



**Department of  
Education**

# **Learn at Home Grade 6**

October'53. 2012

# Day 1 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
English Language Arts	45	<input type="checkbox"/> Activity 1: Reading <input type="checkbox"/> Activity 2: Writing	<input type="checkbox"/>
Math	45	<input type="checkbox"/> Complete Skill 23	<input type="checkbox"/>
Science	45	Complete <i>yo g'hamy kpi</i> activities: <input type="checkbox"/> Activity 1: <i>The Longest Walk</i> (English or Spanish)	<input type="checkbox"/>
Fitness and Health	30	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this booklet	<input type="checkbox"/>
Arts	30	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this booklet	<input type="checkbox"/>
Educational TV Shows	30	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 1 English Language Arts

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## Activity 1: *Reading*

- Read the next chapter in the book of your choice and identify one or two **key ideas** that you find especially *interesting* and *important*. Write specific details from the text that give information about the key ideas.

Complete the Key Ideas chart:

Important and interesting ideas	Specific details from the text

## Activity 2: *Writing*

- Using the information you recorded in your Key Ideas chart, write a paragraph to analyze why one or more key ideas you identified are especially interesting and important. Include specific details from the text that support your analysis.

# Day 1 Mathematics

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## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Variables:** A quantity that varies, or changes.
- Algebraic Expression:** A rule written with numbers and symbols.
- Evaluate:** To determine the value
- Define:** To give a definition

## Activity 1: *Variables and Expressions*

- Please complete the following worksheet - Skill 23: Variables and Expressions
- Solve both Applications. Be sure to show all of your work.

## Notebook Activity

In your notebook, describe how you would prove that your answer to question 34 is correct. Describe your steps.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Variables and Expressions

**A**lgebra is a language of symbols. In algebra, letters, called **variables**, are used to represent unknown quantities. A combination of one or more variables, numbers, and at least one operation is called an **algebraic expression**.

$x - 9$  means  $x$  minus 9.

$7m$  means 7 times  $m$ .

$ab$  means  $a$  times  $b$ .

$\frac{h}{4}$  means  $h$  divided by 4.

To **evaluate** an algebraic expression, replace the variable or variables with known values and then use the order of operations.

**EXAMPLES** Evaluate  $2c - 7 + d$  if  $c = 8$  and  $d = 5$ .

$$\begin{aligned}
 2c - 7 + d &= 2(8) - 7 + 5 && \text{Replace } c \text{ with } 8 \text{ and } d \text{ with } 5. \\
 &= 16 - 7 + 5 && \text{Multiply.} \\
 &= 9 - 5 && \text{Subtract.} \\
 &= 14 && \text{Add.}
 \end{aligned}$$

**EXERCISES** Evaluate each expression if  $x = 9$ ,  $y = 5$ , and  $z = 2$ .

- |                   |                    |                     |
|-------------------|--------------------|---------------------|
| 1. $x + 6$        | 2. $y - 3$         | 3. $z + 11$         |
| 4. $23 - x$       | 5. $6z$            | 6. $14 + y$         |
| 7. $4z + 5$       | 8. $24 - 2x$       | 9. $3y - 7$         |
| 10. $\frac{x}{3}$ | 11. $\frac{14}{z}$ | 12. $\frac{xy}{15}$ |

- |                          |                        |                        |
|--------------------------|------------------------|------------------------|
| 13. $4x - 2y$            | 14. $6z - x$           | 15. $18 - 2x$          |
| 16. $6y - (x + z)$       | 17. $3x - z$           | 18. $5(y + 7)$         |
| 19. $2x + y - z$         | 20. $5z - y$           | 21. $4x - (z + 2y)$    |
| 22. $\frac{2x + 3z}{12}$ | 23. $\frac{7y - y}{x}$ | 24. $\frac{5y - 7}{x}$ |
| 25. $(11 - 3z) + x + y$  | 26. $7(x - z)$         | 27. $6y - 9z$          |
| 28. $\frac{xy}{3} - z$   | 29. $\frac{40}{y} + x$ | 30. $\frac{5y - y}{z}$ |
| 31. $3x - 2(y - z)$      | 32. $(14 - 6z) + x$    | 33. $10z - (x + y)$    |

### APPLICATIONS

34. The weekly production costs at Jessica's T-Shirt Shack are given by the algebraic expression  $75 + 7s + 12t$  where  $s$  represents the number of short-sleeve shirts produced during the week and  $t$  represents the number of long-sleeve shirts produced during the week. Find the production cost for a week in which 30 short-sleeve and 24 long-sleeve shirts were produced.
35. The perimeter of a rectangle can be found by using the formula  $2\ell + 2w$ , where  $\ell$  represents the length of the rectangle and  $w$  represents the width of the rectangle. Find the perimeter of a rectangular swimming pool whose length is 32 feet and whose width is 20 feet.

# Day 1 Science

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## Complete Activity 1 below:

### Activity 1: *The Longest Walk*

- Read the article below and answer the questions that follow.
- Para Español, prime aquí:  
<http://schools.nyc.gov/Documents/teachandlearn/LearnatHome/ELL/6day1sp.pdf>

#### Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- devastation** (noun): total destruction
- harmony** (noun): peace
- impact** (noun): effect
- sovereignty** (noun): political independence

#### The Longest Walk

WASHINGTON, D.C. (Achieve3000, September 18, 2008). This year, hundreds of walkers representing more than 100 Native-American nations participated in the Longest Walk 2. It was an 8,300-mile trek from San Francisco to Washington, D.C. The walk was intended to draw attention to the effects of pollution and environmental devastation. It was also intended to draw attention to Native-American rights and issues of concern to the 11.9 million Native Americans around the nation.

On February 11, the walkers set out from San Francisco, California. They then split into two groups. One group passed through southern states like Texas, Alabama, and Tennessee. Another group crossed northern states like Ohio and Pennsylvania. In all, the walkers crossed 24 states. They visited 35 Native-American reservations. Along the way, they picked up 3,800 bags of trash from the roads and highways. This was in an effort to promote living in harmony with the environment. They also spoke with tribe members in the communities through which they passed. They gathered stories, concerns, and ideas to share with lawmakers at the journey's end, in Washington, D.C.

In Maryland, the two groups came back together and continued east. On the steps of the U.S. Capitol, the walkers were welcomed by U.S. Representative John Conyers. Conyers was handed a "Manifesto for Change" outlining a long list of Native-American concerns. These included environmental damage, health care, and the protection of sacred sites.

In addition to its political and environmental goals, the walk was intended to honor the 30th anniversary of the first Longest Walk. This was a 3,600-mile effort to halt 11 bills before Congress that Native Americans said threatened their sovereignty. Politicians, film stars, and athletes joined the 1978 Longest Walk. They spoke out against proposed bills that would have put an end to treaties between Native Americans and the U.S. government. The effort was a success. However, concerns about tribal sovereignty still appear in the "Manifesto for Change."

# Day 1 Science (continued)

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Marching is often used to promote social change. Yet, some people question the impact that a group of people on foot can truly make. However, for those on the Longest Walk 2, including Shanawa Littlebow of the Tigua tribe, there wasn't any doubt that the walk would get people's attention—and that it would bring change.

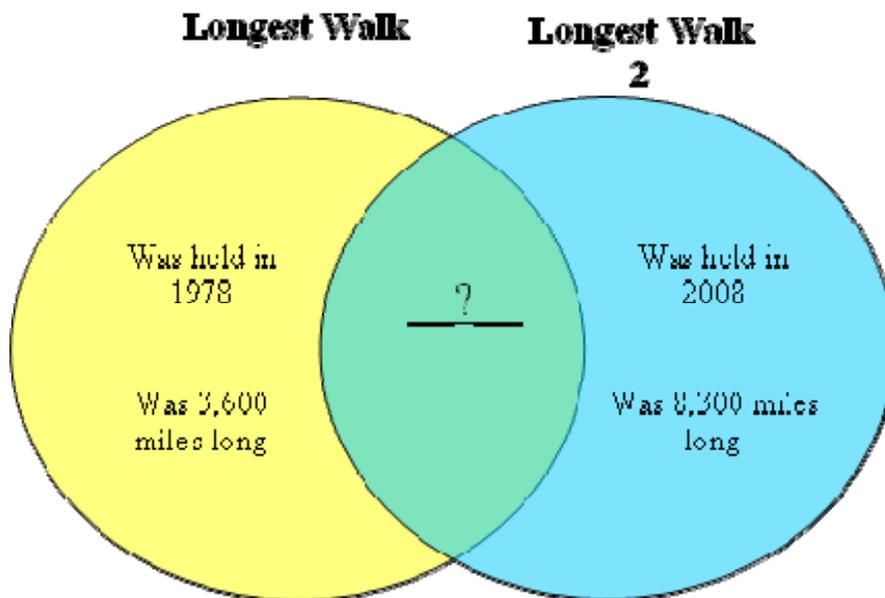
"There may be a lot of people who don't even care. But at least we're out here, and we're speaking out," Littlebow said. "It's working."

*The Associated Press contributed to this story.*

**Instructions:** Select the correct answer.

**Question 1:**

## How Are These Alike and Different?



Based on the article, which best replaces the question mark on the line above?

1. Were intended to draw attention to environmental damage
2. Were intended to draw attention to Native-American rights
3. Included walkers who were politicians, film stars, and athletes
4. Included a final list of concerns called the "Manifesto for Change"

**Question 2:**

What is this article mainly about?

1. The Longest Walk 2 and the reasons why it passed through 35 reservations
2. The reasons why many Native Americans are concerned about the environment
3. The reasons why tribal sovereignty is still a concern for some Native Americans
4. The Longest Walk 2 and the reasons why Native Americans took part in it

# Day 1 Science' \*eqpvkpwgf +

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## Question 3:

The reader can tell from the article that \_\_\_\_\_.

1. Shanawa Littlebow must feel that the Longest Walk in 1978 was a waste of time.
2. John Conyers probably wasn't interested in reading the "Manifesto for Change."
3. Some Native Americans must care deeply about maintaining tribal sovereignty.
4. Most of the walkers probably felt that the Longest Walk 2 was much too short.

## Question 4:

The article states: The first Longest Walk was a 3,600-mile effort to halt 11 bills before Congress that Native Americans said threatened their sovereignty. Politicians, film stars, and athletes joined the 1978 Longest Walk. They spoke out against proposed bills that would have put an end to treaties between Native Americans and the U.S. government.

Which would be the closest synonym for the word treaties?

1. Arguments
2. Appointments
3. Agreements
4. Assignments

## Question 5:

Which of these is a statement of opinion?

1. The walkers should have made a stronger effort to clean up roads and highways.
2. The walkers spoke with tribe members in many Native-American communities.
3. The Longest Walk 2 covered 24 states and 35 Native-American reservations.
4. The Longest Walk 2 was longer than the original Longest Walk in 1978.

## Question 6:

According to the article, what was one purpose for the Longest Walk 2?

1. To draw attention to the effects of pollution and environmental devastation
2. To halt 11 bills before Congress that threatened Native-American sovereignty
3. To help more Native Americans find jobs that help the environment
4. To create 35 Native-American reservations around the United States

## Question 7:

Which is the closest synonym for the word devastation?

1. Rumor
2. Reform
3. Revenge
4. Ruin

## Question 8:

Which statement from the article best supports the idea that there are many things that Native Americans would still like to change?

1. Yet, some people question the impact that a group of people on foot can truly make.
2. On the steps of the U.S. Capitol, the walkers were welcomed by U.S. Representative John Conyers.
3. Conyers was handed a "Manifesto for Change" outlining a long list of Native-American concerns.
4. Politicians, film stars, and athletes joined the 1978 Longest Walk.



# Day 2 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
English Language Arts	45	<input type="checkbox"/> Activity 1: Making Inferences	<input type="checkbox"/>
Math	45	<input type="checkbox"/> Complete Skill 24	<input type="checkbox"/>
Science	30	Complete activity 1: <input type="checkbox"/> Activity 1: <i>Green TV!</i> (English or Spanish)	<input type="checkbox"/>
Fitness and Health	30	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this booklet	<input type="checkbox"/>
Arts	30	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this booklet	<input type="checkbox"/>
Learning at Home	30	<input type="checkbox"/> Choose TV shows to watch for learning at home	<input type="checkbox"/>

# Day 2 Gpi nuj 'Ncpi wci g'Ct wu

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## Vocabulary

Learn new vocabulary words from the Vocabulary List at the back of this packet.

### Activity 1: *Making Inferences*

- Continue reading a chapter in the book of your choice. Today you will focus on making text-based inferences. An *inference* is an educated guess you can make based on evidence in the text. Writers don't always state every point they are trying to make. Rather, writers sometimes present details in the text that suggest a certain unstated point—and they trust readers to infer the point.

To make text-based inferences, read with special attention to ideas that are suggested in the text—but are unstated.

As you read, try to make two or three text-based inferences, and record them in the chart. You might want to use one of these response frames to state each of your inferences and the supporting evidence:

*I can tell that . . . because . . . .*

*It seems like . . . because . . . .*

Details in the text	+	Your “educated guess” about what the details suggest	=	Text-based Inference

# Day 2 Gpi nuj 'Ncpi wci g'Ct wu'\*eqpvlpwgf +

Details in the text	+	Your “educated guess” about what the details suggest	=	Text-based Inference

# Day 2 Mathematics

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## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Algebraic Equation:** A mathematical sentence stating that two quantities have the same value. An equal sign,  $=$ , is used to separate the two quantities.

## Activity 1: *Writing Expressions and Equations*

Please complete the following worksheet. Solve all exercises and at least two Applications problems (#11, 12, and 13). Show all work.

- Skill 24: Writing Expressions and Equations

## Notebook Activity

After completing # 7 and #8, answer the following question: Is there more than one way your answer could have been written?



**EXERCISES**

*Translate each phrase into an algebraic expression.*

1. seven points less than yesterday's score
2. the number of jelly beans divided into nine piles
3. the morning temperature increased by sixteen degrees
4. six times the cost of the old book
5. two times the difference of a number and eight

*Translate each sentence into an algebraic equation.*

6. The sum of four and a number is twenty.
7. Fourteen is the product of two and a number.
8. Nine less than a number is three.
9. The quotient of a number and five is eleven.
10. Fifteen less than the product of a number and three is six.

**APPLICATIONS**

11. Sierra purchased an ice cream cone for herself and three friends. The cost was \$8. Define a variable and then write an equation that can be used to find how much Sierra paid for each ice cream cone.
12. Nicholas weighed 83 pounds at his most recent checkup. He had gained 9 pounds since his last checkup. Define a variable and then write an equation to find Nicholas' weight at the previous checkup.
13. There are three times as many people at the amusement park today than there were yesterday. Today's attendance is 12,000. Define a variable and then write an equation to find yesterday's attendance.

# Day 2 Science

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## Complete Activity 1 or 2 below:

### Activity 1: *Green TV!*

- Read the article below and answer the questions that follow.
- Para Español, prime aquí:  
<http://schools.nyc.gov/Documents/teachandlearn/LearnatHome/ELL/6day2sp.pdf>

### Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- bonus** (noun): extra money that is paid in addition to wages
- celebrity** (noun): a star; a famous person
- network** (noun): a company that owns many TV stations that have the same shows
- simultaneously** (adverb): at the same time
- unique** (adjective): different from all others

### Green TV!

NEW YORK, New York (Achieve3000, June 1, 2008). Viewers of the new Planet Green network will not see a documentary on polar bears. In fact, they will find no serious discussions. Instead, Planet Green viewers will find celebrities such as rapper Ludacris and rocker Tommy Lee.

Make no mistake—the Planet Green network is environmentally conscious. The station hopes to teach viewers how to lead more eco-friendly lives. Its mission, however, is to make entertainment a bigger concern than environmental education. Therefore, according to network president Eileen O'Neill, there will be no lectures.

O'Neill works for Discovery Communications, which owns the Planet Green network. She said that the network is different from any other. O'Neill calls the channel's entertainment programming "eco-tainment." The programs center on ecology. Unlike other networks, Planet Green is adopting a lighter tone. For example, Planet Green will not criticize people who waste paper. Instead, the network is planning a show about a person who built a business on recycling it.

Most new networks are built largely upon reruns of old network shows. This is because of the money needed to get started. Planet Green could not take this approach, however. There was too little existing material that fit its programming goals. Therefore, the channel had no choice. It had to start out with a larger than average amount of original programming.

Planet Green features many popular personalities. This summer, Tommy Lee and Ludacris starred in *Battleground Earth*. This series of competitions between the rocker and rapper is to determine who's the "greenest." Another show is *Supper Club* with Tom Bergeron. It spotlights a cook who prepares meals in an environmentally friendly way. Movie star Leonardo DiCaprio helped create the series *Greensburg*. This series looks at a Kansas town that was hit by a tornado. The town is now being rebuilt in an eco-friendly fashion.

# Day 2 Science (continued)

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In other programs, stars will demonstrate ways homeowners can simultaneously save money and be kind to the environment. They will also show what happens to everyday items before and after they're used. Discovery Communications believes that an environmentally friendly message sells. The company thinks that a network devoted to the idea will do well. Cable industry researcher Paul Kagan agrees that the company's unique approach might prove successful.

"I think they have a good shot," Kagan said. "I totally understand somebody starting a television network wanting to keep it entertaining and not too serious. Anything too serious doesn't attract a wide audience."

O'Neill said she recognizes that the approach might seem harsh to loyal environmentalists. But she believes most will agree that the Hollywood approach is the best way to get the green message across to the greatest number of people.

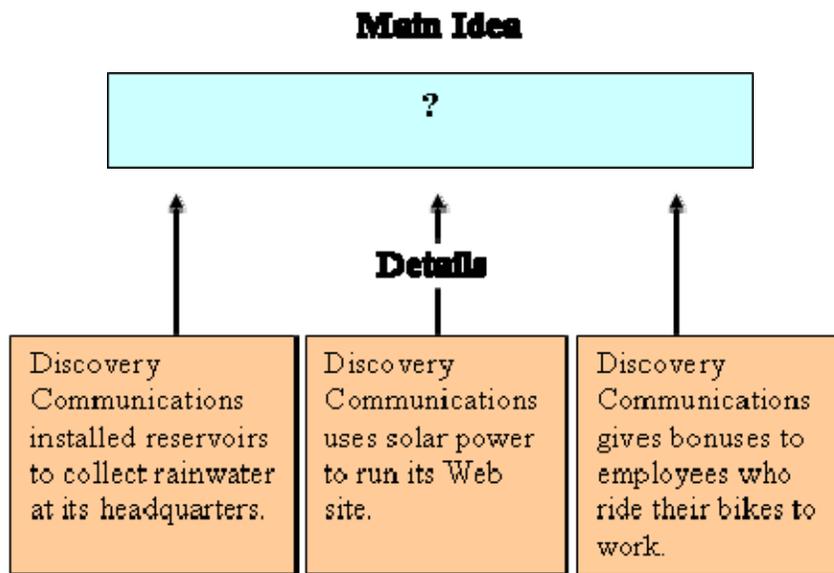
Discovery Communications also believes that it ought to practice what it preaches. The company, therefore, installed 400-gallon reservoirs to collect rainwater at its headquarters. It also installed toilets that conserve water. In addition, Discovery employees who save gasoline by bicycling to work are given a small bonus. Planet Green even uses solar power to run its Web site.

Planet Green officials hope that their programming will inspire people to make similar changes in their lives.

*The Associated Press contributed to this story.*

**Instructions:** Select the correct answer.

**Question 1:**



Which best replaces the question mark in the box above?

1. Discovery Communications made changes to help the environment.
2. Discovery Communications created a program about polar bears.
3. Discovery Communications installed toilets that conserve water.
4. Discovery Communications criticized people who waste paper.

# Day 2 Science (continued)

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## Question 2:

Which is the closest antonym for the word celebrity?

1. Apprentice
2. Invader
3. Employee
4. Unknown

## Question 3:

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

1. Most new networks are built largely upon old reruns.
2. Planet Green hopes to teach viewers how to lead more eco-friendly lives.
3. Planet Green encourages employees to conserve water and save gasoline.
4. Most serious programs fail to attract large audiences.

## Question 4:

The article states:

The company, therefore, installed 400-gallon reservoirs to collect rainwater at its headquarters. It also installed toilets that conserve water. In addition, Discovery employees who save gasoline by bicycling to work are given a small bonus. Planet Green even uses solar power to run its Web site.

Why did the author include this information?

1. To show the ways that Tommy Lee inspires people to help the planet
2. To discuss the ways that networks can save money when they are just getting started
3. To show that Discovery Communications is practicing what it teaches
4. To discuss some eco-friendly changes that Discovery viewers should make at home

## Question 5:

The article states: [Planet Green's] mission, however, is to make entertainment a bigger concern than environmental education.

Which would be the closest synonym for the word mission?

1. Vein
2. Goal
3. Tour
4. Duet

## Thought Question

Review the examples of TV programs on Planet Green. Then, create a new program that is different from the ones described in the article. Describe what your program will be about and who will be on it.

Use information from the article, as well as your own ideas, in your answer.

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# Day 3 Schedule

Subject	Minutes Per Day (At Least!)	Assignments	What Did I Learn Today?
English Language Arts	45	<input type="checkbox"/> Activity 1: Reading <input type="checkbox"/> Activity 2: Identifying Context Clues <input type="checkbox"/> Complete "5 < K g p h i U o k g u ' c p f ' O g v r j q t u "	<input type="checkbox"/>
Math	45	Complete <input type="checkbox"/> Activity: Squash That Box	<input type="checkbox"/>
Science	30	Complete v j g " h q m y k p i " activit{< <input type="checkbox"/> Activity 1: <i>Don't Waste That</i> (English or Spanish)	<input type="checkbox"/>
Fitness and Health	30	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this booklet	<input type="checkbox"/>
Arts	30	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this booklet	<input type="checkbox"/>
Educational TV Shows	30	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 3 English Language Arts

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## Vocabulary

Learn new vocabulary words from the Vocabulary List at the back of this packet. Practice using these words in the activities below.

### Activity 1: *Reading*

- Continue reading a chapter in the book of your choice.

### Activity 2: *Identifying Context Clues*

- Today you are going to practice context clues:
  1. Underline an unfamiliar word.
  2. Circle the clues that give you the meaning of the unfamiliar word.
  3. Use these clues to figure out the meaning of the unfamiliar word.
  4. Use a dictionary to check on your strategy.
- As you read, fill in the Reading Log below.

Text page	What I understood	New or difficult vocabulary	Questions I have

# Day 3 English Language Arts

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## Activity 3: Identifying Similes and Metaphors

- Decide whether each sentence contains a simile or a metaphor. Write the word SIMILE if the sentence contains a simile. Write the word METAPHOR if the sentence contains a metaphor.

### Reminder:

ϕ A **simile** is a comparison using like or as. It usually compares two dissimilar objects.

**Example:** The river was like a mirror. We are comparing the river to the mirror.

ϕ A **metaphor** states that one thing is something else. It is a comparison, but it does NOT use like or as to make the comparison.

**Example:** He had a heart of stone. The sentence is comparing (or stating) the heart to the stone.

1. Be careful when going outside because it's raining cats and dogs. \_\_\_\_\_
2. Playing checkers with William is like trying to outsmart a computer. \_\_\_\_\_
3. The giant's steps were thunder as he ran toward Jack. \_\_\_\_\_

- Now, practice finding similes and metaphors in you're the book you are reading. What is the author really trying to say when he or she is using similes and metaphors. Record your answers in your Writers Notebook.

# Day 3 Mathematics

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## Activity 1: *Squash That Box*

Ever notice what happens when you flatten cereal boxes, tin cans, or other 3-dimensional shapes for recycling? Or do you ever wonder how they design and make all those interesting containers you find in the department store? Mathematicians call the flat, unfolded designs of 3-dimensional shapes "nets." What you'll need Small cardboard boxes, aluminum cans, and cardboard tubes from toilet paper or paper towels.

### What to do

1. Explain to your child that when we recycle materials, we need to flatten them. Ask him or her why (to save space). Ask your child to imagine what shapes will be created when you flatten the boxes or cans. Some people crush cans, which is not the same as flattening. When you take apart a cylinder, you have two circles for the ends and the flat cylinder makes a rectangle. Cut a cardboard tube lengthwise. What shape do you see (a rectangle)? What will a cereal box look like if you carefully unfold it and cut along the edges?
2. Unfold a cardboard box, without showing your child the original box. Ask your child to imagine what the original box looked like. What shape will it be when it is put back together? How will the ends look?
3. Have your child trace all the faces of a box or other 3-dimensional shapes by laying every side and top and bottom on the paper to be traced. Ask the child the names of the drawn 2-dimensional shapes.
4. Have your child study a box. Then see if your child can draw a net (the unfolded version) of the box. Unfold the box to see how closely the drawn net corresponds to the actual net. What would the net of a pyramid look like? What would the net of a cube look like?

### Parent Pointer

Recognizing 2-dimensional shapes in 3-dimensional objects and visualizing shapes are essential skills in fields as varied as architecture, manufacturing, medicine, and design.

# Day 3 Science

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## Activity 1: *Don't Waste That*

- Read the article below and answer the questions that follow.
- Para Espanol, prime aqui:  
<http://schools.nyc.gov/Documents/teachandlearn/LearnatHome/ELL/6day3sp.pdf>

### Vocabulary

Learn the new vocabulary words below. You will use these vocabulary words in today's activity.

- batch** (noun): the amount of food cooked at one time
- chronic** (adjective): continuing for a very long time
- compensate** (verb): to make up for a disadvantage or disability
- compost** (noun): dead leaves, food, and other things that are added to soil to make it better
- institution** (noun): a place with a particular purpose; a school, hospital, etc.

### Don't Waste That

PORTLAND, Oregon (Achieve3000, December 18, 2008). Food waste has been a chronic problem for the food industry. Roughly 30 percent of food in the U.S. goes to waste. This costs about \$48 billion annually. Unsold and past-due grocery store foods must be thrown out, while restaurants sometimes order more food than they end up needing. Diners don't always clean their plates, either. What's more, millions of tons of food are lost between the farm and the restaurant. This happens because crops are hauled hundreds of miles, stored for weeks in refrigerators, and then prepared at restaurants. Now, as food costs rise, many in the food industry want to stop wasting expensive food.

In 2008 alone, wholesale food costs rose more than 8 percent. This was the biggest jump in decades, according to the National Restaurant Association. It came after a 7.6 percent increase in 2007. Experts say there's no easy answer for cutting back on waste because each kitchen is run so differently. This means that restaurants, colleges, and other institutions are now developing their own solutions to compensate for the rising costs of waste.

Some cafeterias are getting rid of trays. In 2008, Virginia Tech took that step. The school's dining halls hoped to cut down on the amount of food going into the trash after meals. The move cut food waste by 38 percent. Before, students often grabbed whatever food looked good. A large portion of their food ended up in the trash can.

Oregon's Portland International Airport is dealing with food waste in a different way. The airport is installing food-only trash cans. The food waste is collected in special bags that will decay naturally. These bags of waste are given to the city to use as compost. Since food waste costs less to have hauled to the landfill than regular trash, the airport is saving money on hauling costs. It's also a more environmentally friendly approach. However, the special bags are expensive. It ends up costing the airport more to compost the food than to throw it away.

# Day 3 Science (continued)

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Indeed, sometimes institutions have to spend a little to save a little. For \$600 a month, LeanPath Inc. sells a software system to track food being tossed out. Restaurant employees put food waste on a scale. They use a touch-screen computer to record what type of food it is. The system determines the cost of the food. It also tracks what is being thrown out.

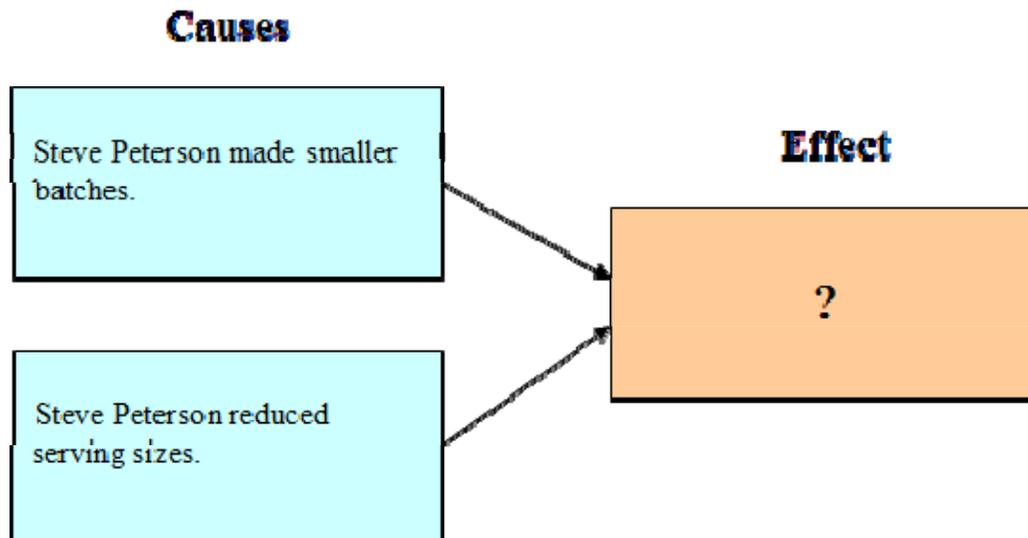
Steve Peterson is the head cook at a hotel. Peterson was surprised when the LeanPath system showed him the value of food being thrown out. To cut costs, Peterson decided to make smaller batches and reduce serving sizes. His customers didn't mind. Peterson found he was able to trim food waste by 15 to 20 percent over 18 months.

Andrew Shackman is the president of LeanPath. He says one of the biggest benefits of the program is simply showing restaurant owners and cooks how much food gets thrown away. They learn that when they're trying to save money, every little scrap counts.

*The Associated Press contributed to this story.*

**Instructions:** Select the correct answer.

**Question 1:**



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

1. Peterson was able to trim food waste in a hotel by 15 to 20 percent over 18 months.
2. Peterson stopped using the LeanPath software system to track food waste in a hotel.
3. Peterson started using special bags that decay naturally to collect food waste.
4. Peterson needed to increase the prices he charged his customers for food.

**Question 2:**

Which of these is a statement of fact?

1. LeanPath's software that tracks food waste costs \$600 per month.
2. Virginia Tech's cafeterias should use their food waste as compost.
3. Students who eat in school cafeterias need to try to eat less food.
4. All airports should use food that comes from farmers in their area.

# Day 3 Science \*eqpvkpwgf +

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## Question 3:

The article talks mainly about \_\_\_\_\_.

1. What institutions within the food industry are doing to reduce food waste
2. How Steve Peterson was able to reduce food waste by reducing serving sizes
3. Where Portland International Airport installed its food-only trash cans
4. How LeanPath's software shows cooks how much food gets thrown away

## Question 4:

In the fifth paragraph, the author gives information about LeanPath's software in order to \_\_\_\_\_.

1. Show one way that institutions are spending money to reduce food waste
2. Convince the reader that all airports should use the waste-reducing software
3. Describe how reducing serving sizes could control food waste at home
4. Explain why LeanPath charges companies \$600 per month for its software

## Question 5:

The article states: Oregon's Portland International Airport is dealing with food waste in a different way. The airport is installing food-only trash cans.

Which would be the closest antonym for the word install?

1. Remove
2. Muffle
3. Soothe
4. Pounce

## Question 6:

Which question is not answered by the article?

1. How much food waste does Portland's airport have each year?
2. How much does LeanPath's software cost each month?
3. How much has Steve Peterson reduced food waste at his hotel?
4. How much did Virginia Tech reduce food waste by getting rid of trays?

## Question 7:

Which is the closest synonym for the word batch?

1. Quantity
2. Resource
3. Decision
4. Miracle

## Question 8:

The reader can tell from the article that \_\_\_\_\_.

1. Some restaurant employees probably need training to use LeanPath's software.
2. Most students at Virginia Tech would rather eat in a restaurant than the cafeteria.
3. All restaurant owners probably believe that LeanPath's software is too expensive.
4. Few farmers would be concerned about how food is transported to stores and restaurants.



# Fitness and Health Activities

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Participate in **30 or more minutes** of daily physical activity. Choose **at least three (3) activities** from the options below and the following calendars. There is something for everyone! Each one takes about 10 minutes. Increase your heart rate, improve flexibility, and build muscle strength!

If you have access to the Internet, you can track your physical activity by going to [http://www.bam.gov/sub\\_physicalactivity/cal\\_index.asp](http://www.bam.gov/sub_physicalactivity/cal_index.asp), where you can create a customized physical activity calendar.

- Activity Calendar (in English and Spanish) – online at
  - [http://www.aahperd.org/naspe/Toolbox/pdf\\_files/May09/Calendar\\_Sec\\_Eng.pdf](http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_Sec_Eng.pdf) (English)
  - [http://www.aahperd.org/naspe/Toolbox/pdf\\_files/May09/Calendar\\_Sec\\_Span.pdf](http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Calendar_Sec_Span.pdf) (Spanish)
- “10 at a Time” Activity Calendar – online at
  - [http://www.aahperd.org/naspe/Toolbox/pdf\\_files/May09/Ten.pdf](http://www.aahperd.org/naspe/Toolbox/pdf_files/May09/Ten.pdf)
- Small Space Energizers – online at
  - [http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/middle\\_schoolenergizers/healthfuliving.pdf](http://www.ncpublicschools.org/docs/curriculum/healthfulliving/resources/instructional/middle_schoolenergizers/healthfuliving.pdf)
- Muscle Strengthening Routine at Home – online only
  - <http://cdc.gov/physicalactivity/everyone/videos/index.html>
- Physical Activity Games – online only
  - <http://www.kidnetic.com/Kore/>



# November 2012

## Secondary Physical Activity Calendar



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<p>MilkPEP and the NBA teamed up to launch <i>Get Fit By Finals</i>, a new fitness and nutrition education initiative for teens. Visit <a href="http://www.MilkDelivers.org">www.MilkDelivers.org</a> NOW to download a FREE <i>Get Fit</i> activation kit that includes a guide to implementing <i>Get Fit By Finals</i> in your school -- plus fitness and nutrition tips and tools from the NBA. <b>Log on by May 1</b> and tell us how you're getting your students fit and you could be eligible to WIN A GYM MAKEOVER FOR YOUR SCHOOL! Also, check back to Web site weekly for new NBA player videos you can use in your classroom or gym to help motivate your students to get fit.</p>			<p>1 25 body squats w/ hands behind your head. Now 3 sets of as many push-ups as you can do.</p>	<p>2 4 intervals, 15 min running, walk for 1 min between each interval.</p>	<p>3 Get outside today with the family and go fly a kite!</p>
<p>4 3 sets/15 reps bench press; 3 sets/ 15 reps tricep dips.</p>	<p>5 Jump rope 2 min, fast walking 2 min, 12 minute run; repeat 3X.</p>	<p>6 3 sets/15 reps body squats, then 3 sets/20 reps concentration curls.</p>	<p>7 1 mile fitness run, sprint 50 yds, jog 50 yds- do this for 1 mile. Try again for a second fitness mile.</p>	<p>8 3 sets /to tolerance, sitting overhead press. 3 sets/15 reps lying hamstring curl.</p>	<p>9 4 sets/10 reps lying leg raises; 4 sets/10 reps lifting side plank.</p>	<p>10 Go bowling today with friends or family. No lanes? Make pins from old 2 liter bottles filled w/sand or water.</p>
<p>11 3 sets/12 reps inclined push-ups; 3 sets/15 reps tricep extensions.</p>	<p>12 Yoga plank position-hold and raise each leg one at a time 10X. Repeat 2 more sets. 3 sets/12 reps toes to ceiling on bench.</p>	<p>13 15 squat jumps with a ball extending overhead; 3 sets 15 reps one-arm row to both sides.</p>	<p>14 2 min of ab work-basic crunches, crunches with legs up, twisting crunches. Repeat two more times.</p>	<p>15 3 sets/15 reps stiff-legged dead lift; 3 sets/20 reps standing lateral raise.</p>	<p>16 Speed play today: run, jog, run fast, walk, skip, run for a total of 40 min. Stretch afterward.</p>	<p>17 Find 3 friends, go to the park and play 2 v. 2 volleyball.</p>
<p>18 3 sets/12 reps declined push-ups; 3 sets/12 reps flies.</p>	<p>1 3 sets/20 reps knee tucks on a bench; 3 sets/15 reps reverse crunch.</p>	<p>20 3 sets/20 reps bicep curl w/resistance; 3 sets/15 reps back extensions.</p>	<p>21 Find a basketball and perform 4 sets of 25 crunches with the basketball held under your chin.</p>	<p>22 Alternating walking lunges- 3 sets/20 reps; 4 sets/8 reps standing shoulder press.</p>	<p>23 Ride a bicycle for one hr-pick a scenic route around town. Wear your helmet! No bike? One hr power walk/jog.</p>	<p>24 Find a tennis court, play tennis for 30 minutes or hit against a wall</p>
<p>25 3 sets/10 reps wide arm push-ups; jump rope for 2 min in between each set.</p>	<p>26 4 sets/10 reps twisting bench crunch; 10 min power walk in between each set.</p>	<p>27 3 sets/15 reps superman; 3 sets/20 reps alternating bicep curls.</p>	<p>28 How about some 3 on 3 basketball today?</p>	<p>29 3 sets/20 reps calf raises off a step; 3 sets/ 15 reps seated overhead press.</p>	<p>30 3 sets/15 reps single leg lift; 10 min. jog in between sets.</p>	



# November 2012



## Ten At A Time Physical Activity Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Need help remembering exercises? Go to <a href="http://www.shapefit.com/training.html#8">http://www.shapefit.com/training.html#8</a> for demos of exercises.	<i>Duplicated with permission from the National Association for Sport and Physical Education (NASPE). To assess whether your child is receiving a quality physical education program, visit <a href="http://www.naspeinfo.org/observePE">www.naspeinfo.org/observePE</a> for an observation assessment tool.</i>			<b>1</b> <b>Squats w/ hands behind your head.</b>	<b>2</b> <b>Power-walk 10 min.</b>	<b>3</b> <b>Tricep dips.</b>
<b>4</b> <b>Bench press.</b> 	<b>5</b> <b>Jump rope.</b>	<b>6</b> <b>Concentration curls.</b>	<b>7</b> <b>Lying hamstring curl.</b> 	<b>8</b> <b>Sitting overhead press.</b>	<b>9</b> <b>Lying leg raise.</b>	<b>10</b> <b>Lifting side plank.</b> 
<b>11</b> <b>Inclined push-ups.</b>	<b>12</b> <b>Yoga plank position.</b>	<b>13</b> <b>One-arm row to both sides.</b> 	<b>14</b> <b>Twisting crunches.</b>	<b>15</b> <b>Stiff-legged dead lift.</b>	<b>16</b> <b>Jump rope 10 min.</b>	<b>17</b> <b>Tricep extensions.</b>
<b>18</b> <b>Declined push-ups.</b>	<b>19</b> <b>Knee tucks on a bench.</b>	<b>20</b> <b>Bicep curl w/resistance.</b>	<b>21</b> <b>Crunches with a basketball held under your chin.</b>	<b>22</b> <b>Alternating walking lunges.</b>	<b>23</b> <b>10 min power walk/jog.</b>	<b>24</b> <b>Toes to ceiling on bench.</b>
<b>25</b> <b>Wide arm push-ups.</b>	<b>26</b> <b>Twisting bench crunch.</b>	<b>27</b> <b>Superman.</b>	<b>28</b> <b>Standing shoulder press.</b>	<b>29</b> <b>Calf raises off a step.</b>	<b>30</b> <b>Single leg lift.</b>	<i>Each day lists one exercise that can be executed "10 at a time." Keep track of each set of 10 reps you accomplish throughout the day, or for cardio, ten minutes of the activity.</i>

# Arts Activities for Grades 6-8

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*A number of the activities listed reference specific works of art. If you are not familiar with them you may find them on the internet (even the performances). However, these are provided as examples, and you can substitute similar works of art with which you are familiar or to which you have access.*

All Arts Activities taken from the *Blueprints for Teaching and Learning in the Arts: Grades PreK-12*.

## DANCE

- Create a work using original movement material, devices to manipulate phrases, and a clear choreographic structure.
- Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
- Maintain a dance journal, including dance research, dance resources and notation.
- Reflect upon personal criteria for evaluating dance, and share in discussion.
- Research the connections between two dance styles.
- Make a “family tree” of a dance form including major artists and dates of significant works.
- Research the period in which a choreographer was working or a dance form arose.
- Choose from a “grab bag of countries,” and research the dances of the country chosen.
- Brainstorm the ways in which studying dance affects students’ health.

## MUSIC

- Listen to the folk song “Shenandoah,” and write a private journal entry describing feelings evoked by the music.
- Share a recording or performance of a song from a particular culture that evokes a similar personal response.
- Compare at least two different settings of the same text in a choral work from online resources. Discuss specific similarities and differences in repertoire, such as: “Ave Maria” (Schubert, Byrd, others), “Still Nacht”/“Silent Night”(Gruber; German and English versions), “Anvil Chorus” (Verdi; Italian and English versions), “Foreador Song” (Bizet; French and English versions).
- Compare a jazz song performed by two different soloists— such as “Cherokee” (R. Noble) by Charlie Parker, Ella Fitzgerald, Wynton Marsalis, or others—listening for differences and similarities in “musical voice.”
- Create a “Top 10 list” of favorite performers, repertoire representative of classical, world, jazz, and popular music styles and genres. Each item should be supported by a written explanation containing music vocabulary, where appropriate.
- Prepare a historical timeline reflecting world, national, state, or municipal events and their corresponding musical components.

## THEATER

- Rehearse and perform a scene in front of others.
- Rehearse and perform the same scene in three distinct styles or genres such as situation comedy, reality show, soap opera, disaster movie.
- Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape.
- Perform the written word in a reading or memorized presentation.
- Using original writing related to a specified theme, develop it into a monologue.

- Write a scene that has:
  - a plot comprising of a sequence of actions characters with clear intentions/wants
  - obstacles to characters' wants
  - character growth or transformation from overcoming an obstacle or resolving conflict
  - unified and consistent theme
  - written stage directions, including character descriptions and notes
  - clear and articulated choices about dramatic style, structure and convention
- Analyze a dramatic script for elements of structure, character development, conflict and plot.
- Create a marketing poster for a show with an identifiable dominant image.
- Measure a room and create a ground plan including furniture and other elements from the room.
- Make a CD or audio tape to score a scene.

## **VISUAL ARTS**

- Create a painting that demonstrates:
  - the rich use of a specific painting medium such as: watercolor, tempera or acrylic
  - awareness of light, value and contrast
  - strategies to depict the illusion of depth
  - use of prior observational sketches
- Create a pencil, conté, or pen and ink drawing that demonstrates:
  - perspective
  - observation of detail
  - scale of objects and figures
  - a wide range of values
  - a personal view
- Discuss techniques of perspective and scale, artist's choice in degree of detail, artist's message.
- Create a collage that demonstrates:
  - use of a variety of materials and textures
  - unity through color
  - balanced composition

# Educational TV Shows

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Channel	Show	Subject	Day	Time	Recommended Audience	Description
Discovery	How It's Made	Science, Engineering	Weekdays	6:00-7:00 PM	4-5, 6-8, 9-12	The show is a documentary program showing how common, everyday items (including food products like bubblegum, industrial products such as motors, musical instruments such as guitars, and sporting goods such as snowboards) are manufactured.
Discovery	Mythbusters	Science, Engineering	Weekdays	2:00 PM	4-5, 6-8, 9-12	MYTHBUSTERS mix scientific method with gleeful curiosity and plain old-fashioned ingenuity to create their own signature style of explosive experimentation.
WLIW and WNEW	NOVA	Nature, Science	Thursdays	9:00 PM,	6-8, 9-12	Award winning science show on various subjects from space to evolution to ancient civilizations. Episodes available online with additional resources. <a href="http://www.pbs.org/wgbh/nova/">http://www.pbs.org/wgbh/nova/</a>

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NYC TV - 25	Globe Trekker	Geography	Weekdays	7:30 PM	6-8, 9-12	Globe Trekker transports viewers to unforgettable destinations through its stunning photography, rhythmic indigenous music and spirit of adventure. In each episode, one vibrant young traveler ventures off-the-beaten path to soak up the local culture, sample the cuisine and revel in