

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 6

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities **or** complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 6

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Test your balance and play Balance Bingo. How many poses can you do?</p> <p><b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.</p> <p><b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph.</p>
Pearson Realize Reading: Main Idea				
Read for 20 minutes using a book at home and complete a <a href="#">Reading Log and 4 Square activities</a>  Then complete a <a href="#">Z-chart graphic organizer</a> Using the <a href="#">Z-chart graphic organizer</a> , <a href="#">write two paragraphs summarizing what you have read.</a>	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Inside the Digestive System" and answer the questions.	<p><b>Art:</b> Draw a picture to represent the world in 100 years. What do you think a city street might look like? Add details like transportation, buildings, people, clothing, food, and technology. Draw that object using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a></p> <p><b>Music:</b> Complete a <a href="#">song reflection for a favorite song that is appropriate for school</a>. Describe the reasons you like or dislike about the song and genre.</p> <p><b>Journalism /Global Awareness:</b> This assignment should be completed during an eLearning day. Research <a href="#">a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.</a></p> <p><b>STEM:</b> Build a <a href="#">simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.)</a>. <a href="#">Click here for some examples.</a></p>

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### Registro de actividades de aprendizaje electrónico para estudiantes Día 6: Grado 6

Number \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Dia 6

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Engage in Math activities with MATHia accessed via Clever. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. <a href="http://www.clever.com/in/maywood89">www.clever.com/in/maywood89</a>	<p><b>PE:</b> Test your balance and play Balance Bingo. How many poses can you do?</p> <p><b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.</p> <p><b>Drama:</b> Create at least 2 props that could be used for your script. Take a picture of them and for each, describe how you made it in a paragraph.</p>
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Main Idea****Practice**

The **main idea** of a text is the most important point that the writer makes. The facts, examples, and other details the writer gives are related to this main idea.

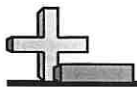
- Some facts and examples are **important details** that support the main idea and help you understand it.
- Other facts and examples are **unimportant details** that are related to the main idea but are not important keys to understanding the main idea.

Identifying important details will help you determine an author's main idea.

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

The islands of Hawaii were formed by volcanoes that began at the bottom of the ocean. Over millions of years, these volcanoes erupted many times, spewing out melted rock called lava. As the lava hardened and piled up, it gradually formed huge hills above the surface of the sea. These hills became the Hawaiian Islands. Some volcanoes in Hawaii are no longer active, but others, such as the Kilauea, still erupt from time to time, forming new land. Many tourists to Hawaii are fascinated to see the results of these earth-shaking natural wonders. It is amazing to see that cities have sprung up around the crater of an ancient volcano.

1. Which sentence best states the main idea of the passage?
  - A. The Hawaiian Islands are a major tourist attraction.
  - B. The Hawaiian Islands were formed by volcanic activity.
  - C. Lava is melted rock that erupts out of volcanoes.
  - D. Kilauea is an active volcano.
2. Which of these is an important detail that supports the main idea?
  - A. As the lava hardened, it gradually formed huge hills.
  - B. Some volcanoes in the Hawaiian Islands are no longer active.
  - C. Many tourists come to see the results of the volcanoes.
  - D. Kilauea still erupts from time to time.
3. Which of these is an unimportant detail in the passage?
  - A. Undersea volcanoes erupted over millions of years.
  - B. Melted rock called lava hardened and piled up.
  - C. Hardened lava gradually formed hills above the water.
  - D. Cities around volcano craters are amazing sights.

**Round each number to the correct place value.****Answers**

- 1) Round to the nearest whole number. 3.92 \_\_\_\_\_
- 2) Round to the nearest tenth. 406.47 \_\_\_\_\_
- 3) Round to the nearest whole number. 5.672 \_\_\_\_\_
- 4) Round to the nearest hundredth. 55.598 \_\_\_\_\_
- 5) Round to the nearest hundredth. 6.936 \_\_\_\_\_
- 6) Round to the nearest whole number. 32.264 \_\_\_\_\_
- 7) Round to the nearest hundredth. 551.192 \_\_\_\_\_
- 8) Round to the nearest hundredth. 76.697 \_\_\_\_\_
- 9) Round to the nearest tenth. 59.80 \_\_\_\_\_
- 10) Round to the nearest tenth. 88.65 \_\_\_\_\_
- 11) Round to the nearest tenth. 8.998 \_\_\_\_\_
- 12) Round to the nearest whole number. 66.27 \_\_\_\_\_
- 13) Round to the nearest hundredth. 102.190 \_\_\_\_\_
- 14) Round to the nearest whole number. 573.516 \_\_\_\_\_
- 15) Round to the nearest hundredth. 82.453 \_\_\_\_\_
- 16) Round to the nearest whole number. 28.3 \_\_\_\_\_
- 17) Round to the nearest tenth. 3.995 \_\_\_\_\_
- 18) Round to the nearest hundredth. 46.505 \_\_\_\_\_
- 19) Round to the nearest tenth. 10.690 \_\_\_\_\_
- 20) Round to the nearest tenth. 10.93 \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
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6. \_\_\_\_\_
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19. \_\_\_\_\_
20. \_\_\_\_\_

## Contemporary Issues/Problemas contemporáneos

### Lesson/Lección 1



#### MAIN IDEAS/IDEAS PRINCIPALES

1. Both governmental and nongovernmental organizations protect human rights./Tanto las organizaciones gubernamentales como las no gubernamentales protegen los derechos humanos.
2. Human rights abuses affect many groups of people around the world./La violación de los derechos humanos perjudica a muchos grupos de personas alrededor del mundo.
3. The human rights movement has achieved significant victories./El movimiento en defensa de los derechos humanos ha logrado victorias importantes.

### Key Terms and People/Personas y palabras clave

**human rights/derechos humanos** the basic rights to which all people are entitled/  
los derechos básicos que todas las personas merecen

**Universal Declaration of Human Rights/Declaración Universal de los Derechos Humanos** declaration by the United Nations that defines human rights goals for the world community/declaración de las Naciones Unidas que define los objetivos de los derechos humanos para la comunidad mundial

**Helsinki Accords/Conferencia de Helsinki** the agreement signed by the U.S., Canada, and most European countries to work together for peace/acuerdo firmado por los EE. UU., Canadá y la mayoría de los países europeos para trabajar en conjunto por la paz

**nongovernmental organization (NGO)/organización no gubernamental (ONG)** an organization made up of volunteers that are dedicated to solving a specific issue or problem/organización formada por voluntarios dedicados a la resolución de un conflicto o problema específico

**political dissent/desacuerdo político** a difference of opinion over political issues/  
diferencia de opinión sobre temas políticos

**genocide/genocidio** the deliberate destruction of a racial, political, or cultural group of people/la eliminación deliberada de un grupo de personas por motivos raciales, políticos o culturales

### Lesson Summary/Resumen de la lección

#### A CHANGING WORLD/UN MUNDO CAMBIANTE

Many people believe that everyone should have certain rights as a human being. These are **human rights**, the basic rights to which all people are

Lesson/Lección 1, *continued/continuación*

entitled. Many international organizations work to guarantee human rights for all people. The UN adopted the **Universal Declaration of Human Rights** in 1948, which defines human rights goals for the world. In 1975, the U.S., Canada, and most European nations signed the **Helsinki Accords** in which they promised to work together for peace./ Muchas personas creen que todos debemos tener ciertos derechos como seres humanos. Se trata de los **derechos humanos**, los derechos básicos que todas las personas merecen. Muchas organizaciones internacionales trabajan para garantizar los derechos humanos para todas las personas. En 1948, la ONU aprobó la **Declaración Universal de los Derechos Humanos**, que define los objetivos de los derechos humanos para todo el mundo. En 1975, durante la **Conferencia de Helsinki**, los EE. UU., Canadá y la mayoría de las naciones europeas firmaron un acuerdo por medio del cual se comprometieron a trabajar en conjunto por la paz.

Many **nongovernmental organizations (NGOs)** made up of volunteers work for human rights or other issues. Groups such as Human Rights Watch work to protect human rights worldwide, but it is an uphill battle./ Muchas **organizaciones no gubernamentales (ONG)** formadas por voluntarios trabajan por los derechos humanos, entre otros asuntos. Algunos grupos, como el Observatorio de Derechos Humanos (*Human Rights Watch*), trabajan para proteger los derechos humanos a nivel mundial, pero se trata de una batalla ardua.

**HUMAN RIGHTS ABUSES/VIOLACIONES DE DERECHOS HUMANOS**

Human rights abuses exist in many parts of the world. Women, for example, are often refused education and not allowed to take part in

**What are human rights?/  
¿Qué son los derechos humanos?**

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**Underline the phrase that tells the purpose of the Universal Declaration of Human Rights./Subraya la frase que menciona el propósito de la Declaración Universal de los Derechos Humanos.**

Lesson/Lección 1, *continued/continuación*

government. Generally, they are poorer than men. Some cannot get healthcare. Others are victims of violence. Children also face human rights abuses. Many lack food, housing, healthcare, and proper education. Child labor is also a serious problem./En muchas partes del mundo se producen violaciones de los derechos humanos. A las mujeres, por ejemplo, frecuentemente se les niega el acceso a la educación y no se les permite participar en el gobierno. Por lo general, son más pobres que los hombres. Algunas no pueden acceder a la atención médica. Otras son víctimas de la violencia. Los niños también enfrentan violaciones de derechos humanos. Muchos carecen de alimento, vivienda, atención médica y una educación adecuada. El trabajo infantil también constituye un problema grave.

Also, people have been persecuted for having a difference of opinion over political issues, or **political dissent**. This has occurred in places such as Iran, Pakistan, Cuba, El Salvador, Nigeria, and the former Soviet Union. Ethnic or racial differences also have led to human rights abuses. **Genocide**, the deliberate destruction of a racial, political, or cultural group of people, has occurred in Rwanda, Kosovo, Yugoslavia, Serbia, Syria, Darfur in the Sudan, and other countries worldwide. Many governments also practice religious persecution. Egypt, Iran, Pakistan, Saudi Arabia, China, and North Korea all limit religious freedom./Además, las personas han sido perseguidas por tener diferencias de opinión sobre temas políticos, es decir, por **desacuerdo político**. Esto ha ocurrido en lugares como Irán, Pakistán, Cuba, El Salvador, Nigeria y los países que formaban parte de la antigua Unión Soviética. Las diferencias étnicas o raciales también han causado violaciones de los derechos

What are three human rights abuses women face?/¿Cuáles son tres de las violaciones de los derechos humanos que enfrentan las mujeres?

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What do Rwanda, Serbia, Syria, and the Sudan have in common?/¿Qué tienen en común Ruanda, Serbia, Siria y Sudán?

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What is true about Egypt, Saudi Arabia, China, and North Korea?/¿Qué sucede en Egipto, Arabia Saudita, China y Corea del Norte?

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Lesson/Lección 1, *continued/continuación*

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humanos. En Ruanda, Kosovo, Yugoslavia, Serbia, Siria, Darfur (en Sudán) y en otros países del mundo se han llevado a cabo **genocidios**, es decir, la eliminación deliberada de un grupo de personas por motivos raciales, políticos o culturales. Muchos gobiernos también ejercen la persecución religiosa. Países como Egipto, Irán, Pakistán, Arabia Saudita, China y Corea del Norte limitan la libertad religiosa.

**HUMAN RIGHTS SUCCESSES/LOGROS EN MATERIA DE DERECHOS HUMANOS**

Even with all the human rights abuses worldwide, there are some successes. In Europe, more countries opened up their political systems and allowed democratic elections and free speech. South Africa put an end to the apartheid so its government became multicultural./A pesar de todas las violaciones de los derechos humanos que se producen en el mundo, también se han obtenido algunos logros. En Europa, más países abrieron sus sistemas políticos y permitieron elecciones democráticas y libertad de expresión. Sudáfrica puso fin al apartheid y, en consecuencia, su gobierno se hizo multicultural.

For much of the world, access to medical care is limited. Groups such as Doctors Without Borders have worked to aid the sick and victims of disaster./Para gran parte del mundo, el acceso a la asistencia médica es limitado. Algunos grupos, como Médicos sin Fronteras (*Doctors Without Borders*) han trabajado para asistir a los enfermos y a las víctimas de desastres.

Some gains have been made by NGOs in reducing malnutrition, helping to end forced labor for children in Africa, and helping women victims of torture. Some successes have been met with the International Criminal Court in convicting genocide participants, too./Las organizaciones

**Underline the sentence that tells human rights gains NGOs have made./ Subraya la oración que enuncia los logros que las organizaciones no gubernamentales han obtenido en materia de derechos humanos.**



Lesson/Lección 1, *continued/continuación*

no gubernamentales han obtenido algunos logros; por ejemplo, han reducido la malnutrición, han contribuido a terminar con el trabajo infantil forzado en África y han brindado asistencia a las mujeres que son víctimas de la tortura. También se han alcanzado éxitos con la Corte Penal Internacional, al condenar a quienes han participado en genocidios.

**CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA****Critical Thinking: Explain/Pensamiento crítico:**

**Explicar** Many NGOs work to protect human rights.

Imagine that you are starting a human rights NGO.

Write a statement of purpose and a list of goals./

Muchas organizaciones no gubernamentales trabajan para proteger los derechos humanos. Imagina que estás comenzando una ONG a favor de los derechos humanos. Escribe una declaración de motivos y una lista de objetivos.

genocide/genocidio	Helsinki Accords/la Conferencia de Helsinki	human rights/derechos humanos
nongovernmental organization (NGO)/una organización no gubernamental (ONG)	political dissent/desacuerdo político	Universal Declaration of Human Rights/la Declaración Universal de los Derechos Humanos

**DIRECTIONS/INSTRUCCIONES** Read each sentence and fill in the blank with a term from the word bank that best completes the sentence./Lee cada oración y escribe en el espacio en blanco la palabra del banco de palabras que mejor la completa.

1. A difference of opinion over political issues is known as \_\_\_\_\_.  
\_\_\_\_\_./Una diferencia de opinión sobre temas políticos se conoce como \_\_\_\_\_.

Lesson/Lección 1, *continued/continuación*

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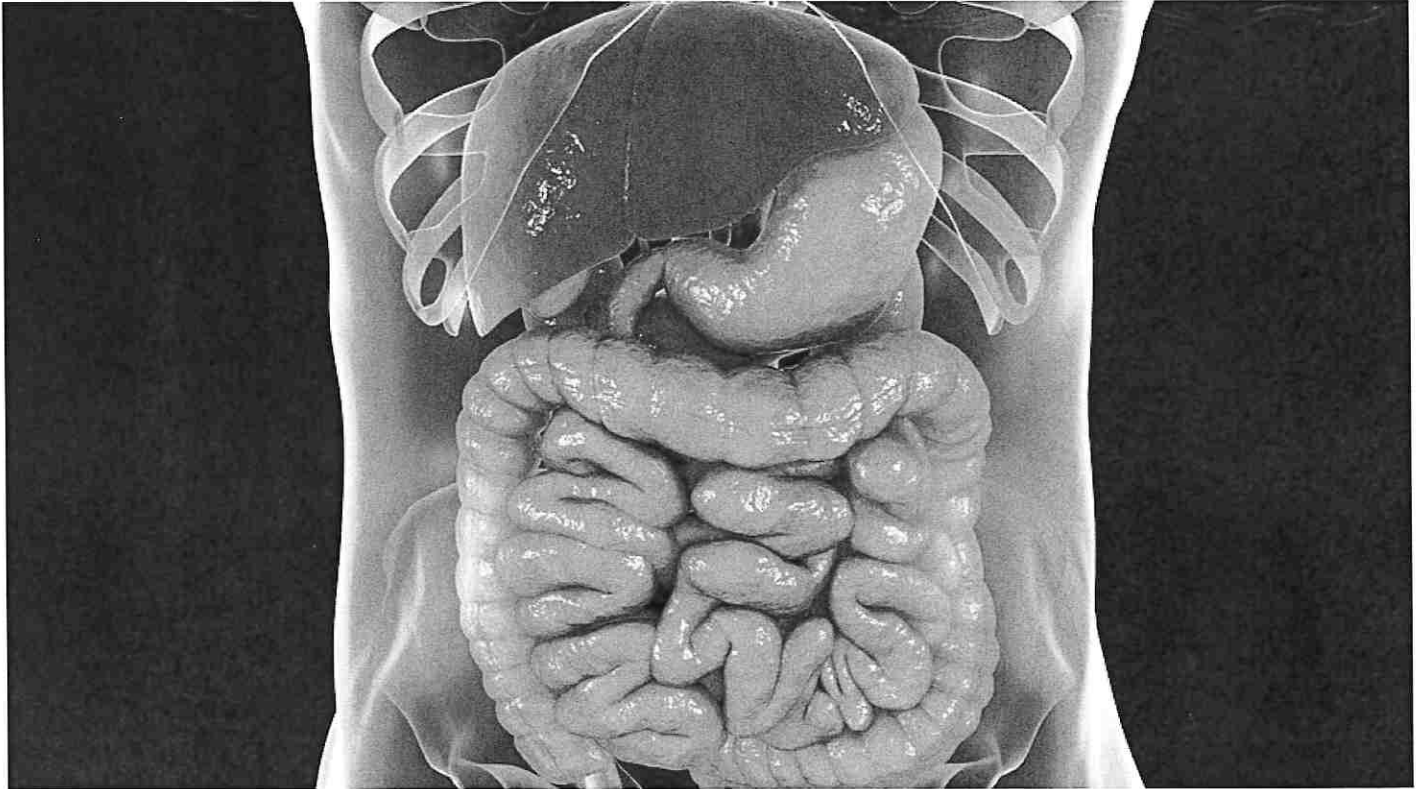
2. The declaration by the United Nations that defines human rights goals for the world community is the \_\_\_\_\_./La declaración de las Naciones Unidas que define los objetivos de los derechos humanos para la comunidad mundial es \_\_\_\_\_.
3. An organization made up of volunteers that are dedicated to solving a specific issue or problem is a(n) \_\_\_\_\_./Una organización formada por voluntarios dedicados a la resolución de un conflicto o problema específico es \_\_\_\_\_.
4. The deliberate destruction of a racial, political, or cultural group of people is known as \_\_\_\_\_./La eliminación deliberada de un grupo de personas por motivos raciales, políticos o culturales se conoce como \_\_\_\_\_.
5. The \_\_\_\_\_ is the agreement signed by the U.S., Canada, and most European countries to work together for peace./\_\_\_\_\_ es el acuerdo firmado por los EE. UU., Canadá y la mayoría de los países europeos para trabajar en conjunto por la paz.
6. The basic rights to which all people are entitled are known as \_\_\_\_\_./Los derechos básicos que todas las personas merecen se llaman \_\_\_\_\_.

# Inside the digestive system

By National Geographic Partners, adapted by Newsela staff on 02.20.20

Word Count **660**

Level **830L**



The digestive system helps your body convert food to fuel. After you swallow your food, it passes down the esophagus and into the stomach (center right). It then gets passed to the small and large intestines. Photo by: Kateryna Kon/Getty Images

The digestive system is a series of tubelike organs. These organs transform our meals into body fuel. There are about 30 feet of these pipeworks, starting at the mouth and ending at the anus. Along the way, food is broken down, sorted and reprocessed. Then, the nutrients and fuel are circulated within the body to feed and replace cells. They also supply energy to our muscles.

## Changing Food To Fuel

Food on the plate must be changed into a mashed-up, gooey liquid. This is so that the digestive system can break it down into parts that your body can use: proteins, carbohydrates, fats, vitamins and minerals. Our teeth start the process. They chew and grind up each mouthful of food. The tongue works it into a ball-shaped mass for swallowing.

Moistening saliva is fed into your mouth from nearby glands. That starts the process of chemical digestion. Saliva uses special proteins called enzymes. These get secreted at various points along the digestive tract. These enzymes break down large molecules of food into smaller molecules that the body is better able to absorb.

Chewing involves voluntary muscles — these are muscles that we intentionally control. Once we swallow, however, digestion becomes involuntary — we do not intentionally control this process. Food passes down the throat to the esophagus. The esophagus is the first of many hollow organs that transport their contents through muscle contractions known as peristalsis. During contraction, muscles become shorter and tighter. The contractions help push the food forward.

The esophagus empties into the stomach. This is a large, muscular chamber that mixes food up with digestive juices. These juices include the enzyme pepsin, which breaks down proteins, and lipase, an enzyme that breaks down fats. The juices also include hydrochloric acid. It helps to dissolve the stomach contents while killing potentially harmful bacteria.

During this digestion process, the stomach forms a fluid-like paste called chyme. It is sealed in the stomach by two ringlike sphincter muscles for several hours. These muscles contract and hold the food in your stomach until it is time to be released. The chyme is then released in short bursts into the duodenum. The duodenum is the first section of the small intestine. It produces large quantities of mucus, which protects the intestinal lining from acid in the chyme.

The small intestine measures about 20 feet in length. It is where most of the digesting and absorbing of nutrients take place. These nutrients are taken into the bloodstream by millions of tiny fingerlike projections called villi. The nutrients then get transported to the liver.

What's left in the digestive tract passes into the large intestine. There, it is eaten by billions of harmless bacteria. The waste gets mixed with dead cells to form solid feces. Water is reabsorbed into the body. At the same time, the feces are moved into the rectum to wait for removal. The rectum is the last chamber of the digestive tract. It is like a waiting room next to the anus.

### **Other Key Players**

Several other organs play a key role in digestion. They include the liver, gallbladder and pancreas. The pancreas is an organ that is located behind the stomach. It produces a mix of enzymes. These are pumped into the duodenum. A small tube connects the duodenum to the gallbladder. The gallbladder is a pear-shaped sac that squeezes out green-brown bile, a complex fluid collected from the liver. Bile contains acids for dissolving fatty matter.

The liver itself is the body's main chemical factory. It performs hundreds of jobs. It processes nutrients absorbed into the blood by the small intestine. It creates energy-giving products from carbohydrates. The liver also changes dietary proteins into new proteins needed for our blood. These are then stored or released as needed. The liver stores and releases vitamins and minerals, too. It also breaks down unwanted chemicals, such as alcohol, which is detoxified and passed from the body as waste.

## Quiz

1 Read the selection below from the section "Other Key Players."

*The liver itself is the body's main chemical factory. It performs hundreds of jobs. It processes nutrients absorbed into the blood by the small intestine. It creates energy-giving products from carbohydrates. The liver also changes dietary proteins into new proteins needed for our blood. These are then stored or released as needed. The liver stores and releases vitamins and minerals, too. It also breaks down unwanted chemicals, such as alcohol, which is detoxified and passed from the body as waste.*

Which sentence from this selection supports the conclusion that the liver transforms food into fuel for the body?

- (A) The liver itself is the body's main chemical factory.
- (B) It processes nutrients absorbed into the blood by the small intestine.
- (C) It creates energy-giving products from carbohydrates.
- (D) It also breaks down unwanted chemicals, such as alcohol, which is detoxified and passed from the body as waste.

2 Read the section "Changing Food To Fuel."

Which selection from the section shows WHY we chew our food?

- (A) Food on the plate must be changed into a mashed-up, gooey liquid.
- (B) This is so that the digestive system can break it down into parts that your body can use: proteins, carbohydrates, fats, vitamins and minerals.
- (C) Our teeth start the process. They chew and grind up each mouthful of food.
- (D) The tongue works it into a ball-shaped mass for swallowing. Moistening saliva is fed into your mouth from nearby glands.

3 What is the relationship between the small intestine and the large intestine?
















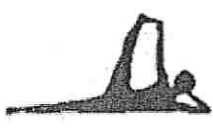








- (A) The small and large intestines share the job of breaking down food and absorbing nutrients for the body.
- (B) The small intestine's main job is to take up useful nutrients, while the large intestine's main job is to break down waste.
- (C) The small intestine mainly transports nutrients to the liver, while the large intestine mainly transports nutrients to the rectum.
- (D) The small intestine's main job is to absorb solid nutrients for the body, and the large intestine's main job is to absorb water for the body.

4 What effect does the stomach have on the digestive process?

- (A) It initiates the chemical digestion of food.
- (B) It separates the proteins from the fats to support absorption.
- (C) It develops a mucus to protect the intestines from acidic digestive juices.
- (D) It uses enzymes to liquefy food and kill bacteria to be further digested in the intestines.

Directions: Hold each balance for a minimum of 5 seconds and then cross of the board. Try to see how many different ways you can get Bingo on the board. You can also play with a partner and take turns attempting different balances to make a Bingo

## Balance Bingo

 HALFWAY HANDSTAND	 BROKEN CANDLESTICK	 SPLIT STAND	 THE PEG LEG	 THE ANKLE HOLD
 PLANK	 SIDE PLANK	 ELBOW STAND	 SUNSHINE	 BRIDGE
 TOE TOUCH	 SITTING TOE TOUCH	FREE  SPACE	 WARRIOR	 SIDEWAYS STRETCH
 DAZZLER	 LAZY TOE TOUCH	 TOE POINTER	 SPLIT	 AIR CHAIR
 HANDSTAND	 HEADSTAND	 TRIPOD	 CANDLESTICK	 HANDSTAND STRADDLE

Name:

Health at Home  
Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

Day 1 Fats/Sweets:	Day 2 Fats/Sweets:	Day 3 Fats/Sweets:
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Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:

Monitor your diet for the next two days.



Monitor Change Day 1  Foods/ Beverages/ Snacks:	Monitor Change Day 2  Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?
  
  
  
  
  
  
  
  
  
  
- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?
  
  
  
  
  
  
  
  
  
  
- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

## Song Reflection eLearning Day 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Please choose an appropriate song that you can reflect on for this music assignment.

*Song title:* \_\_\_\_\_

*Name of Artist(s)/group:* \_\_\_\_\_

*Total listening time:* \_\_\_\_\_

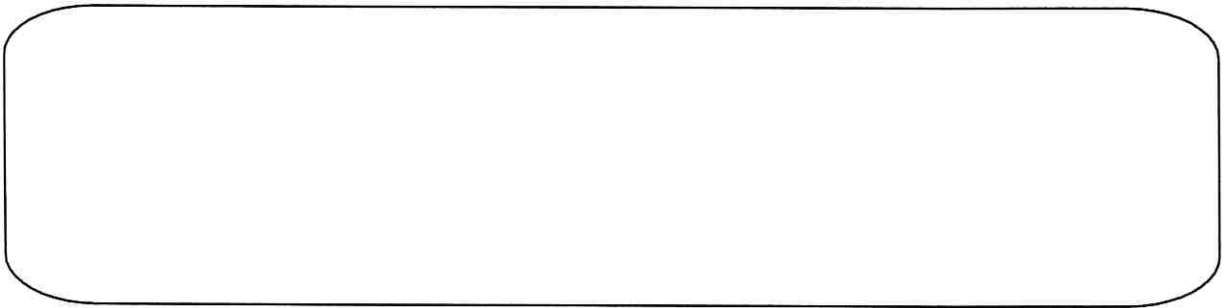
**Pre-listening reflection:** Why did you choose **this** song?

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**Memory Map:** As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



**Prediction:** Describe the reasons you like or dislike about the song and genre.

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**Point of View:** Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?  
How do you know?

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➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

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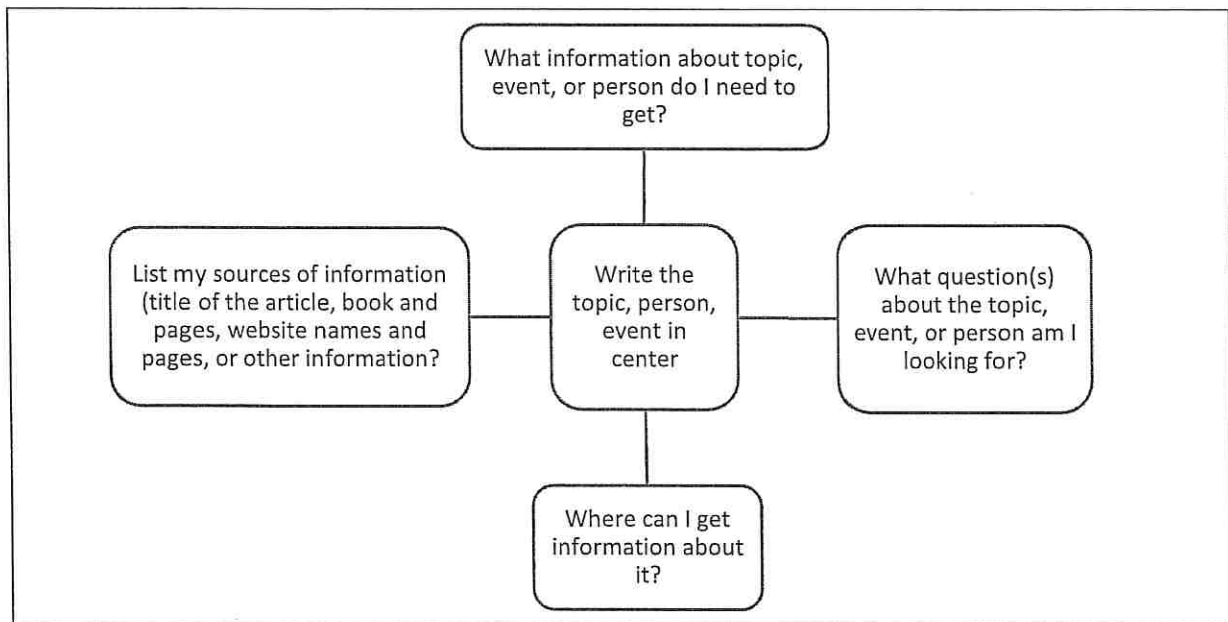
➤ Does your song’s **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

# eLearning Research Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

## THINK AHEAD



## COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

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What do I need to know more about?

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What keywords relate to this topic, person, or event?

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## WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

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## LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____