

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 8

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 8

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>	<b>PE:</b> Complete Quick Cuts and set up an obstacle course and practice dribbling a ball.
<b>Pearson Realize</b> Reading: Draw Conclusions				<b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home <b>or</b> use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a> <b>OR</b>				<b>Drama:</b> Answer the following questions: What was the script about? Who helped you? Which parts of the work are you proud of? Which parts could have been better? What would you do differently if you could?
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> , write two paragraphs summarizing what you have read.	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 "How Volcanoes Formed the Hawaiian Islands" and answer the questions.	<b>Art:</b> Draw a picture of your favorite celebrity. Add details using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a>
				<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.
				<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>
				<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>

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

# Registro de actividades de aprendizaje electrónico para estudiantes Día 8: Grado 6

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

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

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico 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.

Día 8

Language Arts	Math	Social Studies	Science	Encore
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<b>Pearson Realize</b> Reading: Draw Conclusions				<b>Health:</b> Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a <a href="#">Reading Log and 4 Square activities</a>				<b>Drama:</b> Write a script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
<b>OR</b> 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> , write two paragraphs summarizing what you have read.	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 "How Volcanoes Formed the Hawaiian Islands" and answer the questions.	<b>Art:</b> Draw a picture of your favorite celebrity. Add details using either colored pencils or a range of values. <a href="https://youtu.be/fw5kamqbWnk">https://youtu.be/fw5kamqbWnk</a>
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Draw Conclusions****Practice**

When you **draw conclusions**, you reach a decision or an opinion after considering several facts and details. To draw conclusions about a written work, look for important details or clues in it. Then, use your prior knowledge and experience to piece together all the information.

Read the example. Then, answer the questions by circling the letter of the best choice.

Her heart beating fast with excitement, Cynthia made her way up the hill toward the diner. Behind her, she pulled along her battered suitcase, which held exactly one change of clothes and her art supplies.

Just beyond the diner, Cynthia could see the lights of the railway station. They seemed to beckon to her like a loving grandma. After a quick bite to eat, she would be on her way. At last, she would be leaving this place, her home for the past two years.

1. What conclusion can you draw about Cynthia's attitude toward the place she is leaving?
  - A. She is sorry to be leaving her friends.
  - B. She is upset about having to leave.
  - C. She can hardly wait to leave.
  - D. She is nervous but feels that she has no choice.
2. What can you conclude about Cynthia's ambitions?
  - A. She wants to work in a diner.
  - B. She wants to be a grandmother someday.
  - C. She wants to get more clothes.
  - D. She wants to be an artist.
3. What details did you use to answer question 2?
  - A. Her heart was "beating fast with excitement."
  - B. Her suitcase held "exactly one change of clothes and her art supplies."
  - C. She could "see the lights of the railway station."
  - D. "At last, she would be leaving this place."



Solve each problem.

27

85

21

39

56

5

**Answers**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

- 1) To earn some extra money Amy started selling handmade bracelets. She spent 3 dollars on supplies and began selling them for \$1 each. She sold 8 before running out of supplies. How much of what she earned was profit?
- 2) Sarah bought 4 boxes of candy on sale. Since each box had 10 pieces of candy inside of it, she decide to give Jerry 13 pieces. How many pieces of candy would Sarah have left after giving Jerry his pieces?
- 3) For a grocery store's 10 year anniversary sale they ordered 9 crates of grapes with each crate containing 10 bags of grapes. After the anniversary sale they had sold all but 5 bags. How many bags of grapes did they sell during the anniversary?
- 4) John has a job mowing lawns around his neighborhood. Each month he spends \$40 on gas and mowes 8 lawns (charging \$12 per lawn mowed). How much profit does John earn each month?
- 5) For a project, a builder purchased 4 boxes of bolts with each box containing 10 bolts. He ended up finishing the project 8 days early and with 1 bolts left over. How many bolts did he use for the project?
- 6) At the book store they were offering a deal where you get \$3 off when you purchase 3 books. If Robin bought 3 books and each book cost \$8, how much would her final price be?

**Contemporary Issues/Problemas contemporáneos****Lesson/Lección 5****MAIN IDEAS/IDEAS PRINCIPALES**

1. Technology has revolutionized modern medicine./La tecnología ha revolucionado la medicina moderna.
2. World health is threatened by a widespread outbreak of diseases./La salud mundial está amenazada por un brote generalizado de enfermedades.

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

**genetics/genética** the study of genes and how they affect the development of living things/el estudio de los genes y cómo afectan el desarrollo de los seres vivos

**cloning/clonación** the creation of identical copies of DNA/la creación de copias idénticas de ADN

**biotechnology/biotecnología** the use of cells, bacteria, and plants to make products/el uso de células, bacterias y plantas para fabricar productos

**pharmaceuticals/fármacos** manufactured medical drugs/drogas medicinales manufacturadas

**3D printing/impresión 3D** a way of manufacturing three-dimensional objects/una manera de fabricar objetos tridimensionales

**epidemic/epidemia** the spread of an infectious disease between many people in a community or region/la propagación de una enfermedad infecciosa entre muchas personas en una comunidad o región

**pandemic/pandemia** when a disease affects many people over a wide area/cuando una enfermedad afecta a muchas personas en un área extensa

**AIDS/SIDA** acquired immune deficiency syndrome/síndrome de inmunodeficiencia adquirido

**Lesson Summary/Resumen de la lección****TECHNOLOGY TRANSFORMS TREATMENTS/LA TECNOLOGÍA TRANSFORMA LOS TRATAMIENTOS**

Technology has led to innovations in medicine that have helped patients recover and live healthier lives. Scientists study **genetics**, or genes and how they affect the development of living things, since thousands of diseases have a genetic link. They have found ways to make changes to

Lesson/Lección 5, *continued/continuación*

an organism's genes, which is genetic engineering. This helps them find causes of diseases and develop drugs to treat them. Scientists hope to correct genetic problems before people get genetic diseases./La tecnología ha dado lugar a innovaciones en la medicina que han ayudado a pacientes a recuperarse y llevar vidas más saludables. Los científicos estudian la **genética**, es decir, los genes y cómo estos afectan el desarrollo de los seres vivos, ya que miles de enfermedades tienen un vínculo genético. Han encontrado maneras de realizar cambios en los genes de un organismo, lo que se conoce como ingeniería genética. Esto les ayuda a encontrar las causas de las enfermedades y a desarrollar medicamentos para tratarlas. Los científicos esperan poder corregir los problemas genéticos antes de que las personas padezcan enfermedades genéticas.

**Cloning**, or the creation of identical copies of DNA, is part of genetic engineering. It allows scientists to reproduce organisms that are identical to existing ones. **Biotechnology**, or the use of cells, bacteria, and plants to make products, is related to genetics too. It is used in diagnosing or predicting a disease. Another use is in making **pharmaceuticals**, or manufactured medical drugs./La **clonación**, es decir, la creación de copias idénticas de ADN, es parte de la ingeniería genética y permite a los científicos reproducir organismos que son idénticos a los existentes. La **biotecnología**, es decir, el uso de células, bacterias y plantas para fabricar productos, también está relacionada con la genética. Se utiliza para diagnosticar o predecir una enfermedad. También se usa en la fabricación de **fármacos**, o drogas medicinales manufacturadas.

Technology such as virtual reality (VR) can be used to help train surgeons. It is also used in robotic surgery and telesurgery. Medicine has

Why do scientists study genetics?/¿Por qué los científicos estudian la genética?

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Underline the sentences that tell the purposes of biotechnology./Subraya las oraciones que mencionan los propósitos de la biotecnología.

Lesson/Lección 5, *continued/continuación*

also adapted **3D printing**, a way of manufacturing three-dimensional objects. This has made it possible for doctors to make prosthetic limbs. In the future, researchers hope to print tissues of organs for organ replacement./Algunas tecnologías, como la realidad virtual (RV), pueden ser utilizadas para la capacitación de cirujanos. También se utiliza en la cirugía robótica y la telecirugía. La medicina también ha adaptado la **impresión 3D**, una manera de fabricar objetos tridimensionales. Esto ha permitido a los médicos crear prótesis para las extremidades. En el futuro, los investigadores esperan poder imprimir tejidos de órganos para el trasplante de órganos.

How do researchers hope to someday use 3D printing?/¿De qué manera esperan los investigadores utilizar algún día la impresión 3D?

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**DISEASE AND TREATMENT/ENFERMEDAD Y TRATAMIENTO**

Poor health is a standard for much of the world. Reasons for this include lack of proper healthcare and sanitation, little food to eat, and unclean drinking water./La mala salud es un problema habitual en gran parte del mundo. Algunas de las razones son la falta de asistencia médica e higiene adecuadas, la escasez de alimentos y la contaminación del agua potable.

Underline the reasons that poor health is a standard for much of the world./ Subraya las razones por las que la mala salud es un problema habitual en gran parte del mundo.

An **epidemic** occurs when an infectious disease spreads between many people in a community or region. A **pandemic** occurs when a disease affects many people over a wide area. Examples of pandemics include strains of influenza and tuberculosis. Two epidemics have occurred in recent years. In 2014, an Ebola outbreak occurred in West Africa. Ebola is caused by a virus and can lead to death by organ failures, coma, and bleeding. By 2016, more than 11,000 people had died from it. In 2015, another viral disease called Zika began in Brazil and then spread into other parts of South and Central America. Zika seems to have the greatest effect on unborn babies. It has



Lesson/Lección 5, *continued/continuación*

led to a birth defect where a baby's head and brain are smaller than expected. International travelers appear to spread Zika to new areas./Una **epidemia** se produce cuando una enfermedad infecciosa se transmite entre muchas personas en una comunidad o región. Una **pandemia** se produce cuando una enfermedad afecta a muchas personas en un área extensa. Algunos ejemplos de pandemias son ciertas cepas de la gripe y de la tuberculosis. En los últimos años se han producido dos epidemias. En 2014, hubo un brote de ébola en África occidental. El ébola es causado por un virus y puede causar la muerte por insuficiencia orgánica, coma y sangrado. Para el año 2016, más de 11,000 personas habían fallecido a causa de ella. En 2015, otra enfermedad viral llamada zika comenzó en Brasil y luego se extendió a otras partes de América del Sur y Central. El zika parece tener un mayor efecto en bebés nonatos. Ha causado una malformación congénita por la cual la cabeza y el cerebro del bebé son más pequeños que lo esperado. Los viajeros internacionales parecen haber propagado el zika a nuevas áreas.

A major global health issue is **AIDS**, or acquired immune deficiency syndrome. About 70 percent of the people infected with the virus that causes AIDS, human immunodeficiency virus (HIV), live in sub-Saharan Africa. There is no cure for HIV, but it can be controlled with medicines. Some progress has been made in slowing the spread of AIDS, and scientists hope that a vaccine will soon be developed./El **SIDA**, o síndrome de inmunodeficiencia adquirido, constituye un problema grave para la salud mundial. Alrededor del 70 por ciento de las personas infectadas con el virus que causa el SIDA, el virus de inmunodeficiencia humana (VIH), vive en el África subsahariana. No hay

How are Ebola and Zika similar?/¿En qué se asemejan el ébola y el zika?

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Underline the area where most people who contract AIDS live./Subraya el área donde viven la mayoría de las personas que contraen SIDA.



**Lesson/Lección 5, *continued/continuación***

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cura para el VIH, pero puede controlarse gracias a ciertos medicamentos. Se han logrado algunos adelantos para frenar la propagación del SIDA, y los científicos esperan desarrollar una vacuna dentro de poco.

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

**Explicar** Imagine that you are a world health worker. Write a paragraph explaining some ways you would try to put an end to epidemics and pandemics./Imagina que eres un profesional que trabaja por el cuidado de la salud mundial. Escribe un párrafo en el que expliques algunas maneras en que tratarías de poner fin a las epidemias y a las pandemias.

**DIRECTIONS/INSTRUCCIONES** Match the terms in the first column with their correct definition from the second column by placing the letter of the correct definition in the space provided before each term./Une los términos de la primera columna con su definición correcta en la segunda columna. Escribe la letra de la definición correcta en el espacio que precede a cada término.

- |                                       |   |
|---------------------------------------|---|
| _____ 1. pharmaceuticals/<br>fármacos | a. the use of cells, bacteria, and plants<br>to make products/el uso de células,<br>bacterias y plantas para fabricar<br>productos  |
| _____ 2. cloning/clonación            | b. the study of genes and how they affect<br>the development of living things/el<br>estudio de los genes y cómo afectan<br>el desarrollo de los seres vivos                                 |
| _____ 3. pandemic/pandemia            | c. the spread of an infectious disease<br>between many people in a community<br>or region/la propagación de una<br>enfermedad infecciosa entre muchas<br>personas en una comunidad o región |
| _____ 4. AIDS/SIDA                    | d. manufactured medical drugs/drogas<br>medicinales manufacturadas  |

Lesson/Lección 5, *continued/continuación*

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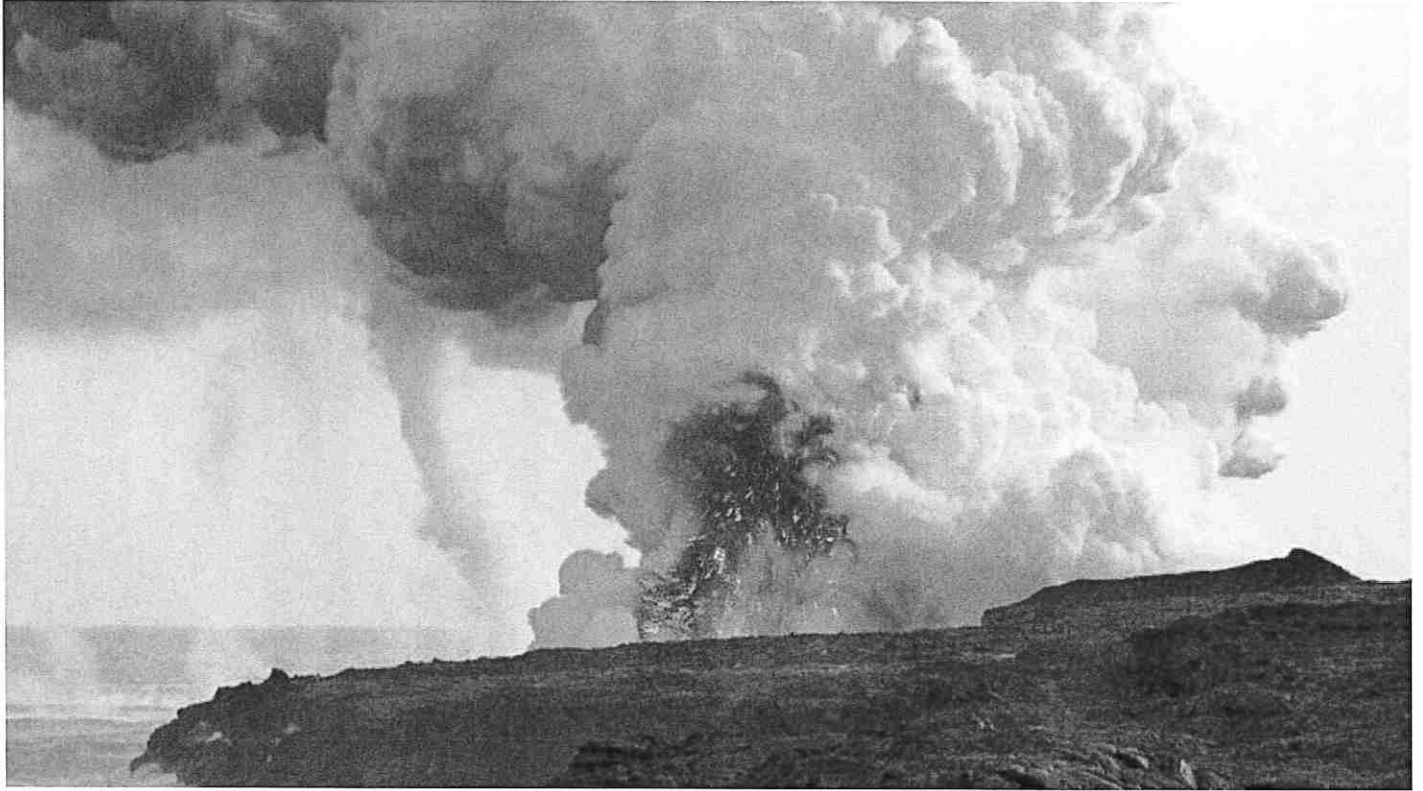
- |  |   |
|--|---|
| _____ 5. biotechnology/<br>biotecnología | e. acquired immune deficiency syndrome/<br>síndrome de inmunodeficiencia<br>adquirido   |
| _____ 6. 3-D printing/<br>impresión 3D   | f. the creation of identical copies of<br>DNA/la creación de copias idénticas<br>de ADN   |
| _____ 7. genetics/genética               | g. a way of manufacturing<br>threedimensional objects/una manera<br>de fabricar objetos tridimensionales                          |
| _____ 8. epidemic/epidemia               | h. when a disease affects many people<br>over a wide area/cuando una<br>enfermedad afecta a muchas<br>personas en un área extensa |

# How volcanoes formed the Hawaiian Islands

By National Geographic Society, adapted by Newsela staff on 03.09.20

Word Count **663**

Level **870L**



A volcano explodes in Hawaii. Photo by: National Geographic

Hawaii is the world's most remote island population center in the world. The six largest Hawaiian Islands are the Big Island, Maui, Lanai, Molokai, Oahu and Kauai. They form a chain of islands running to the northwest.



The islands appear in this pattern because they are on a volcanic hotspot. A hotspot is an area in the Earth's mantle where plumes of hot molten rock called magma rise up, forming volcanos on the Earth's crust. The crust is the outermost layer of a planet. The mantle is the layer below the crust.

This process happened with the Hawaiian Islands. They formed one after the other. A tectonic plate slid over magma, creating a volcano. The plate continued to move over the hotspot, and the active volcano lost its connection to the hotspot and became inactive. A new active volcano formed from the hotspot. The process continued.

## Understanding Tectonic Plates

Volcano hotspots can happen in the middle of tectonic plates. That's unlike other volcano activity, which takes place at plate boundaries. Scientists think that volcano hotspots might happen near unusually hot parts of the Earth's mantle.

The Pacific Plate is just one of the Earth's roughly 20 tectonic plates. Tectonic plates are constantly in motion and are responsible for volcanoes and events like earthquakes.

With the Hawaiian Islands, the Pacific Plate is continually moving to the northwest over the Hawaiian hotspot. This movement caused the Hawaiian chain of islands to form.

There are many landforms around the Hawaiian Islands that formed from the same hotspot. Scientists believe this hotspot has been active for roughly 70 million years.

### How Underwater Volcanoes Form Mountain Chains

Many mountains and landforms created by volcanoes are underwater. They're known as seamounts. The Hawaii-Emperor seamount chain extends for more than 6,000 kilometers (3,728 miles). It goes from Hawaii up to the Aleutian Trench in Alaska. The Hawaiian Islands are the youngest in the chain and its smallest part. Most of the other landforms are still underwater.

In total, more than 750,000 cubic kilometers (180,000 cubic miles) of lava erupted to form all of the Hawaiian-Emperor chain. That's enough to cover the entire state of California in a layer of lava more than 1 kilometer (0.62 mile) thick.

### Volcanic Activity Today

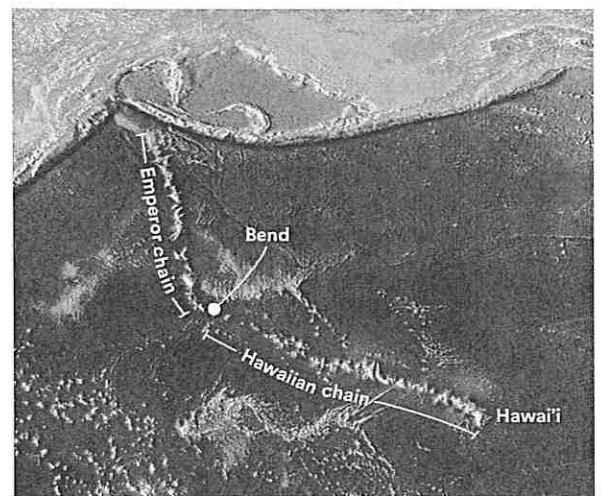
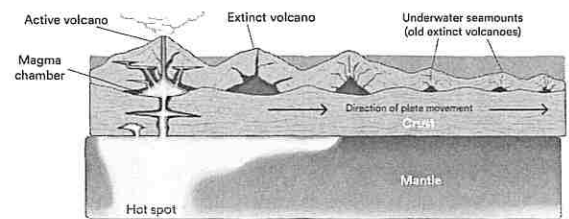
Volcanoes are still active on the southern shore of Hawaii's Big Island, the youngest of the Hawaiian Islands. In 2018, the Kilauea volcano erupted on the Big Island. It covered more than 30 square kilometers (30.5 square miles) with lava. The layer of lava was up to 24 meters (79 feet) thick in places. That's taller than a six-story building! Thousands of earthquakes accompanied the eruptions. People nearby were forced to leave.

Kilauea isn't the only volcano on the Big Island. There are also Kohala, Mauna Kea, Hualalai and Mauna Loa. Of these four volcanoes, only Hualalai and Mauna Loa are active.

Kauai is the oldest of the major Hawaiian Islands. It doesn't have any active volcanoes because it's no longer over the Hawaiian hotspot.

### A New Hawaiian Island?

The Pacific Plate moves at a rate of roughly 7 centimeters (2.75 inches) per year. That's about the rate at which fingernails grow. As long as this continues, new volcanic material is building up over



the hotspot. This material will eventually form another Hawaiian island.

This future island is located about 35 kilometers (22 miles) off the southern coast of the Big Island. It already has a name: Loihi. However, don't book a trip there just yet. Loihi is not visible as an island right now. It's still roughly 1,000 meters (3,280 feet) below the surface of the Pacific Ocean. As lava continues to be deposited on Loihi, scientists predict that it will rise above sea level sometime between 10,000 and 100,000 years from now.

## Quiz

- 1 Select the answer choice that summarizes the article.
  - (A) Volcanoes are very dangerous for people who live near them.
  - (B) Global warming is mostly caused by volcanoes.
  - (C) Hawaii is a landmass formed by volcanic activity.
  - (D) The earthquakes around Hawaii are becoming more frequent.
  
- 2 Which sentence from the article supports the MAIN idea of the article?
  - (A) The Hawaiian Islands are a trail of volcanic eruptions.
  - (B) Scientists think that volcano hot spots might happen near unusually hot parts of the Earth's mantle.
  - (C) The Hawaii-Emperor seamount chain extends for more than 6,000 kilometers (3,728 miles).
  - (D) In 2018, the Kilauea volcano erupted on the Big Island.
  
- 3 According to the section "Understanding Tectonic Plates," how do volcanic hotspots differ from other volcanic activity?
  - (A) They occur in the middle of the tectonic plate not on the side.
  - (B) They are much hotter and create volcanoes as a result.
  - (C) They are much more dangerous for the people in that area.
  - (D) They can lead to the creation of island chains such as Hawaii.
  
- 4 What caused thousands of earthquakes in 2018?
  - (A) The Hawaiian Islands moved due to tectonic plate movement.
  - (B) A new island was forming in the deep ocean.
  - (C) The Kilauea volcano erupted.
  - (D) Glaciers were sliding into the ocean on a far away island.

## QUICK CUTS

### ACTIVITY GOALS

- I will give my best effort while dribbling through the obstacle course.

### TEACHING TIPS

- Soft Touches Keep Control
- Use All of Your Foot
- Head Up on the Dribble

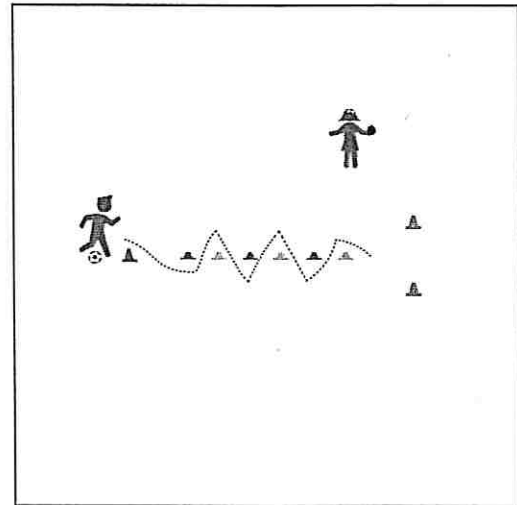
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 15 spot markers, cones, or pinnies
- 1 soccer ball
- 1 "goal"
- 1 stopwatch

#### Set-Up:

- Set up a speed-dribbling course using the cones: Designate a starting cone, and then place 14 cones in a row after it, about 3–5 feet away from each other. The cones must have enough room for a player to dribble in between them.
- Place a goal at the end of dribbling course.



#### Activity Procedures:

- Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
- 1 person will begin at the starting cone with a soccer ball at their feet. On the signal, "Ready, Set Go!" the clock will start. Start dribbling the course by "cutting" in and out of cones and controlling the ball with your feet. If you miss a cone, you must go back and complete it.
- When you reach the end of the course, shoot and until you score in the goal. Once a goal is scored, the clock will stop.
- Try to beat your personal time or play with a friend for a competitive dribbling race.
- Got it down?? Make a new course and try again.

#### Tips:

- Use small touches to maintain control of the ball.
- Use inside, outside, and laces of feet. No toes.
- Use accuracy when shooting at the goal. It's almost like a pass into the net.
- Try to keep your head up when dribbling.

- Take Your Time:** Time is important! How we spend our time during our day is extremely important, especially when it comes to food. Give yourself time to eat breakfast, lunch, and dinner. In addition, make sure you take your time while you eat: **DON'T RUSH!** Did you know it takes our brains 20–30 minutes from the time we start eating to tell our stomachs we're full? Find time each day to sit down and eat a slow and healthy meal!



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:* \_\_\_\_\_

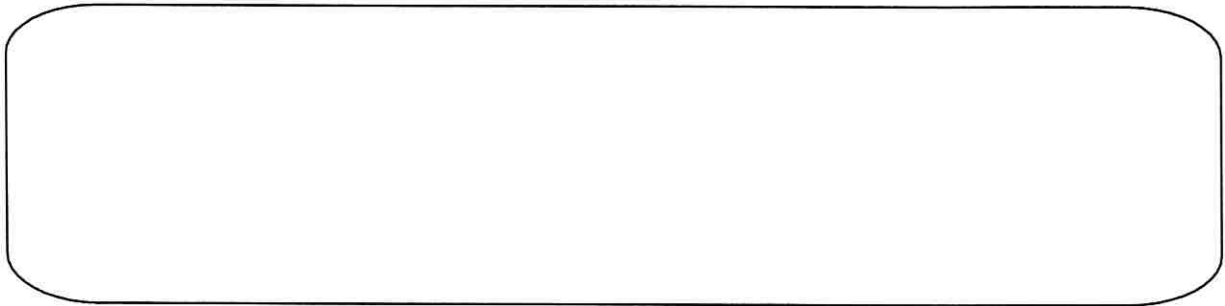
**Pre-listening reflection:** Why did you choose **this** song?

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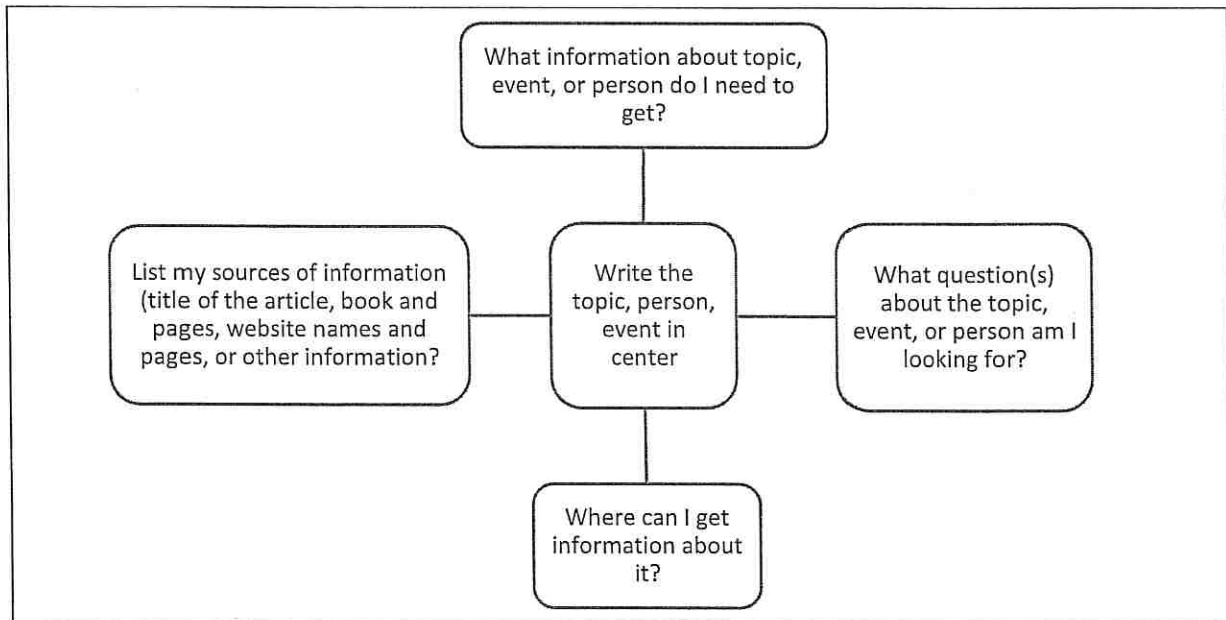
➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

# 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) _____