Aaron

Week 3/16/20-3/20/20

ELA:

- Reading: 4 pages daily from What Would Joey Do? By Jack Gantos and work on Joey Pigza Study guide (pages 116-135)
- Grammar: complete Monday, Wednesday and Friday (pages 91-93)
- -Simple and Complete Predicates pg. 91

-Clauses pg. 92

-Clauses part 2 pg. 92

Mathematics

• Envision Math Lesson 15-1: Lines, Rays, and Angles

<u>Science</u>

<u>www.Sciencea-z.com</u>

Login: will be emailed or sent via remind

• Lesson: Atmosphere and Climate (It will be under assigned lessons)

Social Studies

• <u>www.socialstudiesweekly.com</u>

Login: will be emailed or sent via remind

• Lesson: Week #4 Indigenous Peoples

Aaron

Week 3/30/20-4/3/20

ELA:

- Reading: 4 pages daily from What Would Joey Do? By Jack Gantos and work on Joey Pigza Study guide (pages 136–155)
- Grammar: complete Monday, Wednesday and Friday (pages 94–96)

-Prepositional Phrases pg. 94

-Prepositional Phrases part 2 pg. 95

-Sentence Fragments 1 pg. 96

Mathematics

• Envision Math Lesson 15-2: Understanding Angles and Unit Angles

<u>Science</u>

• <u>www.Sciencea-z.com</u>

Login: will be emailed or sent via remind

• Lesson: Minerals, Rocks, and Soil (It will be under assigned lessons)

Social Studies

<u>www.socialstudiesweekly.com</u>

Login: will be emailed or sent via remind

• Lesson: Week #5 Native People Encounter Europeans

Simple and Complete Predicates

The predicate of a sentence says something about the subject. A **simple predicate**, or **verb**, is the main word in the complete predicate. The **complete predicate** of a sentence includes the verb and all its modifiers. (See *Write Source* pages 421, 422, 562.2, and 562.3.)

Advon

mondad

Example

My little brother trained our new puppy.

Complete predicate: trained our new puppy

Simple predicate: trained



Underline the complete predicate in each sentence. Then circle the simple predicate (verb). The first sentence has been done for you.

3/18/20

- 1. Our oak tree(fell)over last night.
- 2. The man in the white jacket is my uncle.
- 3. My two sisters hiked ten miles in Big Bend National Park.
- 4. I ate two bowls of chili for lunch.
- 5. My science class took a field trip last week.
- G. I wore my favorite scarf to school.
- 7. Last Saturday, my friends and I played football.

The Next Step Write a sentence with a complete predicate about something that happened yesterday. Share your sentence with a partner and ask him or her to identify the verb.

92

A **clause** is a group of related words that has both a subject and a predicate. An **independent clause** expresses a complete thought and can stand alone as a sentence. A **dependent clause** does not express a complete thought and cannot stand alone. (See *Write Source* page 564.)

Examples

Independent Clause: Our old DVR worked.

Dependent Clause: After we fixed the remote control

Wednesday 3 100/20



On the line before each clause, write "D" if it is a dependent clause and "I" if it is an independent clause. Add correct end punctuation for each independent clause. The first one has been done for you.

1. We got a new DVR.

2. When we lost the remote control

- 3. After Max put his Melba toast in it
- 4. Max is only three

5. Since the Melba toast was in there

- ____ 7. When my dad found out
- _____ &. Until Max gets older
- _____ ③. The new DVR sits on a high shelf
 - _____ 10. Although Max broke the DVR
 - _____ 11. Mom says Max is creative

3

93



Make each dependent clause on the previous page into a complete sentence. To do this, add an independent clause. The first one has been done for you.

3/20/20

When we lost the remote control, we didn't know how to start the

Aaron

Friday

DVR. 2. 20 4 50 6.

The Next Step Write two sentences with a dependent clause at the beginning and two sentences with a dependent clause at the end. Underline the dependent clauses.

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Prepositional Phrases

Aaron

monday 3/23/20

Prepositions are words that introduce prepositional phrases. A **prepositional phrase** can show location, time, or direction, or provide details. A **prepositional phrase** includes a preposition, the object of the preposition, and any describing words that come in between. (For a list of prepositions, see *Write Source* page 598.)

Examples

सिदा

94

He ran through the doorway.

(This prepositional phrase includes the preposition *through*, the object *doorway*, and the article *the*.)

. Without a doubt, they had the flu.

Read the sentences below. Circle each preposition and underline each prepositional phrase. The number of phrases is given in parentheses.

- 1. David made a cute card(for)his mom. (1)
- 2. He made it in the shape of a heart on red paper. (3)
- 3. It had a picture of flowers on the front. (2)
- 4. David wrote a poem inside the card. (1)
- 5. It was about all the things his mom does for him. (2)
- \mathcal{G}_{\circ} . He signed his name beneath the poem and put it in an envelope. (2)
- $\mathbb{7}$. He gave the card to his mom after school. (2)
- \Im . She told everyone about the card she got from David. (2)
- She took the card to work and put it on her desk. (2)

Aaron

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Use the prepositional phrases listed below to fill in the blanks below. Around the world into the air with each other in the nets in front of ships In a single day near people into a tight circle into the circling fish along the bottom in the ocean Dolphins are some of the most graceful animals that live 1 . They can swim as fast as 25 miles per hour $\mathbf{2}$ and sometimes leap high ______. Dolphins have been 3 seen swimming to catch the bow wave. They 4 work together to force fish _____. The dolphins 5 then take turns dashing ______. By working together, 6 dolphins catch their prey. _____, a dolphin can eat 7 thirty to forty pounds of fish! 8 , fishing vessels are a real danger. These 9 boats sometimes use huge nets that drag ______ of the 10 ocean. Dolphins can get caught ______. Fortunately, 11 newer net designs have helped dolphins escape. Dolphins are very 12 curious and like to be ______. Dolphins communicate 13 using clicks, chirps, and actions. One day, 14 scientists hope to communicate with these creatures. 15 Step Write a sentence using a prepositional phrase about your favorite animal. Share your sentence with a partner and ask him or her to identify the preposition.

Sentence Fragments 1

The following activity gives you practice correcting one kind of sentence error: sentence fragments. A fragment is a group of words that is missing a subject, a predicate (verb), or both. It does not express a complete thought. (See Write Source page 424.)

Examples

Sentence Fragments:

Lives at the zoo. (missing a subject)

The animals in that cage. (missing a predicate)

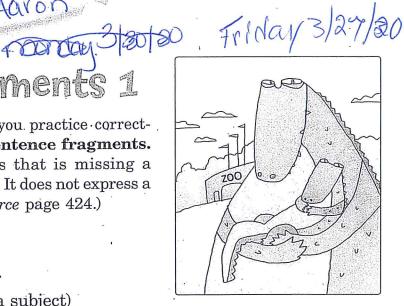
Roaming around. (missing a subject and a predicate)

avon



On each line below, put an "S" if the words that follow are a sentence, or an "F" if they are a fragment. For each fragment, figure out what is missing-the subject, the verb, or both-and write that word on the line to the right of the fragment. The first fragment has been marked for you.

verb 1. A baby alligator to our science class. 2. Brought it from the zoo. 3. It was only about one foot long. 4. Named her Alice. 5. Was afraid of the alligator. 6. Alice afraid of him, too. 7. Next week, the zookeeper will bring an iguana. 🖏 Our teacher animals. a. Animal visits make our class fun. 10. In the afternoon. © Houghton Mifflin Harcourt Publishing Company



30. What effect does talking to Joey have on Mr. Pigza?

31. Do you think Joey's dad will ever change? Why or why not?

-

32. In what ways is Joey a helper to everyone around him?

<u>Chapter 8</u>

33. What did Joey do that made him afraid he was following in his dad's footsteps?

34. What deal did Olivia and Joey make?

35. What does Olivia reveal about why she is mean to Joey?

-

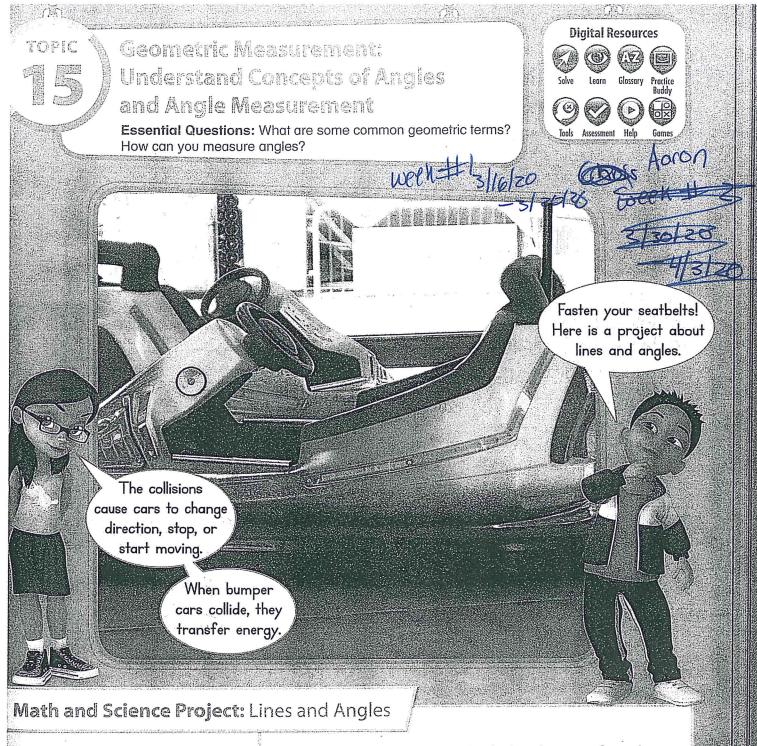
.

36. In what ways are Olivia and Joey's grandmother alike?

<u>Chapter 9</u>

37. Why does Joey's grandmother say it's time for her to die?

.



Do Research Use the Internet or other sources to research the area of the world's largest bumper car floor. Find where it is located and when it was built. **Journal:** Write a Report Include what you found. Also in your report:

- Draw a diagram of a bumper car collision. Use an angle to show how a car might change direction after it collides with something. Measure and label the angle you drew.
- Describe your angle using some of the vocabulary terms on the My Word Cards.

Name							
Review What You Know							
🕲 Vocabulary		1.012/14/14/14/15/14					
Choose the best term from the box. Write it on the blank.	• angle • right angle • line • sixth						
1. A(n) is one of 6 equal parts of a whole, written as $\frac{1}{6}$.							
2. A(n) is a figure formed by two rays that share the same endpoint.							
3. A(n) is an angle that forms a square corner.							
Adding and SubtractingFind the sum or difference.4. 45 + 905. 120 - 45	6. 30 + 150						
7. 180 - 135 8. 60 + 120	9. 90 – 45						
Parts of a Whole							
Tell the fraction that represents the shade	ed part of the whole.						
Dividing	санараларын өссөсөн саларын алар өслөрөн дэнох боосо коссайн азнан килинди бизгериностик тэлжигин анын илтиност	CANNONICOLEGI LINELON					
Find the quotient.							
13. 360 ÷ 6 14. 180 ÷ 9	15. 360 ÷ 4	2					
	TO DOGRAFINE OF TO DUST TO A A THE DESCRIPTION OF THE DUST OF THE						

Problem Solving

16. Make Sense and Persevere Gary has \$4. Mary has twice as many dollars as Gary. Larry has 4 fewer dollars than Mary. How much money do Gary, Mary, and Larry have in all?

Name_ ☆ ⊾

> A right angle forms a square corner, like the one shown below. Draw two angles that are open less than the right angle. *Solve this problem any way you choose.*

You can use reasoning. The closer the angle measure. Show your work in the space below! I can also reason about math.

Southersteampast destant (all Kerom

Look Back! Reasoning Draw an angle that is open more than a right angle.

Lesson 15-1

Lines, Rays,

and Angles

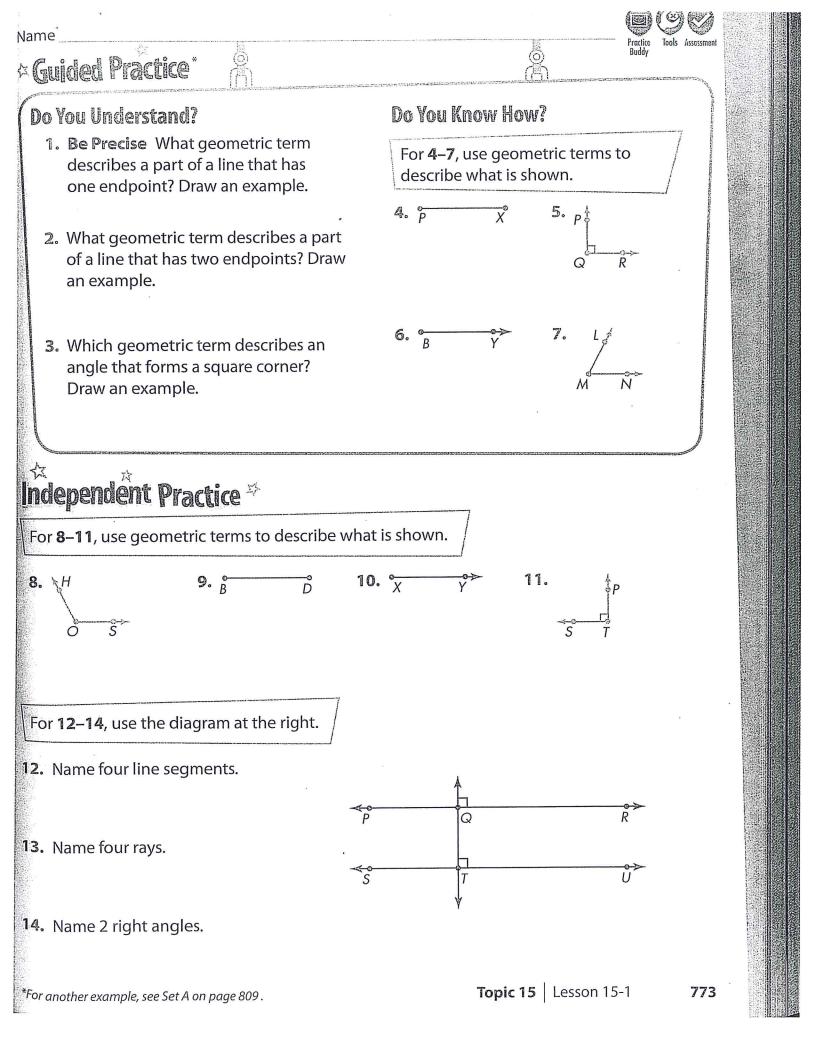
recognize and draw lines, rays, and

l can ...

What Are Some Common Geometric Terms?

Point, line, lin angle, and st	ne segment, ray, right angle, acut raight angle are common geome	e angle, obtuse tric terms.		their is n	s are nan points. / amed wit dpoint fir
	Geometric Term	Example	Label	What You Sa	y
	A point is an exact location in space.	ه Z	Point Z	Point Z	
	A line is a straight path of points that goes on and on in opposite directions.	A B	AB	Line AB	
	A line segment is a part of a line with two endpoints.	G R	GR	Line Segment G	R
	A ray is a part of a line that has one endpoint and continues on forever in one direction.	N O	NO	Ray NO	
A B $\angle ABC$ is a angle. A rig angle form	$\xrightarrow{F}_{E} \xrightarrow{F}_{F}$ right $\angle DEF$ is an \angle acute angle. An ar	3 letters. The sh ys is the center l represent poir GHI is an obtus ngle. An obtuse	etter. The its from e angle	other letters each ray. $\int_{K} K$ $\angle JKL$ is a stra angle. A straig	ght
square cor	ner. open less than rig	is open more than a		angle forms a straight line.	
			5 CC 9122 12 13 1928 19 1928 19 19		
Convince <i>N</i> show the giv	le! Look for Relationships C ren angle.	omplete each f	igure to	1999 - 20 - 20 - 20 - 20 - 20 - 20 - 20 -	
			A		
<i>⊸</i> Obtuse	Straight	>			

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Problem Solving *

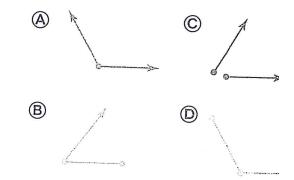
For **15–17**, use the map of Nevada. Write the geometric term that best fits each description. Draw an example.

- 15. Be Precise The route between 2 cities.
- 16. The cities
- 17. Where the north and west borders meet
- **18. Wocabulary** Write a definition for *right angle*. Draw a right angle. Give 3 examples of right angles in the classroom.
- **19. Higher Order Thinking** Nina says s can make a right angle with an acute angle and an obtuse angle that have a common ray. Is Nina correct? Draw picture and explain.

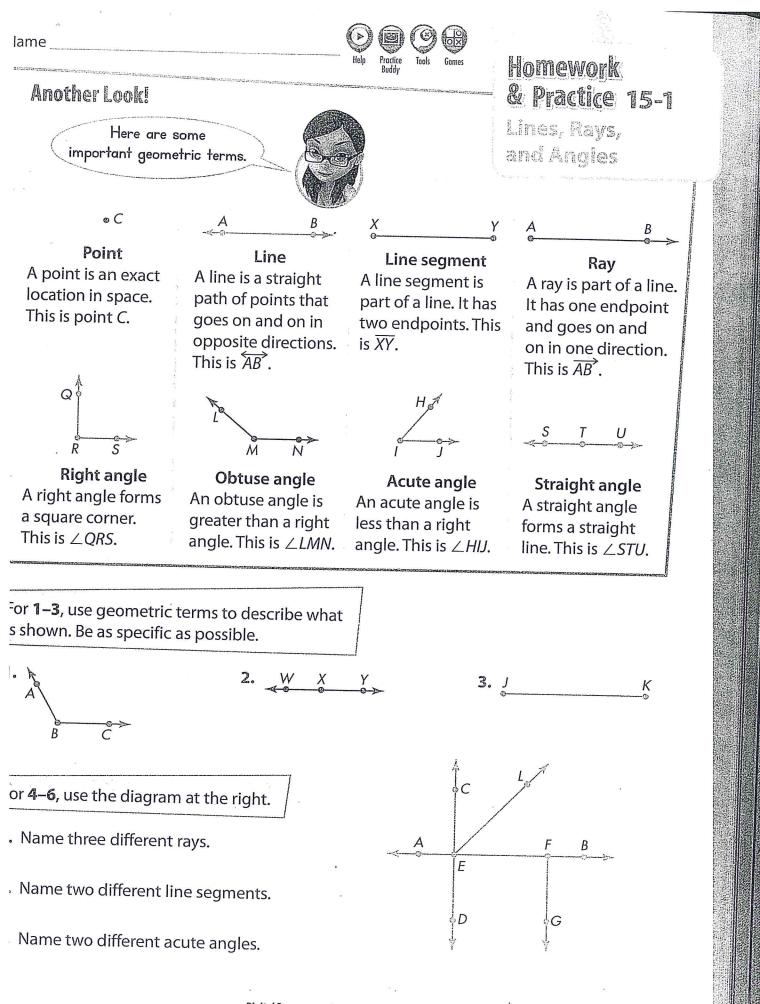
W-

🗸 Assessment -

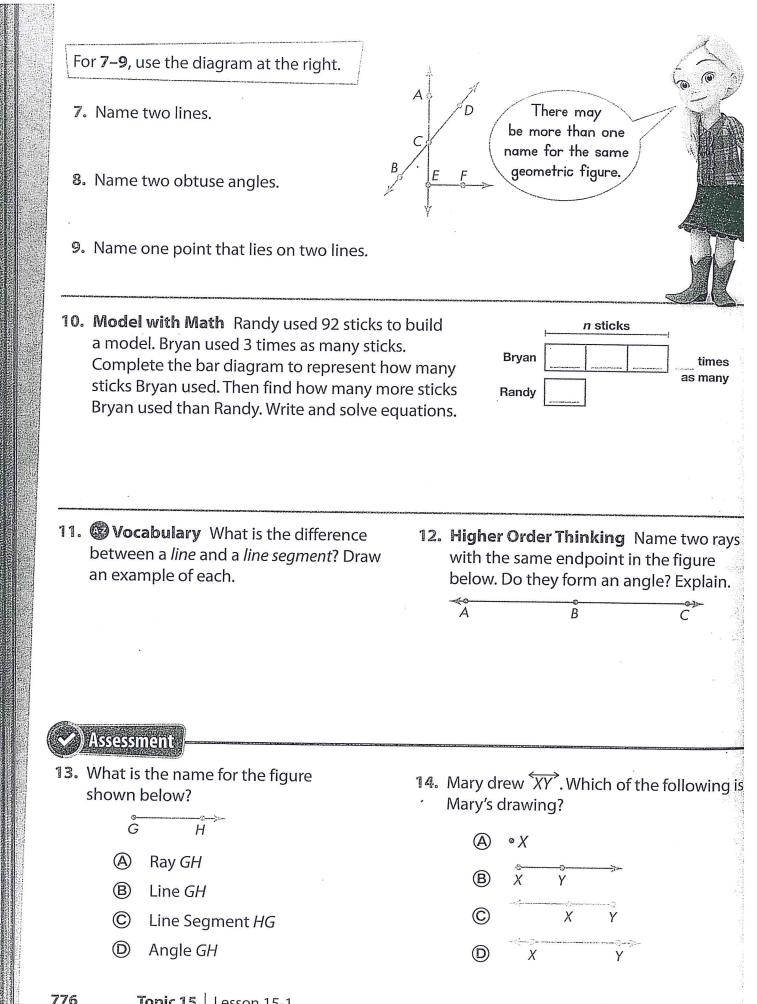
- 20. Which geometric term describes ∠HJK?
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- Lisa drew 2 rays that share an endpoir
 Which of the following is Lisa's drawin

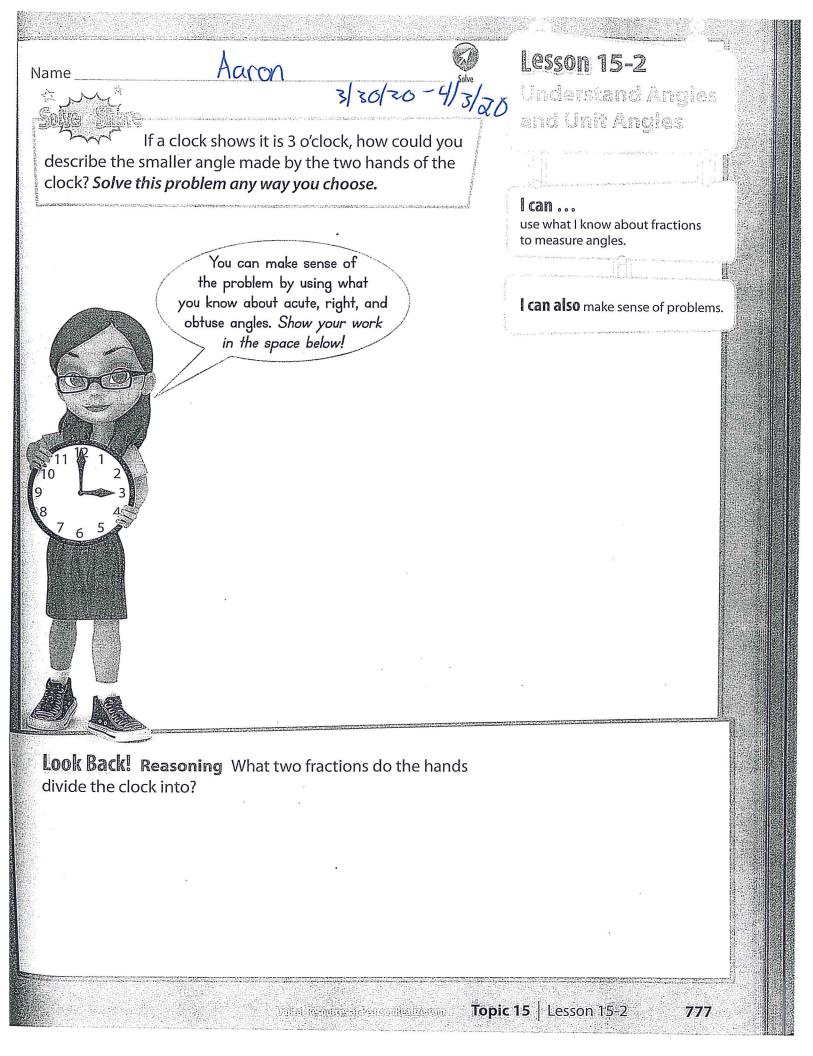


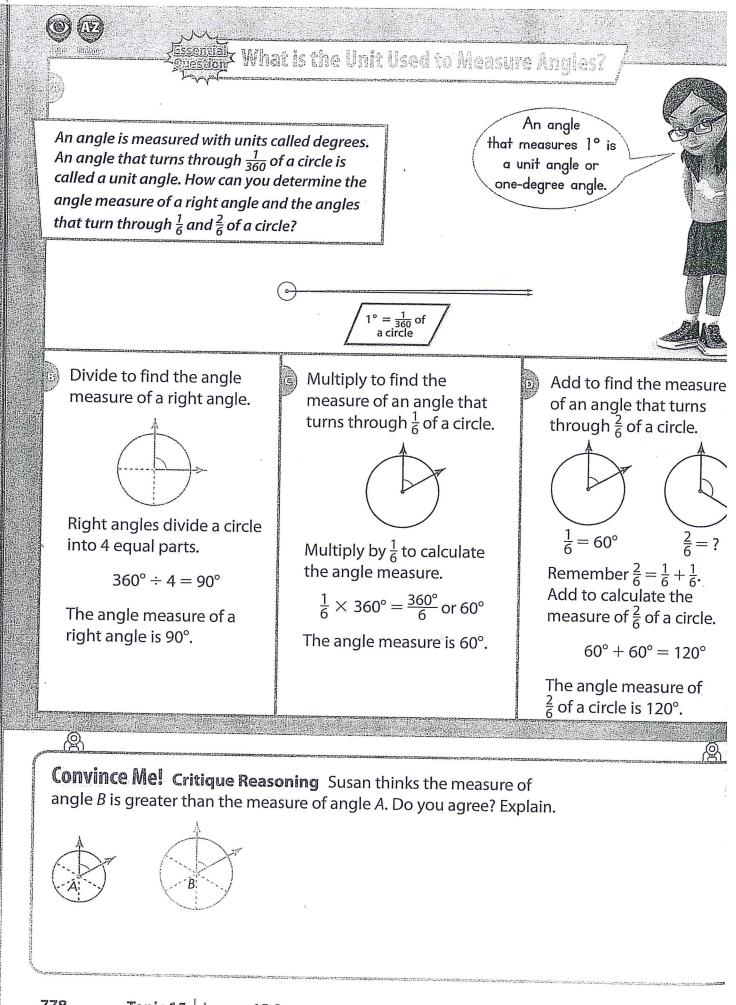


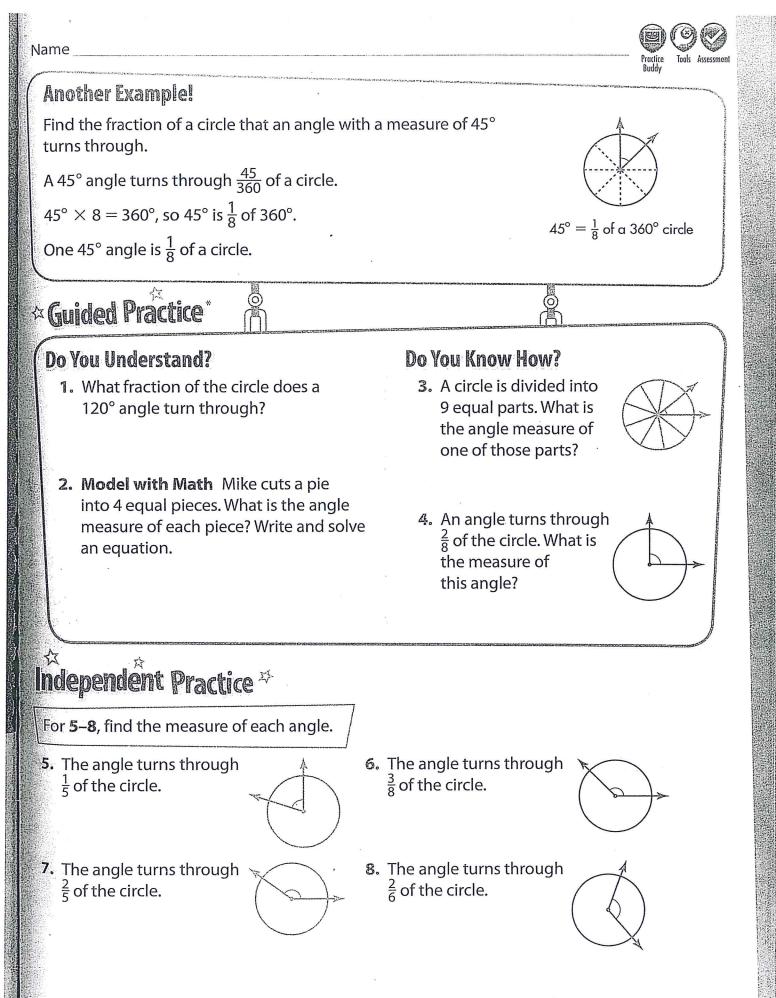


Digital Resources at PearsonRealize.com







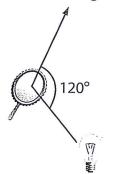


Problem Solving*

9. Reasoning Use the clock to find the measure of the smaller angle formed by the hands at each time.

a. 3:00

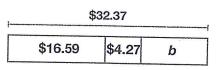
- c. 2:00
- **b.** 11:00
- 11. Math and Science A mirror can be used to reflect a beam of light at an angle. What fraction of a circle would the angle shown turn through?



13. Make Sense and Persevere A pie was cut into equal parts. Four pieces of the pie were eaten. The 5 pieces that remained created an angle that measured 200°. What was the angle measure of one piece of pie?

10. Algebra Jacey wrote an equation to a an angle measure. What do the variab a and b represent in Jacey's equation? $360^\circ \div a = b$

12. Malik paid \$32.37 for three books. One book cost \$16.59. The second book cos \$4.27. How much did the third book co: Use bills and coins to solve.

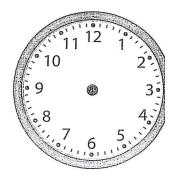


14. Higher Order Thinking Jake cut a rou gelatin dessert into 8 equal pieces. Five the pieces were eaten. What is the angl measure of the dessert that was left?

Assessment

15. Draw a line from the time to the smaller angle the time would show on a clock. Use the clock to help.

 180
 60°
. 120°



Topic 15 | Lesson 15-2

Name



Another Look!

You can find the measure of an angle using fractions of a circle.

The angle shown is $\frac{2}{5}$ of a circle.

What is the measure of this angle?

Remember that $\frac{2}{5} = \frac{1}{5} + \frac{1}{5}$. Divide to find the angle measure of $\frac{1}{5}$ of a circle.

 $360^{\circ} \div 5 = 72^{\circ}$

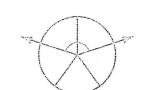
An angle that turns through $\frac{1}{5}$ of a circle measures 72°.

 $72^{\circ} + 72^{\circ} = 144^{\circ}$

The measure of this angle is 144°.

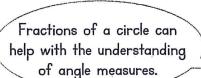
For **1–4**, find the measure of each angle.

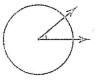
1. The angle turns through $\frac{1}{9}$ of the circle.

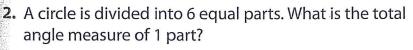


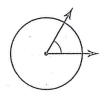
Homework & Practice 15-2

Understand Angles and Unit Angles



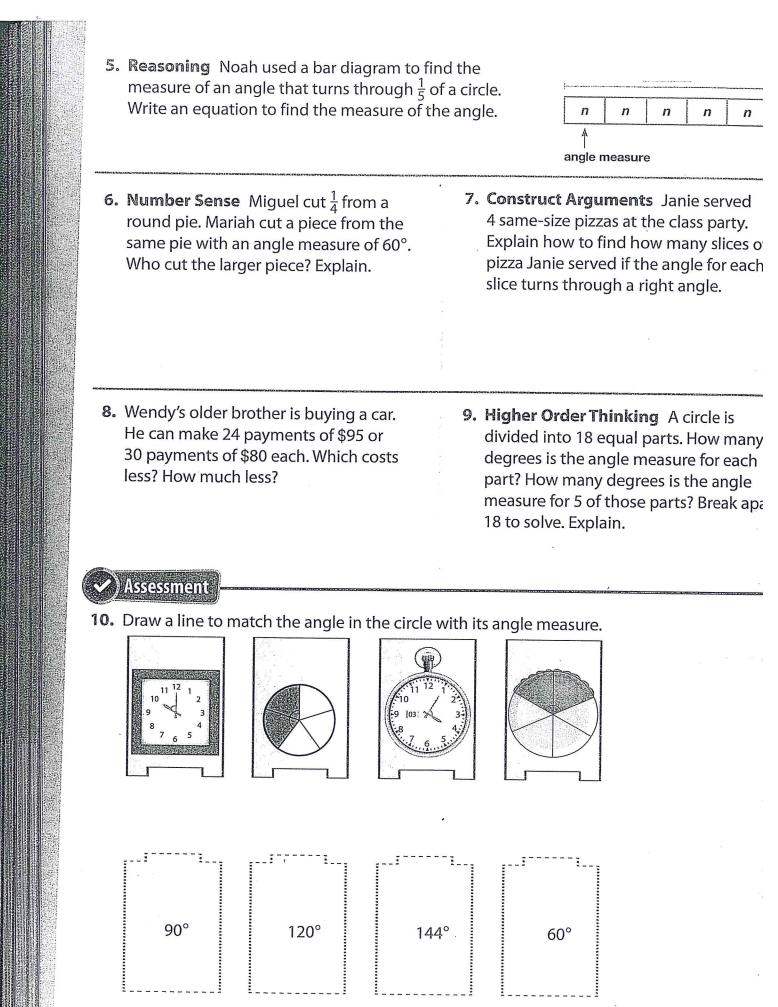




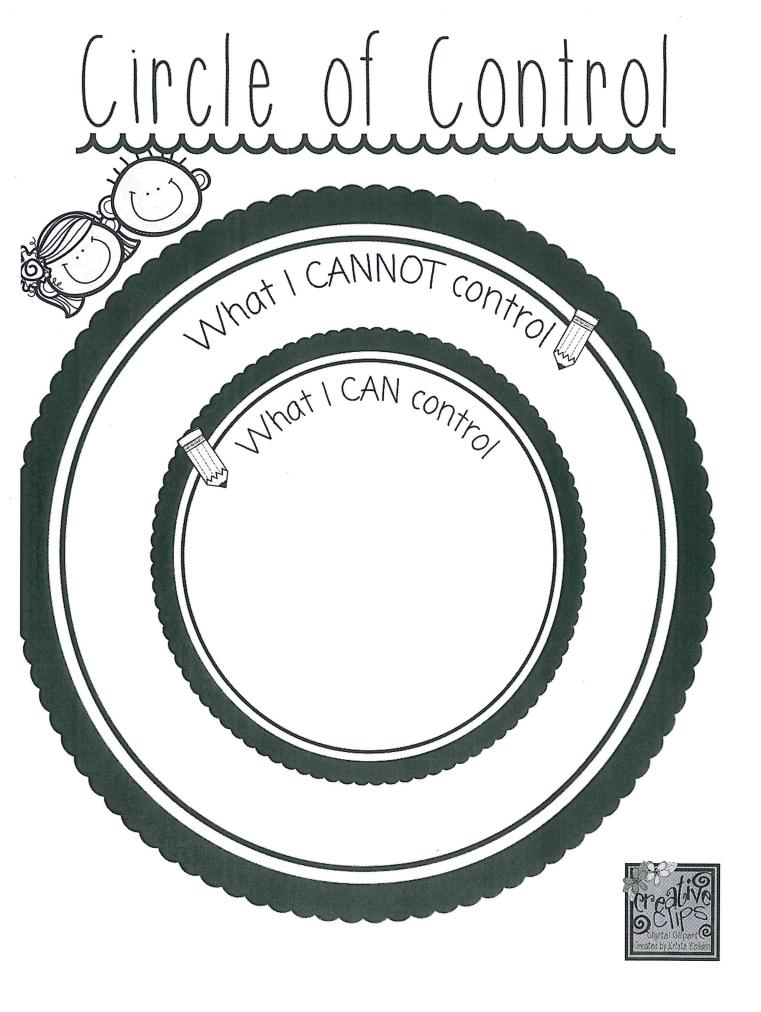


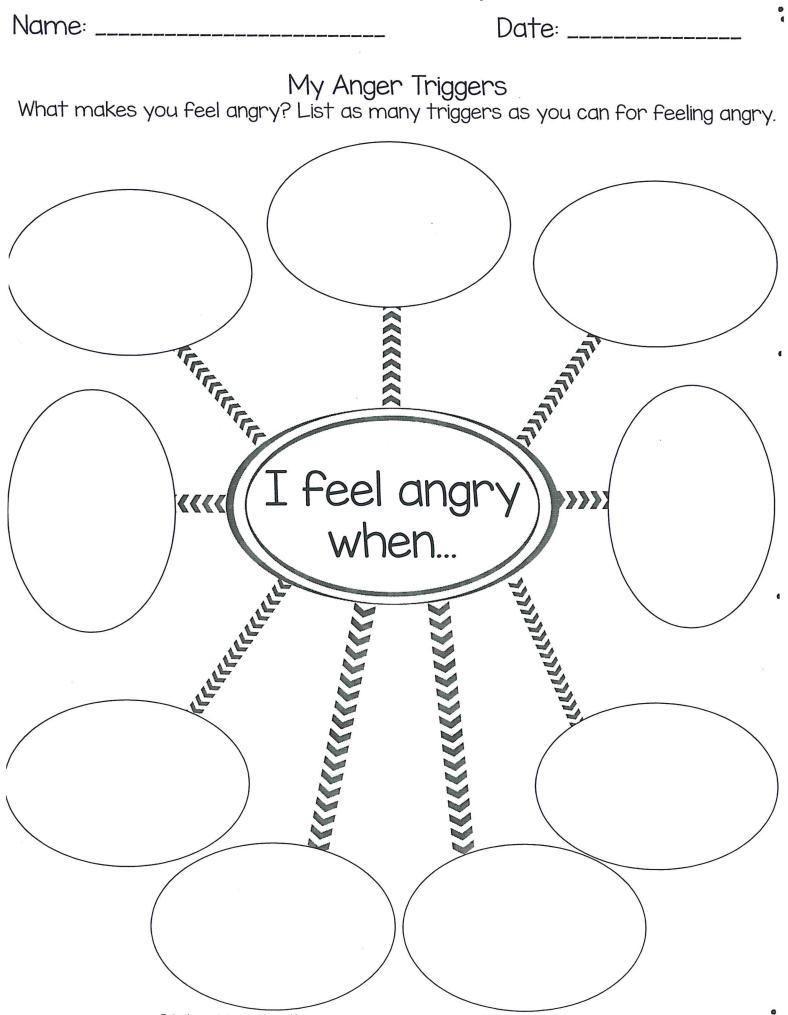
 $\frac{1}{6} \times ___=$

- **3.** A circle is divided into 5 equal parts. What is the total angle measure of 4 parts?
- 4. A circle is divided into 8 equal parts. What is the total angle measure of 4 parts?

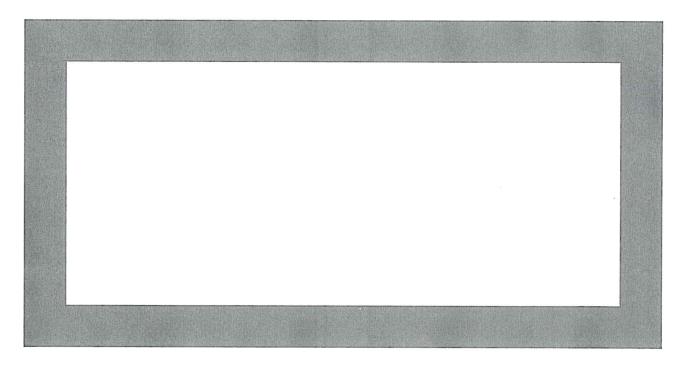


Topic 15 | Lesson 15-2

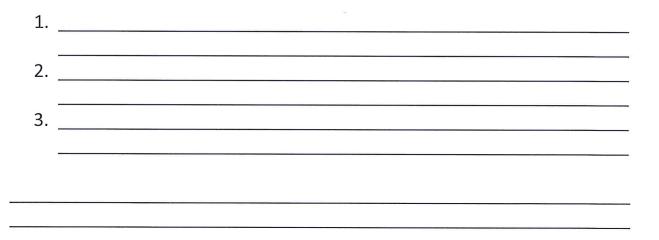




How to be your best self!



Even our favorite characters have stress. Draw your favorite character in the box. Write 3 ways your favorite character can cope with stress, anxiety, anger or sadness. How could you use your character's coping mechanisms when you are upset?



What to do When I Worry, Anxiety Strategies:

Students can learn self- control techniques such as calming and problem solving to manage their strong feelings. Self- calming and relaxation techniques help students reduce impulsive reactions and thus control their anger. There are several ways that students can learn how to calm their emotions by providing a different activity on which to focus rather than responding immediately to their strong emotion.

- <u>Counting</u>: When students concentrate on counting, they don't react immediately to the anger or anxiety. Students can slowly count to ten on their fingers, from one to 19 forward, from ten to 1 backwards, or backwards by fives starting at 100 as is age appropriate.
- <u>Deep Breathing:</u> Students are taught to take deep breaths for three minutes. They may
 combine either counting to five while inhaling and again while exhaling, or silently say
 such calming words as "chill-out" "re-lax", or "be cool" with the rhythm of their breath.
 Other technique could be "Smell the flower, blow out the candle," which encourages
 kids to take long breaths.
- 3. <u>Hand "C" circle:</u> Students can do this by themselves very quickly to calm themselves. The child forms his or her left hand into a "C" shape (index and thumb facing child). The child uses his or her right index finger and traces the "C" repeating the two phrases: "Calm down. Control yourself." The motion and repetition helps to calm and relax the child.
- 4. <u>B.A.T.S.</u>: This acronym stands for ": Breath, Ask yourself to count to ten, Think of you favorite place, and Say, " I'm okay, I can handle it!"
- 5. <u>Self Talk</u>: Encourage the student to encourage themselves, this can be in a low whisper or in their minds. "stay in control" "I can handle this"
- 6. <u>1+3+10:</u> 1: Say "Be Calm", 3: Take 3 deep breaths, 10 count to 10
- 7. <u>Imagine a calm place:</u> Have your child imagine a place where they feel the most calm, this could be their bedroom, the beach, grandma's house wherever. Have them close their eyes and picture this place.
- 8. <u>Draw it:</u> Draw out your anger or anxiety. When you are done crumple it up, or rip it up, and throw it away.
- 9. Write it: Journal your thoughts and feelings.
- 10. <u>Fidgets:</u> These can *sometimes* be useful. A fidget should be small enough to fit in a child's pocket and hand, not make any noise, and must not require 2 hands to use. Good examples of fidgets are, stress balls, therapy putty (play dough), Velcro. Unfortunately, fidget spinners are more along the lines of a toy than an actual device used in therapy.



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Mindful Breathing Exercise

Find a comfortable seat.

Sit up straight and tall. If you are seated on a chair, plant your feet on the floor right underneath your knees, in line with your hips. Set a timer for 5 minutes.

Allow your eyes to close or, if that's uncomfortable, bring your gaze in a soft focus to a spot on the floor in front of you.

Allow your shoulders to relax and let any tension in the face or jaw release.

Bring your hands to your belly. Allow your attention to rest on your breath. Notice your hands moving as you breathe.

Choose an aspect of the breath to focus on.

-You can notice the gentle wave of breath moving between your heart and your belly.

-You can focus on the temperature of the breath: the cool air coming in through your nostrils and the warm air leaving your nostrils. -Or focus on the sound of your breath flowing like ocean waves.

As thoughts arise, as they will frequently, acknowledge them, label them, allow them to pass and return your attention to the breath. Counting the breath can be a useful tool when you are first getting started with mindful breathing. Label each inhale/exhale cycle as one. Count each breath cycle, 1 to 10. When you get to 10, start over at 1 again. When you notice thoughts carry you away from your breathing and your counting, gently let them pass and start again at one. When the timer goes off, gently let go of counting the breath and slowly allow the eyes to float open.

As you become more comfortable with mindful breathing start to increase the time, little by little, until you get to 20 minutes. Try to find some quiet time everyday for mindful breathing. Even one mindful breath can give you an opportunity to create a peaceful moment in the midst of your day.



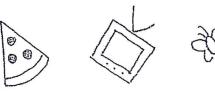




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Take yourself to your favorite place in nature.

This can be a favorite hiking spot, a local park, your backyard, or even just looking out your window.

Mindful Observation Exercise

Choose something to focus your attention on. It can be anything: a tree trunk, a flower, some moss, a rock, a stream, a mushroom, a frog, a bird, anything at all.

Devote all of your attention to this object for around five minutes.

Notice it's shape, colors, textures, and patterns.

Allow yourself to relax as you observe the object.

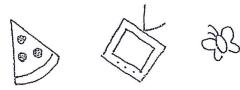
How would you describe this object to someone who had never seen it before?

Notice every detail of the object.

Allow your attention to be fully absorbed in looking at the object without judging or analyzing it.



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When you sit down to eat, let your eating space be free from distractions, especially screens.

Mindful Eating Exercise

Sit with a balanced and supported posture, with your feet planted on the ground.

This exercise is often done with a single raisin or a piece of chocolate but you can really use any food.

Notice what your food looks like: the colors, shapes, textures, and patterns.

Perhaps pick the food up, if it is something you can eat with your hands, and experience the tactile sensation of your food in your hands. What does it feel like in your hand and how does it respond when you hold it? Does the pressure or temperature of your hand change the food in any way?

Notice the smell of your food.

Eat each bite slowly, deliberately, noticing the taste, texture and temperature of each bite.

Chew slowly and experience how the flavors and textures change as you chew. Experience the movement of chewing. How does it feel to chew and swallow this bite? What kinds of sounds do you experience as you chew the food?

How do you feel after you have swallowed the last bite?

Notice how much more you enjoy your food when you eat mindfully!

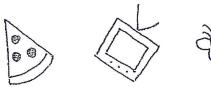






E.S.















Mindful Walking Exercise

Find a quiet place with a lot of space to walk. Find a space in nature if you can.

Stand tall and upright.

Bring your attention to the balance of your standing posture.

Walk slowly, paying attention to the movement of the feet.

Feel how your feet move from heel to toe with every step.

Become aware of the transfer of weight from foot to foot.

Notice when your weight is on both feet and when it is just on one foot.

Notice the impact of your feet on the surface upon which you are walking.

Notice the movement of your entire body as you shift from foot to foot.

Allow your breath to flow comfortably, naturally, without forcing a particular rhythm or pace.

With mindful walking, there is no destination, so there is no need to feel hurried or rushed.

Enjoy the freedom of walking without having to arrive anywhere.





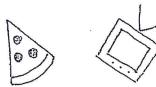




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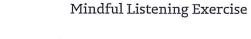








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Find a comfortable and balanced sitting posture.

Close your eyes or bring your focus to the floor in front of you.

Listen for sounds that sound very far away. Sounds outside of the building you are in.

Next, direct your attention to sounds that are far away from you inside the building that you are in. Maybe they are in another room.

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Now focus on sounds that are in the room with you.

Listen for sounds that are close to you.

Focus your attention on sounds that your own body is making.



