____ then it turn into an igneous rock.

9. transformation of existing rock types.

10. When you are trying to make an sedimentary rock you have to apply a lot of pressure.

12. An Igneous rock turns into

13. The rock cycle _____ in a circle

14. Be created by an upward movement of the earth's surface.

16. Formed through the cooling and solidification of magma or lava.
17. When a Volcano _____ Igneous rocks come out.
18. become less hot
19. formed by the deposition of material at the Earth's surface and within bodies of water.
20. metamorphic rocks are subjected to heat and pressure from _____.

15. the action or process of forcing a body of igneous rock between or through existing formations, without reaching the surface.

SOCIAL STUDIES

SKILLS PRACTICE ASSESSMENT

Use the map to answer questions 31-35.

31. What German state capital is located closest to latitude 48°N and longitude 12°E?

A. Berlin

B. Munich

C. Freiburg

D. Magdeburg

32. What is the approximate distance, in miles, from Berlin to the Polish border?

A. 50 miles

B. 75 miles

C. 100 miles

D. 200 miles

33. What symbol is used to identify the German capital city on the map?

A. a star

B. a circle

C. a circle within a circle

D. a star with a circle around it

34. What BEST describes this type of map?

A. climate map

B. physical map

C. political map

D. topographic map

35. What question could be answered using this map?

A. What are Germany's main ports?

B. Where are Germany's major airports?

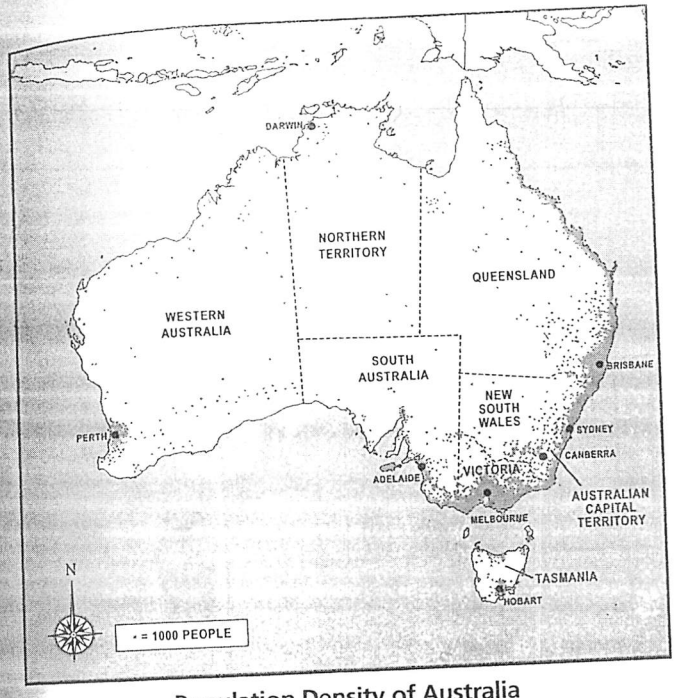
C. Where are the major highways in Germany?

D. What are the major languages spoken in Germany?

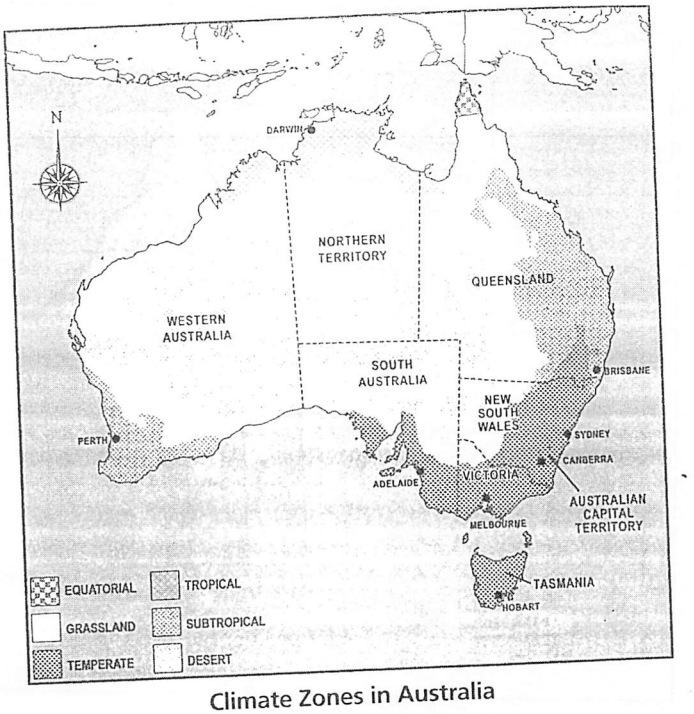
PLEASE GO ON TO THE NEXT PAGE.

SKILLS PRACTICE ASSESSMENT

Study both maps. Use the maps to answer questions 36-39.



Population Density of Australia



Climate Zones in Australia

36. What does a dot on the population density map represent?

A. city or town

B. 1,000 people

C. crowded location

D. location of special place

37. Where is the largest concentration of people in Australia?

A. in South Australia

B. in the Northern Territory

C. in central Western Australia

D. in New South Wales and Victoria

38. Where is the coolest climate in Australia?

A. Tasmania

B. Queensland

C. South Australia

D. Northern Territory

39. Which city has the warmest climate and the least populated area?

A. Darwin

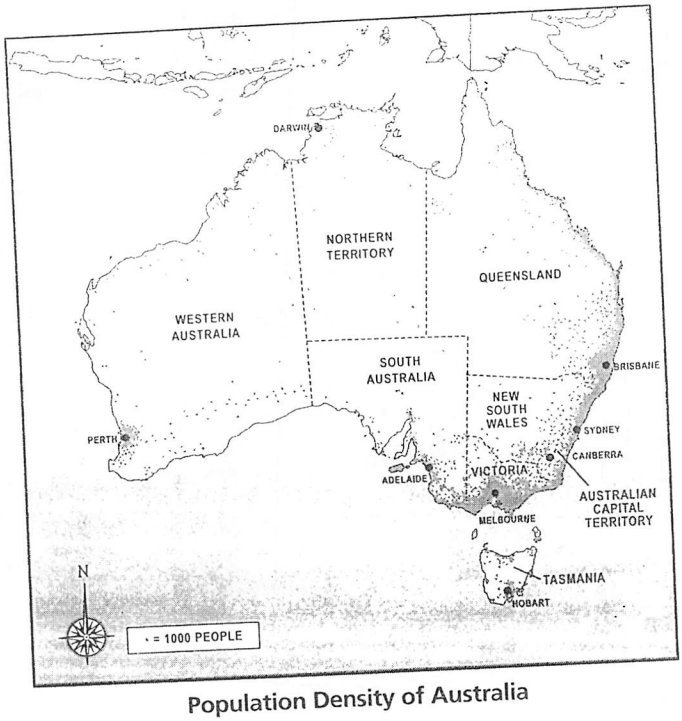
B. Sydney

C. Brisbane

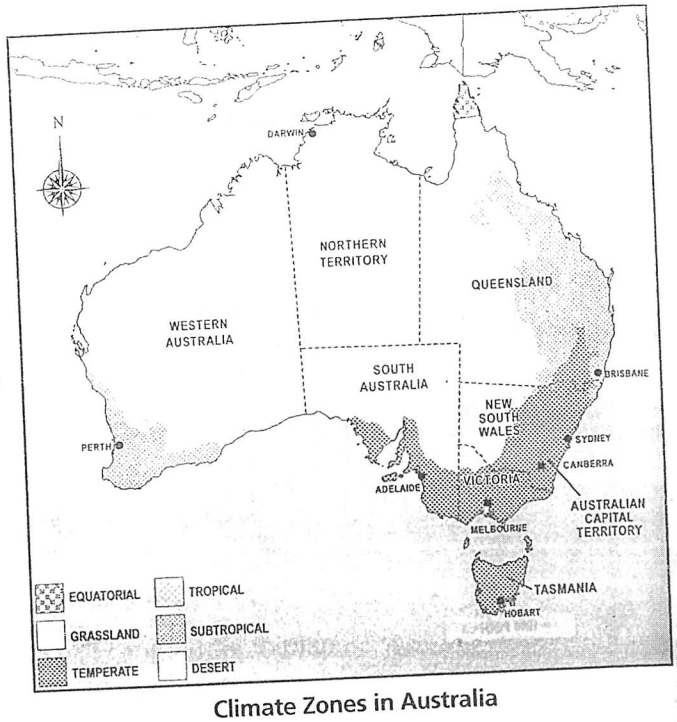
D. Melbourne

PLEASE GO ON TO THE NEXT PAGE.

Study both maps. Use the maps to answer questions 40-41.



Population Density of Australia



Climate Zones in Australia

40. Which describes where people live in Australia?

A. Australians tend to live far apart, and the climate varies with the altitude.

B. Most Australians live along the western coast of Australia where the climate varies.

C. Most Australians live along the southeast coast where there is a temperate climate.

D. Australians are spread across their country, and they enjoy a warm and humid climate.

41. Which of these maps is MOST LIKELY to need updating in the next twenty years?

A. the climate zone map

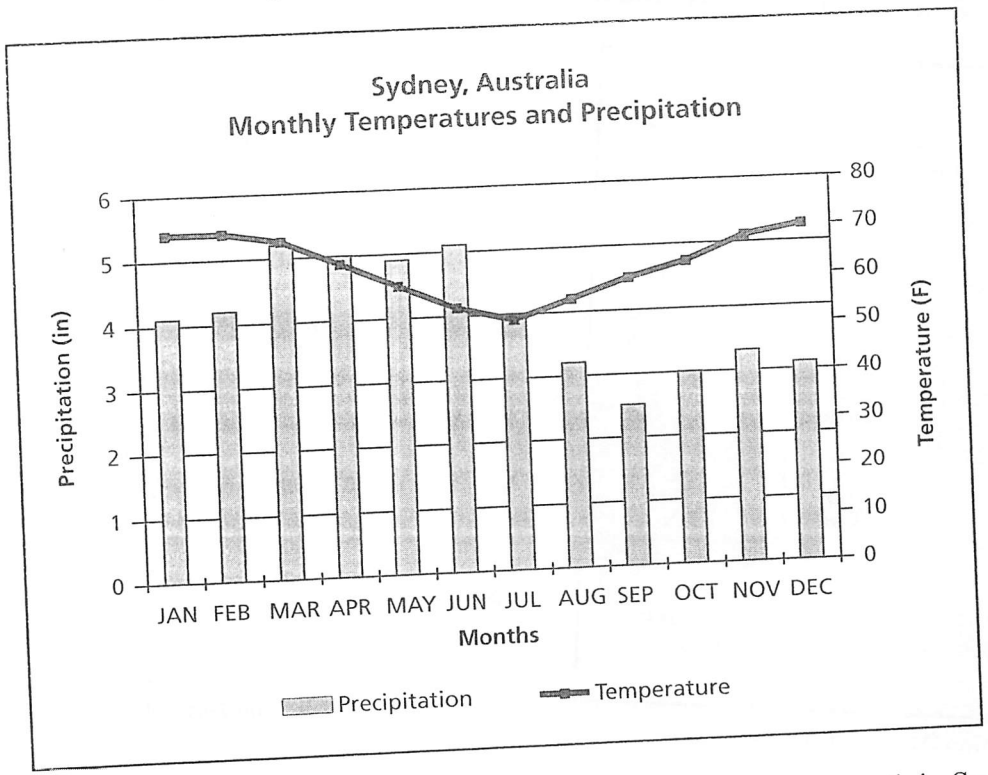
B. the population density map

C. Both maps will need updating.

D. Neither map should need to be updated.

SKILLS PRACTICE ASSESSMENT

Use the graph below to answer questions 42-45.



42. Which is the coolest month in Sydney, Australia?

A. July
B. April
C. August
D. December

43. In which month does Sydney, Australia, usually get more than 5 inches of rain?

A. July
B. March
C. January
D. September

44. What is the driest month in Sydney, Australia?

A. July
B. March
C. January
D. September

45. Which is generally true of temperatures in Sydney from July to December?

A. They are increasing.
B. They are decreasing.
C. They stay about the same.
D. They follow the same pattern as January to June.

PLEASE GO ON TO THE NEXT PAGE.

AUSTRALIA

GEOGRAPHIC UNDERSTANDINGS

SS6G12 The student will be able to locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.

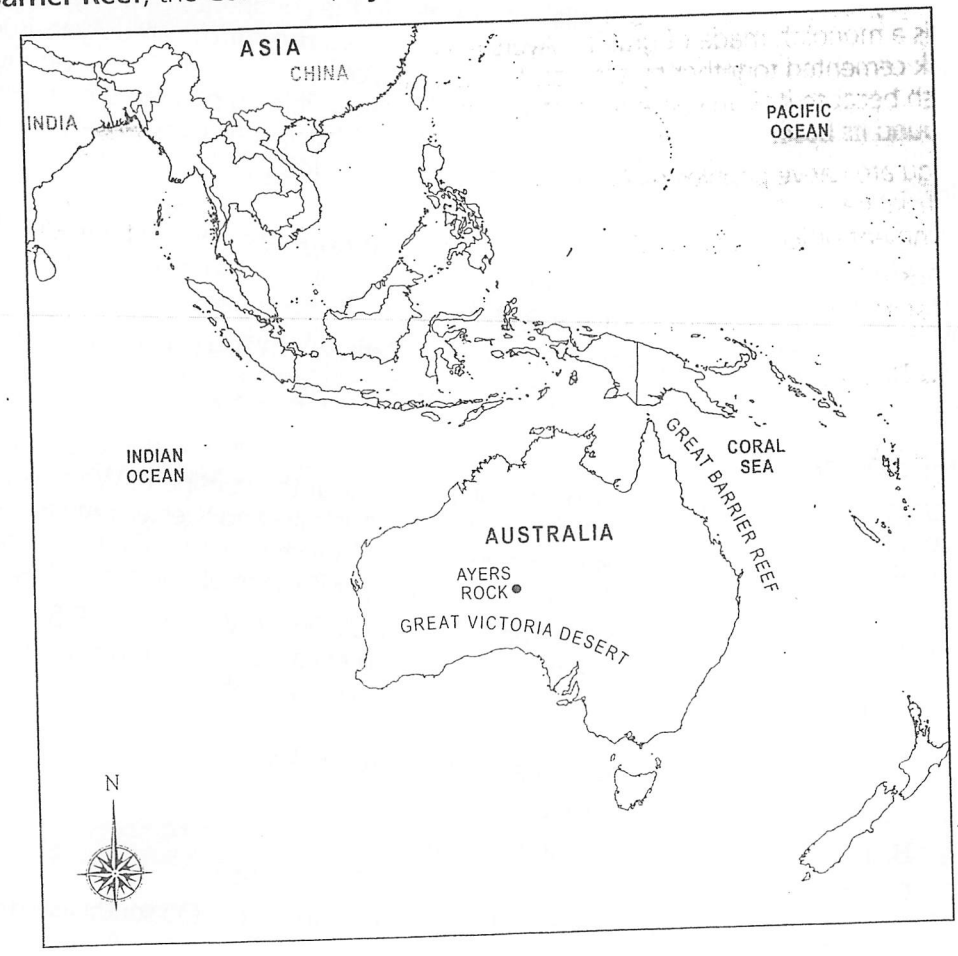
LOCATING PHYSICAL FEATURES OF AUSTRALIA

The best way to visualize **Australia** is to think of huge desert plains stretching across the country's middle. Think of milder climates along the southeastern and southwestern coasts. Most Australians live in these southern coastal regions, especially on the east coast.

The largest part of Australia consists of semi-arid or dry lands known as the ***outback***. The climate of the north is more varied. Northern Australia has a tropical climate. In the north, you will also find rain forest, mangrove swamps, grassland, and even more desert.

Australia is unique. Australia is the only country on the world's smallest and flattest continent. It has our Earth's oldest and least fertile soils. Only the continent of Antarctica, located more than 4,000 miles south of Australia, receives less annual rainfall. Most of the Commonwealth of Australia is located on the continent's mainland. The Commonwealth of Australia also includes Tasmania, a large island south of the mainland, and several other islands in the Indian and Pacific Oceans. These two major oceans surround Australia, along with some seas.

Four important physical regions of Australia can be located on a political-physical map. These are the **Great Barrier Reef**, the **Coral Sea**, **Ayers Rock**, and the **Great Victoria Desert**.



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Great Barrier Reef

The Great Barrier Reef is the world's largest coral reef. The reef lies a short distance off the northeast coast of Queensland. Queensland is one of Australia's states. The reef extends along Queensland's coast for more than 1,200 miles. The reef is in waters known as the Coral Sea. Locate Queensland on the northeastern coast of Australia's mainland.

As you move south along the coastal waters, you will find an amazing variety of marine life. The reef contains the world's largest collection of coral. There are 400 types of coral, more than 1,500 species of fish, and 4,000 types of mollusks (animals like snails, clams, octopi, and squid). Some species are rare. The reef's rare species include the "sea cow" or dugong, and the large green turtle. They depend on the Great Barrier Reef as their habitat.

The Coral Sea

The Coral Sea, an important source of coral for the Great Barrier Reef, is actually part of the Pacific Ocean. The sea is off the northeast coast of Australia. When Earth's crust moved millions of years ago, the movement created the Coral Sea and the Great Dividing Range. The Great Dividing Range is the largest mountain range in Australia.

Coral Sea islands are scattered over thousands of square miles of ocean. Australia claimed these islands as a territory of Australia in 1969. No one lives on these islands except for a small group of weather specialists based on the Willis Islets. Many other Coral Sea islands and reefs house automated weather stations and light beacons.

Ayers Rock

If you leave the eastern coast of Australia and travel into the continent's center, you could find a huge, reddish rock towering out of the flatlands. This rock is a ***monolith*** called Ayers Rock. A monolith is what you can see of a single, large rock sticking out of the earth. Stone Mountain, near Atlanta, is a monolith made of granite. Ayers Rock is the visible tip of a massive underground sandstone rock cemented together by sand and mud. Ayers Rock is gray-colored before it rusts. It appears reddish because its iron content "rusts" at the surface. It is nearly 12 stories tall and almost six miles wide around its base!

The Anangu are native peoples of Australia. They are ***Aborigines***. They call Ayers Rock "Uluru," which is its official name. A European surveyor visited the rock in 1873 and named it after Sir Henry Ayers, a government official in South Australia at the time.

In 1950, Australia created Uluru-Kata Tjuta National Park, which you can visit to view Ayers Rock. The park is located in the southwest corner of the state called Northern Territory.

Great Victoria Desert

Ayers Rock is very close to the actual geographical center of the continent. When you leave Ayers Rock, you could travel southwest into the states of South Australia and Western Australia. There you enter the Great Victoria Desert. This desert receives only eight to ten inches of rain each year, and it never snows. There are some grasslands in the desert along with sandhills and salt lakes.

The first European to cross the desert named after British Queen Victoria in 1875. It is a large area–more than 160,000 square miles–and is a protected wilderness area of Western Australia. Very few Australians live in the Great Victoria Desert because it is too hot and dry.

____ **450. Which best describes the geography of Australia?**

A. lake district across the southwest
B. mountainous with scattered lowlands
C. large tropical zone in the central region of the country
D. large semi-arid, dry region with temperate climates in the southeastern coastal areas

___ **451. Which statement describes a monolith?**

A. giant salt lake
B. massive sand-filled pit
C. inactive volcanic crater
D. visible tip of a massive underground rock

___ **452. What is the main reason few people live in the Great Victoria Desert?**

A. It is too hot and dry.
B. There are winter floods.
C. Australians prefer city life.
D. The area has not been explored.

___ **453. Where is the Great Barrier Reef?**

A. Coral Sea
B. Shark Bay
C. Arafura Sea
D. Tasman Sea

___ **454. What climate conditions are found in central Australia?**

A. hot and dry
B. mild temperatures
C. rainy with high humidity
D. cold with likely snowfall

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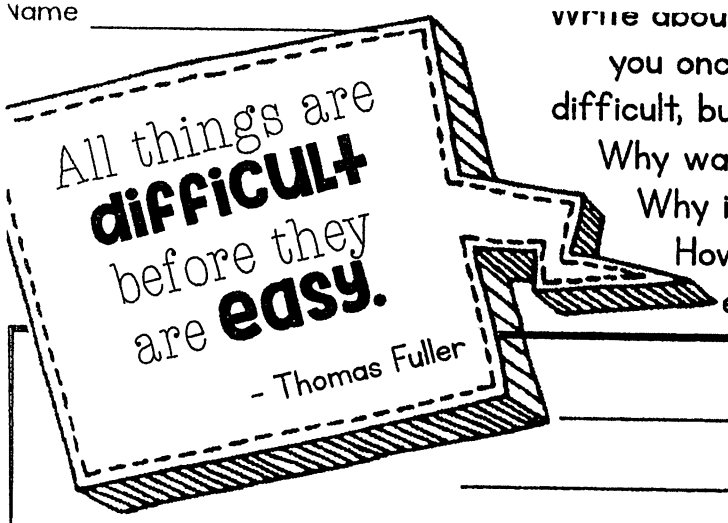
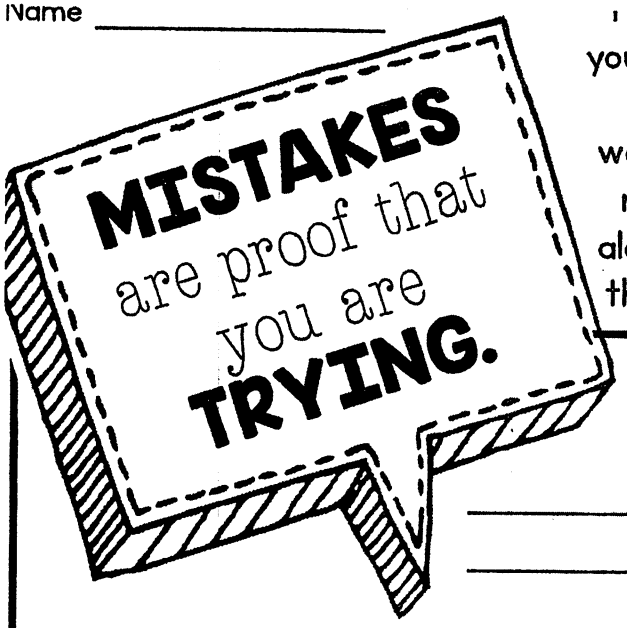
Name _____



Write about something that you once considered difficult, but now find easy. Why was it difficult? Why is it easy now? How did it become easy?

Name _____

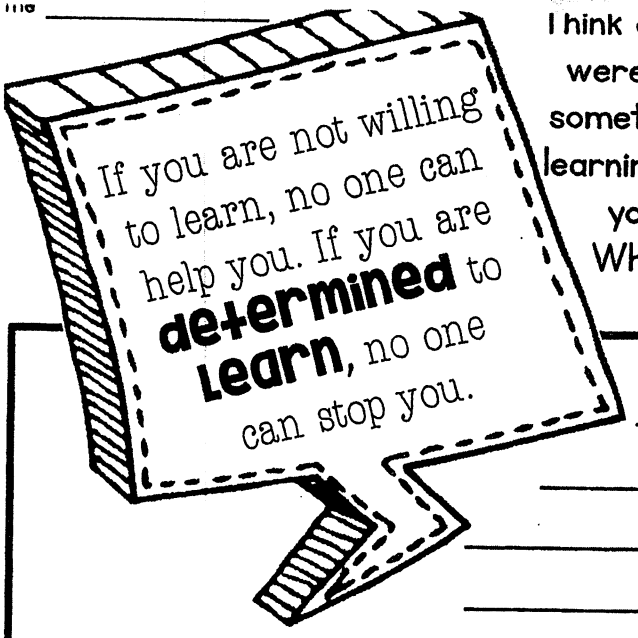


Think about a time when you were attempting to do something new. What were you learning? What mistakes did you make along the way? What did the mistakes teach you?

Write about a challenge that you have faced in your life. How did you overcome the challenge? In what ways did it change you?

Name _____

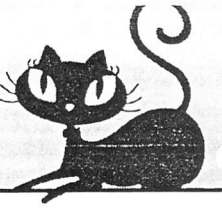
Think about a time when you were determined to learn something. What were you learning? How did you show your determination? What was the result?



Activity 2- *Art Bingo*

Select an activity from each column. Have fun, and don't be afraid to try something new!!

Make a drawing of someone you love.	Paint on something that isn't paper.	Create a piece of art in less than 5 minutes.	Finger paint.	Take yourself on a date to a local art store.
Draw with two markers at once.	Spend 15 minutes researching art classes in your local community.	Draw or paint something. Then, cut it apart and make a collage out of it.	Use a new medium you've always wanted to try.	Draw the same object 10 times on the same piece of paper.
Use your camera or Smartphone to capture different viewpoints of the same subject.	Make art outside.	Devote 15 minutes to reading your favorite art ed blog, website, or book.	Make art with someone else.	Make a sculpture out of aluminum foil.
Create something with your eyes closed.	Create art for 15 minutes. Switch to a new medium every 5 minutes.	Make a piece of art and leave it somewhere out in your community.	Create something without using your hands.	Watch a documentary about an artist or art form.
Open a favorite book to a random page and illustrate the text.	Create art somewhere you've never created before.	Create a piece of art with your non-dominate hand.	Make your own paint from something in nature and try it out.	Mix as many colors as you can in fifteen minutes.



Coordinate Graphing Mystery Picture Worksheet

Practice plotting ordered pairs with this fun Back to School Owl coordinate graphing mystery picture! This activity is easy to differentiate by choosing either the first quadrant (positive whole numbers) or the four quadrant (positive and negative whole numbers) worksheet. All points are represented by whole numbers, there are no fractions or decimals. This activity is perfect for math centers, early finishers or homework. For a fun bulletin board display, instruct students to be creative and color the picture however they like and then hang the completed pictures on your board or wall.

Graphing paper, coordinates worksheets and answer keys are included.

Instructions:
Students plot the ordered pairs and draw connecting straight lines as they plot. When the word "STOP" is reached, the student should NOT connect the last point with the first in the group.

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Coordinate Graphing Mystery Picture - Four Quadrants

Plot the ordered pairs and connect them with a straight line as you plot.

START
(13,5)
(15,6)
(13,10)
(11,6)
(13,5)
STOP

START
(-4,3)
(-2,3)
(-1,4)
(-1,6)
(-2,7)
(-4,7)
(-5,6)
(-5,4)
(-4,3)
STOP

START
(-8,-11)
(-8,-5)
(-6,-3)
(6,-3)
(8,-5)
(8,-11)
STOP

START
(-12,2)
(-13,3)
(-14,3)
(-16,1)
(-16,0)
(-15,-1)
(-16,-2)
(-16,-4)
(-14,-5)
(-13,-5)
(-12,-4)
STOP

START
(0,4)
(2,2)
(7,2)
(9,4)
(9,9)
(7,11)
(2,11)
(0,9)
(0,4)
STOP

START
(11,-7)
(11,-9)
(12,-10)
(14,-10)
(15,-9)
(15,-7)
(11,-7)
STOP

START
(-6,-11)
(-6,-13)
(-8,-14)
(-8,-15)
(-6,-14)
(-6,-16)
(-5,-16)
(-5,-14)
(-3,-15)
(-3,-14)
(-5,-13)
(-5,-11)
STOP

START
(10,-2)
(11,0)
(15,2)
(17,0)
(17,-2)
(15,-4)
(14,-3)
(13,-4)
(12,-4)
(10,-2)
STOP

START
(0,9)
(-2,11)
(-7,11)
(-9,9)
(-9,4)
(-7,2)
(-2,2)
(0,4)
STOP

START
(11,6)
(11,0)
STOP

START
(2,2)
(0,-2)
(-2,2)
STOP

START
(15,-7)
(15,-4)
STOP

START
(5,-11)
(5,-13)
(3,-14)
(3,-15)
(5,-14)
(5,-16)
(6,-16)
(6,-14)
(8,-15)
(8,-14)
(6,-13)
(6,-11)
STOP

START
(11,-7)
(11,-3)
STOP

START
(2,7)
(4,7)
(5,6)
(5,4)
(4,3)
(2,3)
(1,4)
(1,6)
(2,7)
STOP

START
(11,-5)
(15,-5)
STOP

START
(12,8)
(14,8)
STOP

START
(12,-10)
(12,-11)
(-12,-11)
(-12,16)
(-8,13)
(8,13)
(12,16)
(12,8)
STOP

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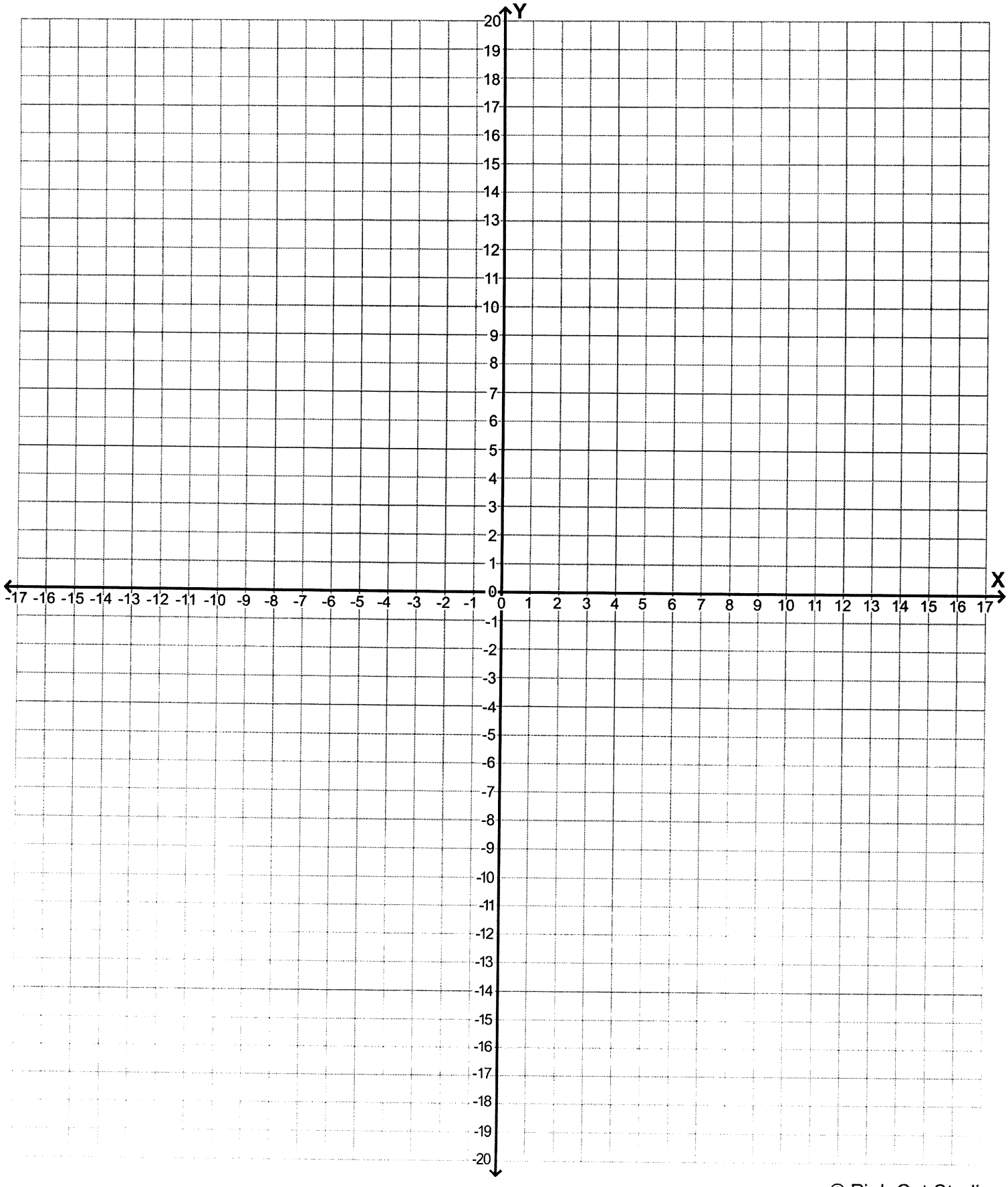
Coordinate Graphing Mystery Picture - Four Quadrants

Name:_____



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PE Assignments

Monday: 5 rounds of 10 push ups, 15 squats, 10 lunges, and jog for 10 minutes.

Tuesday: 5 rounds of shoulder taps for 30 seconds, 20 sit ups, 30 second plank, and 25 jumping jacks.

Wednesday: 5 rounds of 10 push ups, 10 jump squats, 5 burpees, and jog for 10 minutes.

Thursday: 5 rounds of 10 lunges, 30 seconds of high knees, 30 seconds of butt kickers, 30 seconds of jumping jacks, and arm and leg stretches to finish the workout.

Friday: 5 rounds of 10 push ups, 10 squats, 20 sits up, 30 second plank, and jog for 10 minutes.

Get healthy!

NAME:_____ #8

"Learning Target: "I will learn what food groups are required, and then analyze my eating for one day to see if I get the correct amounts from all the food groups."

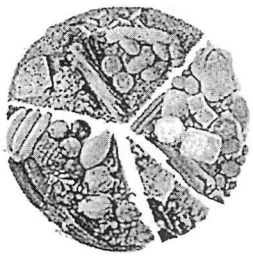
Did you meet the Learning Target? *Yes*_____ *No* _____ *Undecided*_____

Parent/Guardian *Signature:* _____ *Date:*_____

This Week's Tasks:

1. Hopefully you want to eat balanced and healthy. Read on to see how to make sure each day you are eating the right foods for your best health!

2. There are several food guide pyramids that can help you tally your eating to see if you are getting all the right food groups in a day of meals.



Look at he Mayo Clinic Food Guide Pyramid[4] on the bottom of this task card. It suggests the number of servings you should have of each food group every day.

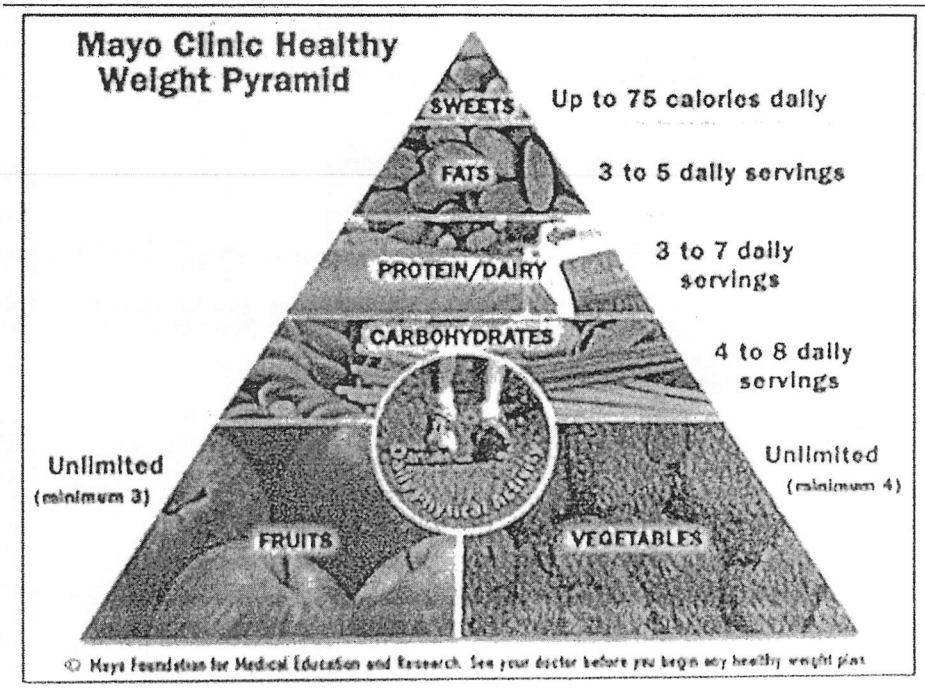
There is a range on the some of the groups, so if you want to lose weight, choose the low end, to maintain your weight stay in the middle, and if you are doing sports or want to gain weight shoot for the top end of your range.

3. You can have unlimited amounts of fruits and vegetables, but be sure to get a minimum of **3 fruits** and **4 vegetable** servings per day.

4. **For your task this week**, you will write down everything you eat and drink (except water) for 1 day on a piece of notebook paper. *(Please turn this in too!)*

5. Then fill in the questions on the back of this sheet to see how well you followed the food guide pyramid for your one day.

The "Food Group List" on the bottom half of the tally page will help you know which food group to put your tally mark on.



Task #8 Backside: Using your food log, and the "Food Group List" list below, put an "x" the foods from your 1 day:

	Minimum:				Maximum:				
Protein / Dairy (3-7)	___	___	___	- ___	___	___	___		*(maximum 7)*
Carbohydrates (4-8)	___	___	___	___ -	___	___	___	___	*(maximum 8)*
Fruits (3-unlimited)	___	___	___ +++						*(unlimited)*
Vegetables (4-unlimited)	___	___	___	___ +++					*(unlimited)*

Did you have the minimum 3 Protein and Dairy? yes or no

Did you have the minimum 4 Carbohydrates? yes or no

Did you have the minimum 3 Fruits? yes or no

Did you have the minimum 4 Veggies? yes or no

What foods did you eat too little of?

What foods did you eat too much of?

"Food Group List"

Fruits:	Vegetables:	Carbs:	Dairy/Protein:
Avocados	Asparagus	crackers	milk
Bananas	Corn	chips	choc. milk
Apples	Carrots	tortillas	yogurt
Canned Apricots	Green Beans	bread	Ice-cream
Canned Fruit	Green Peas	rolls	frozen yogurt
Grapefruit	beets	pancakes	almonds
Mandarin Oranges	Sweet Corn	waffles	cheese
Mangoes	Tomatoes	French toast	fruit smoothie
Peaches	onions	bagels	fish, sushi, shrimp
pomegranate	Mushrooms	pasta	eggs
Pears	Cucumbers	oatmeal	fish-salmon,
cherries	Olives		Halibut, cod
Pineapple	Broccoli	cream of wheat	chicken
Plums	Spinach	cereals	hamburger
Rasp+ blk. berries	Cauliflower	graham crack.	steak
Strawberries	Corn on cob	English muff	chili beans
Tropical Fruit Salad	lettuce	rice	refried beans
Dehydrated Fruits	Brussels Sprouts		peanuts
grapes	celery	pita bread	peanut butter
Dried Fruits	artichokes	granola bars	walnuts
Guavas	potatoes		turkey
Limes. Kiwi	cabbage		ham
Lemons	bean sprouts		soy
Papaya	bamboo shoots		tofu
Blueberries	peppers		sunflower seeds
Raisins	pickles		pork
Watermelon	zucchini		any beans - lima, black eyed
Honeydew			peas, hummus (chick peas)
Cantaloupe			

"EXTRA, EXTRA" Get Even Healthier:

Challenge a family member to keep a food log and then you tally it for them to see how they did!