

## 8<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> Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). Measure your heart rate before an activity (such as jogging in place or do pushups for 3 minutes). <a href="#">Complete the activity and measure your heart rate again. What was the activity? What caused the change in your heart rate?</a>
<b>Pearson Realize</b> Reading: Locate Types of Information				<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, 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 "Primary Sources: Here's What It's Like to Spend a Year in Space" 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 8

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.

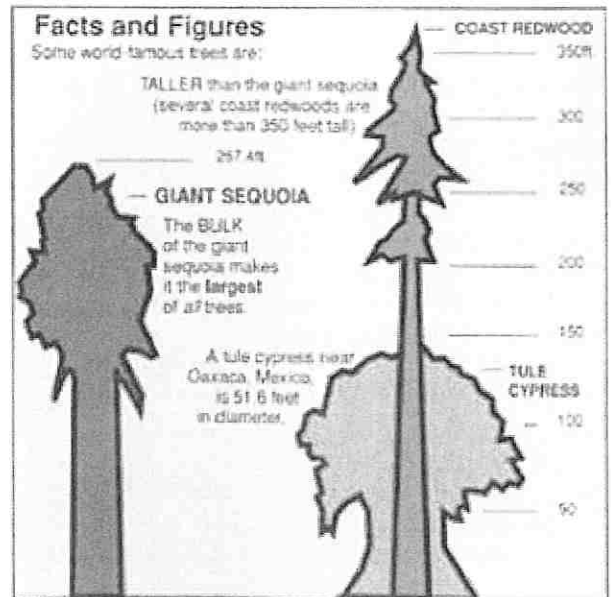
Día 8

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<b>Pearson Realize</b> Reading: Locate Types of Information				<b>Health:</b> Track the nutrition of one of your snacks or meals like calories, ingredients, and nutritional labels. <a href="#">Record this and explain its nutritional value.</a>
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>Drama:</b> Create a costume for at least one character in your script. Take a picture of someone wearing. <b>OR</b> Create at least 2 props that could be used for your script. Take a picture of them and describe how you made each in a paragraph.
<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, 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 "Primary Sources: Here's What It's Like to Spend a Year in Space" 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>

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

**Reading: Locate Types of Information****Assess****American Giants****Giant Sequoia (*Sequoiadendron giganteum*) Facts:**

- It's the fastest growing tree in the world.
- The trunk has a very large diameter.
- Its bark is much as 4 feet thick and its branches are 100 feet off the ground.
- The trees can survive for 2,000 or 3,000 years; some have survived even longer.
- The largest trees have a base 35 feet in diameter and have a height up to 300 feet.
- The tallest standing giant sequoia rises 311 feet (the tallest coastal redwood is 367 feet tall).
- The trees can grow up to 1 to 2 feet per year until they are between 200 to 300 feet tall; then they stop growing.
- The tree grows at elevations of 6,500 feet above sea level.



Use the text features and the graphic to answer the following questions:

1. What is the largest tree in the world, based on its bulk \_\_\_\_\_.
2. What is the tallest tree in the world \_\_\_\_\_?
3. How fast does the Giant Sequoia tree grow \_\_\_\_\_?
4. How thick can the bark of the Giant Sequoia grow \_\_\_\_\_?
5. What is the name of the large Mexican tree \_\_\_\_\_?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Shopping with Proportions

You go shopping and find all the items below. In each case, circle which set of items is a better deal (has the best unit price).

12 bags of pork rinds for \$1.25   OR   8 sticks of gum for \$0.75

4 DVDs for \$12.25   OR   3 Blue Rays for \$8.50

2 iPods for \$310   OR   1 iPad for \$212

15 iTunes songs for \$11.50   OR   20 iTunes songs for \$14.85

11 apples for \$4.25   OR   6 pears for \$2.10

3 tires for \$180   OR   5 tires for \$350

15 packs of cards for \$32   OR   30 packs of cars for \$65

3 car washes for \$25   OR   5 car washes for \$40

6 hockey tickets for \$45   OR   9 hockey tickets for \$123

22 rolls of towels for \$9.65   OR   40 rolls of towels for \$15.25

24 pens for \$11.25   OR   50 pens for \$19.99

**Searching for Order/La búsqueda del orden****Lesson/Lección 3****MAIN IDEAS/IDEAS PRINCIPALES**

1. President Reagan based his policies on conservative ideas./El presidente Reagan basó sus políticas en ideas conservadoras.
2. Reagan took a tough stand against communism in his foreign policy./Reagan asumió una posición firme contra el comunismo en su política exterior.

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

**Ronald Reagan/Ronald Reagan** United States president elected in 1980/presidente de Estados Unidos elegido en 1980

**supply-side economics/economía de la oferta** economic theory based on increasing investment by making sharp tax cuts/teoría económica basada en el aumento de la inversión mediante grandes reducciones de impuestos

**deficit/déficit** amount by which a government's spending exceeds its income/cantidad en la que los gastos del gobierno superan sus ingresos

**Iran-Contra affair/asunto Irán-contras** controversial plan for the United States to sell missiles to Iran and give the profits to Nicaraguan rebels known as Contras/controvertido plan para vender misiles estadounidenses a Irán y entregar las ganancias a rebeldes nicaragüenses conocidos como los contras

**Mikhail Gorbachev/Mijail Gorbachov** Soviet leader who initiated changes in government policies and new freedoms for Soviet people/líder soviético que inició cambios en las políticas de gobierno y dio nuevas libertades al pueblo soviético

**Lesson Summary/Resumen de la lección****REAGAN AND CONSERVATIVE IDEAS/REAGAN Y LAS IDEAS CONSERVADORAS**

**Ronald Reagan** defeated Jimmy Carter in the 1980 election by asking voters, "Are you better off than you were four years ago?" His goal was to cut taxes and reduce regulations on businesses. These were conservative ideas./**Ronald Reagan** derrotó a Jimmy Carter en las elecciones de 1980 preguntando a los votantes: "¿Está usted mejor de lo que estaba hace cuatro años?". Su objetivo era reducir los impuestos y las regulaciones sobre las empresas. Estas ideas eran conservadoras.

Reagan's economic policies were based on **supply-side economics**. Many Democrats opposed his policies. However, Congress agreed to tax cuts. They backed cuts in spending for social programs such as school lunches and food stamps. A short recession occurred,

What question did Ronald Reagan ask voters during the 1980 election?/¿Qué pregunta hizo Ronald Reagan a los votantes durante las elecciones de 1980?

\_\_\_\_\_  
\_\_\_\_\_

Lesson/Lección 3, *continued/continuación*

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but the economy improved in 1983. Spending on defense grew faster than tax revenues. This resulted in a growing **deficit**. /Las políticas económicas de Reagan se basaron en la **economía de la oferta**. Muchos demócratas se oponían a sus políticas. Sin embargo, el Congreso aceptó reducir los impuestos. Apoyó recortes presupuestarios en programas sociales, como los almuerzos escolares y los cupones de alimentos. Se produjo una breve recesión, pero la economía mejoró en 1983. Los gastos de defensa aumentaron más rápidamente que los ingresos provenientes de los impuestos. Como consecuencia, se produjo un aumento del **déficit**.

One of Reagan's goals was to reduce government control of key industries. He believed that this would help improve the economy. Congress agreed and reduced many laws governing major industries. /Uno de los objetivos de Reagan era reducir el control del gobierno sobre las industrias clave. Reagan creía que así mejoraría la economía. El Congreso estuvo de acuerdo y flexibilizó muchas leyes que regían a las principales industrias.

Reagan appointed three Supreme Court justices in office. The implications of this were that the court changed. It became more conservative. One nominee, Sandra Day O'Connor, became the first woman to serve on the Supreme Court in 1981. Reagan ran for reelection in 1984. At the time the economy was booming, and he was reelected by a landslide. /Reagan nombró a tres jueces de la Corte Suprema. Como resultado, la Corte cambió y se volvió más conservadora. Una candidata, Sandra Day O'Connor, se convirtió en la primera mujer en asumir como jueza de la Corte Suprema en 1981. Reagan se postuló para la reelección en 1984. En ese momento, la economía estaba en auge y Reagan ganó la reelección con una amplia mayoría de los votos.

Lesson/Lección 3, *continued/continuación***REAGAN AND FOREIGN POLICY/REAGAN Y LA POLÍTICA EXTERIOR**

President Reagan was against communism and the Soviets. He supported anti-Communist governments in Central America and gave them aid. Critics of this policy said that the aid helped military governments that violated human rights in their own homelands./El presidente Reagan estaba en contra del comunismo y de los soviéticos. Brindó apoyo y asistencia a los gobiernos anticomunistas de Centroamérica. Los detractores de esta política decían que ayudaba a los gobiernos militares que violaban los derechos humanos en sus países.

The U.S. administration helped the anti-Communist rebels, called Contras, in Nicaragua. This led to fear that the U.S. could be drawn into a war. Congress passed a law banning U.S. military aid to the Contras. The **Iran-Contra affair** became a national controversy in 1986 because it violated the congressional ban. However, Congress found no evidence of illegal actions by Reagan./El gobierno de Estados Unidos ayudó a los rebeldes anticomunistas de Nicaragua, llamados contras. Esto generó el temor de que Estados Unidos se viera arrastrado a participar en una guerra. El Congreso aprobó una ley que prohibía la ayuda militar estadounidense a los contras. El **asunto Irán-contras** se convirtió en una polémica nacional en 1986, ya que violaba la prohibición del Congreso. Sin embargo, el Congreso no encontró evidencia de acciones ilegales por parte de Reagan.

During his first term, Reagan stopped arms talks with the Soviet Union and expanded the U.S. military. Attempts by the Soviet Union to match U.S. spending on arms hurt its economy. **Mikhail Gorbachev** started political and economic reforms. He established new freedoms. Reagan and Gorbachev signed a treaty eliminating medium-range nuclear weapons./Durante su primer mandato, Reagan interrumpió las negociaciones sobre armamento con la Unión Soviética y amplió las fuerzas armadas estadounidenses. Los intentos de la Unión Soviética de igualar el gasto en armamento de Estados Unidos

Circle the name of the anti-Communist rebel group in Nicaragua./Encierra en un círculo el nombre del grupo de rebeldes anticomunistas de Nicaragua.

Why didn't the Iran-Contra affair affect Ronald Reagan the same way that Watergate affected Richard Nixon?/¿Por qué el asunto Irán-contras no afectó a Ronald Reagan de la misma manera que el Watergate afectó a Richard Nixon?

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**Lesson/Lección 3, *continued/continuación***

dañaron su economía. **Mijaíl Gorbachov** inició reformas políticas y económicas. Estableció nuevas libertades. Reagan y Gorbachov firmaron un tratado por el cual se eliminaron las armas nucleares de alcance medio.

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

**Analizar** Were ending negotiations and building up the military effective ways to deal with the Soviet Union?/¿El fin de las negociaciones y la ampliación de las fuerzas armadas fueron formas efectivas de lidiar con la Unión Soviética?

deficit/ déficit	Mikhail Gorbachev/ Mijaíl Gorbachov	supply-side economics/ economía de la oferta
Iran-Contra affair/ asunto Irán-contras	Ronald Reagan/ Ronald Reagan	

**DIRECTIONS/INSTRUCCIONES** Use the five terms and names from the word bank to write a summary of what you learned in the lesson./Escribe un resumen de lo que has aprendido en la lección usando las cinco palabras y nombres del banco de palabras.

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**Lesson/Lección 3, *continued/continuación***

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**DIRECTIONS/INSTRUCCIONES** Match the terms in the first column with their correct definitions from the second column by placing the letter of the correct definition in the space provided before each term./Relaciona las palabras de la primera columna con la definición correcta de la segunda columna y ubica la letra de la definición correcta en la línea que está antes de cada palabra.

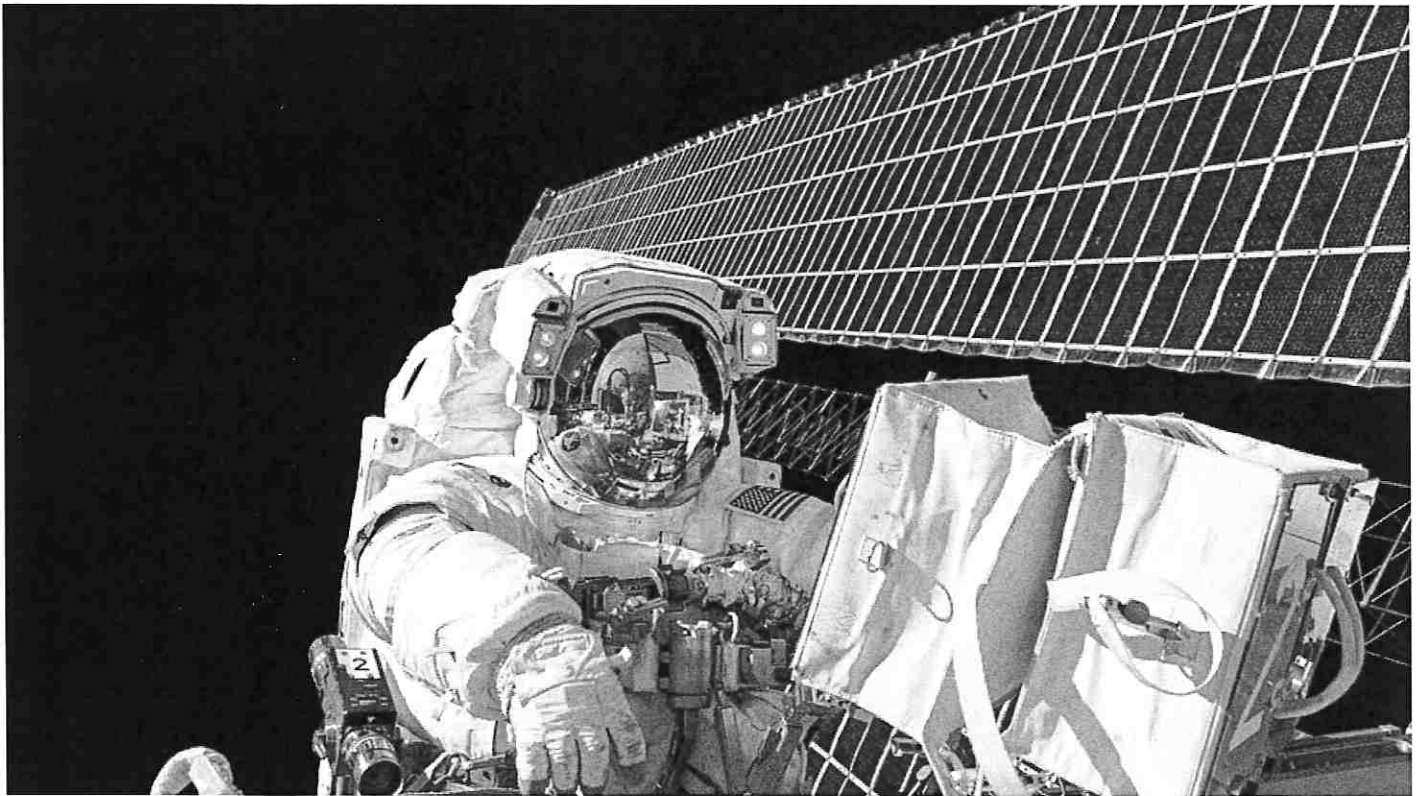
- |  |   |
|--|---|
| _____ 1. Ronald Reagan/<br>Ronald Reagan                 | a. the result of massive defense<br>spending and lower taxes/resultado<br>de los enormes gastos de defensa y<br>la reducción de impuestos   |
| _____ 2. supply-side economics/<br>economía de la oferta | b. violation of congressional ban by<br>Reagan's government/violación de<br>la prohibición del Congreso por el<br>gobierno de Reagan  |
| _____ 3. deficit/<br>déficit                             | c. believed in cutting taxes and the size<br>of government/creía en reducir los<br>impuestos y el tamaño del gobierno   |
| _____ 4. Iran-Contra affair/<br>asunto Irán-contras      | d. reformed the Soviet economy/<br>reformó la economía soviética  |
| _____ 5. Mikhail Gorbachev/<br>Mijaíl Gorbachov          | e. the theory that if people and<br>businesses paid less taxes, they<br>would invest more in the economy/<br>teoría de que si las personas y las<br>empresas pagaban menos impuestos,<br>invertirían más en la economía |

# Primary Sources: Here's What It's Like to Spend a Year in Space

By National Geographic, adapted by Newsela staff on 09.08.17

Word Count 1,234

Level 950L



NASA astronaut Scott Kelly in 2015. He is working outside of the International Space Station. There is nothing around him but empty space. Photo by: Scott Kelly/NASA.

*Editor's note: On March 27, 2015, U.S. astronaut Scott Kelly and Russian astronaut Mikhail Korniyenko traveled to outer space. They lived for an entire year on the International Space Station (ISS). The ISS is an enormous station that was built by Russian and American space agencies, including NASA. This is the U.S. agency that studies and builds machines for space travel.*

*When he returned to Earth, Kelly wrote about his experience in a book called "Endurance." He described what it was like to live without gravity, the force that pulls things back to Earth. He also described what it was like to live without oxygen. The following text is a small part from Kelly's book.*

## "A Privilege To Experience It"

From the ISS, I look down at the planet from space, and I feel as though I know the Earth in a way most people don't. Some parts of the world, especially in Asia, are so covered by air pollution that they seem unwell. These areas look like they need help or a chance to heal. The line of our atmosphere on the horizon looks so fragile that it needs our protection. One of my favorite views of Earth is of the Bahamas. The deep blue of the ocean mixes with a much brighter turquoise. Where the sun bounces off, it is swirled with something almost like gold. That sight always reminds me to stop and appreciate the view of Earth. It is a privilege to experience it.



### **"It Feels That The Room Is Spinning"**

This is my fourth mission to space, my second to the ISS, and I've been here for three weeks now. I'm often unsure about how my body is positioned. In the dark and without gravity, I'll wake up convinced that I'm upside down. When I turn on a light, it feels that the room is spinning, though I know it's actually my brain adjusting.

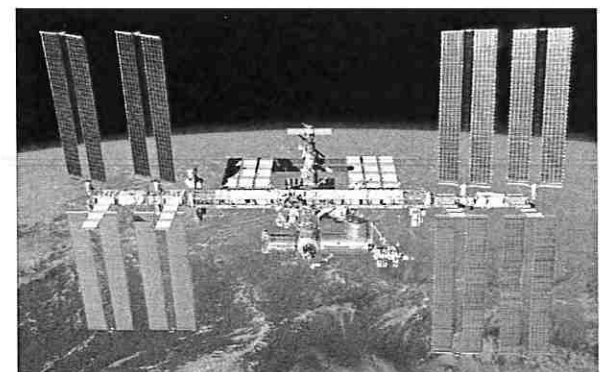


My room on board is tiny. They are just barely big enough for me and my sleeping bag, two laptops, some clothes, toiletries and photos of my girlfriend and my daughters. I also have enough room for some paperback books.

From the outside, the ISS looks like a number of giant empty soda cans attached to each other end to end. The station is roughly the size of a football field. It is made up of five main modules connected the long way—three American and two Russian.

### **"Equipment Worth Hundreds Of Millions Of Dollars"**

NASA has been working with private companies to build spacecraft that supply the station with goods and, at some point, new crews. The most successful private company has been Space Exploration Technologies, better known as SpaceX. It produces the Dragon spacecraft, which launched yesterday. This morning, we will try to capture it with the space station's robot arm and attach it to the docking port on the station. The process is a bit like playing a video game, but it involves real equipment worth hundreds of millions of dollars.



Right now, Dragon is carrying 4,300 pounds of supplies. There is food, water, oxygen, spare parts and supplies for the systems that keep us alive, health care supplies, medications and clothing. Dragon will also be carrying new science experiments. One of the most important is a small

population of live mice for a study on how weightlessness affects bone and muscle. Each spacecraft also carries small care packages from our families, and precious supplies of fresh food that we enjoy for just a few days until it runs out or goes bad.

### **"Getting Dressed Is A Bit Of A Hassle"**

Back in my crew quarters, I get dressed while reading and clicking through emails. Getting dressed is a bit of a hassle when you can't "sit" or "stand," but I've gotten used to it. The most challenging thing is putting on my socks without gravity to help me bend over. I have to use my strength to pull my legs up to my chest. I wear the same thing every day: a pair of khaki pants with lots of pockets and strips of Velcro across the thighs, since I can't put anything "down" — the lack of gravity will just keep it in the air. I have decided to experiment with how long I can make my clothes last. Can a pair of underwear be worn four days instead of just two? Can a pair of socks last a month? Can a pair of pants last six months? I aim to find out.

### **"I Think About How Much Harder They Had It Than I Do"**

Dressed and ready for breakfast, I open the door to my quarters. I push against the back wall to float myself out. I accidentally kick loose a paperback book about the Shackleton expedition to Antarctica almost exactly 100 ago. These explorers were stranded on ice floes for months at a time and nearly froze to death in the biting cold.

When I try to put myself in their place, I think being unsure must have been the worst thing. They must have wondered if they could survive, and that must have been worse than the hunger and the cold. I think about how much harder they had it than I do. If I feel sorry for myself because I miss my family or because I had a frustrating day or because I feel lonely, I read a couple of pages.



### **"It Is The Smell Of Space"**

Dragon is now 6 miles away from us. My crewmate Samantha Cristoforetti is controlling the robot arm. She is one of the few women to have served as a fighter pilot in the Italian air force. She is also friendly, quick to laugh and has a rare talent for language. She is fluent in English and Russian, the two official languages of the ISS, as well as French, German and her native Italian. She is working on learning Chinese.

Dragon arrives safely, and when we open the hatch, an unusual smell hits me. Slightly burned and metallic, it reminds me of the smell of sparklers on the Fourth of July. It is the smell of space.

In my crew quarters, I finally open my care package. Inside there is a poem and some chocolates from my girlfriend. There is a picture from my identical twin brother, Mark, who is a retired astronaut. A note on the back jokes, "Hope the WCS is working up there!" WCS stands for waste collection system, a space toilet. Also, there is a card from my daughters, Charlotte and Samantha.

I put everything away, eat a piece of the chocolate, check my email again. I hang in my sleeping bag for a while, thinking about my kids, wondering how they are doing with me being gone. Then, I go to sleep.

## Quiz

- 1 How does Scott Kelly's experience on the space station affect the way he views life on Earth?
- (A) Being away from Earth for so long made him think there should not be borders between countries.
  - (B) Living on the space station made him imagine other ways for people to exist on Earth.
  - (C) Traveling through outer space made him think critically about the way people live on Earth.
  - (D) Seeing Earth from far away made him feel like the planet needs protection.
- 2 Which selection from the section "Getting Dressed Is A Bit Of A Hassle" BEST supports the idea that clothing in space is functional?
- (A) Back in my crew quarters, I get dressed while reading and clicking through emails. Getting dressed is a bit of a hassle when you can't "sit" or "stand," but I've gotten used to it.
  - (B) The most challenging thing is putting on my socks without gravity to help me bend over. I have to use my strength to pull my legs up to my chest.
  - (C) I wear the same thing every day: a pair of khaki pants with lots of pockets and strips of Velcro across the thighs, since I can't put anything "down" — the lack of gravity will just keep it in the air.
  - (D) I have decided to experiment with how long I can make my clothes last. Can a pair of underwear be worn four days instead of just two? Can a pair of socks last a month?
- 3 What impact did Scott Kelly's feelings about his fellow astronauts have on this article?
- (A) He describes the other astronauts as impressive individuals.
  - (B) He describes the other astronauts as competition for achieving his goals.
  - (C) He describes the other astronauts as reminders of the family he misses at home.
  - (D) He describes the other astronauts as helpful but not necessary to his work.
- 4 Which paragraph from the section "It Is The Smell Of Space" BEST supports the idea that Dragon helps astronauts connect with their lives on Earth?
- 5 Which answer choice accurately describes Scott Kelly's reaction to the Shackleton expedition to Antarctica that he has read about in a book?
- (A) He thinks the story of the expedition is very exciting.
  - (B) He appreciates what the explorers on the expedition had to endure.
  - (C) He wishes sometimes that he had been on the expedition.
  - (D) He feels amazed that the expedition ever took place.
- 6 Based on Kelly's description of the Shackleton expedition, how is the work of an astronaut an example of change from the past?
- (A) He feels life as an astronaut is less difficult than the lives of past explorers.
  - (B) He feels like life as an astronaut has more risks than the lives of past explorers.
  - (C) He feels life as an astronaut is equally as dangerous as the lives of past explorers.
  - (D) He feels life as an astronaut is better respected than the lives of past explorers.

- 7 Which quotation shows how the work done on the space station helps support life on Earth?
- (A) "NASA has been working with private companies to build spacecraft that supply the station with goods and, at some point, new crews."
  - (B) "This morning, we will try to capture it with the space station's robot arm and attach it to the docking port on the station."
  - (C) "Dragon will also be carrying new science experiments. One of the most important is a small population of live mice for a study on how weightlessness affects bone and muscle."
  - (D) "Each spacecraft also carries small care packages from our families, and precious supplies of fresh food that we enjoy for just a few days until it runs out or goes bad."
- 8 Which sentence from the article introduces the idea that astronauts do important work in space?
- (A) From the ISS, I look down at the planet from space, and I feel as though I know the Earth in a way most people don't.
  - (B) This is my fourth mission to space, my second to the ISS, and I've been here for three weeks now.
  - (C) Dragon will also be carrying new science experiments.
  - (D) I have to use my strength to pull my legs up to my chest.



## 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

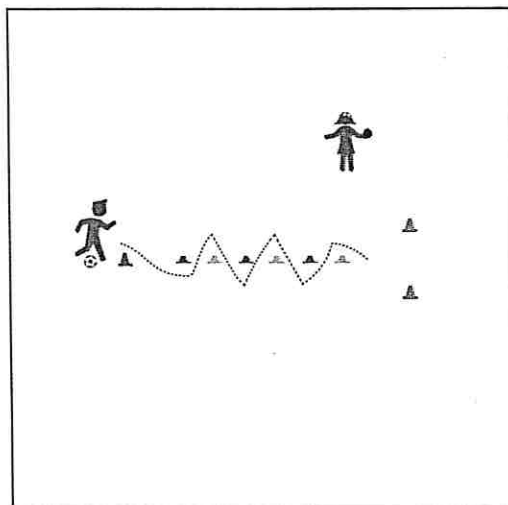
### ACTIVITY SET-UP & PROCEDURE

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

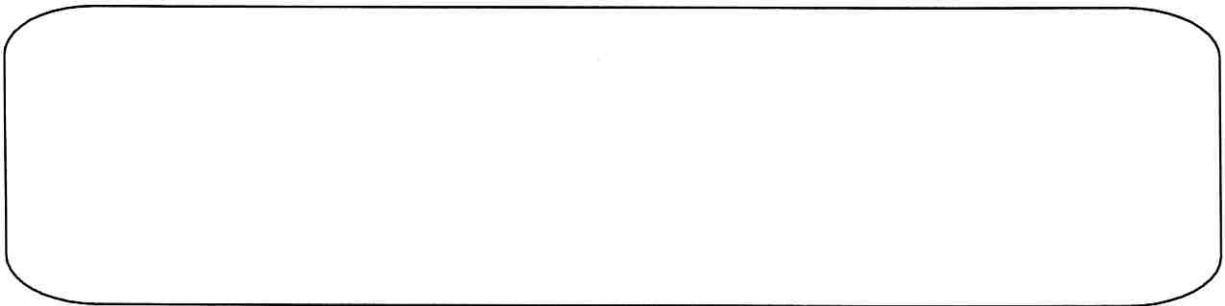
**Pre-listening reflection:** Why did you choose **this** song?

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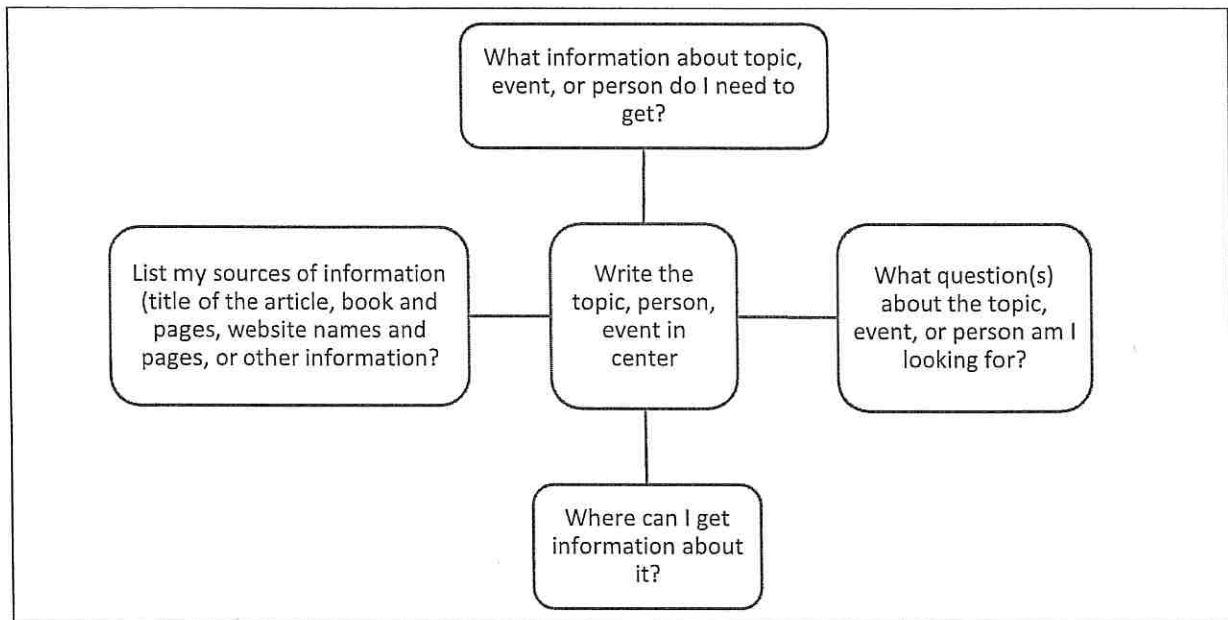
➤ Does your song’s **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

# 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 _____
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