

## 6<sup>th</sup> Grade Student eLearning Activities Log Day 9

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 3

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> Literary Analysis: Theme				<b>Health:</b> Complete Five Components of Physical Fitness and set short term goals for yourself.
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> Write a new script that has at least 2 characters, 2 stage directions, and 4 lines of dialogue.
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 "Why Do Onions Make Us Cry" and answer the questions.	<b>Art:</b> Take one of the drawings that you have already done and add to it.  <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</a> . List research resources and create a summary of what you learned.  <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 9: 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 9

Language Arts	Math	Social Studies	Science	Encore
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Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Literary Analysis: Theme****Practice**

The **theme**, or central idea, of a story is a thought about life that the story conveys. Sometimes the theme is directly stated. Other times it is **implied**, or not directly stated. You must figure out an implied theme by considering the events in the story, the characters' thoughts and feelings, and the story's title.

The theme of a story is different from the plot. The plot is what happens in the story. The theme of a story may be a message such as "friendship is valuable" or "honesty is the best policy."

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**A** Write *true* or *false* about each statement.

1. \_\_\_\_\_ The theme always tells exactly what happens.
2. \_\_\_\_\_ A theme is the meaning of a story and is not always stated directly.
3. \_\_\_\_\_ Sayings that express something about life in general are often themes.

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**B** Read the following example. Then, circle the best answer to each question.

Margaret Bourke-White was a photographer. She seemed to have no fears. She would climb to the top of a building that was still being built to get an interesting picture. Yet as a child, she was afraid of everything. Her mother told her that if she was scared of doing something, she should do it. That is how Bourke-White learned to face fear.

1. What is the message, or theme, in this paragraph?
  - A. When afraid of doing something, it is best to do it.
  - B. Bourke-White would go anywhere to get an interesting picture.
2. Which passage from the paragraph states the theme?
  - A. "Margaret Bourke-White was a photographer."
  - B. "if she was scared of doing something, she should do it."
3. Is the theme implied or directly stated?
  - A. implied
  - B. directly stated

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

(Everybody Writes - #3)

Rubric

Mathematical Knowledge	Strategic Knowledge	Explanation	Total Points

Steph Curry makes 12 out of his first 15 shots in a basketball 3-point shooting contest. Write and solve a proportion for each part. Round your answer to the nearest whole number.

- About how many baskets do you expect Jimmie to make in his next 60 attempts?
- About how many 3-pointers do you expect him to make in his next 100 attempts?
- About how many attempts do you expect him to take to make 45 3-pointers?

Show all your work. Explain in words **what you did** to find your answer. Tell **why** you took the steps you did to solve the problem.

**1. Show and label your work!**

**2. Explain in words what you did and why you did it.**

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(Turn Over on back)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a double-line margin at the top and bottom. The paper is oriented vertically.

# Fierce, feared and female: The World War II pilots known as the 'Night Witches'

By The Washington Post, adapted by Newsela staff on 02.27.20

Word Count **682**

Level **700L**



Female pilots in the 46th Taman Guards Night Bomber Regiment receiving information about an upcoming raid in World War II. Photo from: Getty/Sovfoto/Universal Images Group.

In the 1940s, "Night Witches" flew in the skies.

These were not real witches, but rather female war pilots for the country of Russia. World War II was going on. This important war was fought between many countries. Some of the main countries on one side were Germany, Japan and Italy. Fighting these countries on the other side were the United States, England, China and Russia. During the war, a frightening sight filled the sky in Germany. The Germans called them "Night Witches."

## Like Brooms Sweeping The Sky

The Night Witches were a group of around 80 Russian female pilots. The women dropped bombs on Germany from old wooden planes. The planes sounded like brooms sweeping the sky.

These pilots carried out more than 30,000 attacks. They were some of the bravest fighters in that terrible, long war.

Though the Night Witches had excellent flying skills, they have been forgotten.

Now, award-winning author Kate Quinn is bringing back their story. Her new book called "The Huntress" came out last month. In the book, Quinn writes about the Night Witches' adventures.

### **Night Witches Volunteered To Fight**

One night, Quinn came across the story of the Night Witches on Google. She was hooked immediately.

Quinn said her book is "a story about women of the past who have done some truly amazing things." She also noted that the Night Witches were unique. The Russians fought alongside France, England and the United States in World War II. However, only Russia had women fighters.

The Night Witches in Quinn's story are not real people. Still, Quinn based her characters off real Night Witches. She used a book of interviews with the Night Witches to learn about them. In the interviews, the women mentioned the famous pilot Amelia Earhart. They said that Earhart got them interested in flying. Earhart was famous for being the first woman to fly alone across the Atlantic Ocean.

However, the Night Witches also wanted revenge on the Germans.

Nadezhda Vasiliyevna Popova was one of the pilots who was interviewed. She volunteered for the Night Witches after her brother was killed in battle.

Popova described seeing German planes shoot at civilians in Russia. These were people like women and children, not soldiers. The sight made her want to fight against the Germans.

The Night Witches were led by Marina Raskova. She was a famous Russian pilot. Raskova spoke with Joseph Stalin, the leader of Russia at the time. Many men had died during attacks from the Germans. There were few men left to fly the bomber planes. Raskova convinced Stalin to begin using female bomber pilots.

### **Brave, But Crazy**

However, female and male pilots were treated differently.

The witches were forced to wear the male pilots' old uniforms and boots. Their planes were old and dangerous to fly.

Still, none of that mattered to the Night Witches. Quinn was amazed to learn just how far they would go to drop their bombs.

One woman described what she used to do if the bomb got stuck. Quinn was shocked by the woman's story. The woman would climb onto the wing of the plane while the plane was in the air.



Then, she simply pushed the bomb.

Quinn thinks that the Night Witches were brave, but crazy.

Men often had strong friendships on the battlefield. The female bomber pilots had strong friendships, too. The women often sang and danced together as they waited for the sun to set. They complained about how awful it was to wear men's clothing.

When night fell, they became fighters.

At least 30 Night Witches died in the war. The rest of them continued their lives amazed by what they had done.

Popova says sometimes, she looks up at the sky. She thinks about when she flew a bomber plane as a girl. Popova often wonders how she was able to do what she did.



## Quiz

- 1 Which sentence from the article helps the reader understand that the Night Witches went on many missions?
- (A) The Night Witches were a group of around 80 Russian female pilots.
  - (B) The women dropped bombs on Germany from old wooden planes.
  - (C) These pilots carried out more than 30,000 attacks.
  - (D) They were some of the bravest fighters in that terrible, long war.

- 2 Read the following paragraph from the section "Night Witches Volunteered To Fight."

*The Night Witches were led by Marina Raskova. She was a famous Russian pilot. Raskova spoke with Joseph Stalin, the leader of Russia at the time. Many men had died during attacks from the Germans. There were few men left to fly the bomber planes. Raskova convinced Stalin to begin using female bomber pilots.*

Based on this paragraph, choose the statement that is true.

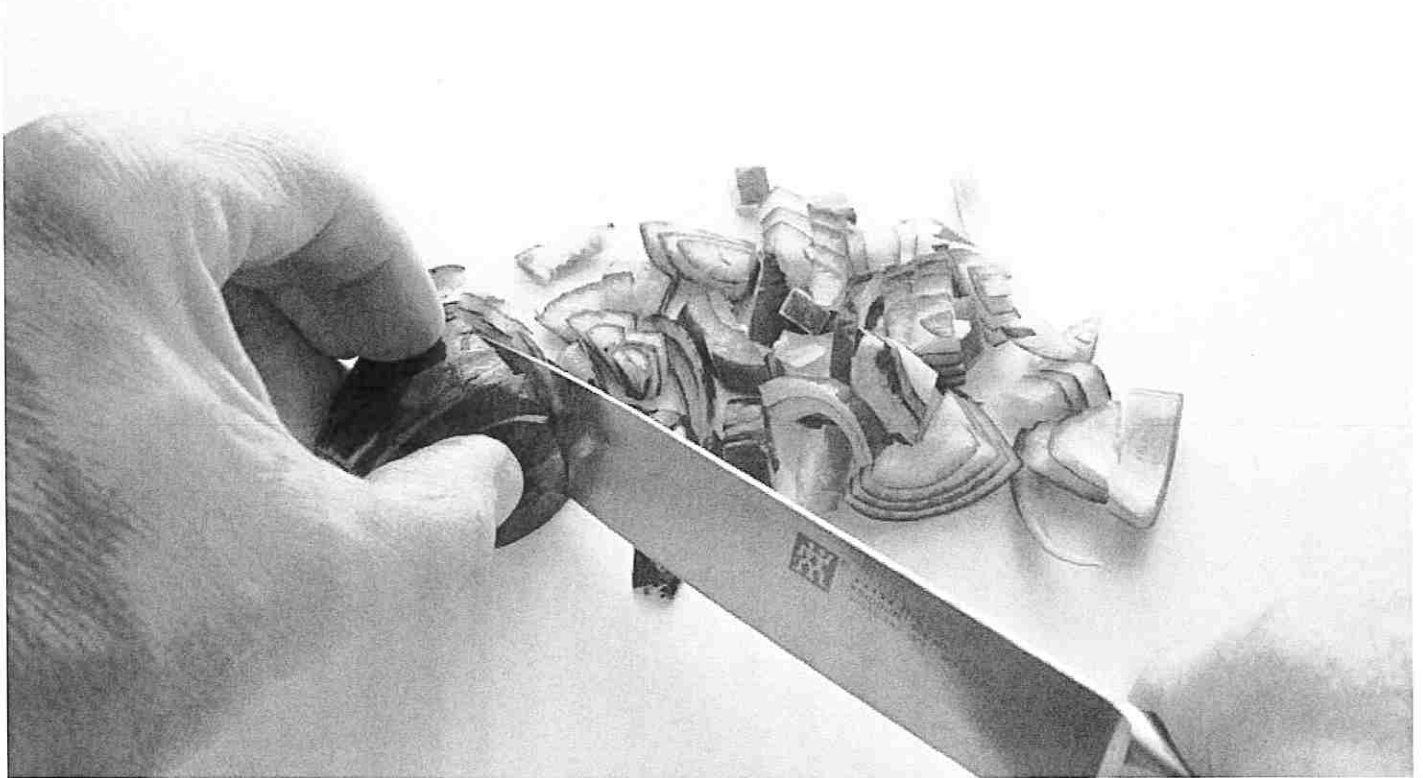
- (A) Raskova was a pilot before she lead the Night Witches.
  - (B) Raskova's family had been attacked by the Germans.
  - (C) Raskova became friends with Stalin during the war.
  - (D) Raskova's family members were part of the military.
- 3 How did the Night Witches become involved with World War II?
- (A) The Night Witches proved that they were some of the bravest fighters.
  - (B) There were not enough male pilots left to fly the bomber planes.
  - (C) The female pilots were the only ones who volunteered in the war.
  - (D) There was a special program that was started by Stalin.
- 4 Why does Quinn think the Night Witches were crazy?
- (A) They had to wear the male pilots' used boots and uniforms.
  - (B) They were forced to fly over Germany and drop many bombs.
  - (C) They took dangerous risks flying and dropping their bombs.
  - (D) They were the only pilots who had to fly missions at night.

# Why onions make us cry

By Science News for Students, adapted by Newsela staff on 02.13.20

Word Count **643**

Level **840L**



When an onion is cut, a chemical reaction happens. The new chemicals can reach our eyes and interact with them. That's what makes us cry. Photo: mali maeder/Pexels

Cutting an onion can make your eyes start to burn and tear up. Scientists have been looking into why this happens for decades. The answer is complex, but some researchers have now uncovered a new piece of the puzzle. They have figured out how one of the veggie's eye-irritating chemical compounds forms.

The chemistry of onions is surprisingly complicated, says Eric Block. He is a chemist at The State University of New York at Albany. Block knows a lot about onions. He has studied them for decades.

## The Complicated Onion

Onions, like everything, are made of atoms. These can be single atoms or molecules, which are groups of atoms held together by bonds. One type of chemical in onions is sulfoxides. These have sulfur in them, the element that makes rotten eggs and stink bombs smell. But normally, the sulfoxides are stable and do not easily change into other chemicals.

Slicing into an onion unleashes a chain of chemical reactions. First, the molecules in the onion change into a different chemical. This new chemical still contains sulfur, but it is a gas and travels through the air. When this chemical reaches our eyes, it reacts again. This second reaction forms small amounts of a chemical called sulfuric acid, which itches, burns and causes tears.

But the process is more complicated than that. Block and other scientists have been struggling to come up with the full picture for more than 40 years. "The more compounds we discovered, the more complicated the picture became," he says.

### **"Enzymes Are Amazing Molecules"**

In 1979, Block identified the chemical that reaches our eyes. It's called lachrymatory factor, or LF for short. Figuring out what the chemical is made of, and how the atoms are arranged together, helps scientists to understand how it formed.

He knew that LF must start off as a different molecule. That's because it only caused tears once the onion's skin was broken. He realized that a chemical reaction must take place as an onion is cut.

Sometimes chemical reactions need a little help to get started, which is where enzymes come in. "Enzymes are amazing molecules," he explains. They are nature's fire-starter, helping to jump-start or speed up chemical reactions.

Block focused on one enzyme called alliinase. He showed that it helped to speed up the chemical reaction within the onion. It plays a part in the reaction that changes stable sulfoxides into eye-irritating molecules.

### **Layers Of Discovery**

In the early 2000s, Japanese scientists wanted to create a tearless onion. They thought they could do so by keeping alliinase from starting the reaction that led to sulfuric acid. But they found that no reaction happened when they mixed alliinase with the sulfoxides. That's when they discovered a second important enzyme in onions called LF synthase.

Enzymes fit into specific molecules like a key into a lock. The researchers reasoned that alliinase helped to change the shape of the starter molecule. That way, the second enzyme could go to work on it. However, no one was sure of the structure of that LF synthase. And without that information, researchers could not understand the complete chemical reaction.

The next step is studying the structure of LF synthase. That's what Marcin Golczak, a biochemist at Case Western Reserve University in Ohio, is doing.

"Science is a building process. You don't just discover one thing and then instantaneously know everything about how it works. There are many layers," Golczak explains.

### **A Scratchy, Teary Defense**

As to why onions produce the eye-irritating chemical in the first place, Block says it is a defense against predators. The chemicals that hurt human eyes could be painful to other organisms.

"It's an intricate reaction millions of years in the making," Block says. When you look at what's happening on the chemical level, he says, nature is truly awe-inspiring.

## Quiz

1 Read the section "The Complicated Onion."

Select the sentence from the section that shows why eyes water when onions are cut.

- (A) Onions, like everything, are made of atoms.
- (B) Slicing into an onion unleashes a chain of chemical reactions.
- (C) When this chemical reaches our eyes, it reacts again.
- (D) But the process is more complicated than that.

2 Read the section "Enzymes Are Amazing Molecules."

Select the paragraph from the section that shows why scientists knew cutting into an onion must cause a chemical reaction in the onion.

- (A) In 1979, Block identified the chemical that reaches our eyes. It's called lachrymatory factor, or LF for short. Figuring out what the chemical is made of, and how the atoms are arranged together, helps scientists to understand how it formed.
- (B) He knew that LF must start off as a different molecule. That's because it only caused tears once the onion's skin was broken. He realized that a chemical reaction must take place as an onion is cut.
- (C) Sometimes chemical reactions need a little help to get started, which is where enzymes come in. "Enzymes are amazing molecules," he explains. They are nature's fire-starter, helping to jump-start or speed up chemical reactions.
- (D) Block focused on one enzyme called alliinase. He showed that it helped to speed up the chemical reaction within the onion. It plays a part in the reaction that changes stable sulfoxides into eye-irritating molecules.

3 Read the paragraph from the article.

*Slicing into an onion unleashes a chain of chemical reactions. First, the molecules in the onion change into a different chemical. This new chemical still contains sulfur, but it is a gas and travels through the air. When this chemical reaches our eyes, it reacts again. This second reaction forms small amounts of a chemical called sulfuric acid, which itches, burns and causes tears.*

HOW does this paragraph support the main idea of the article?

- (A) It summarizes what scientists know about the chemicals in onions that make people's eyes water.
- (B) It illustrates the difficulty of understanding how onions make people's eyes water.
- (C) It compares the chemical reactions in an onion before and after the onion is cut.
- (D) It describes the chemical reactions that make people's eyes water when they cut an onion.

4 Select the answer that BEST summarizes the article.

- (A) Scientists have discovered a second enzyme, called LF synthase, that helps to produce LF, the chemical in onions that causes eyes to water.
- (B) After decades of research, scientists are one step closer to understanding how onions make people cry after the discovery of the enzyme LF synthase.
- (C) Eric Block has researched the chemistry of onions for decades, but has not made much progress since his discovery of LF in 1979.
- (D) Onions make people cry through a series of chemical reactions and interactions that scientists are only beginning to understand.

## 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

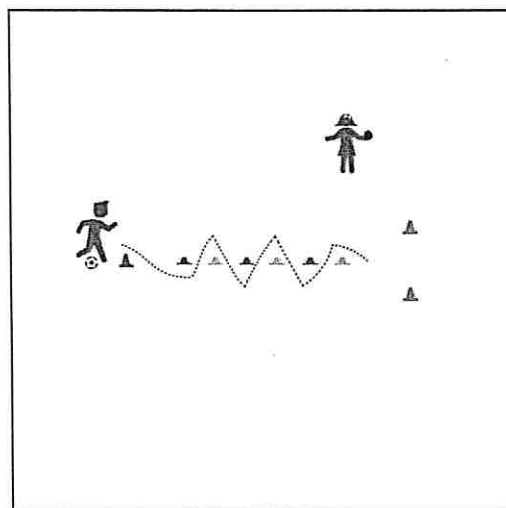
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

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

#### Set-Up:

1. 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.
2. Place a goal at the end of dribbling course.



#### Activity Procedures:

1. Today's activity is called Quick Cuts. We are going to have fun practicing our foot dribbling and shooting skills.
2. 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.
3. 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.
4. Try to beat your personal time or play with a friend for a competitive dribbling race.
5. 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!

## Five Components of Physical Fitness Activity Instructions

### Cardiovascular Endurance Activity

Cardiovascular endurance is the ability of the body's circulatory and respiratory systems to supply fuel during sustained physical activity.

**Your job:** Perform jumping jacks for two minutes. Immediately after Find your pulse either at your neck or wrist and time the heart rate for six seconds. Add a zero to the end of this number and you have your heart rate for a minute. Record this on your worksheet. You will do this TWICE.

### Body Composition

Body composition refers to the relative amount of muscle, fat, bone, and other vital parts of the body

**Your Job:** You will brainstorm 4 ways to improve your body composition. Please use complete sentences and complete this on the worksheet portion.

### Muscular Endurance

Muscular endurance is the ability of the muscle to continue to perform without fatigue (getting tired).

**Your Job:** You will be doing squats! Brainstorm as many different types of squats as possible. After you have brainstormed at least 3 different ways, the you will do one type of squat for 45. Take a 10 second break and then do the second type of squat for 45 seconds. Take a 10 second break and then do the last type of squat for 45 seconds. Please take note the way your muscles felt after each type of squat.

### Muscular Strength

Muscular strength is the ability of the muscle to exert force during an activity. The key to making your muscles stronger is working them against resistance, whether that be from weights or gravity.

**Your Job:** You will be doing push-ups and lunges! You will do push-ups for 30 seconds. Take a 30 second break and then do lunges for 30 seconds.

On your worksheet, write down which muscles you feel you worked the most.

### Flexibility

Flexibility is the range of motion around a joint. Good flexibility in the joints can help prevent injuries through all stages of life.

**Your Job:** At this time you will go through a series of stretches. Each stretch should be held for 15 seconds

- Muscles/Body Parts to Stretch: Hamstrings, Quadriceps, Calf's, Lower Back, Shoulders, Triceps,
- You will need to write down all of these stretches on your worksheet and keep them documented

## Five Components of Physical Fitness Activity Worksheet

### Cardiovascular Endurance

Heart rate trial #1:

Heart rate trail #2:

### Body Composition

Brainstorm 4 ways you can improve your own body composition:

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- 
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### Muscular Endurance

List the 3 types of squats you completed:

How did your leg muscles feel after each type of squat:

### Muscular Strength

Which muscles did you feel you worked the most?

### Flexibility

Muscle	Stretch
Hamstrings	
Quadriceps	
Calf's	
Lower Back	
Triceps	
Shoulders	

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

**Short term goals: 5 fitness components**

<b>Fitness Component</b>	<b>Short Term Goal</b>	<b>How will you achieve it?</b>
Cardiovascular Endurance		
Muscular Endurance		
Body Composition		
Muscular Strength		
Flexibility		



## 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: \_\_\_\_\_

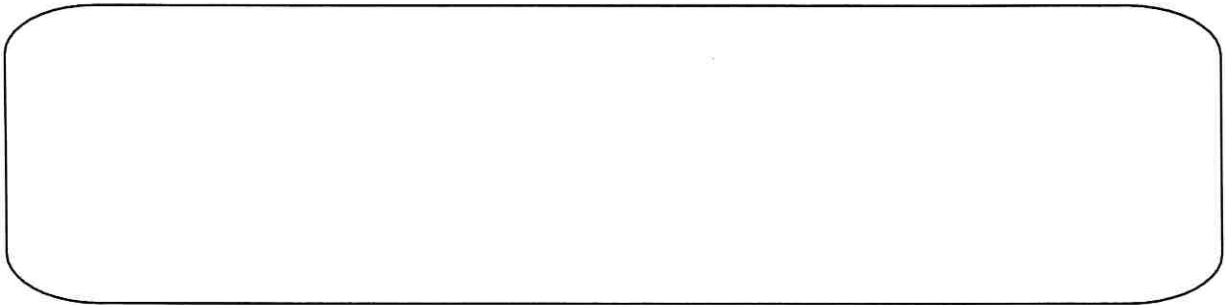
**Pre-listening reflection:** Why did you choose **this** song?

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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.

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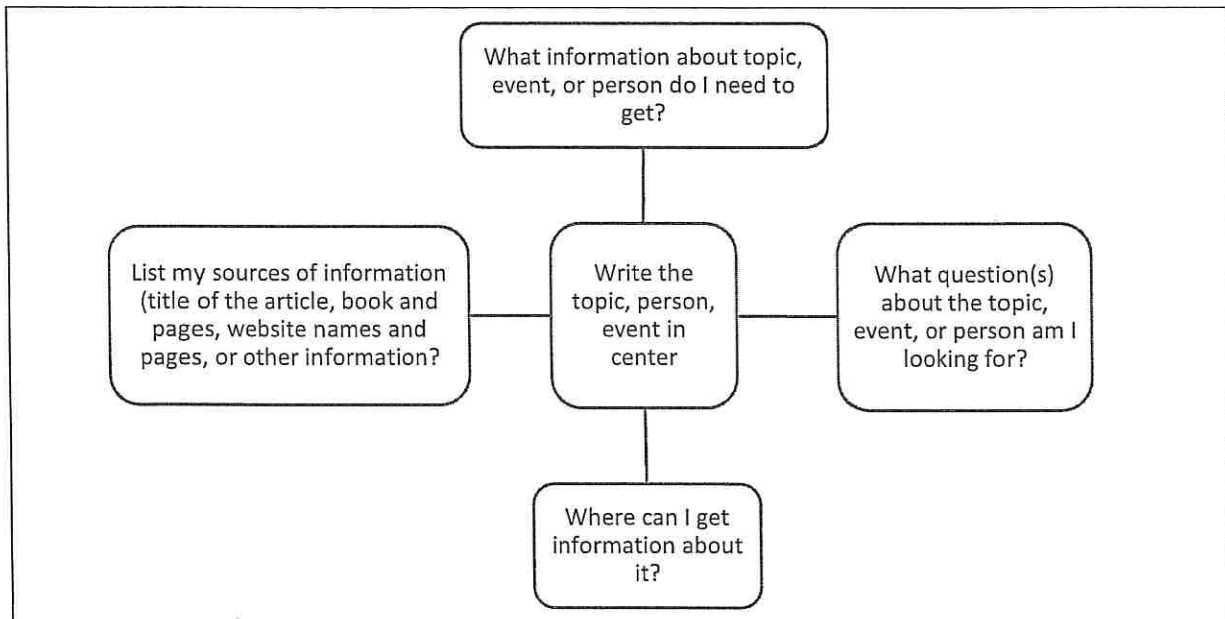
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# eLearning Research Activity

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 _____
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