Dear 6th – 8th Grade Parents and Guardians:

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.

 Reading (20 minutes) - if you have access to online resources, your student can log into Clever to access district resources such as Pearson Realize, Compass Leaning, and Scholastic. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available here.

 **Writing (30 minutes)**- if you have access to online resources, please visit Scholastic Story Starters (6th grade only), Story Jumpers, or Story Board That for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write… a story, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available here.

 **Math (30 minutes)** - if you have access to online resources, your student can log into Clever to access Mathia. A Math scavenger hunt is provided to encourage your student to find the math that is all around them. Visit IXL, Khan Academy, and Cool Math for practice and fun Math games. Math packet options are available here.

 **Social Studies (20 minutes)** - if you have online access, your student can log into Clever to access district resources. You will also find articles in both English and Spanish at Tweentribune. Have students to read and complete the quiz. Also visit Education.com, Newsela, and IXL for interactive Social Studies activities. Social Studies packet options are available here.

 **Science (20 minutes)** - if you have access to online access, your student can log into Clever to access district resources. Visit Energy Kids to learn more about energy as well as games and activities. Visit this Optics 4 Kids to learn about cool optical illusions and visit Ask a Biologist for virtual field trips and activities. Visit YouTube videos and National Geographic Kids to learn more about science. Science packet options are available here.

 **Exercise (60 minutes a day)** - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit GoNoodle for movement videos.

Estimados padres y tutores de 6º a 8º grado:

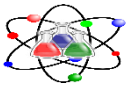
Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.

 Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en Clever para acceder a recursos del distrito como Pearson Realize, Compass Learning y Scholastic. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídales que le cuenten de qué se trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles aquí.

 **Escritura (30 minutos)**- Si tiene acceso a recursos en línea, visite Scholastic Story Starters (solo 6th grado), Story Jumpers, o Story Board That para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles aquí.

 **Matematicas (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión n Clever para usar Mathia. Una busqueda de matematicas se puede encontrar en scavenger hunt para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite IXL, Khan Academy, y para practicar y divertir con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles aquí.

 **Estuidos sociales (20 minutos)** - Si tienen acceso en linea, su estudiante puede inciar sesión en Clever para acceder los recursos. Encontraran articulos en ingles y espanol en Tweentribune. Los estudiantes pueden leer y contestar las preguntas aqui. Tambien visite Education.com, Newsela, y IXL para actividades interactivas. Las opciones de paquetes de estudios sociales están disponibles aquí.

 **Ciencias (20 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en Clever para acceder los recursos. Visite Energy Kids para aprender más sobre energía, juegos y actividades. Visite Optics for Kids para aprender sobre ilusiones ópticas geniales y otras actividades. Visite Ask a Biologist para excursiones virtuales y actividades. Visite YouTube videos y National Geographic Kids para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles aqui.

 **Ejercicio (60 minutos diarios)** - es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite GoNoodle para videos de movimiento.

District 89 Online Learning Resources

Access these programs from Clever at https://www.clever.com/in/maywood89	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
Raz-Kids	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
Imagine Español	Imagine Español hass Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
Imagine Math	Imagine Math has math activities with tracked progress and customized lessons. K-5
Mc Graw Hill	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
Pathblazer	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through email.

Additional Resource Links

Reading	
SCHOLASTIC	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
THE Spanish EXPERIMENT	https://www.thespanishexperiment.com/stories Children's stories in Spanish
Storyline Online	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
epic!	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
newsela	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
TweenTribune	https://www.tweentribune.com/ Informational text at different grade levels
audible	https://stories.audible.com/start-listen Free audiobooks for PreK-High school students

Online Magazines	
TIME FOR KIDS	Time for Kids http://www.timeforkids.com
SCHOLASTIC News	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
Highlights kids	Highlights Kids https://www.highlightskids.com/
SI KIDS	Sport Illustrated Kids http://www.sikids.com
NATIONAL GEOGRAPHIC KIDS	National Geographic Kids http://kids.nationalgeographic.com

Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
StoryboardThat	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text

Dual Language	
L2TREC	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
Coolmath4kids	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
Minds in Bloom	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
Khan Academy	https://www.khanacademy.org/math K-8 Practice early math through grade 8
IXL	https://www.ixl.com/ K-8 Practice early math through grade 8
Math Games	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
BrainPOP	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
energy KIDS	https://www.eia.gov/kids/ Information and games about energy
OPTICS 4 KIDS	https://www.optics4kids.org/illusions Optical illusions
Blockly Games	https://blockly.games/ Programming games for kids
Education.com	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
GoNoodle	https://www.gonoodle.com/ Movement and mindfulness videos
Play60	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
PARENT TOOLKIT	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

Badlands National Park
Death Valley National Park
Denali National Park
Everglades National Park
Glacier National Park
Grand Canyon National Park
Great Smoky Mountain National Park
Redwood National and State Parks
Rocky Mountain National Park
Yellowstone National Park



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

Smithsonian's National Zoo
San Diego Zoo
Animal Planet Live
National Aquarium: Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live
Seattle Aquarium: YouTube virtual field trip and lesson
Seattle Aquarium Live Cams


Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

Planetarium - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

NASA Commercial Crew Virtual Tours - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

Smithsonian Latino Center - Features life broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

The Great Wall of China
Pompeii
Ellis Island - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

Space Mountain
Splash Mountain
Test Track
Expedition Everest
Rock n Roller Coaster
Soarin'
Seven Dwarfs Mine Train
Rise of the Resistance
Mickey and Minnie's Runaway Railway
Slinky Dog Dash
Millenium Falcon/ Smuggler's Run

Student eLearning Activities Log Week 5 – April 21 - 24

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature_____ Date_____

Registro de actividades de aprendizaje electrónico semana 5 del 21 de abril al 24 de abril

Nombre _____Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libor Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres_____Fecha_____

Name _____ Date _____

Literary Analysis: Lyric and Narrative Poetry

Practice

There are a few main types of poetry, including the following:

- **lyric poetry** expresses the thoughts and feelings of the speaker, the person who "says" the poem. "Fog" by Carl Sandburg is an example of a lyric poem: *The fog comes / on little cat feet. / It sits looking / over harbor and city / on silent haunches / and then moves on.*
- **narrative poetry** tells a story. Like a short story, a narrative poem has a setting, characters, plot, and conflict. These lines from "Annabel Lee" by Edgar Allan Poe are an example of a narrative poem: *It was many and many a year ago, / In a kingdom by the sea / That a maiden there lived whom you / may know. / By the name of Annabel Lee.*

Read each excerpt. Then, answer the questions.

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere
. . .
He said to his friend, "If the British
march
By land or sea from the town to-night
Hang a lantern aloft in the belfry arch
Of the North Church tower as a
signal light, —
—from "Paul Revere's Ride" by
Henry Wadsworth Longfellow

Between two hills
The old town stands.
The houses loom
And the roofs and trees
And the dusk and the dark,
The damp and the dew
Are there.
—from "Between Two Hills"
by Carl Sandburg

1. Which poem tells a story? _____
2. What is the subject of the narrative poem? _____
3. What is the subject of the lyrical poem? _____
4. Summarize the thoughts and feelings of the speaker in the lyrical poem.

_____

_____

_____

Name _____ Date _____

Literary Analysis: Lyric and Narrative Poetry

Assess

A Respond to each item.

1. What is the main purpose of a narrative poem? _____
2. Give two examples of elements that are found in both a narrative poem and a short story. _____
3. What is the main purpose of a lyric poem? _____
4. In lyric poetry, what is the role of the "speaker"? _____

B Read each excerpt. Then, answer the questions.

Excerpt #1
Loveliest of trees, the cherry now
Is hung with bloom along the bough,
And stands about the woodland ride
Wearing white for Eastertide.
—from "Loveliest of trees, the cherry now"
by A. E. Housman

Excerpt #2
Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore,
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
—from "The Raven"
by Edgar Allan Poe

1. Which excerpt is the beginning of a narrative poem? _____
2. Based on this excerpt, what is the subject of the narrative poem? _____

_____

_____

3. What is the subject of the lyrical poem? _____
4. Summarize the thoughts and feelings of the speaker in the lyrical poem.

_____

_____

_____

Name _____ Date _____

Literary Analysis: Imagery

Practice

Imagery is language that uses **images**—words or phrases that appeal to the senses of sight, hearing, smell, taste, and touch. Writers use imagery for several reasons:

- to create moods
- to express emotions
- to help readers imagine sights, sounds, textures, tastes, and smells

An image can appeal to more than one sense. For example, "the icy snow crunched under Sally's boots" appeals to the senses of touch ("icy snow") and hearing ("crunched").

Read the poem below. Then, tell what kinds of imagery it uses by writing a sense word or phrase in the corresponding column in the chart. The first entry has been made for you. One column may remain empty.

The wind billowing out the seat of my britches
My feet crackling splinters of glass and dried putty,
The half-grown chrysanthemums staring up like accusers,
Up through the streaked glass, flashing with sunlight,
A few white clouds all rushing eastward,
A line of elms plunging and tossing like horses,
And everyone, everyone pointing up and shouting!
—"Child on Top of a Greenhouse" by Theodore Roethke

Sight	Hearing	Smell	Taste	Touch
				wind

Name _____ Date _____

Literary Analysis: Imagery

Assess

A Read each example of imagery. Then, choose the sense to which it most clearly appeals.

1. The summer wind gently brushed against my face.

   A. sight **B.** hearing **C.** smell **D.** touch **E.** taste

2. The sweet perfume of night-blooming jasmine filled the air.

   A. sight **B.** hearing **C.** smell **D.** touch **E.** taste

3. The spectacular pinks, reds, and yellows in the rose garden took Anna by surprise.

   A. sight **B.** hearing **C.** smell **D.** touch **E.** taste

4. With a deafening roar, the crowd cheered for their victorious team.

   A. sight **B.** hearing **C.** smell **D.** touch **E.** taste

5. The ice cream was cold, sweet, and fruity.

   A. sight **B.** hearing **C.** smell **D.** touch **E.** taste

B Read the following poem. Then, tell what kinds of imagery it uses by listing the sense words or phrases from the poem in the corresponding column in the chart. One column may remain empty.

I'm going out to clean the pasture spring; / I'll only stop to rake the leaves away / (And wait to watch the water clear, I may): / I shan't be gone long.— You come too.

I'm going out to fetch the little calf / That's standing by the mother. It's so young / It totters when she licks it with her tongue. / I shan't be gone long.— You come too.

—"The Pasture" by Robert Frost

Sight	Hearing	Smell	Taste	Touch

Name _____ Date _____

Literary Analysis: Comparing Types of Description

Practice

Poets use words creatively to produce different levels of meaning.

- **Literal language:** the actual, everyday meanings of words
- **Figurative language:** figures of speech, images that appeal to the readers' senses, symbols, and analogies

An **analogy** compares two or more things that are similar in some ways but are otherwise not alike. For example, a poem might describe "a voyage of discovery." The literal meaning might be sailing to a distant place. However, the voyage could also be interpreted as an analogy—a spiritual or emotional "voyage" in which a person learns something important about life.

Read the poem "A Fence" by Carl Sandburg. Then, respond to each item.

Now the stone house on the lake front is finished and the
workmen are beginning the fence.
The palings are made of iron bars with steel points that
can stab the life out of any man who falls on them.
As a fence, it is a masterpiece, and will shut off the rabble
and all vagabonds and hungry men and all wandering
children looking for a place to play.
Passing through the bars and over the steel points will go
nothing except Death and the Rain and To-morrow.

1. What is the literal subject of the poem? _____

2. Describe that subject in your own words, based on the description in the poem.

_____

_____

3. What is the everyday purpose of the thing described in the poem? _____

_____

4. Now, think of the poem as an analogy. Which is the best expression of the deeper, symbolic meaning of the poem's subject? Circle the letter of your answer choice.

A. a barrier that prevents dogs from digging in the homeowner's garden
B. a protection against falling into the lake
C. a protective wall against wandering children
D. a barrier to isolate wealthy people from everything in the outside world

Name _____ Date _____

Literary Analysis: Comparing Types of Description

Assess

A Circle the letter of the best answer.

1. Which reflects the actual, everyday meaning of words?

A. imagery
B. literal language
C. figurative language
D. analogy

2. Which reflects a deeper, symbolic meaning for words?

A. literal language
B. figurative language
C. expository writing
D. jargon

3. Which is the best example of the use of analogy in a poem?

A. a comparison of an old house and a new house
B. a comparison of a bright bluebird and a dark crow
C. a comparison of a deserted island and a sense of loneliness
D. a comparison of a young boy and a tired old man

B Read the poem "Choose" by Carl Sandburg. Then, answer the questions.

The single clenched fist lifted and ready,
Or the open asking hand held out and waiting.
Choose:
For we meet by one or the other.

1. The literal subject of this poem involves two people greeting each other.

What literal "choice" do they have? _____

2. What does "clenched fist lifted and ready" suggest about mood?

_____

3. What does "open asking hand held out and waiting" suggest about mood?

_____

4. Circle the letter of the best choice to complete this sentence: The deeper, symbolic meaning of the "choice" is a choice between being

A. enemies or friends.
B. manager or employee.
C. a teacher or a student.
D. a child or an adult.

Answer Key

Practice, p. 192

Sample answers:

1. On that early Saturday morning, the park was crowded.

2. Eager, Sara approached the soccer field.

3. Then she asked the coach to let her try out for the team.

4. She emptied her gym bag's contents, two shin guards and a pair of cleats, onto the grass.

Assess, p. 193

A 1. Stonehenge; 2. an ancient monument; 3. a county in southwestern England; 4. R.J.C. Atkinson; 5. June 21

B Sample answers:

1. Somberly, Darren lumbered out of the room.

2. Exhausted, the puppy flopped down on the rug and immediately fell asleep.

3. In the middle of the night, we went to the back yard to watch the meteor shower.

4. Next week our team will take on the Lakeland Tigers, last year's state champs.

5. In 1985, a team of French and American scientists found the wreckage of the Titanic

Spelling: Words With Prefixes and Suffixes

Practice, p. 194 1. tasteless; 2. reference; 3. traveled; 4. immovable; 5. illegal

Assess, p. 195

A 1. tasteless; 2. dizziness; 3. occurrence; 4. collapsible

B 1. impractical; 2. reenact; 3. immovable; 4. illegal

C 1. C; 2. B; 3. A; 4. D

Writing: Lyric or Narrative Poem

Practice, p. 196

Sample answers:

Answer Key

A 1. The speaker is upset to have his or her quiet evening interrupted by a noisy intruder and a blast of cold air.

2. Any two of the following: glowing embers, crash and stomp, cold air, freezing, current of cold in a warm lagoon

3. Student answers should reflect an understanding of how to write a lyric poem. Students' lines of poetry should continue to express the speaker's thoughts or feelings and include at least one vivid image.

B 1. Donna-Lee and her little sister are introduced.

2. The little sister wants to play with DonnaLee, but Donna-Lee thinks she's a pest.

3. Student answers should reflect an understanding of how to write a narrative poem. Students' lines of poetry should advance the plot, introduce one or more additional characters, and include at least one detail that describes the setting.

Assess, p. 197

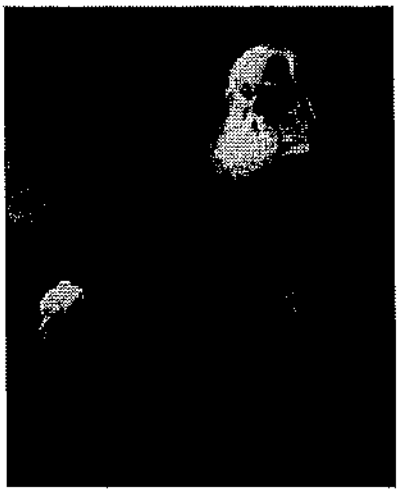
Student answers should reflect an understanding of how to write a lyric or narrative poem. For a lyric poem, students should express the thoughts and feelings that a rainy day evokes for a single speaker. The poem should include vivid images that convey these thoughts and feelings and have a musical quality. For a narrative poem, students should tell a story that takes place on a rainy day. The poem should include one or more characters, details that identify the setting, and a conflict or problem that the characters face

Walt Whitman and His Captain

This text and Images are from "America's Story from America's Library" by the Library of Congress.

Walt Whitman Wrote A Letter

February 9, 1888



Detroit Publishing Company, Library of Congress.

Portrait of Walt Whitman

Have you ever kept rewriting a story or poem because you just weren't satisfied with it? Walt Whitman wrote his poem about President Lincoln, "O Captain! My Captain!" in 1865, but he revised it in 1866, and again in 1871.

After the wrong version of his poem was published in the Riverside Literature Series No. 32, Whitman wrote to the publishers on February 9, 1888. "Somehow you have got a couple of bad perversions in 'O Captain,'" he wrote, "I send you a corrected sheet."

Do you know why Whitman wrote the poem about Abraham Lincoln?

O Captain! My Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring:
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

Whitman wrote the poem in response to the assassination of the president just as the Civil War was coming to an end. His poem was so popular, and he was requested to recite it so often, that he said, "I'm almost sorry I ever wrote [it] . . ."

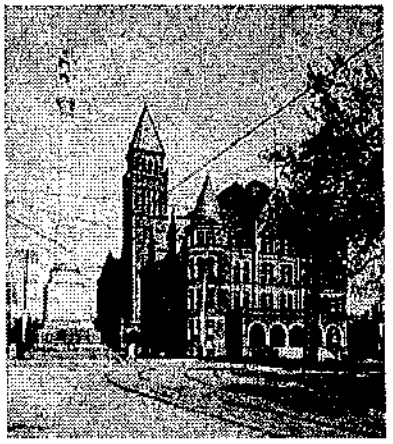
Paul Laurence Dunbar

The text and image are from "America's Story from America's Library" by the Library of Congress.

Paul Laurence Dunbar Was Born
June 27, 1872

We wear the mask that grins and lies,
It hides our cheeks and shades our eyes
Paul Laurence Dunbar

Do you like writing stories or poetry? If you enjoy writing at all, you and Paul Laurence Dunbar have something in common. Dunbar was born on June 27, 1872, in Dayton, Ohio, and was the child of former slaves. He grew up to be an internationally acclaimed poet, short story writer, novelist, dramatist, and lyricist. By the turn of the century, Dunbar was the most famous black writer in America.



Library of Congress

Steele High School where Paul L. Dunbar went to school

When Dunbar was young, his mother told him stories of the South. Then, later on in life, Dunbar wrote his own stories about African Americans in the South. One of his best friends was his classmate Orville Wright. (Orville and his brother Wilbur invented the airplane.) The two friends published a newspaper called *The Dayton Tattler*. Unfortunately, their money ran out after just three issues, but Dunbar did not give up writing. In 1893, while working as an elevator operator, Dunbar published his first book of poetry, *Oak and Ivy*.

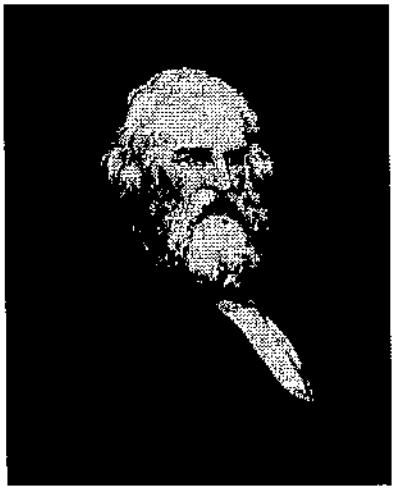
After two more of Dunbar's books were published, his poetry became very popular. Dunbar read his poems to audiences in the United States and in England. When he returned from England, Dunbar took a job as an assistant librarian at the Library of Congress.

Have you ever tried to write a song? In 1902, Booker T. Washington commissioned Dunbar to write the school song for the Tuskegee Institute. However, Washington was not pleased with Dunbar's "Tuskegee Song." Dunbar wrote back to Washington this letter to defend his work.

Dunbar published 22 books and many poems before his death in 1906. He was just 33 years old when he died. What would you like to write a story or poem about?

Henry Wadsworth Longfellow's Poetry

The text and images are from "America's Story from America's Library" by the Library of Congress.



Library of Congress

Portrait of Henry Wadsworth Longfellow

Poet Henry Wadsworth Longfellow Was Born
February 27, 1807

Have you ever stood up in front of your class and recited a poem? When your grandparents and great-grandparents were in school, they may have been required to recite this poem, "The Village Blacksmith," by Henry Wadsworth Longfellow.

Under a spreading chestnut tree,
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

Longfellow was born on February 27, 1807, in Portland, Maine. His poetry was very popular in the 19th century, and many of his poems are still familiar today. Have you ever read his poem about Paul Revere's midnight ride on August 18, 1775?

Library of Congress

Longfellow's writing desk at Wadsworth-Longfellow House, Portland, Me

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere

"Paul Revere's Ride" was published in *Tales of a Wayside Inn* in 1863. Paul Revere was the patriot who rode on horseback through the Massachusetts towns of Lexington and Concord warning of the upcoming British attack. Longfellow's poems were also popular in Europe. After he died in 1882, he became the only American commemorated in the Poet's Corner in England's Westminster Abbey.

While Longfellow was a professor at Harvard University, he lived in Cambridge, Massachusetts, with his second wife, Fanny Appleton, (his first wife died) and his six children. One day, while he was at home, something happened that inspired him to write a poem about his children.

Library of Congress

The hall in Longfellow's home in Cambridge, Massachusetts

In "The Children's Hour," Longfellow wrote about an evening when his daughters tried to catch him by surprise. What do the first two verses of the poem have to do with the photograph on this page?

From my study I see in the lamplight,
Descending the broad hall stair,

Grave Alice, and laughing Allegra,
And Edith with golden hair.

A whisper, and then a silence:
Yet I know by their merry eyes
They are plotting and planning together
To take me by surprise.

Can you imagine his daughters playing on this staircase? Longfellow's poems may seem old-fashioned now, but he was considered a "new poet" in his day. What would a modern-day poet write about you?

John Keats' Ode "To Autumn"

The text and image are from "America's Story from America's Library" by the Library of Congress.

John Keats Wrote Ode "To Autumn"
September 19, 1819

What's your favorite season? Summer, spring, winter, or fall? Ever write about your favorite time of year? On September 19, 1819, English poet John Keats was inspired by the changing season and wrote an ode "To Autumn." Here's how it begins:

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun; . . .

The lyric poem is all about the beauty of the season and the melancholy mood that occurs as fall turns into winter.

Where are the songs of Spring? Ay, where are they?
Think not of them, thou hast thy music too, --. . .

Library of Congress

"Site of Thoreau's hut, Lake Walden, Concord, Mass.," 1908.

John Keats wrote several odes, which many people say are his greatest poetic achievements. With the exception of "To Autumn" which he wrote in September, he wrote all the odes between March and June of 1819. During this time, he was struggling with a fatal illness as well as mourning the death of his brother. He also had an intense love affair with Fanny Brawne, who later became his fiancée. Sadly, John Keats died from tuberculosis at the age of 25 in 1821.

Observation and description of the natural world were typical of the English Romantic movement (Romantic writing is characterized by an idealization of the past.) Poets John Keats, William Wordsworth, and Samuel Taylor Coleridge had an influence on American writers such as Henry David Thoreau. Living on Walden Pond, Thoreau continued the tradition of Romantic poets in his journals describing his surroundings.

Langston Hughes

This text is from "America's Story from America's Library" by the Library of Congress.

By Carl Van Vechten [Public domain], via Wikimedia Commons

Photograph of Langston Hughes

Langston Hughes Was Born February 1, 1902

Do members of your family like to tell stories? The tradition of storytelling inspired poet and writer Langston Hughes, who was born in Joplin, Missouri, on February 1, 1902. Hughes spent much of his childhood with his grandmother, who filled his imagination with stories of the past. As a result, Hughes developed a deep interest in African American culture and history that he later wrote into his many stories, autobiographies, histories, and poems.

Hughes wrote the poem "The Negro Speaks of Rivers" the summer after he graduated from high school. It starts like this:

I've known rivers:
I've known rivers ancient as the world and older

Than the flow of human blood in human veins. My soul has grown deep like the rivers.

Hughes loved to write and was determined to make his work known. In 1925, while working as a busboy at a hotel in Washington D.C., he slipped three poems into the shoulder bag of guest Vachel Lindsay, who was famous for his performances of poetry. Lindsay liked the poems and as a result, Hughes received a scholarship to Lincoln University in Pennsylvania. There he earned his degree and published collections of poetry and stories. Hughes was part of the Harlem Renaissance, a flourishing of artistic expression by African Americans centered in the community of Harlem in New York City in the 1920s.

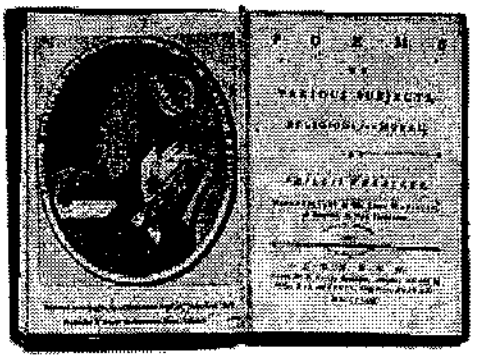
In 1941, Hughes wrote the poem "The Ballad of Booker T" about the controversial educator, Booker T. Washington. A freed slave, Washington became a political leader for African Americans in 1881. Some people believe he was too cooperative with the white leaders. Hughes understood Booker's situation and explained it in the poem:

Sometimes he had
Compromise in his talk-
For a man must crawl
Before he can walk-
And in Alabama in '85
A joker was lucky
To be alive.

Ask your family if anyone has read poetry or stories by Langston Hughes. And while you're at it, ask your parents and grandparents to tell some stories about the past. Maybe they will inspire you.

Phillis Wheatley, the Poet

The text and image are from "America's Story from America's Library" by the Library of Congress.



Library of Congress

An engraving of poet Phillis Wheatley from her book, Poems on Various Subjects, Religious and Moral

Phillis Wheatley, the First African American Published Book of Poetry
September 1, 1773

Phillis Wheatley was only seven or eight years old when she was captured and taken from her home in West Africa. A slave ship brought her to Boston in 1761. Knowing nothing of the talents she would soon show the world, John Wheatley, a prosperous tailor, and his wife, Susanna, purchased the young girl directly from the ship and named her Phillis Wheatley.

Wheatley grew up to be a poet. Her collection,*Poems on Various Subjects, Religious and Moral*, was published on September 1, 1773. How did she become the first African American writer to publish a book of poetry, when most slaves were forbidden to learn to read and write?

One day, the Wheatleys saw Phillis writing on a wall with chalk. Rather than punish her, the Wheatleys encouraged her to learn. Their daughter tutored her in reading and writing. Wheatley also studied English literature, Latin, and the Bible, but what she did best was to write poetry. Her first poem was published in the *Newport Mercury* newspaper in 1767.

Six years later, in the service of the Wheatley family, Phillis Wheatley sailed to London where she hoped to meet Selina Hasting, the Countess of Huntingdon. While they were not able to meet in person, the Countess helped Wheatley publish a volume of her poetry in 1773. Wheatley had another surprise waiting for her back in America.

Soon after she returned home, Wheatley was given her freedom. As a free woman, she published both an antislavery letter and a poem to George Washington, whom she had met. Washington wrote to Wheatley, thanking her and praising her "great poetical Talents."

Phillis Wheatley married John Peters, a free black man, in 1778 and published three more poems. Her husband, however, was not as successful in business. Wheatley became a servant later on in her life, and when she died, she was very poor. Although she died poor, she died a free woman.

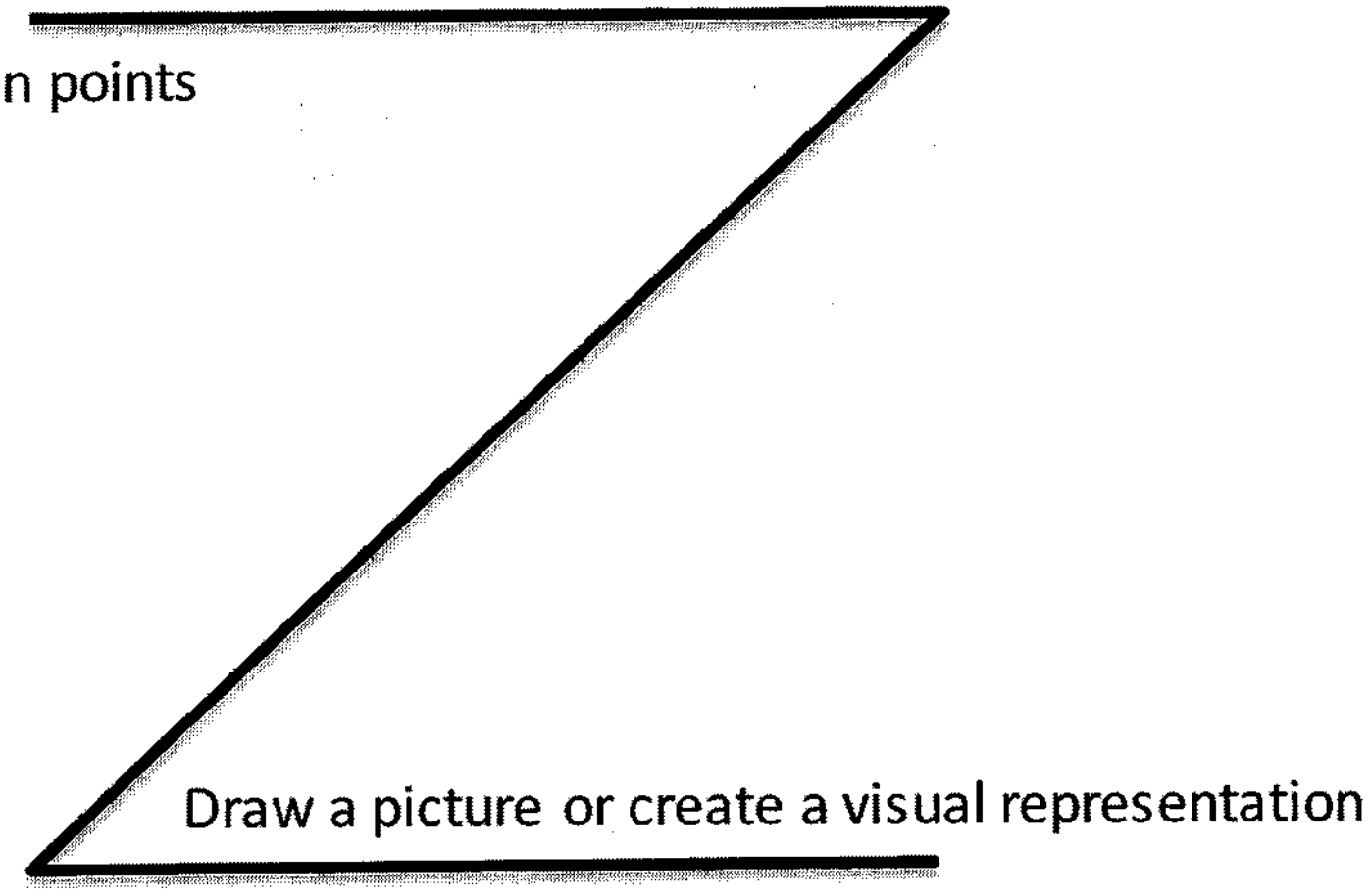
Complete a Z Chart for each article. Then summarize each article in 7-10 sentences.

Topic or Title: _____

Main Idea: _____

3 main points

-
-
-



HOW TO USE THIS BOOK

180 Days of Math for 8th Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every 8th Grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Addition or Subtraction	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands the meanings of operations and how they relate to one another; Computes events and makes reasonable estimates
2	Multiplication	
3	Division	
4	Place Value or Number Sense	
5	Fractions, Decimals, and Percents	Works flexibly with fractions, decimals, and percents to solve problems; Compares and orders fractions, decimals, and percents efficiently; Understands the meaning and effects of arithmetic operations with fractions and decimals
6	Order of Operations and Patterns	Understands the meanings of operations and how they relate to one another
7	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8		
9	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
10	Geometry	Uses visualization and spacial reasoning to solve problems; Analyzes characteristics and properties of two- and three-dimensional geometric shapes
11	Data Analysis/Probability	Selects and uses appropriate statistical methods to analyze data; Understands and applies basic concepts of probability
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

8th Grade

DAY **126**

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

1. Subtract 69 from 237.

_____

2. 30 x 8 = _____

3. $5\overline{)414}$

4. Is 35,647 greater than, less than, or equal to 35,764?

_____

5. Write 12.95 as a mixed number.

_____

6. Insert parentheses to make the following equation true.

8 + 9 x 3 – 1 = 26

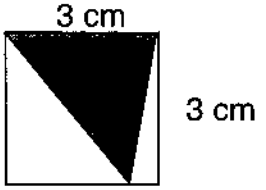
7. 4 + 16 = 4 x ☐

8. Find *r*. $19r = 190$

r = _____

9. Calculate the area of the shaded triangle.

_____

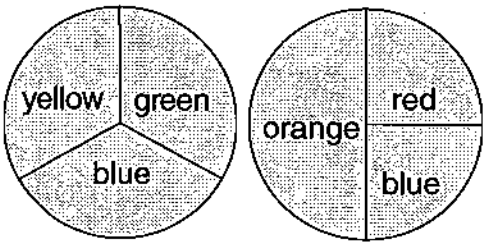


10. What is the shape of the base on a pentagonal pyramid?

_____

11. Which spinner would give you the best chance of landing on a word with 6 letters?

_____



Spinner A **Spinner B**

12. How many feet are in a hundred yard dash?

_____

DAY 127

NAME: _____

DIRECTIONS Solve each problem.

1. $\begin{array}{r} 90 \\ +\ 50 \\ \hline \end{array}$

2. 5 x 17 = _____

3. Divide 728 into 8 equal groups.

_____

4. List all of the factors of 56.

_____

5. $\frac{5}{12}$ of 144 is _____.

6. 7 x 8 – 4 x 3 = _____

7. .9 = ☐ %

8. Find z. $\frac{z}{21} = 7$

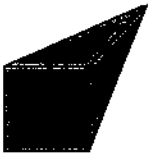
z = _____

9. Write 6:58 P.M. in a 24-hour time format.

_____

10. How many faces are on the solid?

_____



11. Two red cubes, two green cylinders, and three yellow rectangular prisms were placed into a bag. If you reach into the bag and pull out an object, what is the probability that it will not be a red block?

_____

12. A collection of chickens and pigs has a total of 70 legs and 26 heads. How many chickens are there?

_____

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

DAY
128

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

1. 93 – 48 = _____

2. Calculate the product of 78 and 6.

_____

3. $6\overline{)283}$

4. Which is greater: 3^3 or 5^2?

_____

5. Round 3.6 to the nearest whole number.

_____

6. Insert parentheses to make the following true.

7 x 8 – 4 x 3 = 84

7. ☐ x 10 = 8,720

8. Find w. $w^2 = 64$

w = _____

9. Calculate the distance a car can travel in 2 hours at 55 mph.

_____

10. What is the sum of the angles in a quadrilateral?

_____

11. What are the outliers in this data set?

518, 722, 560, 543, 251, 523

_____

12. Paula, Fiona, and Veronica are playing a guessing game. Fiona's guess is 1,381 more than Paula's number. Paula's number is 1,523 less than Veronica's number. Veronica's number is 3,243. What is Fiona's number?

_____

DAY 129

NAME: _____

DIRECTIONS Solve each problem.

1. Double 39.

_____

2.
$$\begin{array}{r} 40 \\ \times\ 20 \\ \hline \end{array}$$

3. What is the quotient when 791 is divided by 9?

_____

4. List the first five multiples of 8.

_____

5. Write 2.38 as a mixed number.

_____

6. $64 \div 4 \times 2 \div 8 =$ _____

7. $36 \div 6 = 2 \times \square$

8. Distribute.

$12(8 - n) =$ _____

9. What is the volume of a container (in cm^3) that holds 350 mL?

_____

10. Do parallel lines meet at 90°?

_____

11.

Cookies Baked

Molly	5
Jake	3
Lucas	7
Mindy	5

= 1 dozen cookies

How many more cookies did Lucas bake than Mindy?

_____

12. Compare an octagonal pyramid with an octagonal prism.

	Faces	Edges	Vertices
Octagonal Pyramid			
Octagonal Prism			

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

DAY
130

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. Ⓨ Ⓝ
2. Ⓨ Ⓝ
3. Ⓨ Ⓝ
4. Ⓨ Ⓝ
5. Ⓨ Ⓝ
6. Ⓨ Ⓝ
7. Ⓨ Ⓝ
8. Ⓨ Ⓝ
9. Ⓨ Ⓝ
10. Ⓨ Ⓝ
11. Ⓨ Ⓝ
12. Ⓨ Ⓝ

___ / 12
Total

1. Subtract 89 from 274.

_____

2. $5 \cdot 29 =$ _____

3. $6\overline{)285}$

4. How many digits are in the number 385,604?

_____

5. $\frac{3}{5} + \frac{1}{10} =$ _____

6. Write the next number in the sequence. 2,175; 2,125; 2,075;

_____

7. 7,000 + ☐ + 60 + 5 = 7,965

8. Write the expression for the product of 17 and *s*.

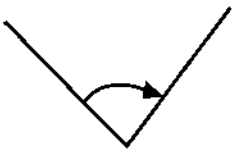
_____

9. How many grams are in $\frac{1}{4}$ kilogram?

_____

10. Use a protractor to measure the angle.

_____



11. What is the mode of this set of data?

18, 25, 31, 31, 44, 68, 76

_____

12. In magic squares, each row, column, and diagonal adds up to the same number. Complete the magic square using the numbers 2–17.

13		10	
14	3		
	12	6	
2	15	5	16

ANSWER KEY *(cont.)*

Day 119

1. 75
2. −335
3. 29
4. yes
5. $\frac{3}{10}$
6. 13
7. +
8. $7x - 63$
9. 750 cm^3
10. yes
11. 14.3 points
12. 10 cubes

Day 120

1. 38
2. 730
3. $9\frac{17}{20}$ or 9.85
4. 87,642
5. 6% should be circled.
6. 957
7. 7
8. 4
9. 4,700 g
10. greater than
11. $15.75
12. 39 bottles

Day 121

1. 321
2. 240
3. 82
4. ten thousands
5. $\frac{5}{3}$
6.

Centimeter	300	500	700	900	1,100
Meter	3	5	7	9	11

Rule: Divide centimeters by 100 to convert to meters.

7. 8
8. 2
9. 5.275 liters
10. line F
11. 10
12. 21 cm

Day 122

1. −106
2. 2,400
3. 46
4. 49,068
5. 5
6. 88
7. 90
8. 40
9. 20:17
10. isosceles triangle
11. $\frac{1}{2}$ blue, $\frac{1}{4}$ green, $\frac{1}{4}$ orange
12. 5, 3, 15

Day 123

1. 84
2. 215
3. $29\frac{4}{5}$ or 29.8
4. 13,000
5. 4.053
6. 34
7. −
8. 52
9. 8,475 m
10.  1 lines of symmetry
11. $\frac{1}{5}$
12. $20

Day 124

1. 159
2. 160
3. $13\frac{4}{7}$
4. The product of an integer (3 or −3) and itself equals 9.
5. $\frac{4}{10}$ or $\frac{2}{5}$
6. 1
7. 5
8. 3
9. 45 mph
10. decagon; 10; 10; yes; plane shape
11. 15 minutes
12. 96 cards

Day 125

1. 137
2. 300
3. 19
4. 20th
5. 5
6. (8 + 9) x 3 − 1 = 50
7. 3
8. 210
9. 24 m^3
10. equilateral triangle
11. heads and tails; heads and heads; tails and tails
12. $64.20

Day 126

1. 168
2. 240
3. $82\frac{4}{5}$ or 82.8
4. less than
5. $12\frac{95}{100}$ or $12\frac{19}{20}$
6. 8 + 9 x (3 − 1) = 26
7. 5
8. 10
9. 4.5 cm^2
10. pentagon
11. Spinner B
12. 300 feet

Day 127

1. 140
2. 85
3. 91
4. 1, 2, 4, 7, 8, 14, 28, 56
5. 60
6. 44
7. 90
8. 147
9. 18:58
10. 5 faces
11. $\frac{5}{7}$
12. 17 chickens

Day 128

1. 45
2. 468
3. $47\frac{1}{6}$
4. 3^3
5. 4
6. 7 x (8 − 4) x 3 = 84
7. 872
8. 8 or −8
9. 110 miles
10. 360°
11. 251 and 722
12. 3,101

Day 129

1. 78
2. 800
3. $87\frac{8}{9}$
4. 8, 16, 24, 32, 40
5. $2\frac{38}{100}$ or $2\frac{19}{50}$
6. 4
7. 3
8. $96 - 12n$
9. 350 cm^3
10. no
11. 24 cookies
12.

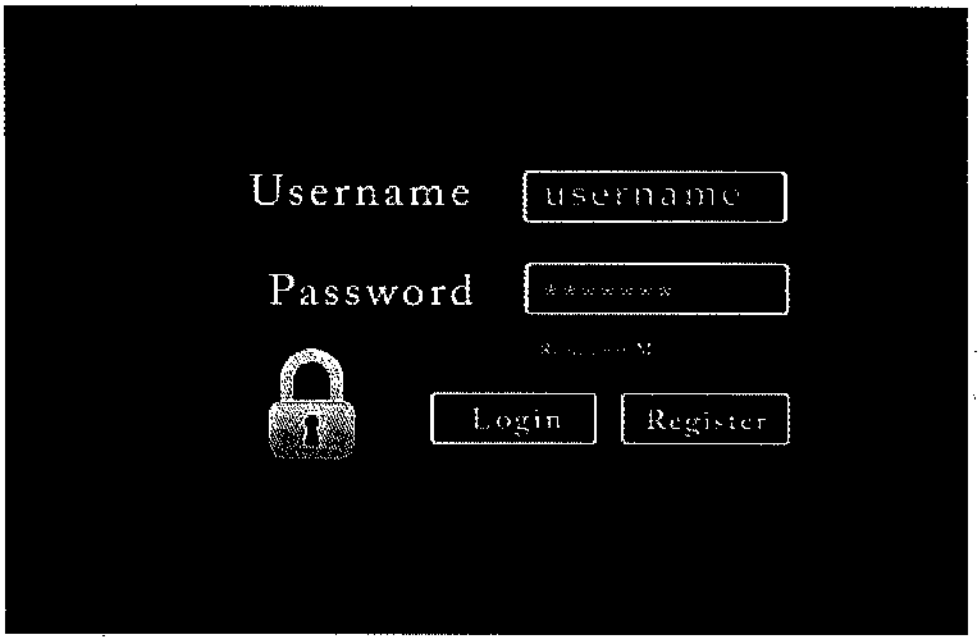
	Faces	Edges	Vertices
Octagonal Pyramid	9	16	9
Octagonal Prism	10	24	16

Day 130

1. 185
2. 145
3. $47\frac{1}{2}$ or 47.5
4. 6 digits
5. $\frac{7}{10}$
6. 2,025
7. 900
8. $17s$ or 17 x s
9. 250 grams
10. 81 degrees
11. 31
12.

13	8	10	7
14	3	17	4
9	12	6	11
2	15	5	16

New Debate: Password Protected



Do schools have the right to monitor students' online activity?

When you post a message on a social networking site, you probably don't expect your teacher or principal to read it. Neither did a 12-year-old girl in Minnesota who wrote an angry message about a fellow student on her Facebook page. When school authorities read that note and other inappropriate messages written by the student, they demanded that she give them her password.

That incident, which led the American Civil Liberties Union to file a lawsuit, is one of several recent cases in which schools have disciplined students for bad online behavior outside of school. Many people believe schools have the right to punish students if their Internet activity leads to bullying or class disruptions. Others think that punishing students for what they do on the Web is the responsibility of parents, not schools.

Do schools have the right to monitor students' online activity? *Current Events* student reporters Joseph Maneen and Akash Bagaria each posted a side.

Watch What You Type

I believe schools have the right to monitor students' online activity. Young people need to learn that

when you post something on the Internet, there are consequences. Kids should not be misbehaving on social networking sites in the first place.

Second, inappropriate online activity often comes in the form of cyberbullying. Fourteen states have passed anti-cyberbullying laws, and other states are considering them. If a school catches a student bullying someone online before the police do, the student is less likely to end up in legal trouble.

Lastly, schools should have the right to punish students for online activity because doing so might save lives. If a student is bothering another student, the school could address the problem before the dispute gets physical. Peter Ivancic, a teacher from Haverhill, Mass., agrees. "If the students have done something worth taking the [social networking site] password, of course the school should take it," he says.

Freedom Comes First

Schools do not have the right to monitor what students do online outside of school. Monitoring students' online activity is an invasion of privacy and a violation of freedom of speech. Imagine teachers checking students' cell phones or spying on their after-school conversations. Tracking students on the Internet is essentially the same thing.

There should be a level of trust between teachers and students. Trust strengthens people's values of commitment and responsibility. Teachers should have faith that their students will follow the honor code and not partake in anything immoral online.

Finally, the role of educators is to teach, not to monitor kids outside the classroom. Parents should oversee their children's actions and guide them in the right direction. Maria Shepard, a teacher at Princeton Day School in New Jersey, agrees. "If the device is not school-owned and is not being used on school campus, schools [should not] monitor [a] student's online activity. ... If an issue arises, the student's parents could manage it."

Name: _____ **Date:** _____

1. According to the passage, how many states have passed anti-cyberbullying laws?

A. 14

B. 12

C. 16

D. 10

2. The passage shows two sides of this debate: Should schools have the right to monitor students' online activity? All of the following are arguments AGAINST schools having the right to monitor students' online activity EXCEPT

A. monitoring students' online activity violates their freedom of speech

B. students need to learn that there are consequences to their actions

C. teachers don't have the right to monitor students outside of school

D. parents, not educators, should oversee their children's actions

3. The author enhances the reader's understanding of the debate in all of the following ways EXCEPT

A. by showing both sides of this debate

B. by including quotes from educators

C. by stating several facts about the issue

D. by showing why one side is right

4. Read this sentence from the passage:

"Trust strengthens people's values of commitment and responsibility."

In this sentence, the word **commitment** means

A. loyalty

B. privacy

C. separation

D. competition

5. What was the author's purpose for including the opening paragraph ("When you post...") in the passage?

A. to persuade teenagers to only post friendly messages on Facebook

B. to explain the significance of Americans being able to openly debate

C. to give an example of an incident that is the basis for this debate

D. to describe how inappropriate online behavior should be handled

6. Which side of the debate is teacher Maria Shepard on?

7. Why are states passing anti-cyberbullying laws? How do you know? Please provide evidence from the text.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ school authorities read several inappropriate messages written by a 12-year-old girl in Minnesota, they demanded that she give them her Facebook password.

A. But

B. So

C. After

D. First

1. According to the passage, how many states have passed anti-cyberbullying laws?

A. 14

B. 12

C. 16

D. 10

2. The passage shows two sides of this debate: Should schools have the right to monitor students' online activity? All of the following are arguments AGAINST schools having the right to monitor students' online activity EXCEPT

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4. Read this sentence from the passage:

"Trust strengthens people's values of commitment and responsibility."

In this sentence, the word **commitment** means

A. loyalty

B. privacy

C. separation

D. competition

5. What was the author's purpose for including the opening paragraph ("When you post...") in the passage?

A. to persuade teenagers to only post friendly messages on Facebook

B. to explain the significance of Americans being able to openly debate

C. to give an example of an incident that is the basis for this debate

D. to describe how inappropriate online behavior should be handled

6. Which side of the debate is teacher Maria Shepard on?

She is against schools having the right to monitor students' online activity.
[last paragraph]

7. Why are states passing anti-cyberbullying laws? How do you know? Please provide evidence from the text.

Many states are passing anti-cyberbullying laws because cyberbullying is becoming a big problem. According to the text, disputes can get physical, and students who cyberbully can end up in legal trouble. The passage also mentions that punishing students for cyberbullying "might save lives," which alludes to recent student deaths that resulted from cyberbullying.
[paragraphs 2 and 3 after subhead "Watch What You Type"]

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

_____ school authorities read several inappropriate messages written by a 12-year-old girl in Minnesota, they demanded that she give them her Facebook password.

A. But

B. So

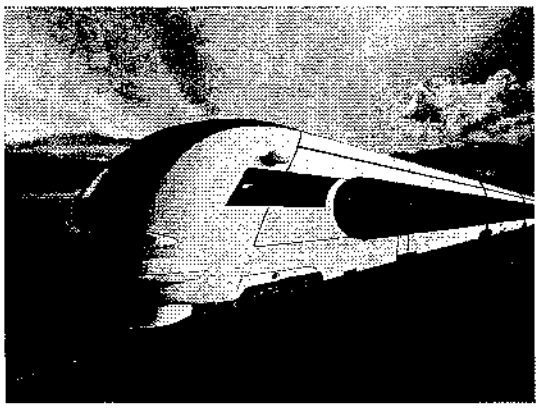
C. After

D. First

Reading Science

Name: _____ Date: _____

Magnets and Potential Energy



1 Energy is the ability to do work or cause movement. Potential energy (PE) is sometimes called stored energy. Potential energy is the energy stored within a physical system. You can think of potential energy as work waiting to happen. All objects at rest have some type of PE. The PE of an object changes with its position. What does this mean? The PE that an object has is measured in relation to a specific starting point.

2 Let's look at some examples. Sometimes we talk about chemical potential energy. This type of PE is in the chemical bonds of all matter. The amount of chemical PE an object has depends on the types of chemical bonds found in that matter. Sometimes we talk about elastic PE. The amount of elastic PE in that system depends on how far the object is stretched or compressed. Sometimes we talk about gravitational PE. The amount of gravitational PE an object has depends on how far it is from the ground.

3 Gravity gives us the most common examples of PE. A book on the table has more gravitational potential energy than a book on the floor. A roller coaster has more potential energy at the top of the track than at the bottom of the track. An apple high in a tree has farther to fall than an apple low in a tree. The force of gravity will do more work to bring it to the ground; therefore, the higher apple will have greater potential energy than the lower apple. In all cases, the farther the object is from the ground, the more PE it has.

4 It is important to note that PE applies to all forces acting at a distance. Acting at a distance means that contact between objects is not required. The force has an effect even when the objects do not touch. Forces acting at a distance include gravity, electricity, and magnetism. Magnetism has some interesting uses related to potential energy.

5 How do magnets work? Remember, each magnet produces its own magnetic field. The orientation of the field gives each magnet two poles, the north pole and south pole. When two magnets come close to each other, their fields interact. This makes a force that can act over a distance. The way the fields interact changes, based on which poles of the two magnets come together. If two north poles come close, the two magnets will repel, or push each other away. If a north pole and a south pole come close, the two magnets will attract.

Reading Science

6 There is another thing to remember about potential energy. Physical systems act in ways that reduce the stored potential energy. In the case of gravitational PE, an unsupported object will fall and lower its potential energy. A ball will drop when it is let go. The same thing happens with magnetic PE. A magnet that can move will align itself with another, stronger magnetic field. That is how it reaches the state of lowest PE. You can see this happen. The needle of a compass is a magnet. If you move the compass, the needle will twist to line up with Earth's magnetic field.

7 What does this really tell us about potential energy and magnets? Gravitational PE only depends on distance. Magnetic PE depends on both distance and orientation in the magnetic field. A south pole of one magnet can approach the north pole of another. The magnetic fields are aligned. This makes an attractive force between the two magnets. The farther apart they are, the higher their potential energy. If allowed to move freely, they will snap together to minimize PE. This is just like the ball falling to the ground to lower gravitational PE. Two north poles can approach each other. The magnets' fields are in exact opposite alignment. The field produces a repulsive force pushing them apart—they repel. In this case, the closer they are, the higher their potential energy will be. If allowed to move, they may move as far apart as possible or one will swing around to change its orientation. Either way, the PE will be lowered.

8 Magnets come in two varieties. They can be permanent or temporary. The small magnets on refrigerator doors are examples of permanent magnets. Temporary magnets use electricity to create a magnet. The magnet can be turned on or off. The north and south poles of a temporary magnet can switch sides. Larger electric currents make stronger magnets.

9 Some trains use magnets and PE to make them run along a track. They are called Maglev trains. The word "Maglev" is short for magnetic levitation. These trains have no wheels. Instead, the track has magnetic coils pointing towards the railcar. The railcar also has magnets pointing towards the track. The magnets on the track and train are temporary magnets. When turned on, they repel each other. The railcar lifts off the track between 1 and 10 centimeters. The current from the coils in the track keeps changing. This changes the orientation of the magnetic field of the temporary magnets along the track. The coils in front of the train use magnetic force to pull the train forward. The coils behind the train use magnetic force to push the train forward. This type of train system uses magnetic PE to move the train along the track with very little friction.

Reading Science

1. Gravitational potential energy is related to–

   A. What an object is made of.

   B. An object's motion.

   C. An object's position.

   D. An object's color.

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2. Which statement about potential energy is correct?

   A. The closer an object is to the ground, the greater the PE.

   B. The farther an object is from the ground, the greater the PE.

   C. The only form of PE is gravitational PE.

   D. Potential energy is the energy of motion.

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3. Use what you have learned in the reading to answer the following question. The point of a compass needle points to Earth's north pole. The point in the compass needle has–

   A. the same polarity as Earth's north pole.

   B. the opposite polarity from Earth's north pole.

   C. no polarity.

   D. unlimited polarity.

Reading Science

4. A student holds two iron magnets, one in each hand. The south pole of one magnet is pointed toward the south pole of the other magnet. As the magnets get closer to each other, they will–

   A. attract more strongly.

   B. attract more weakly.

   C. repel more strongly.

   D. repel more weakly.

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5. The PE of a magnet in the presence of another magnet is related to–

   A. only how close the magnets are together.

   B. only the direction in which the poles point.

   C. how close the magnets are together and how fast they are moving.

   D. how close the magnets are together and which direction the poles point.

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6. Maglev trains use magnetic PE to help them move along the track. Which statement below shows how they do this?

   A. The magnets in the train and the track repel.

   B. The magnets in front of the train pull the train forward.

   C. The magnets behind the train push the train forward.

   D. All of the above

Reading Science - Magnets and Potential Energy

Answer Key

1. An object's position
2. The farther an object is from the ground, the greater the PE
3. The opposite polarity from Earth's North Pole.
4. Repel more strongly.
5. How close the magnets are together and which direction the poles point.
6. All of the above