GRADE 6

Kern County Resource

COVID 19 School Closure Study Packet

Dear Parents/Queridos Padres,

This resource, developed by Bakersfield City School District (BCSD) and in partnership with Kern County Superintendent of Schools, has been provided to support learning during the COVID-19 school closures. It includes daily assignments for 10 school days involving all content areas. You can assist your child by providing them with a quiet time every day to complete their work. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

El recurso, desarrollado por el Distrito Escolar de la Ciudad de Bakersfield (BCSD) y en colaboración con la Superintendencia de Escuelas del Condado de Kern, se ha proporcionado para apoyar el aprendizaje durante los cierres escolares de COVID-19. Incluye tareas diarias durante 10 días escolares involucrando todas las áreas de contenido. Puede ayudar a su hijo proporcionándole un trabajo.

Dear Students/Queridos Estudientes,

Please do your best to complete your work each day and use the activity tracker to check off your work. The activities were chosen so that you can continue learning while the school is closed.

Haz tu mejor esfuerzo para completar tu trabajo todos los días y usa el rastreador de actividad para marcar tu trabajo. Las actividades fueron elegidas para que pueda continuar aprendiendo mientras la escuela está cerrada.

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

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- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

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  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

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- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

classic warmup

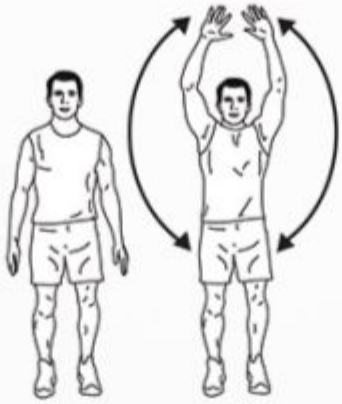
Complete PE/Movement activities daily.

neck tilts

neck rotations

torso rotations

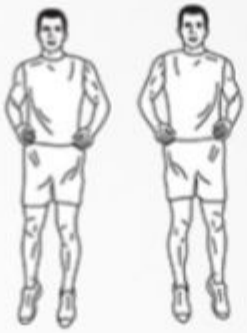
chest expansions



side arm raises

arm rotations

arm cirles (wide)



side-to-side hops
feet together

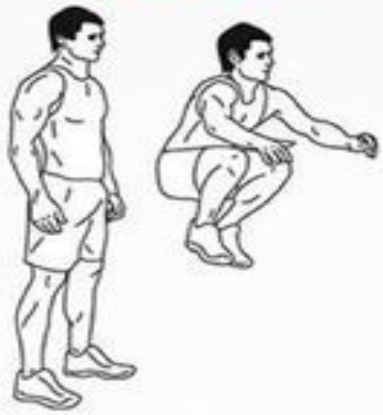
side-to-side hops

SPARTAN

Complete PE/Movement activities daily.

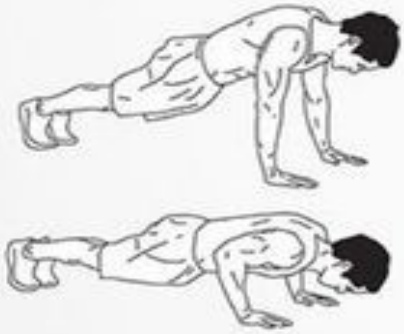
LEVEL I 3 sets **LEVEL II** 5 sets **LEVEL III** 7 sets **REST** up to 2 minutes

20 squats



10 jump knee tucks

20 slow climbers



to failure push-ups

20sec elbow plank

40 lunges

10 sit-ups

10 leg raises

10 reverse crunches

Day 1 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Read and annotate Source 1, "The Assassination of Julius Caesar, 44 BC," for information to use in your narrative.

Day 1 Writing

Write a reflection of your independent reading.

Day 1 Math

Students will complete a **task** on finding equivalent ratios given a real life scenario.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: writing ratios as fractions

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 1 Lectura

Lectura Independiente- 30 minutos - Leer un libro o artículo de tu preferencia. Completar el registro de lectura.

Leer y anotar Fuente 1, "El asesinato de Julio César, 44 B.C., para información y para usar en tu narrativa.

Dia 1 Escritura

Escribe una refleccion de tu lectura independiente

Dia 1 Matematicas

Los estudiantes completaran una **tarea** para encontrar proporciones equivalentes basadas en un escenario de la vida real.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre Proporciones y Relaciones Proporcionales: escribir proporciones y fracciones.

Usa la **Pagina de Representación Múltiple** para practicar el sentido numérico, estrategias y fluidez.

Reading Reflection DAY 1

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Read the directions below.

Your Assignment:

A book author comes to your class and talks about his latest book of short stories. All of his stories are set during the Roman Empire. The author has invited your school to submit several stories for his next book. His next book will be a compilation of the best historical fiction stories written by students from across the nation. Before you can write your story, you must complete some research on the Roman Empire to incorporate into your narrative. Your research has lead you to an account of the assassination of Julius Caesar, an article about life in the Empire and an article about the cities of the Roman Empire. Review the sources carefully to gain the information you will need to write a historical fiction narrative.

Narrative Essay Assignment

You have read about the assassination of Julius Caesar and life in the Roman Empire and forum. It is time for you write your narrative. Your assignment is to use the research sources to write a multi-paragraph narrative essay.

Prompt:

You are a citizen of the great Roman Empire. You have heard a rumor that there is a plan to assassinate Julius Caesar. You must decide if you should stop the assassination attempt or if you would like to help in an effort to save Caesar. Write a narrative about your decision and how you will take action.

Narrative Essay Scoring

Your narrative essay will be scored using the following:

1. Organization/purpose: How well did you establish a plot with a beginning, middle and end? How well did your narrative thoughtfully flow from beginning to end using effective transitions? Did you effectively establish your setting and characters?

2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you incorporate sensory details? How well did use precise language that is appropriate for your audience and purpose? How well did you use dialogue to enhance your narrative?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling

Source 1
The Assassination of Julius Caesar, 44 BC

In January of 49 BC, Julius Caesar led his army across the Rubicon River in Northern Italy and plunged the Roman Republic into civil war. Caesar's rival, Pompey, fled to Greece. Within three months Caesar controlled the entire Italian peninsula and in Spain had defeated the legions loyal to Pompey.

Caesar now pursued Pompey to Greece. Although outnumbered, Caesar crushed the forces of his enemy but not before Pompey escaped to Egypt. Following Pompey to Egypt, Caesar was presented with his rival's severed head as a token of friendship. Before leaving the region, Caesar established Cleopatra as his surrogate ruler of Egypt. Caesar defeated his remaining rivals in North Africa in 47 BC and returned to Rome with his authority firmly established.

Caesar continued to consolidate his power and in February 44 BC, he declared himself dictator for life. This act, along with his continual effort to adorn himself with the trappings of power, turned many in the Senate against him. Sixty members of the Senate concluded that the only resolution to the problem was to assassinate Caesar.

Death of a Dictator
Nicolaus of Damascus wrote his account of the murder of Caesar a few years after the event. He was not actually present when the assassination occurred but had the opportunity to speak with those who were. He was a friend of Herod the Great and gathered his information during a visit to Rome. His account is thought to be reliable.

The Plan:
"The conspirators never met openly, but they assembled a few at a time in each others' homes. There were many discussions and proposals, as might be expected, while they investigated how and where to execute their design. Some suggested that they should make the attempt as he was going along the Sacred Way, which was one of his favorite walks. Another idea was for it to be done at the elections during which he had to cross a bridge to appoint the magistrates in the Campus Martius; they should draw lots for some to push him from the bridge and for others to run up and kill him. A third plan was to wait for a coming gladiatorial show. The advantage of that would be that, because of the show, no suspicion would be aroused if arms were seen prepared for the attempt. But the majority opinion favored killing him while he sat in the Senate, where he would be by himself since non-Senators would not be admitted, and where the many conspirators could hide their daggers beneath their togas. This plan won the day."

Brutus Persuades Caesar to Ignore his Apprehensions:
"…his friends were alarmed at certain rumors and tried to stop him going to the Senate-house, as did his doctors, for he was suffering from one of his occasional dizzy spells. His wife, Calpurnia, especially, who was frightened by some visions in her dreams, clung to him and said that she would let him go out that day. But Brutus, one of the conspirators who was then thought of as a firm friend, came up and said, 'What is this, Caesar?

Source 1 (Cont.)

Are you a man to pay attention to a woman's dreams and the idle gossip of stupid men, and to insult the Senate by not going out, although it has honored you and has been specially summoned by you? But listen to me, cast aside the forebodings of all these people, and come. The Senate has been in session waiting for you since early this morning.' This swayed Caesar and he left."

Bad Omens:
"Before he entered the chamber, the priests brought up the victims for him to make what was to be his last sacrifice. The omens were clearly unfavorable. After this unsuccessful sacrifice, the priests made repeated other ones, to see if anything more propitious might appear than what had already been revealed to them. In the end they said that they could not clearly see the divine intent, for there was some transparent, malignant spirit hidden in the victims. Caesar was annoyed and abandoned divination till sunset, though the priests continued all the more with their efforts.

Those of the murderers present were delighted at all this, though Caesar's friends asked him to put off the meeting of the Senate for that day because of what the priests had said, and he agreed to do this. But some attendants came up, calling him and saying that the Senate was full. He glanced at his friends, but Brutus approached him again and said, 'Come, good sir, pay no attention to the babblings of these men, and do not postpone what Caesar and his mighty power has seen fit to arrange. Make your own courage your favorable omen.' He convinced Caesar with these words, took him by the right hand, and led him to the Senate which was quite near. Caesar followed in silence."

The Attack:
"The Senate rose in respect for his position when they saw him entering. Those who were to have part in the plot stood near him. Right next to him went Tillius Cimber, whose brother had been exiled by Caesar. Under pretext of a humble request on behalf of this brother, Cimber approached and grasped the mantle of his toga, seeming to want to make a more positive move with his hands upon Caesar. Caesar wanted to get up and use his hands, but was prevented by Cimber and became exceedingly annoyed.

That was the moment for the men to set to work. All quickly unsheathed their daggers and rushed at him First Servilius Casca struck him with the point of the blade on the left shoulder a little above the collar-bone. He had been aiming for that, but in the excitement he missed. Caesar rose to defend himself, and in the uproar Casca shouted out in Greek to his brother. The latter heard him and drove his sword into the ribs. After a moment, Cassius made a slash at his face, and Decimus Brutus pierced him in the side. While Cassius Longinus was trying to give him another blow he missed and struck Marcus Brutus on the hand. Minucius also hit out at Caesar and hit Rubrius in the thigh. They were just like men doing battle against him.

Under the mass of wounds, he fell at the foot of Pompey's statue. Everyone wanted to seem to have had some part in the murder, and there was not one of them who failed to strike his body as it lay there, until, wounded thirty-five times, he breathed his last. "

Use the following sheet to takes notes from source 1 to support your narrative.

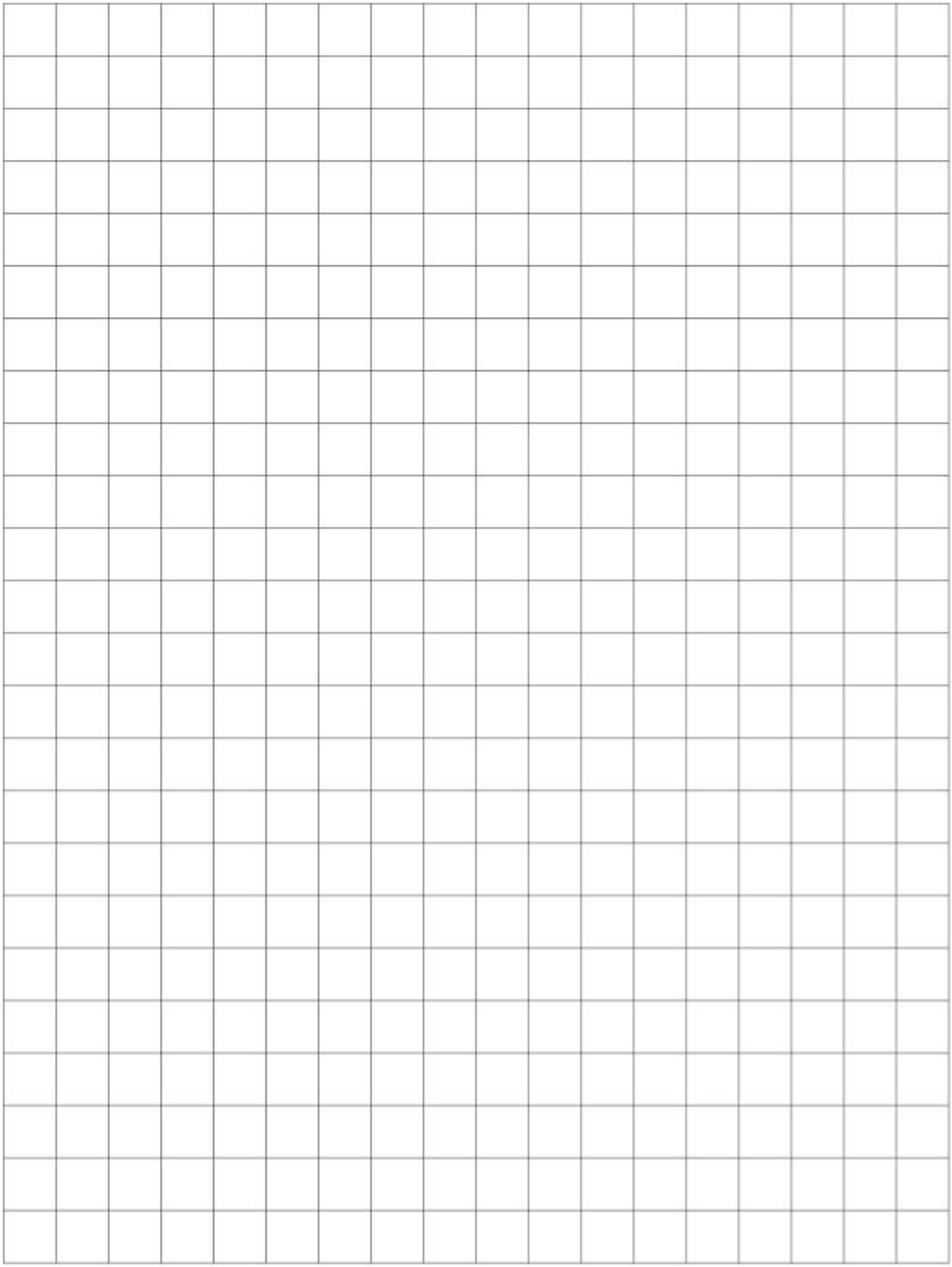
Equivalent Ratios 1

Rubi was paid $24 to sweep 4 walks. Which of the following can be represented by an equivalent ratio? Explain your thinking.

- $6 to sweep 1 walk
- $12 to sweep 3 walks
- $30 to sweep 5 walks

Anthea hiked 6 miles in 2 hours. Which of the following can be represented by an equivalent ratio? Explain your thinking.

- 4 miles in 1 hour
- 12 miles in 4 hours
- 9 miles in 3 hours



Use a Table

Use a double Number Line

If 75% of the budget is $1200, what is the full budget?

Use a Tape Diagram

Write a different question

Ratios

For Exercises 1–10, write each ratio as a fraction in simplest form. Then explain its meaning.

1. 3 sailboats to 6 fan boats

3. 5 ducks to 30 geese

5. 6 poodles to 18 beagles

7. WALLPAPER The design on Santana's wall includes 16 pink stripes and 20 green stripes. Find the ratio of pink stripes to green stripes.

8. JAZZ BAND In the jazz band at Wyatt's school, there are 15 trumpets and 9 trombones. Find the ratio of trombones to trumpets.

9. WILDLIFE PARK At a wildlife park, Zoey counted 10 lions and 14 tigers. What is the ratio of lions to tigers?

10. MAILBOX In one week, Latrina received 18 letters and 8 bills. What was the ratio of bills to letters?

11. GYM CLASS Mr. Riley allowed a class of sixth graders to choose an activity for their gym class. What is the ratio of students playing volleyball to the total number of students? Write the ratio as a fraction in simplest form. Then explain its meaning.

Gym Class Activities	
Activity	**Students**
Volleyball	12
Softball	21
Soccer	3

12. FRUIT SALAD In a fruit salad, there are 12 strawberries, 14 grapes, 6 kiwis, and 4 papayas. Find the ratio of kiwis to the total number of pieces of fruit in the fruit salad. Write the ratio as a fraction in simplest form. Then explain its meaning.

Day 2 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Read and Annotate Source 2, "The Roman Empire in the First Century, Civilized City" for information to include in your narrative. Take notes to support your narrative.

After reading all three sources, state your claim. Would you stop the assassination attempt on Julius Caesar or do you support the assassination of Julius Caesar?

Day 2 Writing

Write a reflection of your independent reading.

Day 2 Math

Students will complete a **task** on solving real world problems using equivalent ratios.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: writing rates as unit rates.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 2 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección. Completa el registro de lectura.

Lee y anota la Fuente 2, "El Imperio Romano en el Primer Siglo, Ciudad Civilizada" para obtener información para incluir en tu narrativa. Toma notas para apoyar tu narrativa.

Después de leer las tres fuentes, declara tu posicion. ¿Pararías el intento de asesinato de Julio César o apoyarías el asesinato de Julio César?

Dia 2 Escritura

Escribe un reflejo de tu lectura independiente.

Dia 2 Matematicas

Los estudiantes completarán una **tarea** para resolver problemas del mundo real utilizando proporciones equivalentes.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **Las Páginas de Práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: escribir tasas como tasas unitarias.

Usa la **página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 2

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Your Assignment:

A book author comes to your class and talks about his latest book of short stories. All of his stories are set during the Roman Empire. The author has invited your school to submit several stories for his next book. His next book will be a compilation of the best historical fiction stories written by students from across the nation. Before you can write your story, you must complete some research on the Roman Empire to incorporate into your narrative. Your research has lead you to an account of the assassination of Julius Caesar, an article about life in the Empire and an article about the cities of the Roman Empire. Review the sources carefully to gain the information you will need to write a historical fiction narrative.

Narrative Essay Assignment

You have read about the assassination of Julius Caesar and life in the Roman Empire and forum. It is time for you write your narrative. Your assignment is to use the research sources to write a multi-paragraph narrative essay.

Prompt:

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Narrative Essay Scoring

Your narrative essay will be scored using the following:

1. Organization/purpose: How well did you establish a plot with a beginning, middle and end? How well did your narrative thoughtfully flow from beginning to end using effective transitions? Did you effectively establish your setting and characters?

2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you incorporate sensory details? How well did use precise language that is appropriate for your audience and purpose? How well did you use dialogue to enhance your narrative?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling

CLAIM:

Source 2
The Roman Empire in the First Century

Two thousand years ago, much of the world was ruled by Rome. From England to Africa and from Syria to Spain, one in every four people on earth lived and died under Roman law.

The Roman Empire in the first century AD mixed sophistication with brutality and could suddenly lurch from civilization, strength and power to terror, tyranny and greed.

Leader of the pack
At the head of the pack were the emperors, a strange bunch of men (always men). Few were just OK: some were good - some even were great - but far too many abused their position and power. They had a job for life, but that life could always be shortened. Assassination was an occupational hazard.

The emperors sat at the top of Rome's social order. This was as finely graded as flour. Specific qualifications were needed for Romans to be admitted as equestrians or senators. Even freed slaves had different rights from citizens.

Daily life in ancient Rome
What's more, the social status of any citizen governed the life they led. While all Romans enjoyed the baths and made a feature of the evening meal, their clothes and food, homes and hobbies, were a product of their class.

Those that tried to climb the ranks too quickly were savagely mocked by Petronius, just one of many Roman writers whose observation and wit still breathes life into a society long since dead.

More than a city
Petronius knew his city well, but Rome itself was much more than just one city. Its empire was a vast collection of states, backed up by force. It was not always peaceful. Enemies and rebels like Cleopatra and Boudicca revealed the Roman steel that lay behind its civilization.

Even allowing for the occasional revolt, the empire was an enormous achievement. It was a huge marketplace in which citizens could trade and travel unhindered. This helped the spread of foreign religions like Judaism and early Christianity as far as Rome itself. Slowly, these religions encroached on traditional Roman spirits and gods.

By the end of the first century AD, Rome was even ruled by a Spaniard, Trajan. He was the first of many foreign emperors that showed the Roman Empire to be a vast, multicultural melting pot that still has relevance, more than 2,000 years later.

Use the following sheet to takes notes from source 2 to support your narrative.

Source 3
The Civilized City

The entire concept of Roman life seemed to center on the city, be it Rome itself, or any other town. The countryside was a nice place to retire to for a while in order to stay in touch with nature. Yet, it was seen as an unsuitable place for a true citizen. Romans were, after all social creatures, which craved being part of a society. The truly civilized citizen had to be more than educated or successful. No, in the Roman mind set it was necessary to belong. The Roman needed a community, a family, or at least a group of friends around him. No better place was there for this than the city.

The idea of living in cities was a cultural statement in itself. To them, it represented advancement from the mere existence as a peasant living off the land. One might say they saw themselves as a further step in the evolution of man. For it was the barbarian tribes who still lived scattered all over the countryside. In the Roman mind, cities formed its inhabitants into greater, abler, nobler beings.

No-one more so than the highborn Roman was a citizen. For, if he was expected to succeed against all odds in his political career, continuing the line of his relatives before him, then this was only possible in the city. Only there could he ever hope to win office and match his father's achievements. Only in the city could he exercise his rights as a citizen. To be a citizen also meant to prove oneself. A Roman was always subject to the gaze of his fellow citizens. And it was in their eyes that he was to show himself a worthy person, respectful to his parents, loyal to his patrons, able in raising his family and just towards his slaves. Just as the Roman craved society, so was he made to prove himself worthy of membership in it.

The City of Rome

If Romans lived in cities throughout the empire, then their greatest city, naturally, was the city of Rome itself. It had originally started as a small settlement on the Palatine Hill and grown into the greatest city of the ancient world.

The Forum

In the earliest days of Rome the Forum was an uninhabited swamp, but soon the marshy plain at the bottom of the Palatine Hill was drained and the first paved streets, most of all the Via Sacra, were built. The Via Sacra, the oldest Roman street, was to remain the most important street at the very heart of the city. From these early beginnings the Forum changed several times, but it always remained the center of Roman life.

Source 3 (Cont.)

The people in the Forum varied considerably as the day went on. Life in the Forum reached its height at about 11 o'clock each day (the Roman 'fifth hour'). Wheeled vehicles were prohibited from driving through the streets of Rome from sunrise until the Roman 'tenth hour' (4 o'clock in the afternoon) This meant that during the daytime pedestrians alone made up the huge crowds which filled the streets and squares, except for some wealthy people, particularly women, being carried in litters by their slaves.

During these busy hours in the city center there was a tremendous hustle and bustle in the Forum. Affairs of state were debated in the offices. In the basilica businessmen made deals, financiers discussed loans and the money-changers had their stands, and stood jingling their money noisily in their hands to attract the attention of any potential customers. Close to the courtrooms the baying of the spectators and the loud voices of the lawyers could be heard from quite a distance. In other places, perhaps the loud screeching of a quarrel or a fight, about to break out could be heard. Sometimes, if a public figure had died, his funeral procession would lead through the Forum. Fathers would traditionally bring their sons to the Forum when their offspring wore his toga for the first time.

As the empire expanded the crowds on the Forum became yet bigger and more colorful. It appeared that nearly every nationality was present on the Forum in the days of empire. But the Romans were not very fond of such foreigners. Most despised of all were the Orientals. Eastern businessmen and scholars were the targets of a traditional Roman hatred of the eastern civilizations.

Nobles would move about on the Forum always followed by a group of clients, eager to please their patron and sure to see that he came to no harm. Many such nobles flashed their wealth, dressed in costly clothes, expensive rings and having with them exotic pets. And where there was such wealth, there were of course also many doubtful characters moving about, keen to reap the benefit of such riches. Quacks[1], soothsayers[2] and charlatans[3] of all shapes and sizes were all around. The Forum may have lain at the heart of the center of Rome, but it was not the only place of public life. Other areas too were busy during the day.

Use the following sheet to takes notes from source 3 to support your narrative.

Equivalent Ratios 2

In a marching band there are 24 trombones and 15 snare drums.

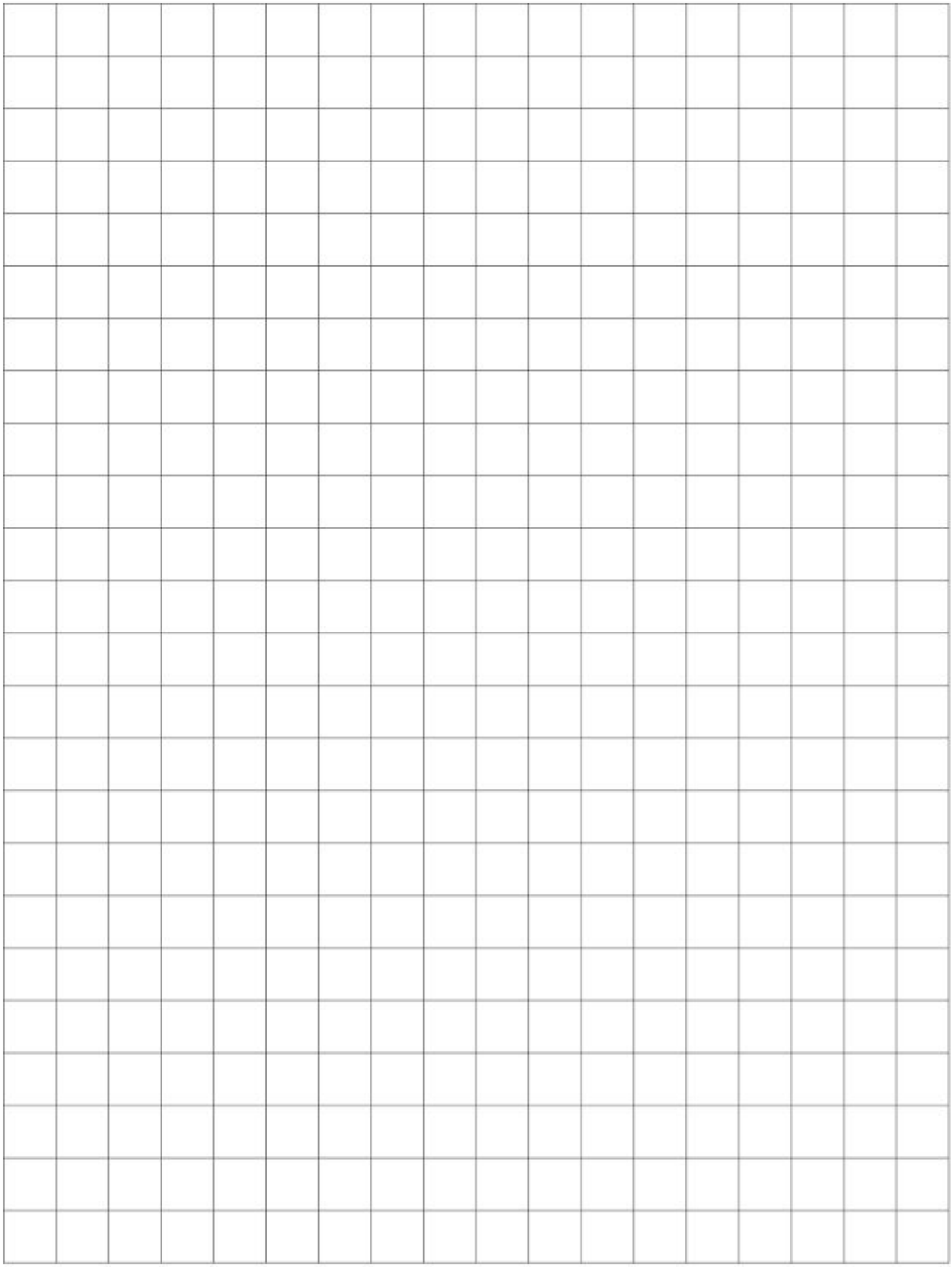
a. Heather says, "The ratio of trombones to snare drums is 24:15." Audrey says, "No, the ratio of trombones to snare drums is 8:5." Who is right, and why?

b. A different marching band has 30 snare drums, but its trombone to snare drum ratio is the same as the first marching band. How many trombones does it have?

c. Explain what these ratios all have in common: 8:5, 16:10, 24:15. Create a diagram to support your answer.

d. Mathematicians call these "equivalent ratios." Come up with a new set of ratios that are equivalent to 6:21.

e. Explain in your own words the meaning of "equivalent ratios."



Use a Table

Use a double Number Line

Gary took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours?

Use a Tape Diagram

Write a different question

Rates

Write each rate as a unit rate.

1. 14 hours in 2 weeks

2. 36 pieces of candy for 6 children

3. 8 teaspoons for 4 cups

4. 8 tomatoes for $2

5. $28 for 4 hours

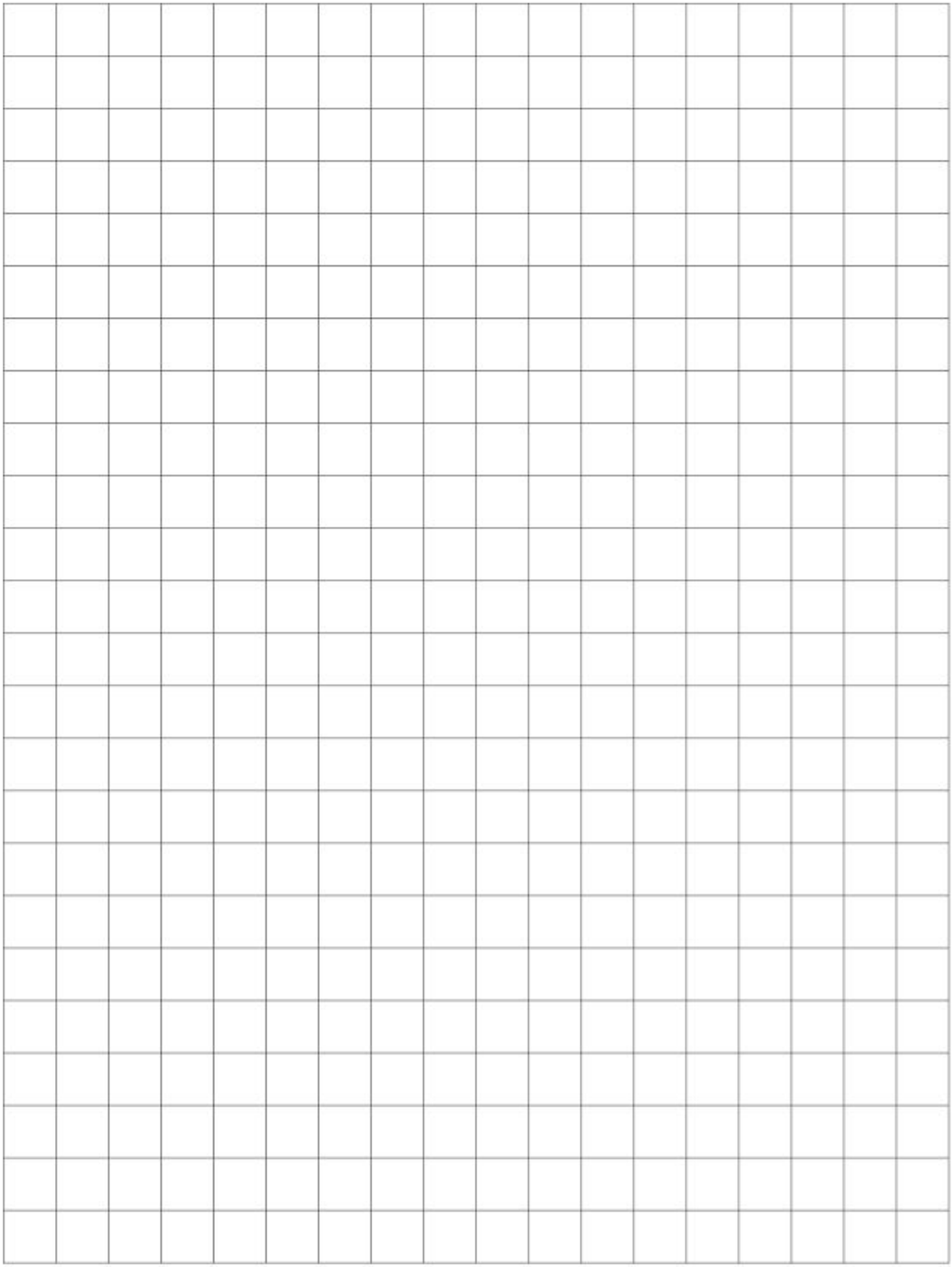
6. 150 miles in 3 hours

7. $18 for 3 CDs

8. 48 logs on 6 trucks

10. **CHORES** Wayne raked 30 bags of leaves in 3 hours. If he raked the same number of bags each hour, how many bags of leaves did he rake in one hour?

12. **TOURS** It cost Mrs. Sapanaro $245 for her and 6 people to take a day-long guided tour of the Everglades. How much does the guided tour cost per person?



Day 3 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Review Sources 1, 2 and 3 from day 1 and 2. Complete the reading questions.

Day 3 Writing

Write a reflection of your independent reading.

Begin drafting your narrative essay.

Day 3 Math

Students will complete a **task** on solving real world problems using ratios.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: using ratio tables to solve real world problems.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 3 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección. Completa el registro de lectura.

Repasa las Fuentes 1, 2 y 3 del día 1 y 2. Completa las preguntas de lectura.

Dia 3 Escritura

Escribe un reflejo de tu lectura independiente.

Comienza a redactar tu ensayo narrativo.

Dia 3 Matematicas

Los estudiantes completarán una **tarea** para resolver problemas del mundo real usando proporciones.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa las **páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: uso de tablas proporcionales para resolver problemas del mundo real.

Usa **la página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 3

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Your Assignment:

A book author comes to your class and talks about his latest book of short stories. All of his stories are set during the Roman Empire. The author has invited your school to submit several stories for his next book. His next book will be a compilation of the best historical fiction stories written by students from across the nation. Before you can write your story, you must complete some research on the Roman Empire to incorporate into your narrative. Your research has lead you to an account of the assassination of Julius Caesar, an article about life in the Empire and an article about the cities of the Roman Empire. Review the sources carefully to gain the information you will need to write a historical fiction narrative.

Narrative Essay Assignment

You have read about the assassination of Julius Caesar and life in the Roman Empire and forum. It is time for you write your narrative. Your assignment is to use the research sources to write a multi-paragraph narrative essay.

Prompt:

You are a citizen of the great Roman Empire. You have heard a rumor that there is a plan to assassinate Julius Caesar. You must decide if you should stop the assassination attempt or if you would like to help in an effort to save Caesar. Write a narrative about your decision and how you will take action.

Narrative Essay Scoring

Your narrative essay will be scored using the following:

1. Organization/purpose: How well did you establish a plot with a beginning, middle and end? How well did your narrative thoughtfully flow from beginning to end using effective transitions? Did you effectively establish your setting and characters?

2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you incorporate sensory details? How well did use precise language that is appropriate for your audience and purpose? How well did you use dialogue to enhance your narrative?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling

CLAIM:

Draft.

Draft.

Draft.

Complete the following questions:

1. Read the sentences from the text:

"And where there was such wealth, there was of course many doubtful characters moving about, keen to reap the benefit of such riches. Quacks, Soothsayers and charlatans of all shapes and sizes were all around."

Based on the content of the sentences above, what quality of quacks, soothsayers and charlatans does the author want the reader to understand?

A. They are honest and hardworking.
B. They are criminals.
C. They are interested in scamming money using deceit.
D. They are a part of city life.

2. Mark and "x" in the box of each source that supports the claim.

Claim	Source 1	Source 2	Source 3
The life of a Roman emperor was full of power and danger.			
Prestige was a central element of social life as a Roman citizen.			
The Forum is the center of activity in Rome.			

Complete the following questions:

Read the following paragraph to answer question 3 and 4:

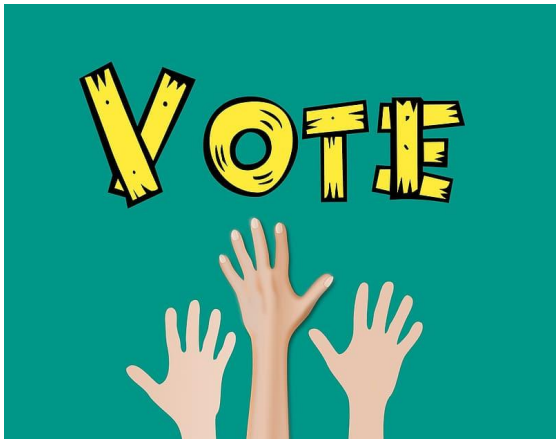
As the empire expanded the crowds on the Forum became yet bigger and more diverse. It appeared that nearly every nationality was present on the Forum in the days of empire. But the Romans were not very fond of such foreigners. Most despised of all were the Orientals. Eastern businessmen and scholars were the targets of a traditional Roman hatred of the eastern civilizations.

3. What sentence best concludes this selection?

A. Hatred is not good for society.
B. Although foreigners enjoyed living and doing business in Rome, they were not viewed as true Roman citizens.
C. Roman citizens were the highest members of society.
D. Diversity is the key to any great city.

4. Which sentence can be deleted without changing the meaning of the paragraph? Give 1 reason why the sentence can be eliminated.

Voting for Two, Variation 1 and 2



1. John and Will ran for 6th grade class president. There were 36 students voting. John got two votes for every vote Will got. How many votes did each get?

2. John and Will ran for 6th grade class president. There were 36 students voting. John got two votes for every vote Will got. How many more votes did John get than Will?

Use a Table

Use a double Number Line

30% of 750

Use a Tape Diagram

Write a story

Ratio Tables

Use the ratio table to solve each problem.

1. **Baking:** A recipe for 1 apple pie calls for 6 cups of sliced apples. How many cups of sliced apple are needed to make 4 apple pies?

Number of Pies	1			4
Cups of Sliced Apples	6			

2. **Baseball Cards:** Justin bought 40 packs of baseball cards for a discounted price of $64. If he sells 10 packs of baseball cards to a friend at cost, how much should he charge?

Number of Baseball Card Packs	10			40
Cost in Dollars				64

3. **Soup:** A recipe that makes 12 cups of soup calls for 28 ounces of beef broth. How many ounces of beef broth do you need to make 18 cups of the soup?

Number of Cups		12	18
Cost in Dollars		28	

4. **Automobiles:** Mr. Fink's car can travel 420 miles on a 12-gallon tank of gas. Determine how many miles he can travel on 8 gallons.

Miles	420		
Gallons	12		8

Day 4 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Read the article, "What is Art?". Complete the reading questions.

Day 4 Writing

Continue writing your narrative.

Day 4 Math

Students will complete a **task** on solving real world problems using ratios.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: graphing ordered pairs.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 4 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección. Completa el registro de lectura.

Lee el artículo, "¿Qué es el arte?". Completa las preguntas de lectura.

Dia 4 Escritura

Continúa escribiendo tu narrativa.

Dia 4 Matematicas

Los estudiantes completarán una **tarea** para resolver problemas del mundo real usando proporciones.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: graficar pares ordenados.

Usa **la página de representación múltiple** para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 4

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Read the following article, then complete the following questions.

What is Art?
(Achieve 3000)

Credit for photo and all related images: AP/Andre Penner
A child walks alongside a street mural in São Paulo, Brazil. Many murals like this one have been painted over in an effort by the mayor to clean up the city.

SÃO PAULO, Brazil (Achieve3000, April 18, 2017). When words and pictures are painted on city walls, is it art or is it a crime? Some people who live in São Paulo, Brazil, say that painting over a portion of the city's graffiti has made the city more beautiful. Others say it has made the community less unique.

The graffiti in question consisted of 70 murals. They stretched for more than 3 miles (4.8 kilometers) along a road that connects a well-to-do district with the city's downtown. The graffiti was removed in January 2017. This was part of a campaign started by São Paulo Mayor João Doria to make the city more beautiful. The campaign, known as "Pretty City," also includes picking up garbage, installing new trash cans, and planting trees. Doria says his goal is not just to clean up São Paulo. He wants people to be proud of their town.

São Paulo is not the only city to cover up its graffiti. In 2015, the mayor of Lima, Peru, ordered the painting over of some murals. In the U.S., New York City has removed much of the graffiti that once covered its subway cars.

In all three cities, anti-graffiti efforts have sparked disagreements. Some people argue that graffiti is street art. It's a sign that the city's people are creative. Street art, they say, makes art available to everyone. These people believe that covering up graffiti hides much of what makes that city unique. Still, critics of graffiti say it shows that a city is struggling and has problems like poverty and crime. In fact, many people argue that creating graffiti itself should be a crime. After all, it is damaging someone else's property. They say that cleaning up graffiti makes a city better for everyone.

São Paulo officials have long promoted the city's street art. Graffiti has even become a tourist attraction. Some people who have visited São Paulo have praised the city's murals. Some even say they consider the murals to be art.

"Street art in São Paulo is a postcard for São Paulo," said Eduardo Kobra. He is a local artist who has now been invited to paint murals in cities worldwide.

Read the following article, then complete the following questions.

What is Art?
(Achieve 3000)

Credit for photo and all related images: AP/Andre Penner
A child walks alongside a street mural in São Paulo, Brazil. Many murals like this one have been painted over in an effort by the mayor to clean up the city.

But supporters of the Pretty City campaign say there's a difference between creative street art and ugly graffiti. They believe that the campaign is aimed at a style of graffiti that's known as *pichação*. Pichação is generally monochromatic. It's often made up of words and symbols. The mayor's office says city officials removed murals that were covered in pichação. Others were removed because they were in poor condition.

Those who oppose the campaign say that even pichação has a place in the city. Artists sometimes use this form of graffiti to raise awareness about problems like poverty and crime. Besides, many say, the murals that were covered up were colorful graffiti art. This art deserved to be preserved, they argue.

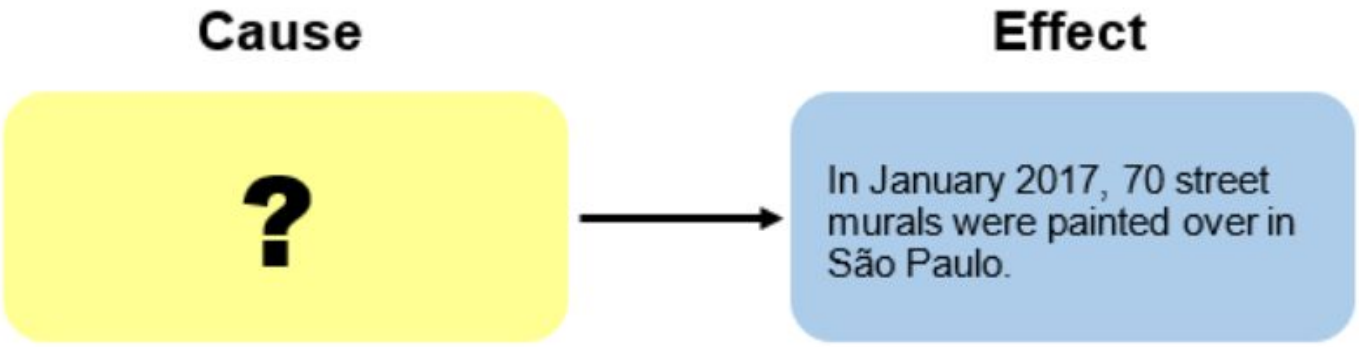
Further, critics of the Pretty City campaign say they don't like its motives. They believe that the mayor is cleaning up the city's downtown area to bring new businesses there. But they think this is the wrong approach. For one thing, the clean-up campaign erases the work of the street artists. For another, it does not directly help the people who live in the city's poorer areas: the working people, the artists, and the homeless. Some critics say they would rather see the mayor fix up the city's poor areas or improve school and health systems.

Doria has promised to work on poverty, education, and health care. He also says he wants the artists' work—the street art—to be appreciated. The mayor has promised to create a "museum of street art" to showcase privately funded murals created by artists who have been chosen by an independent committee.

The Associated Press contributed to this story.

Read the following article, then complete the following questions.

Select the letter of the correct answer.



Based on the Article, which best replaces the question mark in the diagram above?

A Some tourists commented on the graffiti painted on city walls in São Paulo.

B Some street artists in São Paulo wanted to raise awareness about poverty.

C The mayor of São Paulo wanted to clean up the city and make people proud of their town.

D The mayor of São Paulo promised to work on poverty, education, and health care.

Which of these is **most** important to include in a summary of this Article?

A New York City has taken steps to clean up most of the graffiti that used to decorate its subway cars.

B The "Pretty City" campaign in São Paulo has created debate over whether graffiti adds or takes away from the city's beauty.

C Some people believe that damaging someone else's property should be considered a crime.

D Eduardo Kobra is an artist from São Paulo who has been invited to paint murals in cities worldwide.

Read the following article, then complete the following questions.

Which is the closest **antonym** for the word *unique*, as it is used in the Article?

A Uncommon

B Attractive

C Ordinary

D Dreary

Which of these is a statement of opinion?

A In January 2017, 70 murals were covered up along a road in São Paulo, Brazil.

B São Paulo Mayor João Doria has started a campaign that includes planting more trees.

C It's easier to appreciate colorful graffiti than it is to look at a wall covered in pichação.

D Some pichação artists use their works to make people aware of poverty and crime.

Suppose Shane wants to find out about some of the remaining street art in São Paulo. He would find **most** of his information by _____.

A Watching a TV documentary about preserving traditions that got their start in Peru

B Interviewing mayors of various cities where clean-up efforts are underway

C Looking at a tourism website that includes reviews from recent travelers to the city

D Visiting an exhibit of art photography at a museum in São Paulo, Brazil

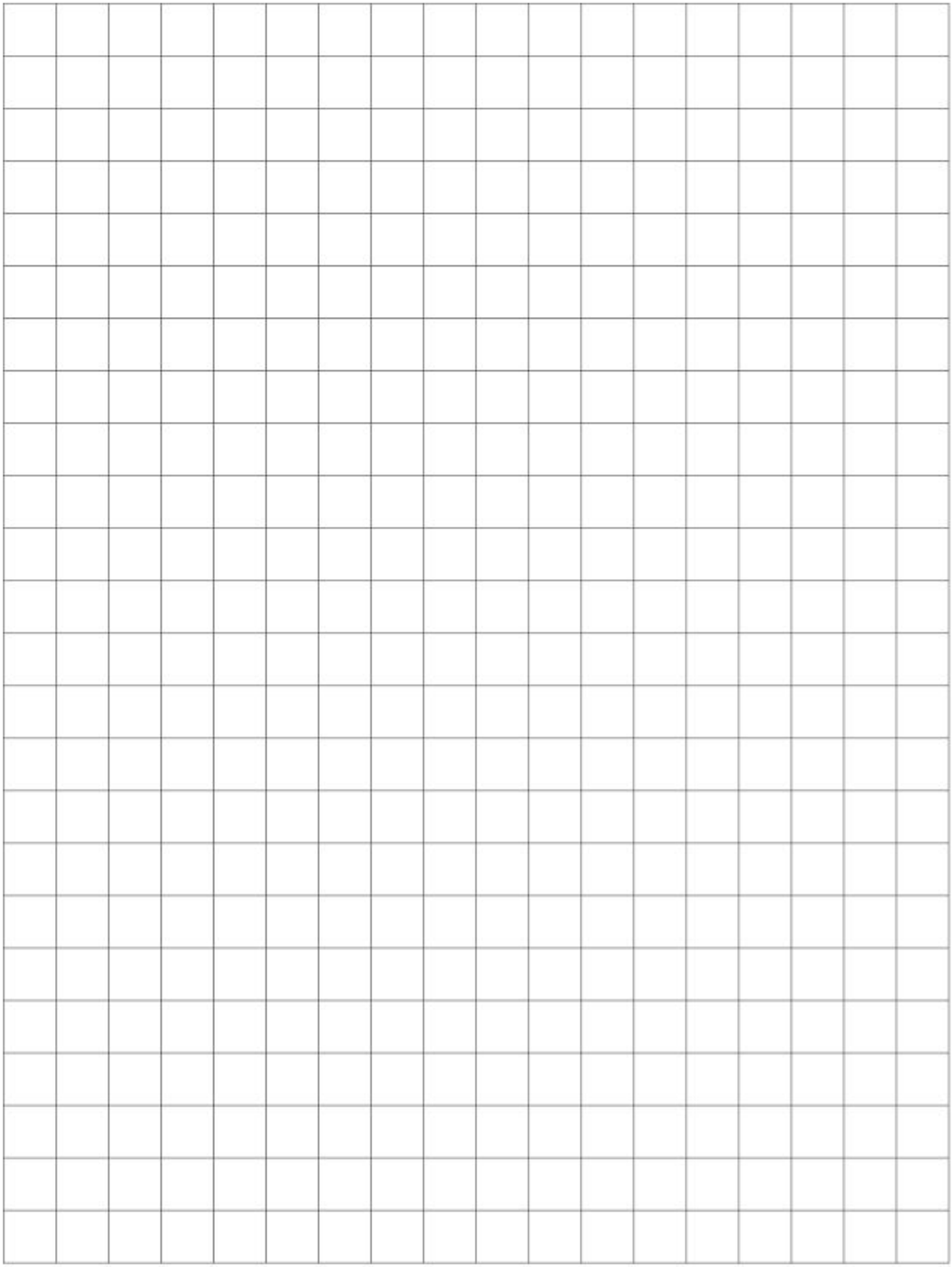
Apples to Apples

Alice and Claire go apple picking. When they are done, Claire has 3 times as many apples in her basket as Alice has in hers. All of the apples are whole.

a. What are three different possibilities for numbers of apples that could be in the baskets?
b. What is the ratio of Alice's apples to Claire's apples?

Alice and Claire's mom measures each of their heights in inches, rounded to the nearest whole inch. She remarks, "Wow! Alice's height is exactly three fourths of Claire's height!"

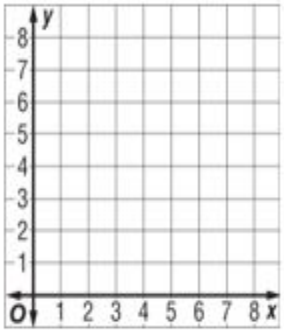
c. What are three different reasonable possibilities for their heights?
d. What is the ratio of Claire's height to Alice's height?



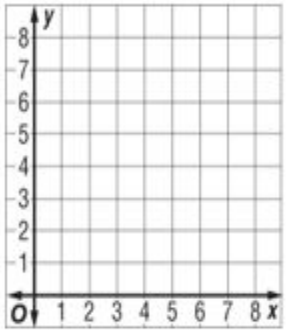
Graph Ratio Tables

Graph and label each point on the coordinate plane.

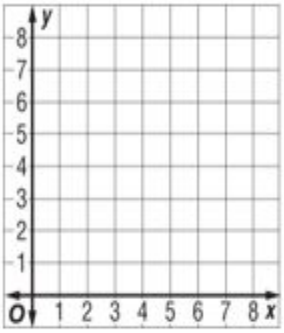
1. $A(1, 3)$



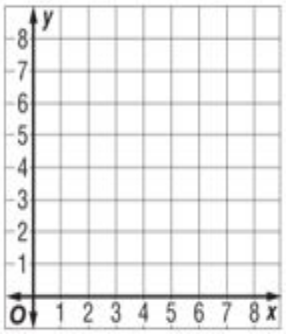
2. $B(4, 3)$



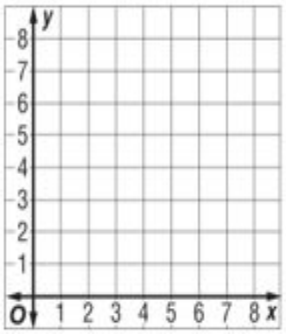
3. $C(2, 0)$



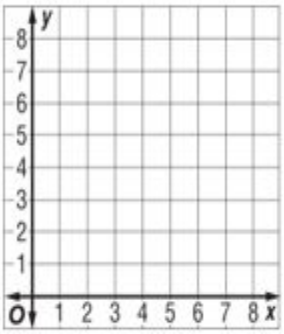
4. $D(2, 5)$



5. $E(5, 3)$



6. $F(3, 4)$

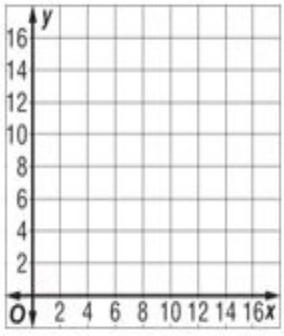


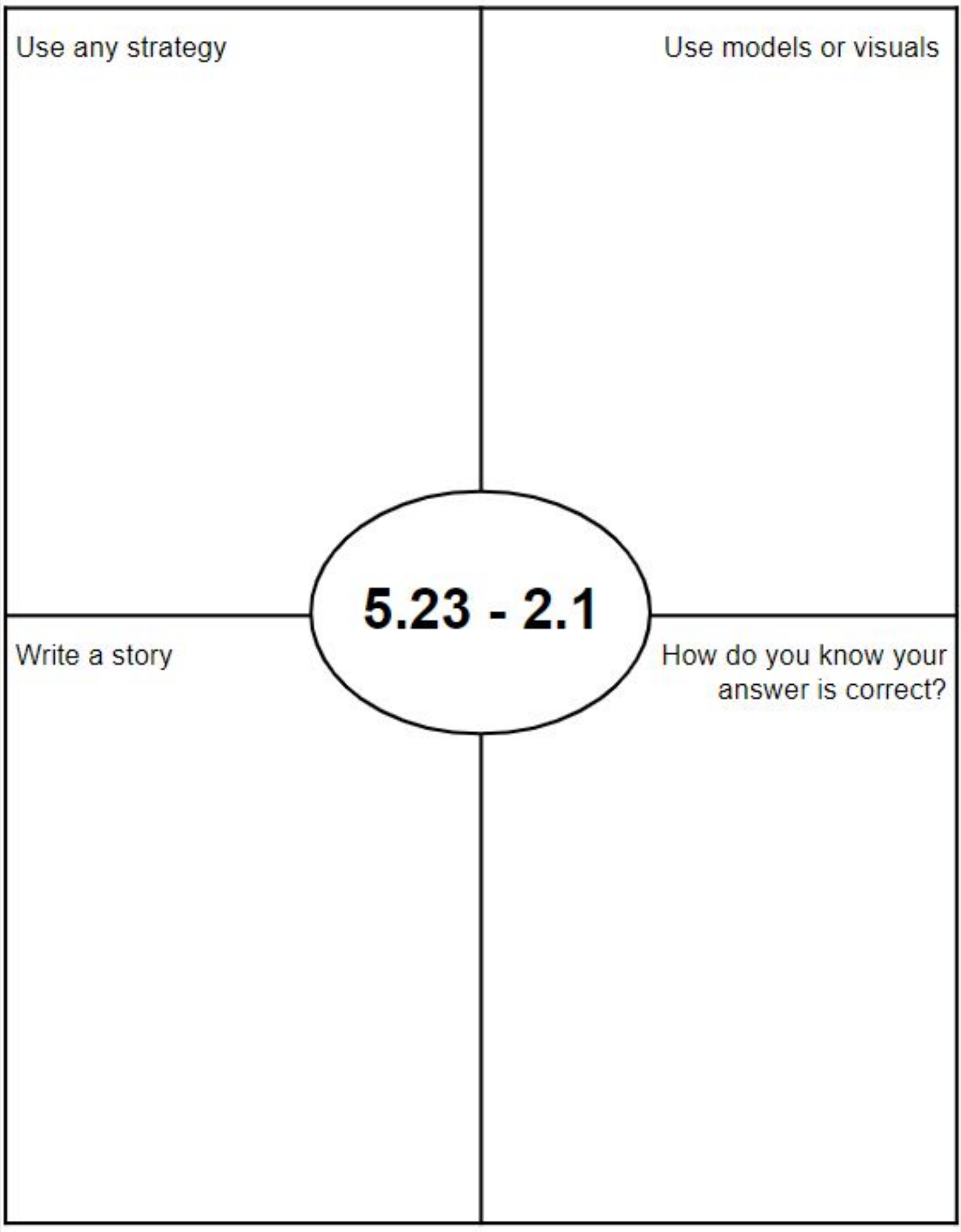
7. MONEY One dollar is worth 4 quarters. The table below shows this relationship.

Quarters in a Dollar	
Number of Dollars	**Number of Quarters**
1	4
2	8
3	12
4	16

a. List this information as ordered pairs (number of dollars, number of quarters).

b. Graph the ordered pairs. Then describe the graph.




Use any strategy
Use models or visuals
5.23 - 2.1
Write a story
How do you know your answer is correct?

Day 5 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Day 5 Writing

Revise, edit and complete the final draft of your narrative essay.

Day 5 Math

Students will complete a **task** on evaluating ratio statements.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: determining if ratios or rates are equivalent.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 5 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección. Completa el registro de lectura.

Dia 5 Escritura

Revisar, editar y completar el borrador final de tu ensayo narrativo.

Dia 5 Matematicas

Los estudiantes completarán una **tarea** sobre la evaluación de declaraciones proporcionales.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: determinar si las proporciones y tasas son equivalentes.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 5

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Final Draft

Evaluating Ratio Statements

The ratio of the number of dogs to the number of cats is 4:5. There are 270 animals on the rescue farm. For each of the following statements, explain whether the statement is true or false and why:

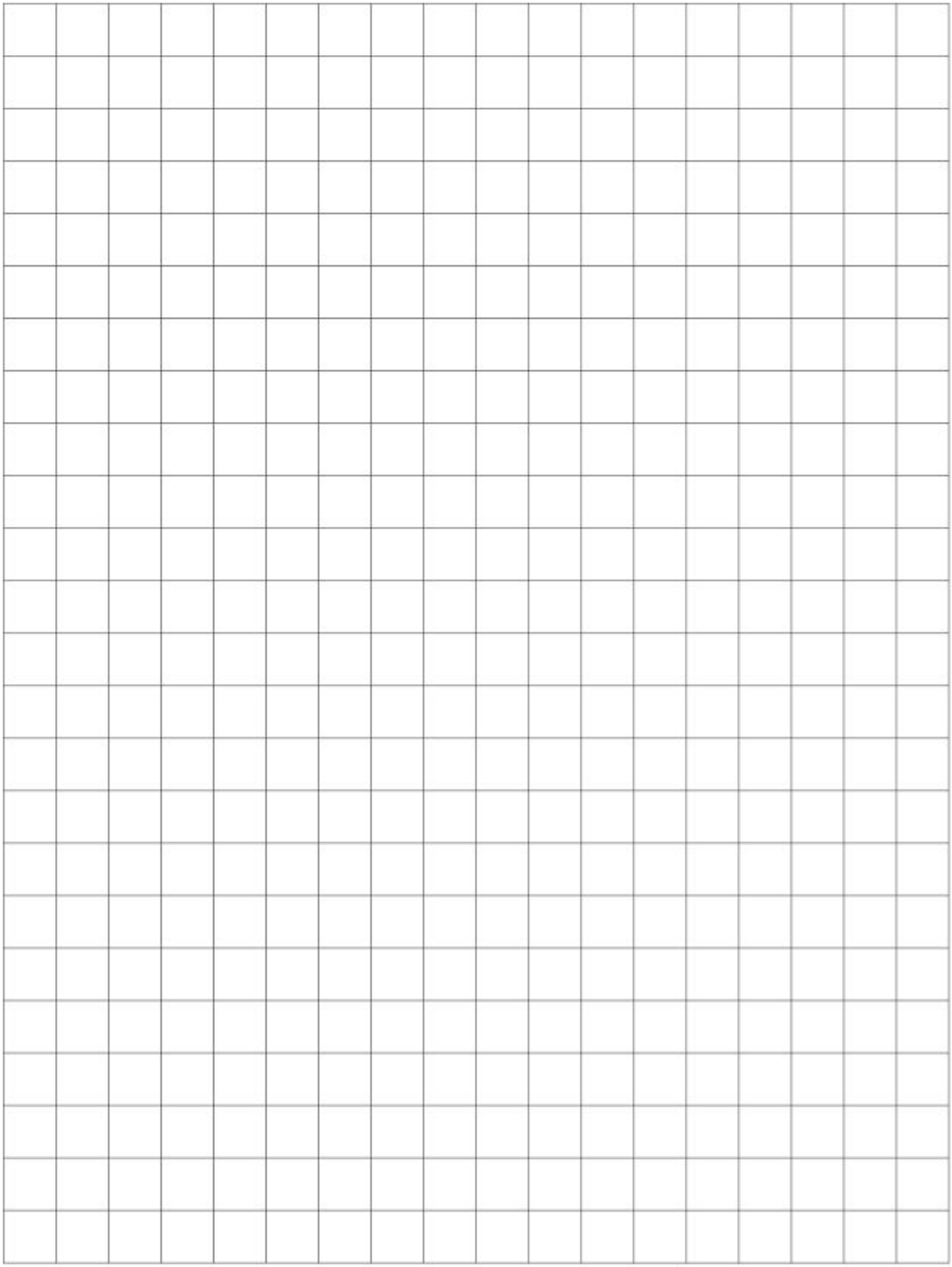
a. The number of dogs is 4/5 the number of cats.

b. 4/5 of the pets at the farm are dogs.

c. There are exactly 30 more cats than dogs.

d. There are exactly 30 dogs at the farm.

e. 5/9 of the pets at the farm are cats.



Use a Table

Use a double Number Line

A package of 5 crackers contains 205 Calories. How many Calories are in one cracker?

Use a Tape Diagram

Write a different question

Equivalent Ratios

Determine if each pair of ratios or rates are equivalent. Explain your reasoning.

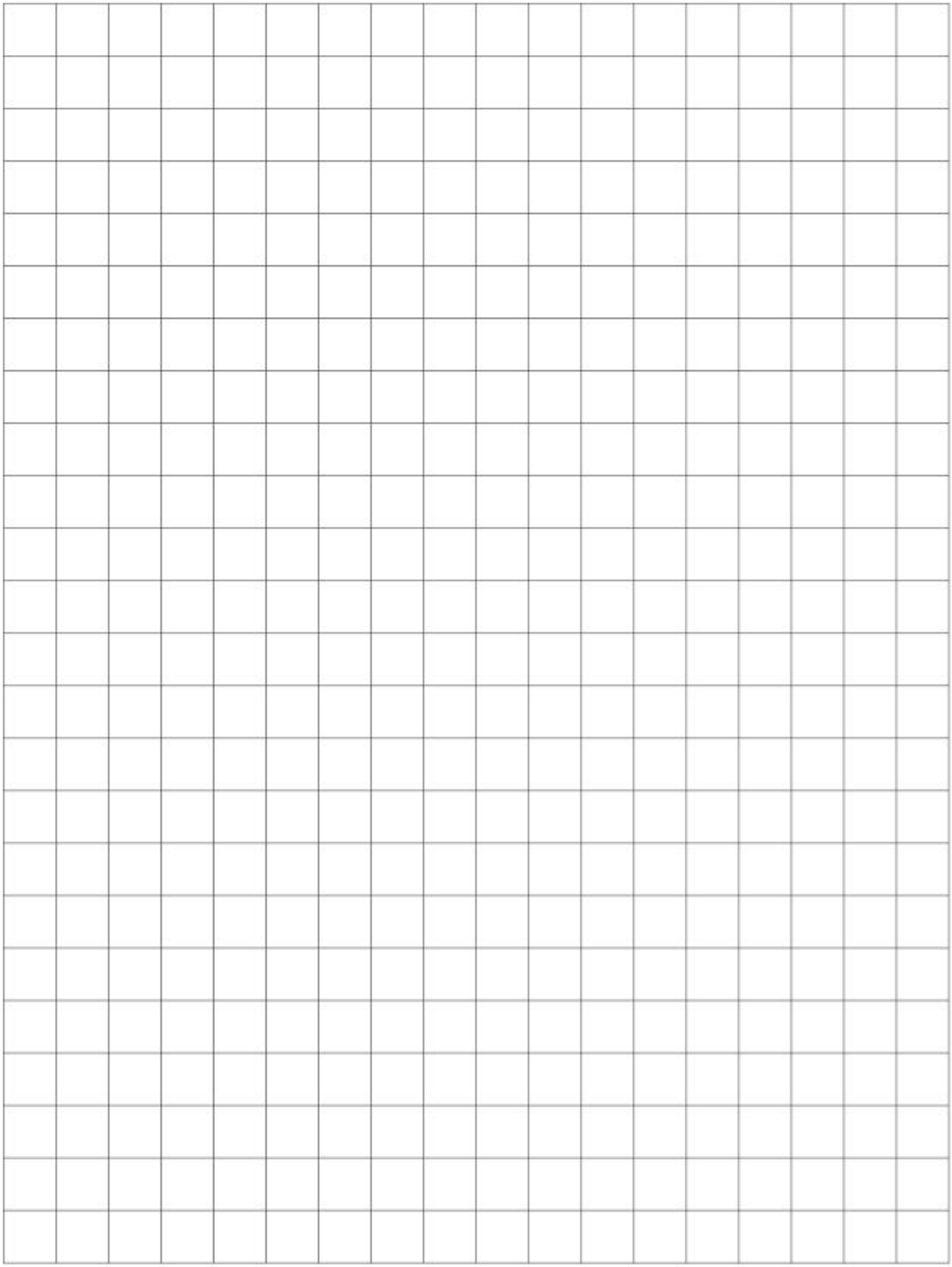
1. $18 for 3 bracelets; $30 for 5 bracelets

3. 4 hours worked for $12; 7 hours worked for $28

5. 24 points scored in 4 games; 48 points scored in 10 games

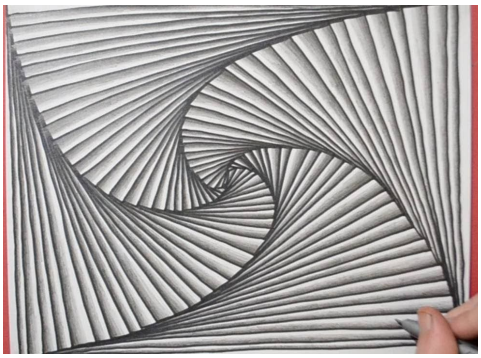
7. 30 minutes to jog 3 miles; 50 minutes to jog 5 miles

9. 360 miles driven on 12 gallons of fuel; 270 miles driven on 9 gallons of fuel



Day 1 Art

Materials: Pencil, paper, crayons or colored pencils, markers.
Instructions: This week you will be using lines, colors and shapes to create different works of arts.
Designing with lines: Using just a pencil, recreate a line drawing like the one you see here. Use the whole page.



Day 2 Art

Designing using color: Take the same drawing you drew on day one and add color.

Day 3 Art

Designing Design Shape: Use this colorful piece of art made out of shapes as an example to create your own work or art. Make sure you use. geometric shapes with straight lines and organic shapes with curvy lines. Create your work of art using a pencil.

Day 4 Art

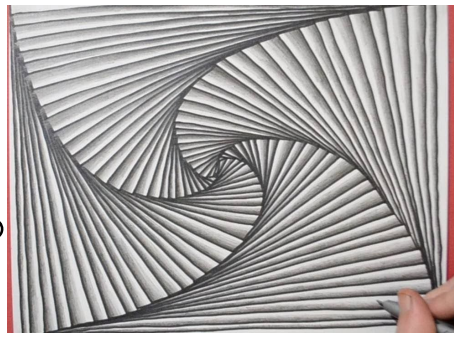
Designing using color: It is time to add color to your drawing from Day 3. Use crayons, markers, color pencils or a mixture of any to color your drawing.

Day 5 Art

Designing: Now it is time to create your own masterpiece by using the elements of art: lines, shapes and color. We are only focusing on these three elements. Your drawing can be non-objective (weird looking with no particular focus) or objective (it looks like something or someone).

Dia 1 Arte

Materiales: Lapiz, papel, crayones o lápices de color, marcadores.
Instrucciones: Esta semana estarás usando líneas, colores y figuras para crear diferentes obras de arte.
Diseñando con Líneas: Usando un lápiz, recrea un dibujo de líneas come el que ves aquí. Usa toda la pagina. .



Dia 2 Arte

Diseñando Usando Color: Toma el mismo dibujo que dibujaste en el dia 1 y agregale color.

Dia 3 Arte

Diseñando Formas de Diseño
Utiliza esta obra de arte colorida hecha de formas como ejemplo para crear tu propia obra de arte. Asegurate de usar formas geométricas con líneas rectas y formas orgánicas con lineas en curva. Crea tu obra de arte usando un lápiz.

Dia 4 Arte

Diseñando con Color: Es tiempo de agregar color a tus dibujos del Dia 3. Usa crayones, marcadores, lápices de color o una combinación de colores para colorear tu dibujo.

Dia 5 Arte

Diseño: Ahora es tiempo de crear tu propia obra maestra utilizando los elementos del arte: líneas, formas, y color. Solo nos estamos enfocando en esto tres elementos. Tu dibujo puede ser no-objetivo (aspecto extraño y sin enfoque particular) u objetivo (se parece a algo o a alguien).

Day 6 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Read and annotate Source 1, "Frozen in Time" and Source 2 "The Death of King Tut", then answer reading questions.

Day 6 Writing

Write a reflection of your independent reading.

Write notes from Source 1 and Source 2 to use in your writing.

Day 6 Math

Students will complete a **task** on finding the best deal on ticket sale.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: ratio and rate problems.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 6 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección. Completa el registro de lectura.

Lee y anota la Fuente 1, "Congelado en el Tiempo" y la Fuente 2 "La Muerte del Rey Tut", después contesta las preguntas de lectura.

Dia 6 Escritura

Escribe una refleccion de tu lectura independiente.
Escribe notas de la Fuente 1 y 2 para usar en tu escritura.

Dia 6 Matematicas

Los estudiantes completarán una **tarea** sobre cómo encontrar la mejor oferta en ventas de tickets.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: proporciones y problemas proporcionales.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 6

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Explanatory Performance Task, Part I

Task:
Your school is studying archaeological discoveries. Archaeological discoveries teach us a lot about different people and time periods. These discoveries take place all over the world in many different cultures. But they are often the subjects of outside threats, their preservation isn't always guaranteed.

For this task, you will be writing an explanatory article related to the topic of presenting ancient artifacts, or sites, to the public. For your article, you will review two sources that provide information about two different archaeological finds and the effects discovery has had on their conditions. Take notes while you read.

After you have reviewed these sources, you will answer questions about them and then use the information to write an explanatory article.

In Part 2, you will write an explanatory article on a topic related to the sources.

Directions for Part 1
You will now read two sources. You can re-examine the sources as often as you like.

Research Questions:
After reading the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read, which should help you write your short story.

You may refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the space provided.

Source #1:
Frozen in Time

In A.D. 79, a volcano in Italy erupted with such force that it buried the nearby town of Pompeii under tons of ash and lava. The unintended result of this horrible disaster was the preservation of people, animals, buildings, and artifacts. They remained frozen in place for centuries to come. Ever since its discovery in the mid-1700s, Pompeii has given archaeologists and visitors a unique view of ancient times that would not have been possible otherwise.

Pompeii is located only about five miles from Mount Vesuvius. This short distance makes it particularly vulnerable to the volcano's eruption. Indeed, the terrible explosion that occurred in A.D. 79, hurled ash and gas 20 miles into the air. The ash settled over the surrounding area. As it fell, the ash preserved people and things in their current state. As a result, visitors can still see casts of residents in the exact poses they struck upon their deaths almost 2,000 years ago.

Before the eruption, Pompeii had been a bustling town with thousands of residents. During the excavation, archaeologists uncovered frescoes depicting scenes from mythology, nature, and daily life. They discovered large villas, amphitheaters, bath houses, and gold jewelry. These findings demonstrated that Pompeians had a great appreciation for living well.

The excavation didn't just show how Pompeians lived, though. It also ultimately told the story of how they died. Researchers had previously assumed most of the residents had suffocated on ash and gas. However, they now believe Pompeians actually died from extreme heat. Analysis of ashes and bones from Pompeii showed that air temperatures had reached 570°F. This temperature would've killed people almost instantly.

Source #1:
Frozen in Time

The ability to view such a unique, not to mention rare, archaeological site makes Pompeii very appealing to visitors. Every year, the site attracts more than two million people. Ironically, though, it's the very popularity of Pompeii that is also contributing to its ruin. Though the excavation of ash has provided visitors with an intriguing glimpse into ancient Pompeian life, it has also left the site vulnerable to the elements. No longer protected by their ash covering, structures such as tomb walls have collapsed from heavy rainfall. Furthermore, thieves have stolen artifacts like frescoes from the site. As a result, in 2014, officials unveiled a plan to restore Pompeii. They instituted measures to help protect the site from weather, tourists, and vandals. Though the cost is high-upwards of $27 million-officials hope their efforts will help preserve the site for generations to come.

The horror of a volcanic eruption led to one of the most intriguing archaeological sites every discovered. Though the circumstances surrounding the destruction of Pompeii are tragic, we have learned much about the residents' lives and deaths as a results of these unique events.

Read and annotate source 1. Begin planning notes for your writing.

Source #2:
The Death of King Tut

In 1922, archaeologist Howard Carter and his team made an incredible discovery. They found the tomb of King Tutankhamun, or King Tut, in Egypt's Valley of the Kings. At the time of the discovery, much still remained unknown about the young king. Since that time, however, archaeologists have learned far more about Tut as a result of recent scientific advancements.

For a long time, most people assumed King Tut, who died at the age of 19, had been the victim of murder. This belief was largely due to an x-ray taken in the 1960s. The x-ray showed a piece of bone lodged in Tut's skull cavity. People believed the attackers might have struck the king in t6he head, causing his death. Brain scans performed in 2005, however, showed no trauma to Tut's head. As a result, archaeologists now believe the bone fragment, along with some additional fragments, might have appeared during the embalming process. This process would have taken place before Tut's entombment. Because embalmers removed the brain as part of the process, it's possible they might've accidentally chipped some pieces of bone. It's also possible that Howard Carter might have inadvertently caused the bone to fragment when he first handled Tut's mummy.

Examiners made a second discovery when looking over body scans of Tut. They realized the king had had a club foot. A club foot is a deformation that causes twisting. Scans also revealed that Tut had bone disease in this same foot. Both of these conditions would've make walking difficult for the king. The examiners' discovery helped explain why archaeologists found so many canes in Tut's tomb. Tut likely would've been unable to walk without the assistance of one.

Scientists further discovered that Tut had a fracture in his left thigh bone. It's possible that this fracture caused an infection, ultimately leading to Tut's death. Greater analysis of the king's body also revealed that Tut had battled malaria many times in his life. Malaria is often deadly and is another likely condition that might have ultimately killed the king.

It's also possible that some combination of Tut's many ailments brought about his death. The malaria would have caused Tut's immune system to weaken. This, in turn, would've made it difficult for his bones to heal properly and his body to fight infection.

Though archaeologists may never know with full certainty the cause of King Tut's death, they have far more information to work with now than they previously did. As a result of scientific advancements, they can use actual evidence of disease, and injury, rather than pure speculation, to try to determine the cause of the young king's death.

Read and annotate source 1. Begin planning notes for your writing.

Review Sources 1 and 2, then complete the following questions.

1. According to "Frozen in Time," what preserved and protected the people and structures of Pompeii for almost 2,000 years?
   a. High temperatures that discouraged tourists from visiting the site
   b. Gas that lingered in the air after the volcano's eruption
   c. Extreme heat that melted everything into place
   d. Ash from the eruption

2. How did archaeologists use research to learn more about how both King Tut and the residents of Pompeii died? Cite details from **both** sources to support your ideas. Be sure to identify the source of each piece of information by title or number.

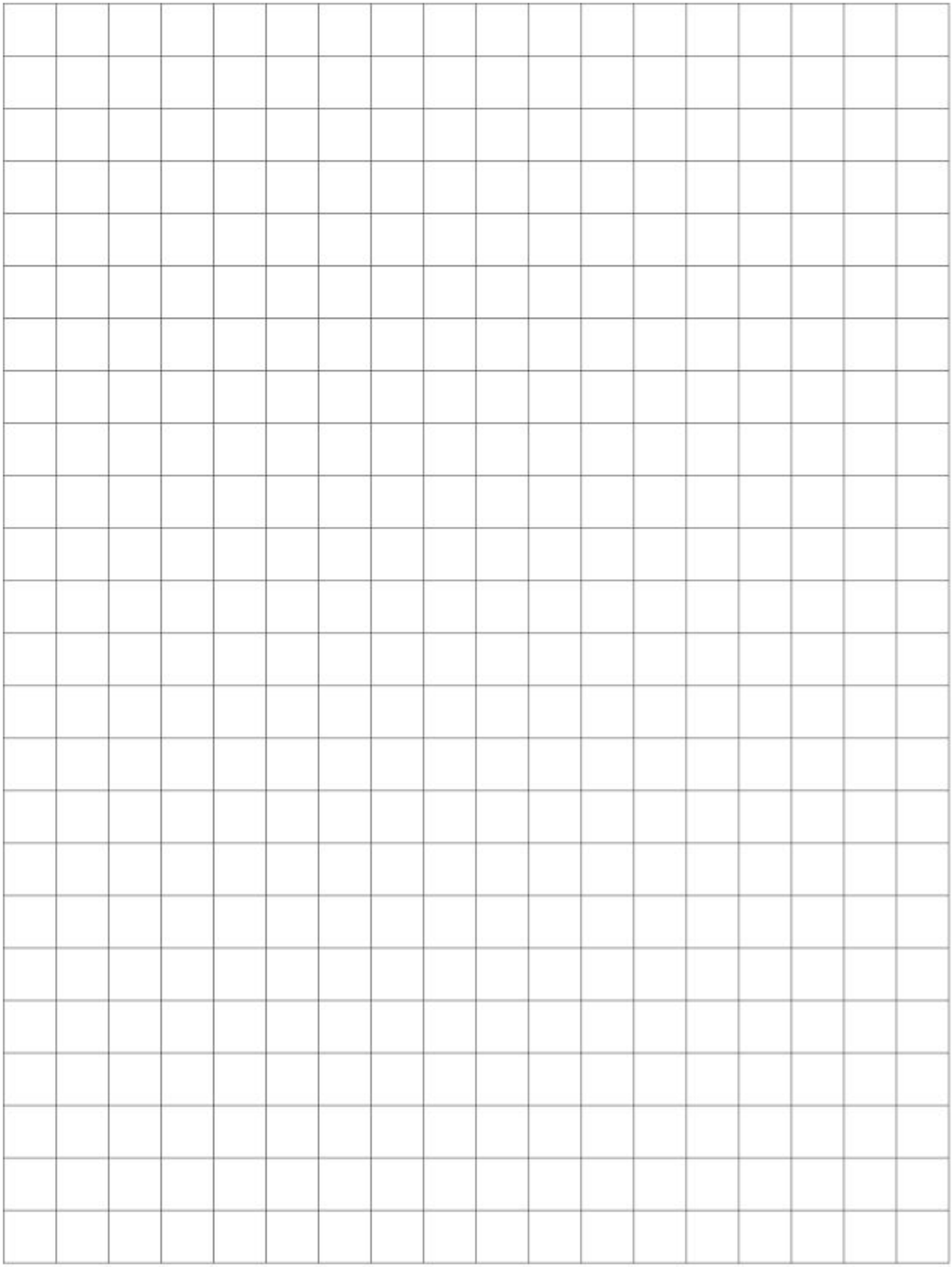
3. Which source would be more useful for making the argument that ancient societies had a great appreciation for the arts? Explain why, and provide at least **two** pieces of evidence from that source to support your ideas.

Ticket Booth

A school carnival ticket booth posts the following sign:

a. Which amount of tickets offers the best deal? Explain.

b. How would you suggest the students running the ticket booth modify the list of prices?



Ratio and Rate Problems

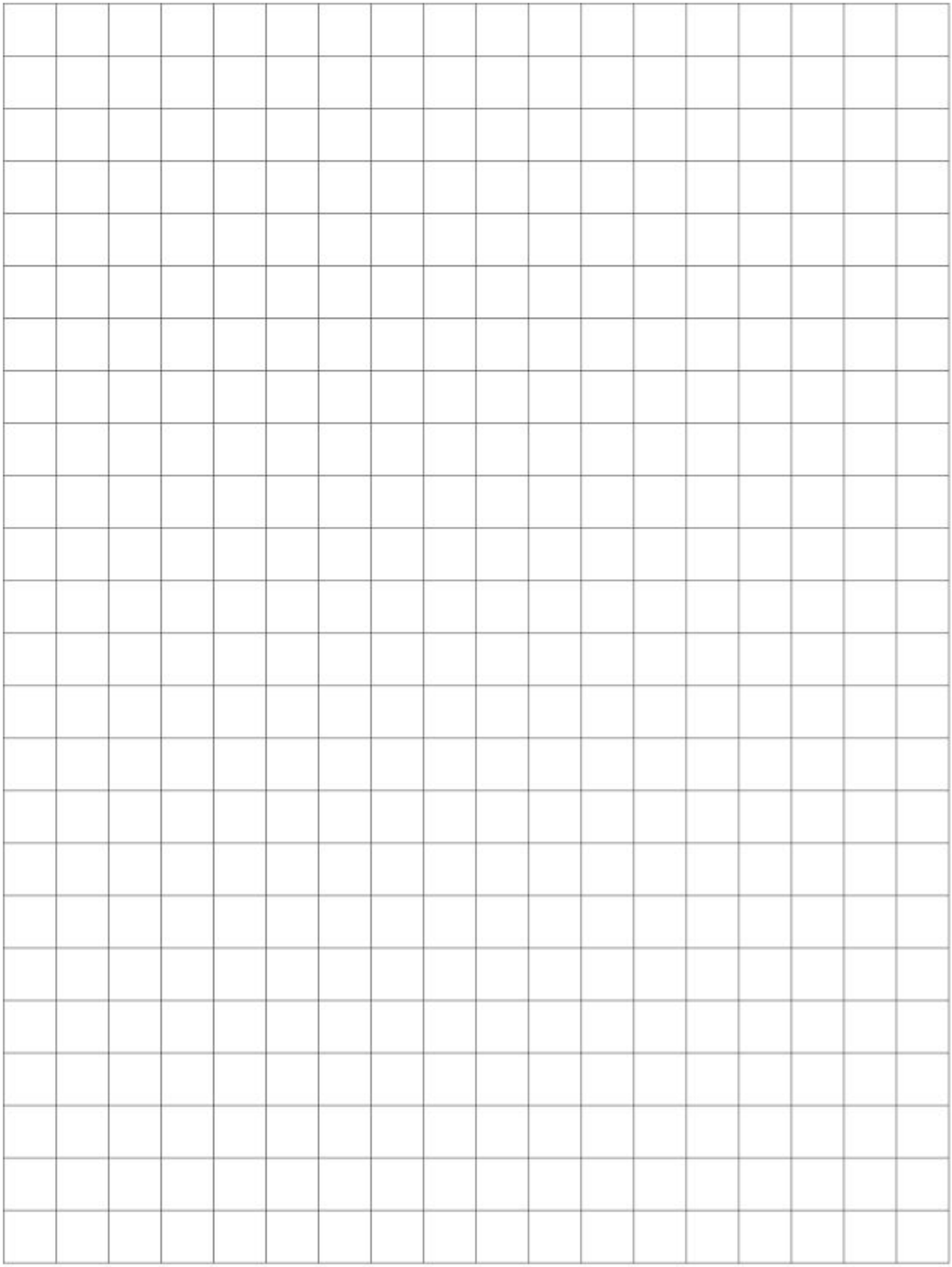
Solve.

1. **GUACAMOLE** Eli is making guacamole. He uses 2 tablespoons of cilantro for every 3 avocados. At this rate, how many tablespoons of cilantro will he need for 9 avocados?

3. **FERTILIZER** Ellie must mix 6 tablespoons of plant food for every 2 gallons of water. If she has 6 gallons of water, how much plant food should she use?

5. **POGO STICK** On her pogo stick, Lula made 24 hops in 30 seconds. At this rate, how many hops will she make in 50 seconds?

7. **SOCCER** The Hawks soccer team won 12 out of 14 games. If this rate continues, how many games will they win if they play a total of 21 games?



Use any strategy to solve

Use models or visuals

$x + 2 = 19$

Write a story

How do you know your answer is correct?

Day 7 Reading

Independent Reading- 30 minutes - Read a book or article of your choice.
Complete the reading log
Review Sources 1 and 2.

Day 7 Writing

Write a reflection of your independent reading.
Read Part II directions, begin writing rough draft.

Day 7 Math

Students will complete a **task** on finding amount of ingredients for different number of batches given the recipe for one bread.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: finding the LCM for pairs of numbers

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 7 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección.
Completa el registro de lectura.
Repasa las Fuentes 1 y 2.

Dia 7 Escritura

Escribe una refleccion de tu lectura independiente.
Lee las instrucciones de la Parte II, empieza a escribir un borrador.

Dia 7 Matematicas

Los estudiantes completarán una **tarea** sobre encontrar la cantidad de ingredientes para diferentes cantidades de lotes dada la receta de un pan.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: encontrar el LCM para pares de números.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 7

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Explanatory Performance Task, Part II

Directions for Part 2

You will now look at your sources; take notes; and plan, draft, revise, and edit your explanatory article. You may use your notes and refer to the sources. Now read your assignment and the information about how your explanatory article will be scored; then begin your work.

Your Assignment

The local history club has asked you to write a column about ancient artifacts and sites and their contribution to society. Your story will be presented to local history teachers and read on the club's website.

After reviewing the two sources, you have decided to write a multi-paragraph article about the discovery of Pompeii and King Tut's tomb, and how they contribute to understanding the ancient cultures and society that previously existed. In your article, clearly state the main idea with reasons that are thoroughly developed, using the information you have read.

Explanatory Article Scoring

Your explanatory article will be scored using the following:

1. Organization/Purpose: How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How consistently did you use a variety of transitions? How effective was your introduction and your conclusion?

2. Evidence/Elaboration: How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How clearly did you state ideas using precise language that is appropriate for your audience and purpose?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? Now begin work on your explanatory article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.

Now begin working on your informational article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate piece of paper.

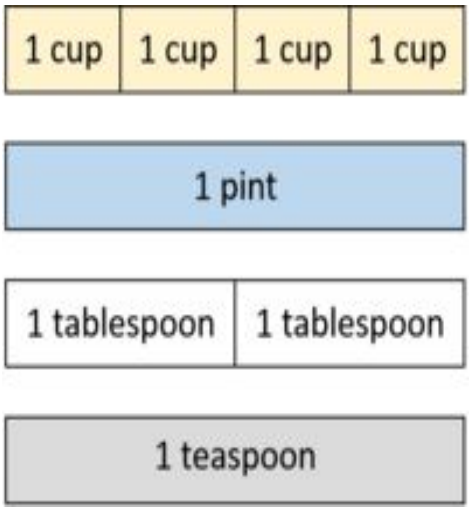
Draft.

Draft.

Draft.

Baking Bread 2

A recipe for bread calls for 4 cups of flour, 1 pint of water, 2 tablespoons of yeast, and 1 teaspoon of salt. The diagram below represents 1 batch of bread.

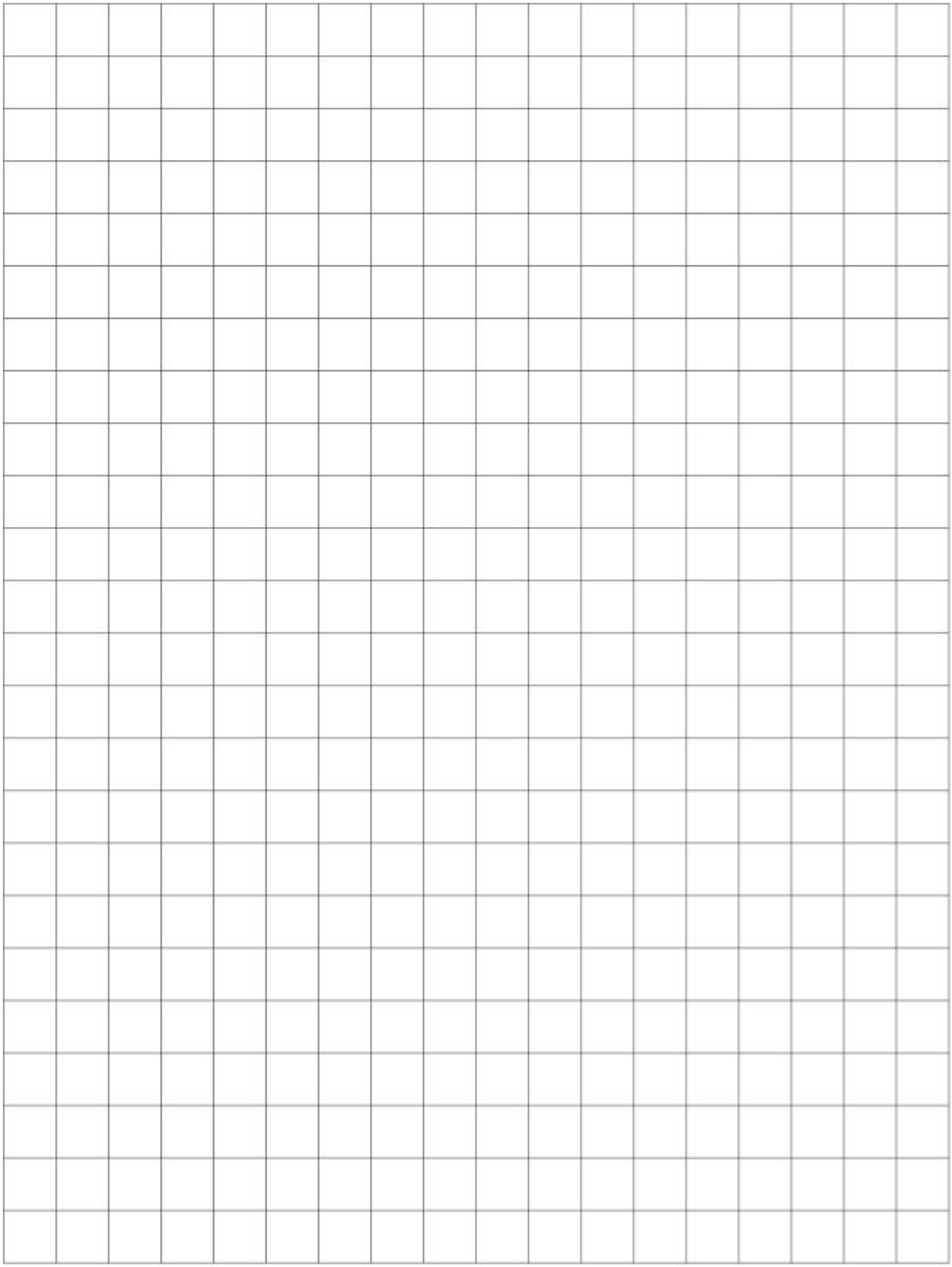


a. How much of each ingredient is needed for 2 batches of bread? Draw a diagram that shows this.

b. How much of each ingredient is needed for 3 batches of bread? Draw a diagram that shows this.

c. How much of each ingredient is needed for 5 batches of bread? (Can you answer this without drawing a diagram?)

d. What is the ratio of flour to yeast in five batches of bread?



Use a Table

Use a double Number Line

What percent is 12 out of 25?

Use a Tape Diagram

Write a story

Find the LCM (least common multiple) for each set of numbers

3 and 8	4 and 10	12 and 20
12 and 18	6 and 10	15 and 20
10 and 18	8 and 20	6 and 8

Day 8 Reading

Independent Reading- 30 minutes - Read a book or article of your choice.
Complete the reading log.
Read "Eleven" by Sandra Cisneros and answer the reading questions.

Day 8 Writing

Write a reflection of your independent reading.
Revise and edit your explanatory article.

Day 8 Math

Students will complete a **task** on currency exchange.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: solving problems on the coordinate plane.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 8 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección.
Completa el registro de lectura.
Lee "Eleven" por Sandra Cisneros y contesta las preguntas de la lectura.

Dia 8 Escritura

Escribe una refleccion de tu lectura independiente.
Repasa y edita tu articulo explicativo.

Dia 8 Matematicas

Los estudiantes completaran una **tarea** sobre cambio de divisas.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones.

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: resolver problemas en el plano de coordenadas.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 8

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Draft.

Draft.

Draft.

"Eleven" by Sandra Cisneros

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are-underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

"Whose is this?" Mrs Price says, and she hold the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

"Not mine," says everybody, "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

"Eleven" by Sandra Cisneros

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

"That's not, I don't, you're not… Not mine." I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's older and the teacher, she's right and I'm not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody, "Now, Rachel, that's enough" because she sees I've shoved the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't care.

"Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."

"But it's not-"

"Now!" Mrs. Price says.

“Eleven” by Sandra Cisneros

This is when I wish I wasn’t eleven because all the years inside of me- ten, nine, eight, seven, six, five, four, three, two, and one- are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and the other arm through and the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.

That’s when everything I’ve been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I’m crying in front of everybody. I wish I was invisible but I’m not. I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can’t stop the little animal noises from coming out of me until there aren’t any more tears left in my eyes, and it’s just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything’s okay.

Today I’m eleven. There’s a cake Mama’s making for tonight and when papa comes home from work we’ll eat it. There’ll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it’s too late.

I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it.

Read "Eleven", then complete the following questions.

1. How does Rachel describe what it's like to be Eleven?

2. Whos is the narrator of "Eleven"?

3. What is the main conflict in "Eleven"?

4. Why does Rachel wish that she were one hundred and two years old?

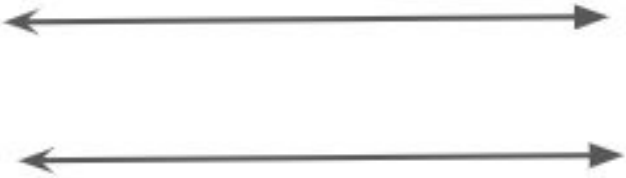
Currency Exchange

6.RP.A.3

Joe was planning a business trip to Canada, so he went to the bank to exchange $200 U.S. dollars for Canadian (CDN) dollars (at a rate of $1.02 CDN per $1 US). On the way home from the bank, Joe's boss called to say that the destination of the trip had changed to Mexico City. Joe went back to the bank to exchange his Canadian dollars for Mexican pesos (at a rate of 10.8 pesos per $1 CDN). How many Mexican pesos did Joe get?

Use a Table

Use a double Number Line



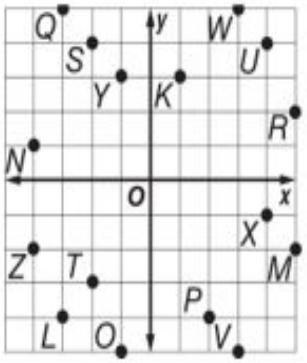
On a bicycle you can travel 20 miles in 4 hours.At the same rate, what distance can you travel in 1 hour?

Use a Tape Diagram

Write a different question

The Coordinate Plane

Use the coordinate plane at the right. Identify the point for each ordered pair.



1. (–2, 4)

2. (–2, –3)

3. (4, 4)

4. (3, –5)

5. (3, 5)

6. (4, –1)

7. (–1, 3)

8. (–4, –2)

Use the coordinate plane above. Write the ordered pair that names each point. Then identify the quadrant where each point is located.

9. *K*

11. *M*

13. *0*

15. *Q*

Identify the quadrant where each point is located.

17. (–5, 2)

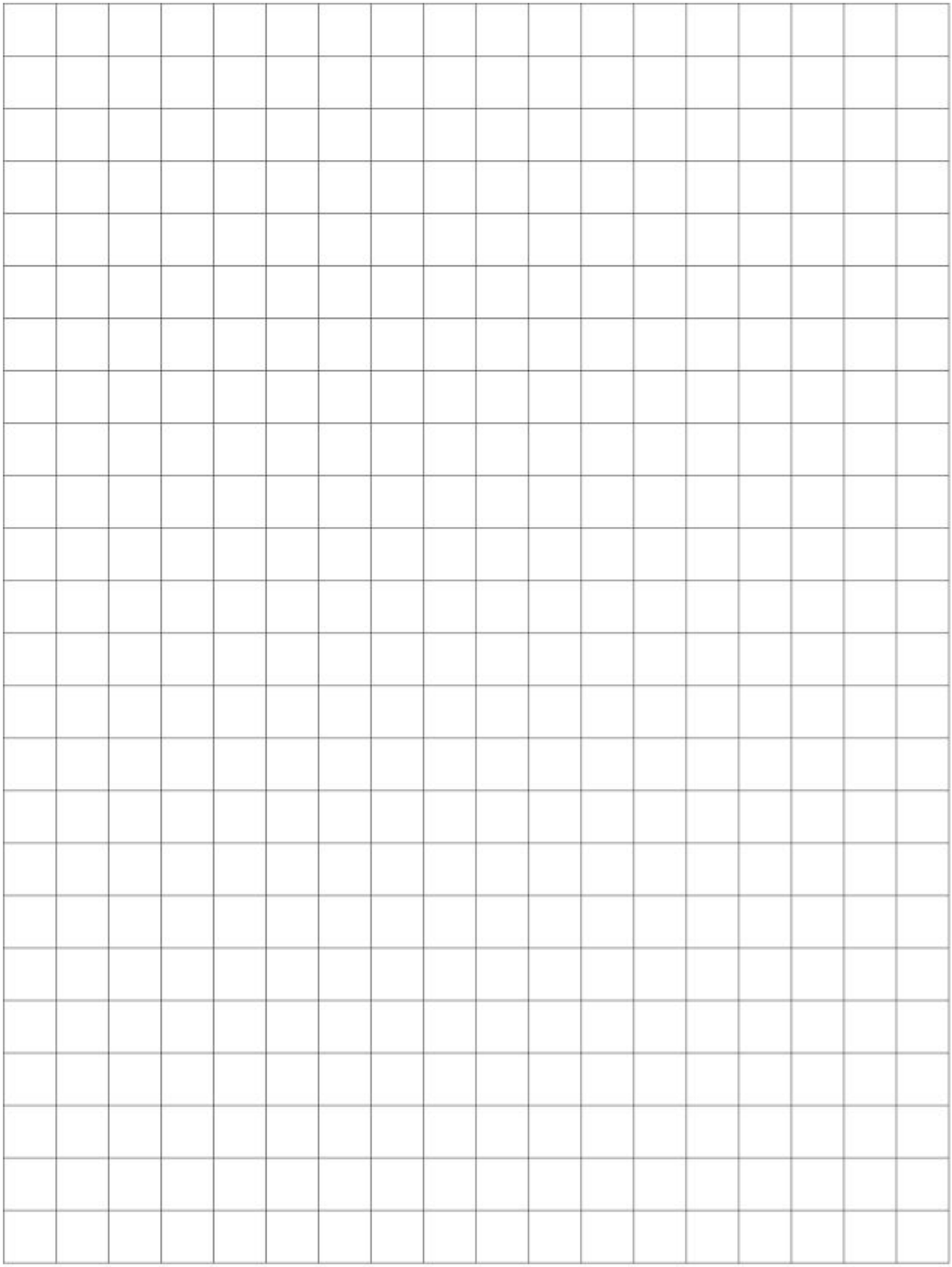
19. (1, –3)

21. (3, 3)

23. (1, –1)

25. (3, –2)

27. (1, 5)



Day 9 Reading

Independent Reading- 30 minutes - Read a book or article of your choice. Complete the reading log.

Day 9 Writing

Write a reflection of your independent reading.
Conversation writing assignment.
Figurative language.
Continue revising, editing explanatory article.

Day 9 Math

Students will complete a **task** on finding the number of cherries in the Fruit Salad task.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: graphing points on the coordinate plane.

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 9 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección.
Completa el registro de lectura.

Dia 9 Escritura

Escribe una refleccion de tu lectura independiente.
Asignación de Escritura de Conversación.
Lenguaje Figurativo.
Continua revisando y editando tu articulo explicativo.

Dia 9 Matematicas

Los estudiantes completaran una **tarea** sobre encontrar el número de cerezas en la Tarea de Ensalada de Fruta.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: graficar puntos en el plano de coordenadas.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 9

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Directions: Create a conversation between Mrs. Price and Rachel that would have contributed to a more positive resolution.

Figurative Language

Figurative Language	Literal Language
• When authors mean something _____ than what they are actually saying.	• Authors mean _____ what they are saying.
Ex. He is as fast as a cheetah..	Ex. I like pizza.
○ Is it true that he is as fast as a cheetah?	○ Is it true that I really like pizza?
○ What does the author mean by this?	○ Is there a deeper meaning in this sentence?

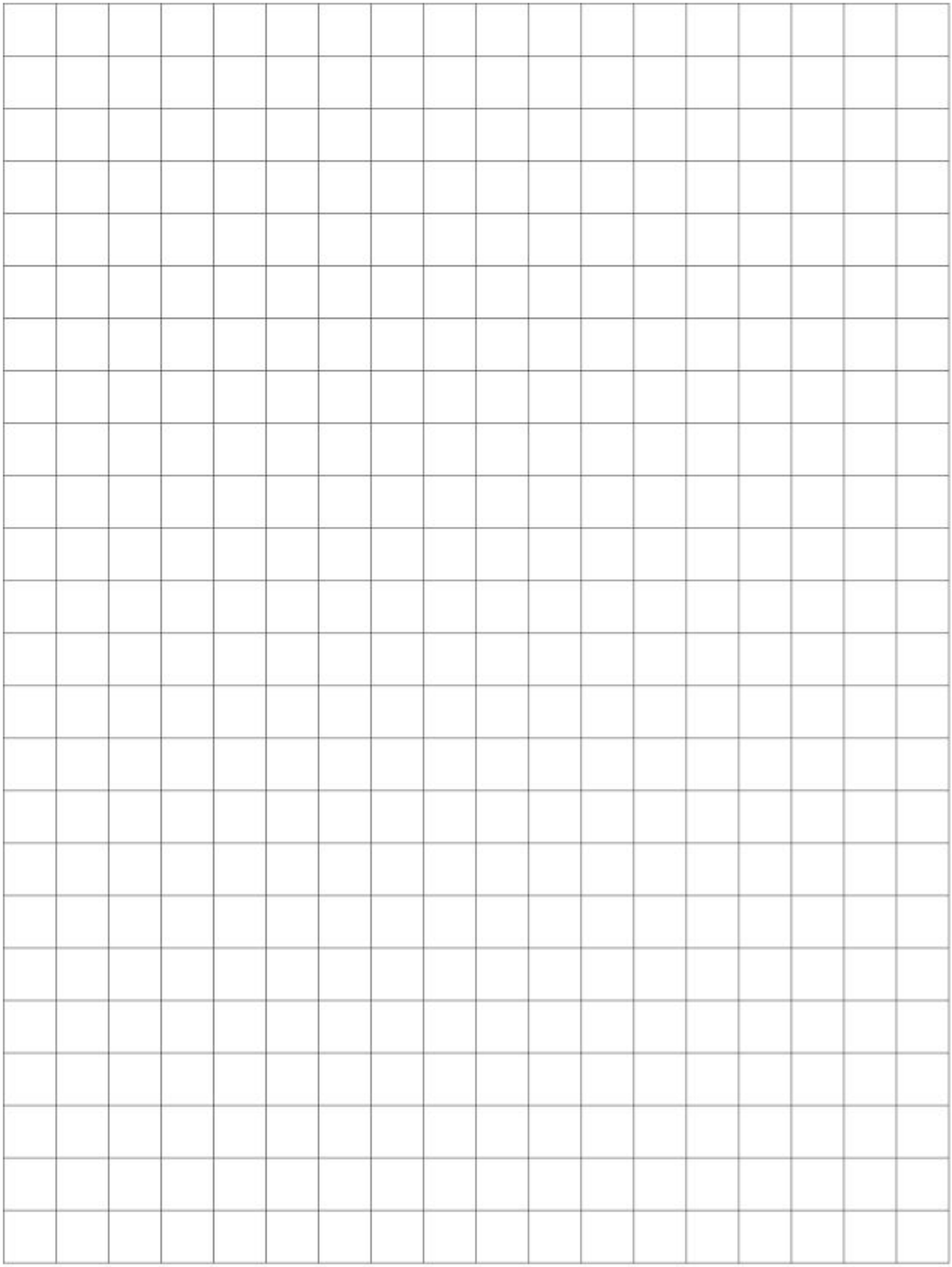
Similes

_____: Comparing two things using _____ or _____

Example	Two things being compared	Meaning
Love is like a rose.	1. 2.	
That boy is as tall as a mountain.	1. 2.	
Her words pierced me like a knife.	1. 2.	
The children behaved like animals in the zoo!	1. 2.	
The ugly red sweater was like a big red mountain on my desk.	1. 2.	

Fruit Salad

A fruit salad consists of blueberries, raspberries, grapes, and cherries. The fruit salad has a total of 280 pieces of fruit. There are twice as many raspberries as blueberries, three times as many grapes as cherries, and four times as many cherries as raspberries. How many cherries are there in the fruit salad?



Use a Table

Use a double Number Line

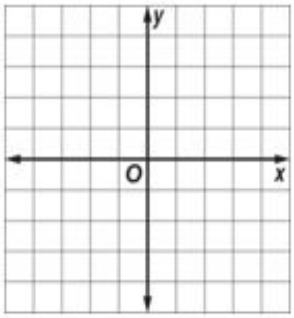
A juice recipe calls for 5 cups of grape juice for every 2 cups of peach juice. How many cups of grape juice are needed for a batch that uses 8 cups of peach juice?

Use a Tape Diagram

Write a different question

Graph on the Coordinate Plane

Graph and label each point on the coordinate plane at the right.



1. $A\,(-5, 2)$

3. $J\,(1, -3)$

5. $C\,(3, 3)$

7. $L\,(0, -1)$

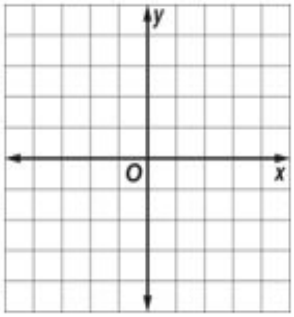
9. $E\,(3, -2)$

11. $N\,(1, 5)$

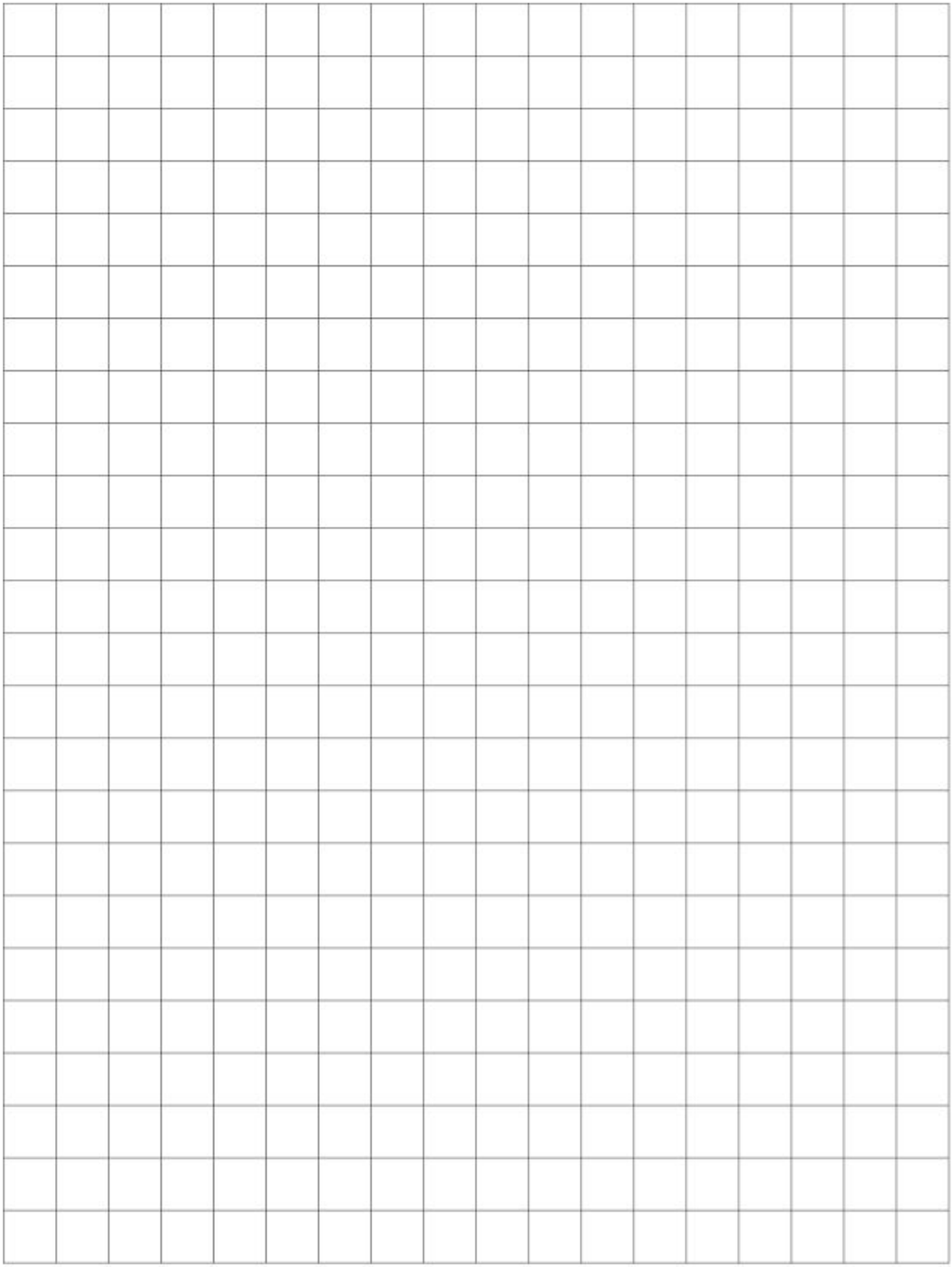
13. $G\,(-1, -4)$

15. Graph $Y\,(1.5, -2)$ on the coordinate grid to the right. Then graph its reflection across the x–axis.

16. Graph $H\,(-4, -2.5)$ on the coordinate grid to the right. Then graph its reflection across the y–axis.



17. Graph $P\,(-4.5, -1.5)$ on the coordinate grid to the right. Then graph its reflection across the y–axis.



Day 10 Reading

Independent Reading- 30 minutes - Read a book or article of your choice.
Complete the reading log.
Reread/review "Eleven", then answer dialogue and punctuation questions.

Day 10 Writing

Write a reflection of your independent reading.
Finalize explanatory article.

Day 10 Math

Students will complete a **task** on solving problems regarding exam scores.

Students will practice ratios and proportional reasoning using multiple representations. These include tables, double number line and tape diagrams. They should complete each section to build understanding and connections between the representations.

Use **practice pages** to apply math understanding about Ratios and Proportional Relationships: writing algebraic expressions

Use the **Multiple Representation Page** to practice number sense, strategies, and fluency.

Dia 10 Lectura

Lectura independiente: 30 minutos: lee un libro o artículo de tu elección.
Completa el registro de lectura.
Lee otra vez/repara "Eleven", y contesta el diálogo y preguntas de puntuación.

Dia 10 Escritura

Escribe una reflexión de tu lectura independiente.
Finaliza tu articulo explicativo.

Dia 10 Matematicas

Los estudiantes completaran una **tarea** sobre resolver problemas en los resultados de examen.

Los estudiantes practicarán proporciones y razonamiento proporcional usando múltiples representaciones. Estos incluyen tablas, rectas numéricas dobles y diagramas de cinta. Deben completar cada sección para incrementar su entendimiento y conexiones entre las representaciones

Usa **las páginas de práctica** para aplicar la comprensión matemática sobre proporciones y relaciones proporcionales: escribir expresiones algebraicas.

Usa **la página de representación** múltiple para practicar el sentido numérico, las estrategias y la fluidez.

Reading Reflection DAY 6

Read a book or article of your choice. Write a brief reflection or illustration of what you read.

Dialogue/Punctuation

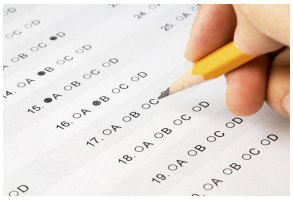
"Whose is this?" Mrs. Price says, as she holds the red sweater up in the air. "Whose? It's been sitting in the coatroom for a month." "Not mine," says everybody. "Not mine." Then, that stupid Sylvia Saldivar says, "I think it belongs to Rachel." An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. "That's not, I don't, you're not… Not mine," I whisper in a little voice that was maybe me when I was four. "Of course it's yours," Mrs. Price says. "I remember you wearing it once."	1. What does this dialogue reveal about the conflict between Rachel and Mrs. Price? 2. What does this dialogue reveal about the conflict between Rachel and herself?
Add punctuation to the following pieces of dialogue.	
3. I'm bored said India. Let's go shopping. Oh yeah replied De'Myia. There's a great sale at the mall. Okay, let's go right now said India. I am so excited.	4. When the bell rings, turn your work into the 5th period bin said Ms. Fine. We need one more minute to complete our D.O.L. cried the students. Okay said Ms. Fine. Work quickly and don't forget to write your name on your paper!
3. Describe what happens in the resolution of "Eleven". Does Rachel ever find her voice?	4. How might the resolution be different if Rachel had spoken up and had a conversation with Mrs. Price about the sweater?

Final draft

Final draft

Final draft

Exam scores

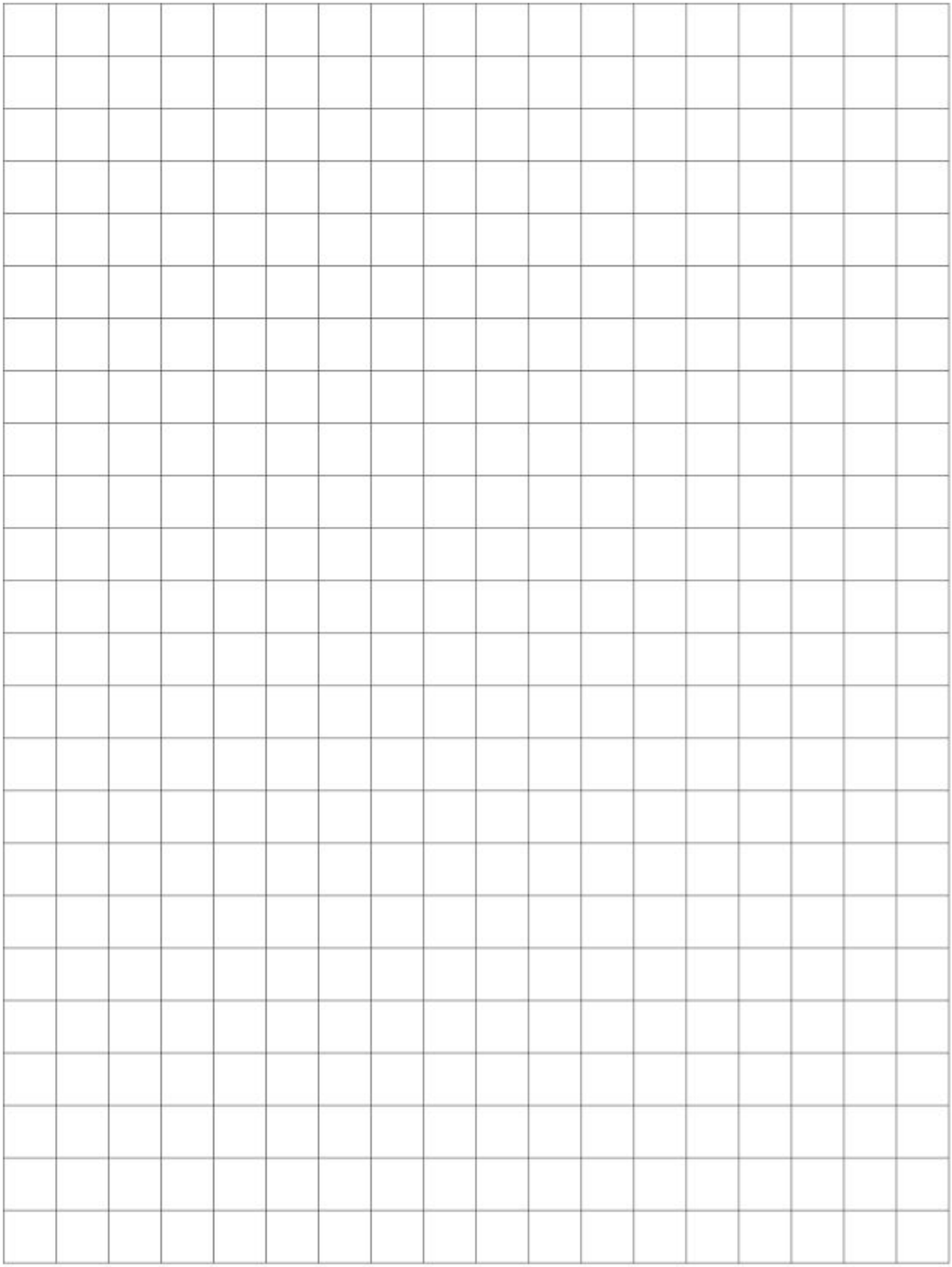


Alyssa took a math test with 20 questions and she answered 16 questions correctly. In order get an A, she needs to answer at least 90 percent of the questions correctly.

- Did Alyssa get an A on this math test? Explain.

- How many questions would Alyssa need to answer correctly in order to get an A?

- On the same exam, Alyssa's friend Jessie answered three times more questions correct than incorrect. Who got a higher percentage of the test questions correct, Alyssa or Jessie?



Algebra: Write Expressions

Define a variable. Then write each phrase as an algebraic expression.

1. one more ball than is on the playground

2. three more cookies than are in the jar

3. twelve fewer questions than were on the first test

4. eight dollars more than the shirt costs

5. three times as many drinks on the tray

6. five dollars less than Yuma's pay

7. The English class has half as many students as the math class.

8. one third of Emily's age

9. ten times the minutes spent exercising

10. **MAIL** Spencer bought 3 books of stamps and mailed a package. It cost $4.50 to mail the package. Define a variable and write an expression to represent the total amount he spent at the post office.

Use any strategy

Use models or visuals

Ratio 2:3

Write a story

How do you know your answer is correct?

Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Create your own rough draft of the Matisse inspired art project.

Day 9 Art

Create your shapes and see how you would insert them into the vase project.

Day 10 Art

Paste shapes into the VASE template, just like Matisse.
Do reflection page.

Día 6 Arte

Figuras
Qué son figuras?
Qué son colores?
Qué son los patrones?

Día 7 Arte

Henri Matisse, French artista
Usar colores vivos
Al final de sus vida hizo recortes

Día 8 Arte

Crea tu propio borrador del proyecto de arte inspirado en Matisse

Día 9 Arte

Crea sus formas y mira como las insertaría en el proyecto del florero.

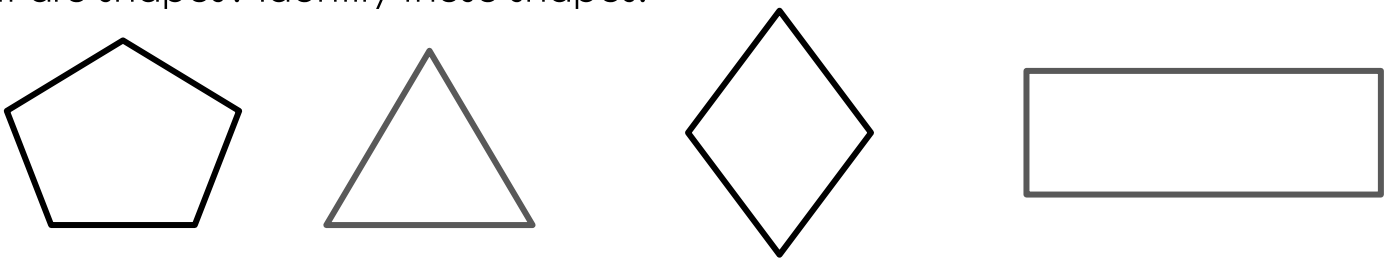
Día 10 Arte

Pega las formas en la vase de plantilla al igual que Matisse.
Haz una página de reflexión.

INTRODUCTION-SHAPES

Shapes

What are shapes? Identify these shapes.



What is in your home that looks like these shapes? (name 7 objects)

What are colors? Color is reflected light.

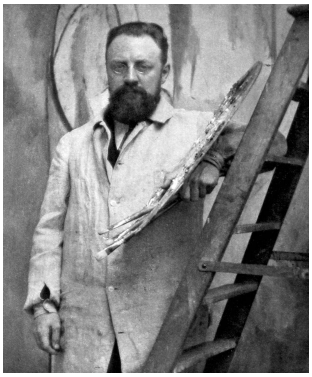
Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

Find objects in your home that have a pattern.

Draw 3 different shapes with three different patterns inside each shape. The patterns could be flowers, stars, etc…..

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?

He was from France and liked to paint with very bright colors. He truly enjoyed the act of painting. His purpose for doing art was for others to be happy when they saw his compositions.

Late in life when he became ill he began to do paper cut-outs and made some of his most famous pieces during this time.

He was passionate about his painting.

Copy the pattern that you see here in this Cut-out composition.

What shapes do you see in this painting?

List the shapes that you see.

_____

_____

_____

_____

_____

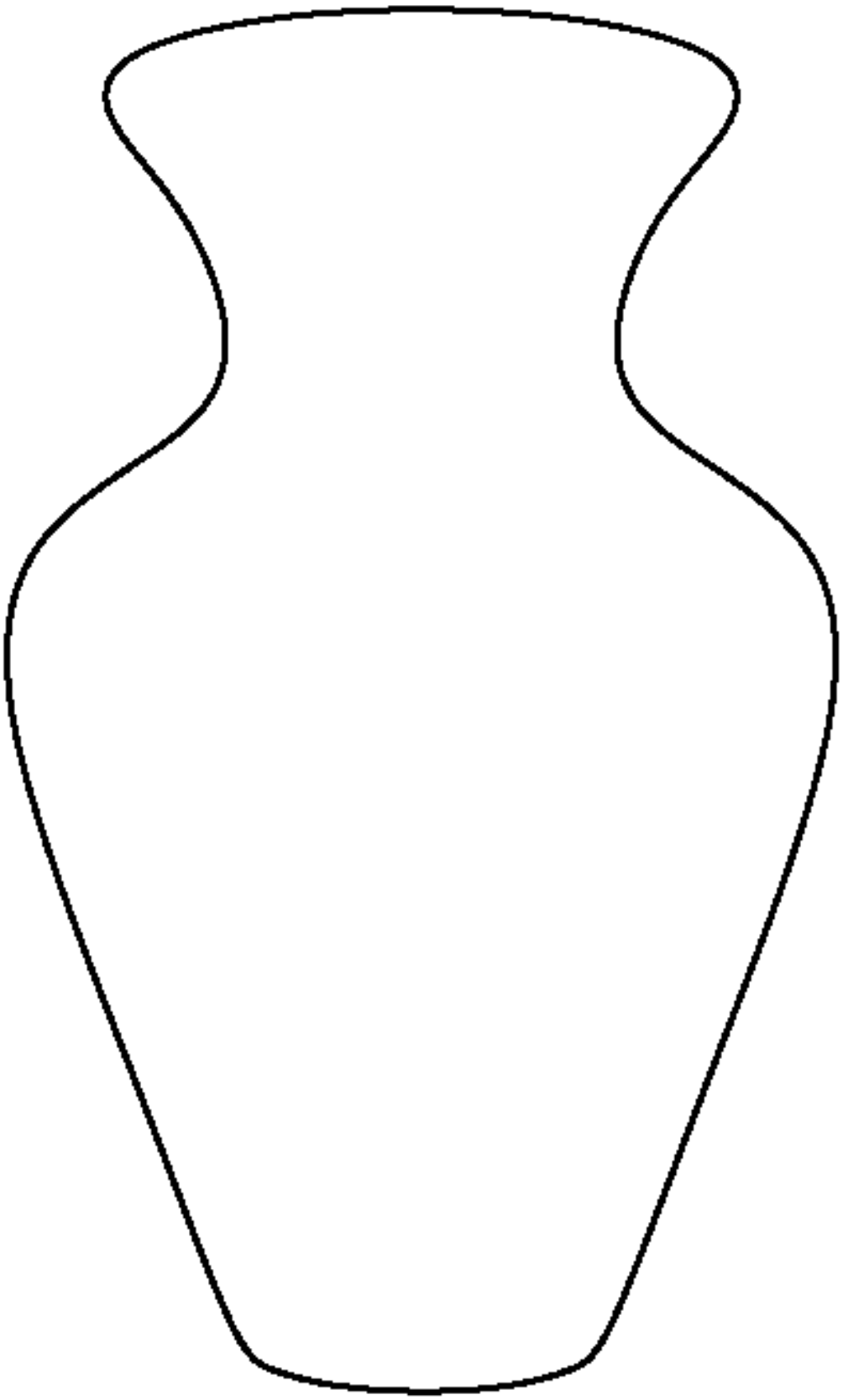
Rough draft

Draw a few creative shapes that are not the regular square, triangle and hexagon. Fill in with a pattern. Look at Matisse's work for inspiration.

Vase template

Name: _____

Fill in the vase with 4 different shapes and 2 different patterns. For 6th grade use 5 different shapes and 3 different patterns. Use color if you can.



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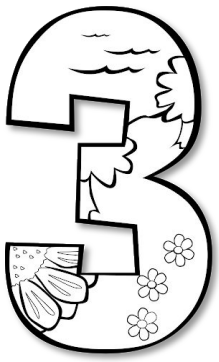
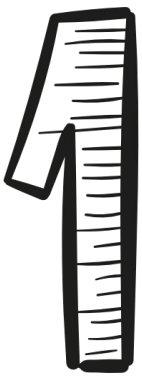
3-2-1 → ART!

Name:

Name of Project::



Three things I learned...

Two things I like about my work...

One thing I would change or do differently...