

# Grade 6 E-Learning Packet



Name: \_\_\_\_\_





# English



# E-Learning Materials



**Student Directions:** This activity will help you learn how to use specific vocabulary words to provide imagery and meaning in your sentences.

| Sentence  | Imagery<br>(What do you see in your mind when you read this sentence?)  | Response<br>(Your answers to the questions)   |
|---|---|---|
| The dancer slipped on something and fell.   | <ol style="list-style-type: none"><li>1. What kind of dancer did you envision?</li><li>2. Was it a male or female?</li><li>3. What did that person slip on?</li><li>4. How did they fall?</li></ol> | <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol> |
| The ballerina slipped on the newly polished stage and tumbled headfirst into her partner. | <ol style="list-style-type: none"><li>1. What kind of dancer did you envision?</li><li>2. Was it a male or female?</li><li>3. What did that person slip on?</li><li>4. How did they fall?</li></ol> | <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol> |

Which of these sentences provides the most exact picture in your mind?

Identify three examples of precise word choice in either of the sentences.

1.
2.
3.

Why is it important to use specific vocabulary in your writing?

**Student Directions:** Using the following sentence as an example of poor vocabulary, create three new sentences that add specific vocabulary to make the sentence show more imagery.

Poor Vocabulary Sentence: **He walked down the street.**

Example: The elderly man meandered down the desolate road, pausing to stare in wonder at the Victorian mansion on his left.

1.
2.
3.



# IMPORTANCE OF diction

Day 1

**Student Directions:** Diction is defined as the words we choose to use in our writing. As you know, specific vocabulary and precise word choice can make all the difference in the meaning of a sentence.

Legend has it that Ernest Hemingway once made a \$10 bet with other writers that he could create a novel in fewer than ten words! Although many believe this type of story template was around long before Hemingway wrote his, he is still credited with its creation. Here's Hemingway's novel:

*"For sale, Baby shoes, Never worn."*

| Questions for Discussion   |  | Your Response |  |
|--|--|---------------|--|
| What makes this story so effective?                                  |  | TYPE HERE     |  |
| What can you infer about the baby?<br>Why were the shoes never worn? |  | TYPE HERE     |  |
| Is there a beginning, middle, and end?                               |  | TYPE HERE     |  |

# IMPORTANCE OF *diction*

**Student Directions:** Just as Hemingway did, you will be constructing and writing your OWN story in 10 words or fewer! Take care in choosing your words **carefully** so you can create the most **impact**. Make sure to brainstorm first!

## BRAINSTORM HERE

|  |   |  |
|--|---|--|
| Write down 5 possible subjects to use in your story:<br><br>1.<br>2.<br>3.<br>4.<br>5. | Write down 5 possible verbs to use in your story:<br><br>1.<br>2.<br>3.<br>4.<br>5. | Write down 5 possible adjectives to use in your story:<br><br>1.<br>2.<br>3.<br>4.<br>5. |
|--|---|--|

## Write Your 10-Word Story Here





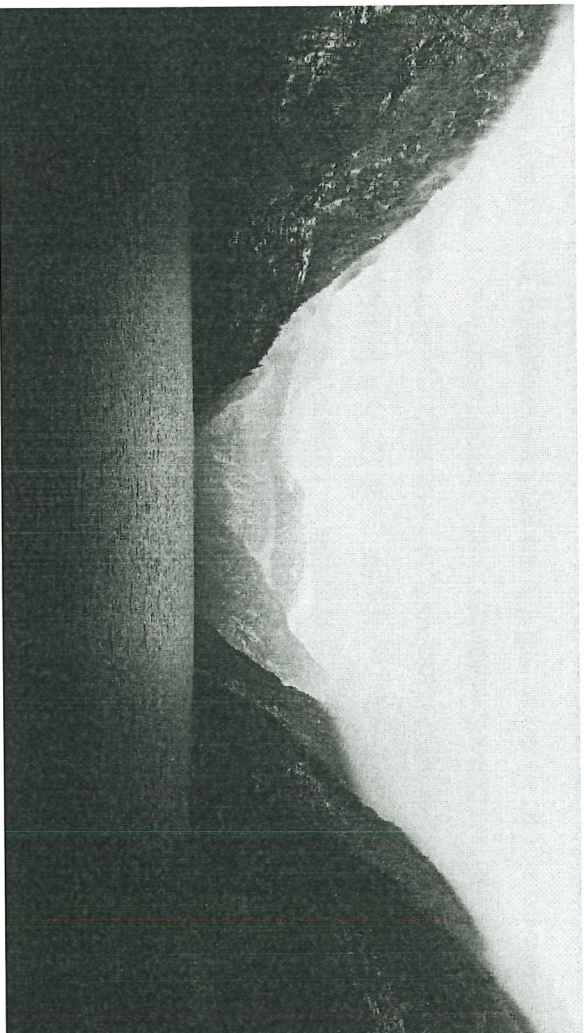
# FINDING evidence + setting

**Student Directions:** Read each of the included excerpts (on slides 2-4). Choose one to comb through and highlight specific words, phrases, or sentences that give you a detailed picture of the setting.

Once you've completed this step, you will find or draw images to depict the setting on this page (using the pieces of evidence from the text that you highlighted to guide you). Finally, you will write the actual quotes from the text next to every part of the setting that you have included, using the "Add comment" tool on Slide 5. Include at least four examples.

Here is an example from *Harry Potter and the Philosopher's Stone* of an image for setting that matches the quote.

Quote: "The narrow path had opened up suddenly onto the edge of a great black lake."



## EXCERPT #1

Day 2

"DURING the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was -- but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because poetic, sentiment, with which the mind usually receives even the sternest natural images of the desolate or terrible. I looked upon the scene before me -- upon the mere house, and the simple landscape features of the domain -- upon the bleak walls -- upon the vacant eye-like windows -- upon a few rank sedges -- and upon a few white trunks of decayed trees -- with an utter depression of soul which I can compare to no earthly sensation more properly than to the after-dream of the reveler upon opium -- the bitter lapse into everyday life -- the hideous dropping off of the veil. There was an iciness, a sinking, a sickening of the heart -- an unredeemed dreariness of thought which no goading of the imagination could torture into aught of the sublime. What was it -- I paused to think -- what was it that so unnerved me in the contemplation of the House of Usher? It was a mystery all insoluble; nor could I grapple with the shadowy fancies that crowded upon me as I pondered. I was forced to fall back upon the unsatisfactory conclusion, that while, beyond doubt, there are combinations of very simple natural objects which have the power of thus affecting us, still the analysis of this power lies among considerations beyond our depth. It was possible, I reflected, that a mere different arrangement of the particulars of the scene, of the details of the picture, would be sufficient to modify, or perhaps to annihilate its capacity for sorrowful impression; and, acting upon this idea, I reined my horse to the precipitous brink of a black and lurid tarn that lay in unruffled luster by the dwelling, and gazed down -- but with a shudder even more thrilling than before -- upon the remodeled and inverted images of the gray sedge, and the ghastly tree-stems, and the vacant and eye-like windows.

Nevertheless, in this mansion of gloom I now proposed to myself a sojourn of some weeks. Its proprietor, Roderick Usher, had been one of my boon companions in boyhood; but many years had elapsed since our last meeting. A letter, however, had lately reached me in a distant part of the country -- a letter from him -- which, in its wildly importunate nature, had admitted of no other than a personal reply. The MS gave evidence of nervous agitation. The writer spoke of acute bodily illness -- of a mental disorder which oppressed him -- and of an earnest desire to see me, as his best, and indeed his only personal friend, with a view of attempting, by the cheerfulness of my society, some alleviation of his malady. It was the manner in which all this, and much more, was said -- if the apparent heart that went with his request -- which allowed me no room for hesitation; and I accordingly obeyed forthwith what I still considered a very singular summons."

excerpt from "The Fall of the House of Usher" -- Edgar Allan Poe



## EXCERPT #2

Day 2

"THE June roses over the porch were awake bright and early on that morning, rejoicing with all their hearts in the cloudless sunshine, like friendly little neighbors, as they were. Quite flushed with excitement were their ruddy faces, as they swung in the wind, whispering to one another what they had seen, for some peeped in at the dining room windows where the feast was spread, some climbed up to nod and smile at the sisters as they dressed the bride, others waved a welcome to those who came and went on various errands in garden, porch, and hall, and all, from the rosiest full-blown flower to the palest baby bud, offered their tribute of beauty and fragrance to the gentle mistress who had loved and tended them so long.

Meg looked very like a rose herself, for all that was best and sweetest in heart and soul seemed to bloom into her face that day, making it fair and tender, with a charm more beautiful than beauty. Neither silk, lace, nor orange flowers would she have. I don't want a fashionable wedding, but only those about me whom I love, and to them I wish to look and be my familiar self.

So she made her wedding gown herself, sewing into it the tender hopes and innocent romances of a girlish heart. her sisters braided up her pretty hair, and the only ornaments she wore were the lilies of the valley, which `her John' liked best of all the flowers that grew.

'You do look just like our own dear Meg, only so very sweet and lovely that I should hug you if it wouldn't crumple your dress,' cried Amy, surveying her with delight when all was done.

'Then I am satisfied. But please hug and kiss me, everyone, and don't mind my dress. I want a great many crumples of this sort put into it today.' And Meg opened her arms to her sisters, who clung about her with April faces for a minute, feeling that the new love had not changed the old."

excerpt from *Little Women* by Louisa May Alcott

"Mary made the long voyage to England under the care of an officer's wife, who was taking her children to leave them in a boarding-school. She was very much absorbed in her own little boy and girl, and was rather glad to hand the child over to the woman Mr. Archibald Craven sent to meet her, in London. The woman was his housekeeper at Misselthwaite Manor, and her name was Mrs. Medlock. She was a stout

woman, with very red cheeks and sharp black eyes. She wore a very purple dress, a black silk mantle with jet fringe on it and a black bonnet with purple velvet flowers which stuck up and trembled when she moved her head. Mary did not like her at all, but as she very seldom liked people there was nothing remarkable in that; besides which it was very evident Mrs. Medlock did not think much of her.

'My word! she's a plain little piece of goods!' she said. 'And we'd heard that her mother was a beauty. She hasn't handed much of it down, has she, ma'am?'

'Perhaps she will improve as she grows older,' the officer's wife said good-naturedly. 'If she were not so sallow and had a nicer expression, her features are rather good. Children alter so much.'

'She'll have to alter a good deal,' answered Mrs. Medlock. 'And there's nothing likely to improve children at Misselthwaite--if you ask me!'

They thought Mary was not listening because she was standing a little apart from them at the window of the private hotel they had gone to. She was watching the passing buses and cabs, and people, but she heard quite well and was made very curious about her uncle and the place he lived in. What sort of a place was it, and what would he be like?"



# FINDING evidence + setting

Day 2

**Student Directions:** Return to the first slide to see the directions and example. Copy and paste your 4 images and comment the quotes on this slide.



# IDIOMS

Day 3

**Student Directions:** Look at the list of common idioms below. Highlight the ones the ones that you are familiar with. Then, write the meaning of the three idioms listed below. You can look online or ask someone if you don't know the meanings yet.

Your Idiom: TYPE HERE

## COMMON IDIOMS

- "Couch Potato"
- "It's raining cats and dogs"
- "Head over heels"
- "Out of this world"
- "In the dog house"
- "Break a leg"
- "Butterflies in my stomach"
- "Ball is in your court"
- "Best of both worlds"
- "Can't judge a book by it's cover"
- "Don't cry over spilled milk"
- "Put all your eggs in one basket"
- "Heard it through the grapevine"
- "Takes two to tango"
- "Picture paints a thousand words"
- "On the fence"
- "Scaredy cat"
- "Straight from the horse's mouth"

## IDIOM MEANINGS

1. "Go back to the drawing board"

**Meaning:**

2. "Heard it through the grapevine"

**Meaning:**

3. "Bite the bullet"

**Meaning:**

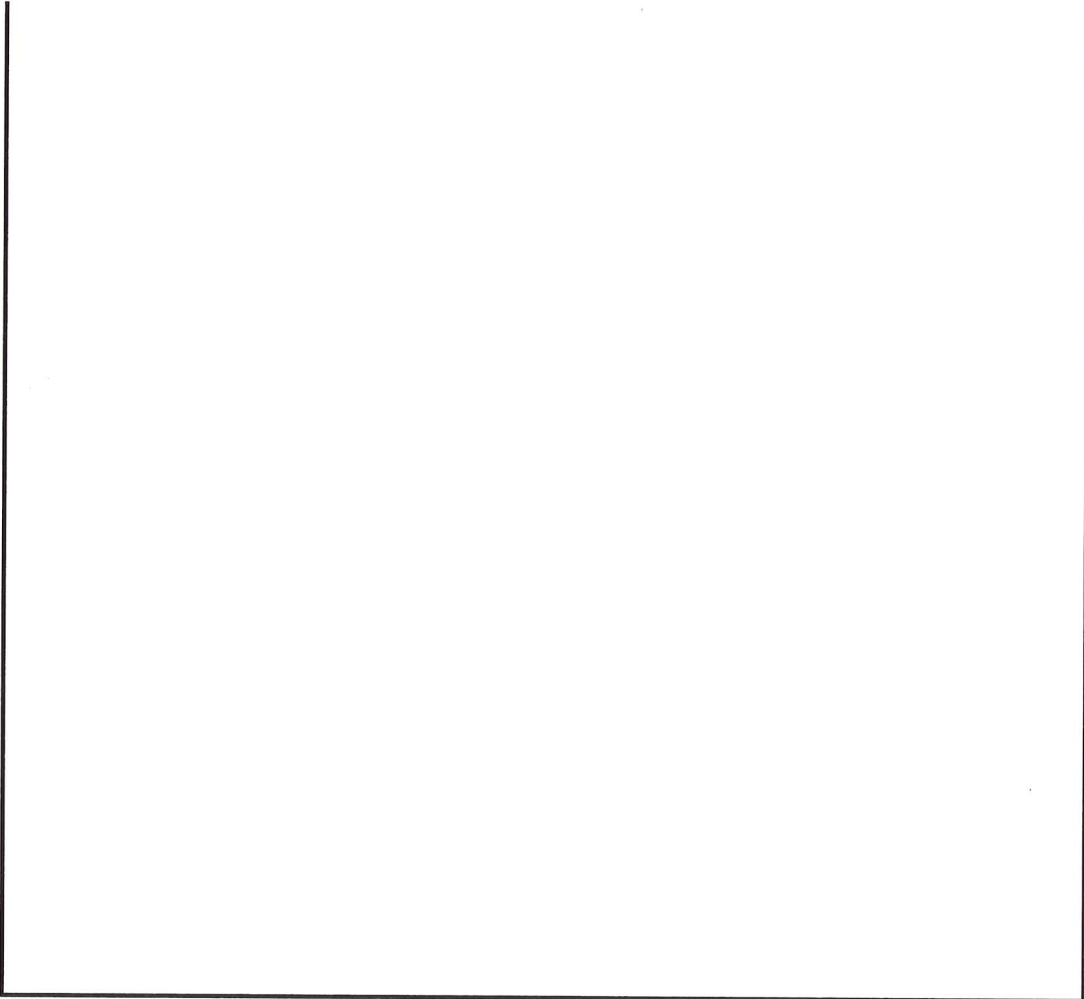
# IDIOMS

Day 3

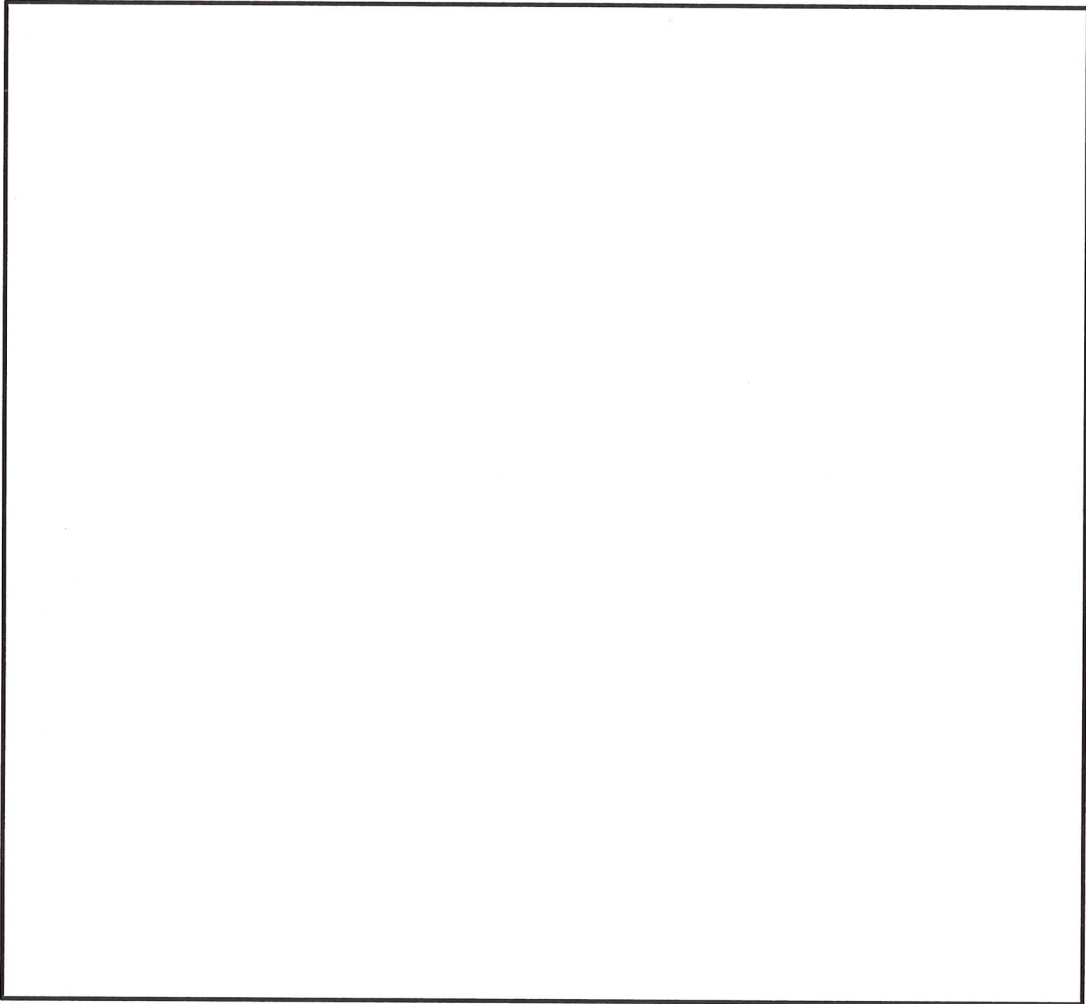
**Student Directions:** Write your idiom on the line below. Then, find or draw two images – one showing the literal meaning of the idiom and the second showing the figurative meaning of the idiom.

Your Idiom:

LITERAL MEANING



FIGURATIVE MEANING



# Reading and Summary Writing <sup>Day 3</sup>

**Student Directions:** Read your AR/personal book for 30 minutes. Write at least a 10 sentence summary of what has happened in the book so far.

**Your Book's Name:**

**SUMMARY**





# BLACKOUT poetry

Day 4

**Student Direction:** Look at the three following excerpts. Choose at least two of the three excerpts to use for the black out poetry activity. Here is an example of how your final version should look.

"DURING the [redacted] day in [redacted] autumn [redacted] the clouds [redacted]  
[redacted] had been passing [redacted]  
[redacted] at length [redacted] the evening [redacted] within view [redacted]  
[redacted] I know [redacted] a sense of [redacted]  
[redacted]  
[redacted] poetic, sentiment, [redacted] which the mind [redacted] receives [redacted] the [redacted] natural images [redacted]  
[redacted] and [redacted] simple landscape  
features [redacted] -- [redacted] a few [redacted]  
[redacted] white trunks of [redacted] trees -- [redacted] I [redacted]  
compare to [redacted] the [redacted] dream of [redacted]  
[redacted] everyday life [redacted] There was [redacted] a [redacted]  
[redacted] thought [redacted]  
[redacted] of the sublime.

excerpt from "The Fall of the House of Usher" – Edgar Allan Poe

# BLACKOUT poetry

Day 4

**Student Direction:** Read through the excerpt from "The Garden-Party" by Katherine Mansfield and underline words that resonate with you (words that you like). Don't underline more than three words in a row. Read through all your underlined words in the order they appear. Try different selections of words until you are happy with your poem. Erase any underlined words you decide not to use. Blackout the remaining words using a black highlight color, so they become fully black and highlight the underlined words that you decided to keep, until you are left with only your highlighted words visible and final poem.

"And after all the weather was ideal. They could not have had a more perfect day for a garden-party if they had ordered it. Windless, warm, they sky without a cloud. Only the blue was veiled with a haze of light gold, as it is sometimes in early summer. The gardener had been up since dawn, mowing the lawns and sweeping them, until the grass and the dark flat rosettes where the daisy plants had been seemed to shine. As for the roses, you could not help feeling they understood that roses are the only flowers that impress people at garden-parties; the only flowers that everybody is certain of knowing. Hundreds, yes literally hundreds, had come out in a single night; the green bushes bowed down as though they had been visited by archangels...All the doors in the house seemed to be open. The house was alive with soft, quick steps and running voices. The green baize door that led to the kitchen regions swung open and shut with a muffled thud.

And now there came a long, chuckling absurd sound. It was a heavy piano being moved on its stiff castors. But the air! If you stopped to notice, was the air always like this? Little faint winds were playing chase, in at the tops of the windows, out at the doors. And there were two tiny spots of sun, one on the inkpot, one on a silver photograph frame, playing too. Darling little spots. Especially the one on the inkpot lid. It was quite warm. A warm little silver star."



# BLACKOUT poetry

Day 4

**Student Direction:** Read through the excerpt from "Rip Van Winkle" by Washington Irving and underline words that resonate with you (words that you like). Don't underline more than three words in a row. Read through all your underlined words in the order they appear. Try different selections of words until you are happy with your poem. Erase any underlined words you decide not to use. Blackout the remaining words using a black highlight color, so they become fully black and highlight the underlined words that you decided to keep, until you are left with only your highlighted words visible and final poem.

"Whoever has made a voyage up the Hudson must remember the Kaatskill mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day, produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers.

When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains, they voyager may have described the light smoke curling up from a village, whose shingle-roofs gleam among the fresh green of the nearer landscape. It is a little village, of great antiquity, having been founded by some of the Dutch colonists in the early times of the province...and there were some of the houses of the original settlers standing within a few years, built of small yellow bricks brought from Holland, having latticed windows and gable fronts, surmounted by weathercocks.

In that same village, and in one of these very houses (which, to tell the precise truth, was sadly time-worn and weather-beaten), there lived, many years since, while the country was YET a province of great Britain, a simple, good-natured fellow, of the name of Rip Van Winkle."

# BLACKOUT poetry

Day 4

**Student Direction:** Read through the excerpt from "The Open Boat" by Stephen Crane and underline words that resonate with you (words that you like). Don't underline more than three words in a row. Read through all your underlined words in the order they appear. Try different selections of words until you are happy with your poem. Erase any underlined words you decide not to use. Blackout the remaining words using a black highlight color, so they become fully black and highlight the underlined words that you decided to keep, until you are left with only your highlighted words visible and final poem.

"A night on the sea in an open boat is a long night. As darkness settled finally, the shine of the light, lifting from the sea in the south, changed to full gold. On the northern horizon a new light appeared, a small bluish gleam on the edge of the waters. These two lights were the furniture of the world. Otherwise there was nothing but waves.

Two men huddled in the stern, and distances were so magnificent in the dingy that the rower was enabled to keep his feet partly warmed by thrusting them under his companions. Their legs indeed extended far under the rowing-seat until they touched the feet of the captain forward.

Sometimes, despite the efforts of the tired oarsman, a wave came piling into the boat, an icy wave of the night, and the chilling water soaked them anew. They would twist their bodies for a moment and groan, and sleep the dead sleep once more, while the water in the boat gurgled about them as the craft rocked.

The plan of the oiler and the correspondent was for one to row until he lost the ability, and then arouse the other from his sea-water couch in the bottom of the boat.

The oiler plied the oars until his head drooped forward, and the overpowering sleep blinded him. And he rowed yet afterward. Then he touched a man in the bottom of the boat, and called his name. 'Will you spell me for a little while?' he said, meekly.

'Sure, Billie,' said the correspondent, awakening and dragging himself to a sitting position. They exchanged places carefully, and the oiler, cuddling down in the sea-water at the cook's side, seemed to go to sleep instantly.

The particular violence of the sea had ceased. The waves came without snoring. The obligation of the man at the oars was to keep the boat headed so that the tilt of the rollers would not capsize her, and to preserve her from filling when the crests rushed past. The black waves were silent and hard to be seen in the darkness. Often one was almost upon the boat before the oarsman was aware."



# GRAMMAR Task cards

Day 5

**Student Directions:** Read through the following passage. Then use the provided task cards on the next pages to complete each set of questions.

Connor Merrick was an interesting child who had traveled often in his ten years on Earth. Yet, his upcoming journey would be the most exciting yet: a trip to New York City! Now, Connor had been there before, numerous times, actually, with his parents and younger sister, Anna, who can be a bit of a pain. He'd visited the Statue of Liberty and toured the Metropolitan Museum of Art. He'd even seen a Broadway musical (although, admittedly, he'd fallen asleep twenty minutes after it had started). These trips had always followed a precise schedule that Connor and his mom had organized almost to the minute prior to their vacation.

What made this upcoming trip so unique was that Connor had decided to visit the Big Apple without anyone knowing (except his most trustworthy companion) and with no set itinerary! He planned very meticulously; he saved his money and he chose his accomplice. Who was this carefully selected partner? Why, his loyal dog, Baxter. He could be counted on to be cheerful, and now and then, he was good for a cuddle. Connor and Baxter were set to leave on their adventure on Tuesday, October 12th, as long as everything went according to plan.

You may be wondering why a young child would want to visit New York without anyone knowing and with no real agenda once he was there. And we will get to that in due time. But, first, it is helpful to know more about Connor Merrick. As you may have guessed by now, he was a particular child. He didn't like being outdoors – even recess was an inconvenient part of his school day with all the fresh air and the sun shining on his face (don't even get him started!). Therefore, he would much rather spend those fifteen minutes inside the comfort of his classroom, organizing the misplaced library books or wiping down the board from the morning's math lesson on improper fractions.

### TASK CARD #1

Identify THREE proper nouns in the passage.

- 
- 
- 

### TASK CARD #2

Identify FIVE adjectives in the passage.

- 
- 
- 
- 
- 

Day 5

### TASK CARD #3

Identify THREE adverbs in the passage.

- 
- 
- 

### TASK CARD #4

Write 3 sentences about what you think of Connor's trip.

### TASK CARD #5

Identify ONE transition word in the passage.

### TASK CARD #6

Identify TWO possessive pronouns in the passage.

Day 5

### TASK CARD #7

Read the following sentence and list all of the verbs.

"He planned very meticulously; he saved his money and he chose his accomplice."

### TASK CARD #8

Read the following sentences and label the type of sentence they are. (simple, compound, complex, compound-complex, fragment, or run-on)

- A. He planned very meticulously; he saved his money and he chose his accomplice.
- B. He'd even seen a Broadway musical.
- C. And we will get to that in due time.

A.

B.

C.



### TASK CARD #9

How many pronouns are in the entire passage?

### TASK CARD #10

Identify TWO prepositional phrases in the passage.

Day 5

- 1.
- 2.

### TASK CARD #11

Using the prepositional phrases you just found, identify the object of the preposition in each phrase.

- 1.
- 2.

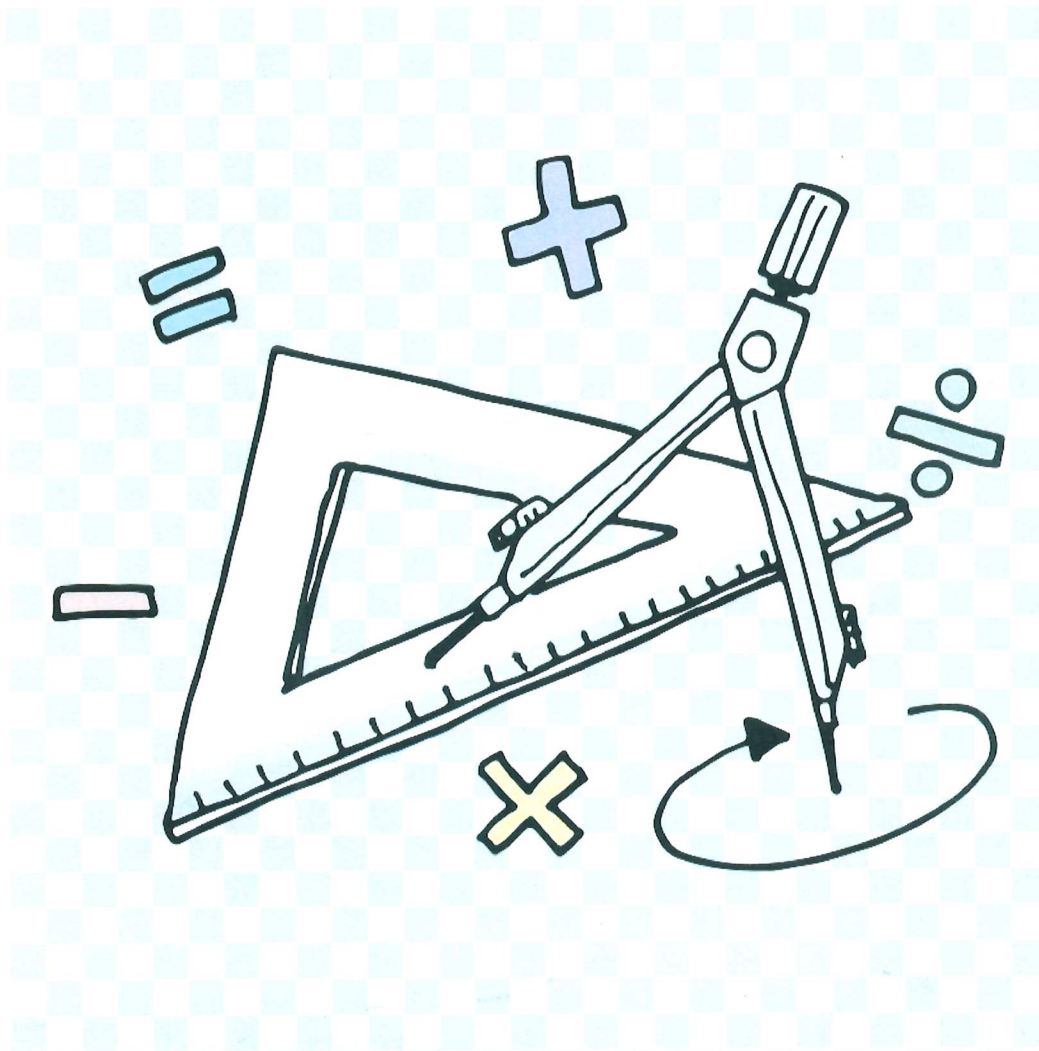
### TASK CARD #12

Identify the direct object in each of the following sentences:

- A. "He saved his money."
- B. "... he chose his accomplice."

- A.
- B.

# Math



## E-Learning Material





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

## Chapter

## 3

**Reteach**  
**Fractions and Decimals****Activity 1 Dividing Fractions**

Express each improper fraction as a mixed number in simplest form.

1  $\frac{17}{3}$

2  $\frac{38}{4}$

3  $\frac{24}{7}$

4  $\frac{52}{8}$

Express each mixed number as an improper fraction.

5  $2\frac{1}{3}$

6  $6\frac{3}{5}$

**Multiply. Write each product in simplest form.**

7  $\frac{5}{6} \times \frac{3}{4}$

8  $\frac{2}{3} \times \frac{6}{7}$

9  $\frac{22}{5} \times \frac{10}{11}$

10  $\frac{20}{9} \times \frac{6}{5}$

**Divide. Write each quotient in simplest form.**

11  $\frac{9}{10} \div 6$

12  $\frac{6}{7} \div 4$

13  $9 \div \frac{1}{4}$

14  $8 \div \frac{1}{5}$

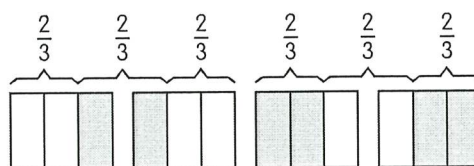


Divide. Write each quotient in simplest form.

Example

$$4 \div \frac{2}{3}$$

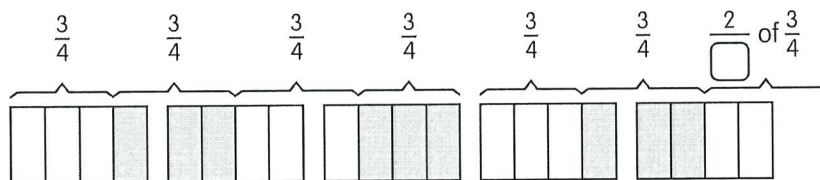
$$\begin{aligned} 4 \div \frac{2}{3} &= \frac{4}{1} \times \frac{3}{2} \\ &= \frac{12}{2} \\ &= 6 \end{aligned}$$



Divide by  $\frac{2}{3}$  is the same as multiplying by  $\frac{3}{2}$ .



15  $5 \div \frac{3}{4}$



$$5 \div \frac{3}{4} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

16  $7 \div \frac{5}{6}$

$$7 \div \frac{5}{6} = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

17  $8 \div \frac{4}{5}$

18  $10 \div \frac{5}{7}$

19  $11 \div \frac{5}{6}$

20  $14 \div \frac{4}{9}$

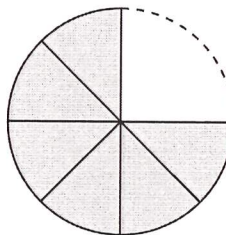
**Divide. Write each quotient in simplest form.**

**Example**

$$\frac{3}{4} \div \frac{1}{8}$$

$$\frac{3}{4} \div \frac{1}{8} = \frac{3}{4} \times \frac{8}{1}$$

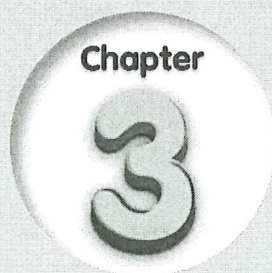
$$= \underline{6}$$



Divide by  $\frac{1}{8}$  is the same as multiply by 8.



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



# Reteach

## Fractions and Decimals

### Activity 4 Multiplying Decimals Fluently

Multiply.

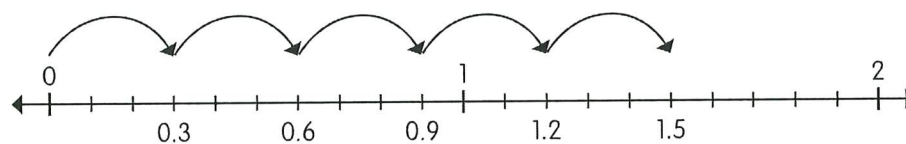
**Example**

a  $0.3 \times 5$

**Method 1**

$$0.3 \times 5 = 5 \times 0.3$$

$5 \times 0.3$  means 5 groups of 0.3.



$$\begin{aligned} 5 \times \underline{0.3} &= 5 \times \underline{3} \text{ tenths} \\ &= \underline{15} \text{ tenths} \\ &= \underline{1.5} \end{aligned}$$

Multiplication is the same as repeated addition.

$$0.3 \times 5 = 0.3 + 0.3 + 0.3 + 0.3 + 0.3$$



**Method 2**

$$\begin{array}{r} 0.3 \leftarrow 1 \text{ decimal place} \\ \times \quad 5 \\ \hline 1.5 \leftarrow 1 \text{ decimal place} \end{array}$$

Decide where to put the decimal point in the product.

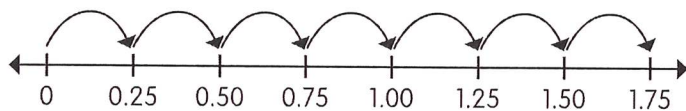




b  $0.25 \times 7$

**Method 1**

$0.25 \times 7 = 7 \times 0.25$

 $7 \times 0.25$  means 7 groups of 0.25.

$$\begin{aligned}
 7 \times \underline{0.25} &= 7 \times \underline{25} \text{ hundredths} \\
 &= \underline{175} \text{ hundredths} \\
 &= \underline{1.75}
 \end{aligned}$$

Multiplication is the same as repeated addition.

$$\begin{aligned}
 0.25 \times 7 &= 0.25 + 0.25 + 0.25 + \\
 &\quad 0.25 + 0.25 + 0.25 + \\
 &\quad 0.25
 \end{aligned}$$

**Method 2**

$$\begin{array}{r}
 0.25 \leftarrow 2 \text{ decimal places} \\
 \times \quad 7 \\
 \hline
 1.75 \leftarrow 2 \text{ decimal places}
 \end{array}$$

Decide where to put the decimal point in the product.

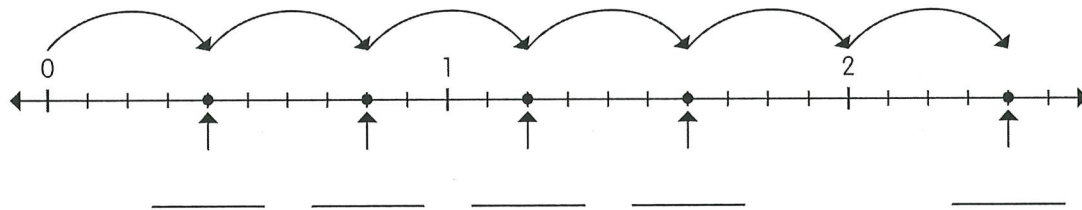


1  $0.4 \times 6$

**Method 1**

$$0.4 \times 6 = 6 \times 0.4$$

$6 \times 0.4$  means \_\_\_\_\_ groups of \_\_\_\_\_.



$$\begin{aligned} 6 \times \text{_____} &= 6 \times \text{_____} \text{ tenths} \\ &= \text{_____} \text{ tenths} \\ &= \text{_____} \end{aligned}$$

**Method 2**

$$\begin{array}{r} 0.4 \\ \times 6 \\ \hline \end{array}$$

2  $0.8 \times 4$

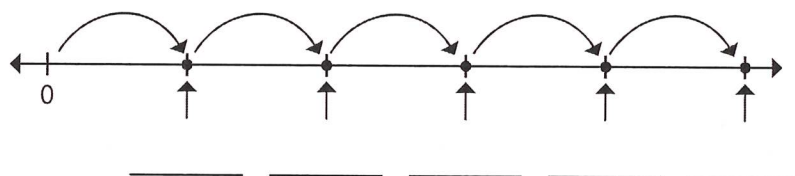
3  $5 \times 0.7$

4  $0.19 \times 5$

**Method 1**

$0.19 \times 5 = 5 \times 0.19$

$5 \times 0.19$  means \_\_\_\_\_ groups of \_\_\_\_\_.



$5 \times \underline{\hspace{2cm}} = 5 \times \underline{\hspace{2cm}}$  hundredths

$= \underline{\hspace{2cm}}$  hundredths

$= \underline{\hspace{2cm}}$

**Method 2**

$$\begin{array}{r} 0.19 \\ \times \quad 5 \\ \hline \end{array}$$

5  $0.64 \times 3$

6  $4 \times 0.35$



## Multiply.

### Example

$$0.6 \times 0.7$$

#### Method 1

$$\begin{aligned} 0.6 \times 0.7 &= \frac{6}{10} \times \frac{7}{10} \\ &= \frac{42}{100} \\ &= 0.42 \end{aligned}$$

Express the decimals as fractions.

Multiply.

Express as a decimal.

#### Method 2

$$\begin{array}{r} 0.6 \leftarrow 1 \text{ decimal place} \\ \times 0.7 \leftarrow + 1 \text{ decimal place} \\ \hline 0.42 \leftarrow 2 \text{ decimal places} \end{array}$$

Decide where to put the decimal point in the product.



7  $0.8 \times 0.9$

#### Method 1

$$\begin{aligned} 0.8 \times 0.9 &= \underline{\quad} \times \underline{\quad} \\ &= \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

Express the decimals as fractions.

Multiply.

Express as a decimal.

#### Method 2

$$\begin{array}{r} 0.8 \\ \times 0.9 \\ \hline \end{array}$$

8  $0.4 \times 0.9$

9  $0.8 \times 0.5$

**Multiply.**

**Example**

a  $3.6 \times 0.4$

$$\begin{array}{r} \phantom{0}^2 \\ 3.6 \leftarrow 1 \text{ decimal place} \\ \times 0.4 \leftarrow + 1 \text{ decimal place} \\ \hline 1.44 \leftarrow \boxed{2} \text{ decimal places} \end{array}$$

$3.6 \times 0.4 = \underline{1.44}$

Decide where to put the decimal point in the product.



b  $4.1 \times 1.8$

$$\begin{array}{r} 4.1 \leftarrow 1 \text{ decimal place} \\ \times 1.8 \leftarrow + 1 \text{ decimal place} \\ \hline 328 \\ 410 \\ \hline 7.38 \leftarrow \boxed{2} \text{ decimal places} \end{array}$$

$4.1 \times 1.8 = \underline{7.38}$

10

$2.7 \times 0.6$

$$\begin{array}{r} 2.7 \leftarrow 1 \text{ decimal place} \\ \times 0.6 \leftarrow + 1 \text{ decimal place} \\ \hline \leftarrow \square \text{ decimal places} \end{array}$$

$2.7 \times 0.6 = \underline{\hspace{2cm}}$

11

$3.7 \times 2.5$

$$\begin{array}{r} 3.7 \leftarrow 1 \text{ decimal place} \\ \times 2.5 \leftarrow + 1 \text{ decimal place} \\ \hline \end{array}$$

$$\underline{\hspace{2cm}} \leftarrow \square \text{ decimal places}$$

$3.7 \times 2.5 = \underline{\hspace{2cm}}$

12

$6.4 \times 0.8$

13

$4.9 \times 0.9$



**Multiply.****Example**

$0.43 \times 1.5$

$$\begin{array}{r}
 \begin{array}{r}
 \overset{2}{0} \overset{1}{.} 43 \leftarrow 2 \text{ decimal places} \\
 \times \quad 1.5 \leftarrow + 1 \text{ decimal place} \\
 \hline
 215 \\
 430 \\
 \hline
 0.645 \leftarrow \boxed{3} \text{ decimal places}
 \end{array}
 \end{array}$$

$0.43 \times 1.5 = \underline{0.645}$

Decide where to put  
the decimal point in  
the product.



**14**  $0.65 \times 2.4$

$$\begin{array}{r}
 0.65 \leftarrow 2 \text{ decimal places} \\
 \times 2.4 \leftarrow + 1 \text{ decimal place} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 \hline
 \leftarrow \boxed{\phantom{0}} \text{ decimal places}
 \end{array}$$

$0.65 \times 2.4 = \underline{\hspace{2cm}}$

**15**  $0.57 \times 0.4$

**16**  $0.83 \times 1.3$

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

## Chapter

## 3

# Reteach

## Fractions and Decimals

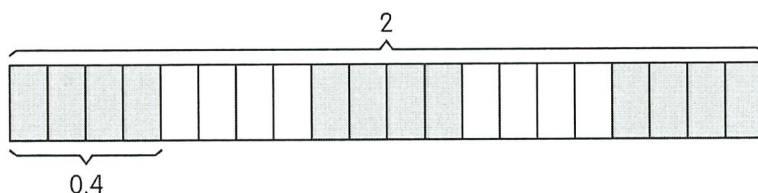
### Activity 5 Dividing Decimals Fluently

Divide.

Example

a  $2 \div 0.4$

Method 1

The model shows that  $2 \div 0.4 = \underline{5}$ 

Method 2

$$\begin{aligned}
 2 \div 0.4 &= 2 \div \frac{4}{10} \\
 &= 2 \times \frac{10}{4} \\
 &= \frac{1 \times 10}{2} \\
 &= \underline{5}
 \end{aligned}$$

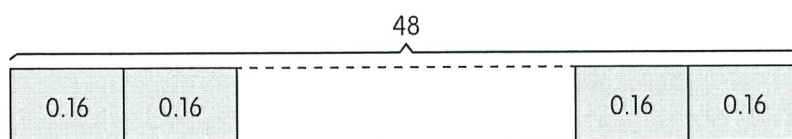
Express the decimal as a fraction.

Write as a multiplication expression.

Divide by the common factor, 2.

Simplify.

b  $48 \div 0.16$



$$\begin{aligned}
 48 \div 0.16 &= 48 \div \frac{16}{100} \\
 &= 48 \times \frac{100}{16} \\
 &= \frac{3 \times 100}{1} \\
 &= \underline{300}
 \end{aligned}$$

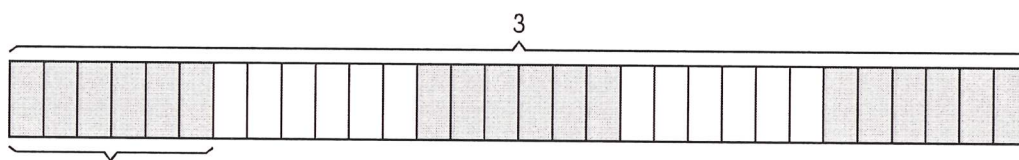
Express the decimal as a fraction.

Write as a multiplication expression.

Multiply.

1  $3 \div 0.6$

**Method 1**



The model shows that  $3 \div 0.6 =$  \_\_\_\_\_.

**Method 2**

$3 \div 0.6 = 3 \div$  \_\_\_\_\_

Express the decimal as a fraction.

$= 3 \times$  \_\_\_\_\_

Write as a multiplication expression.

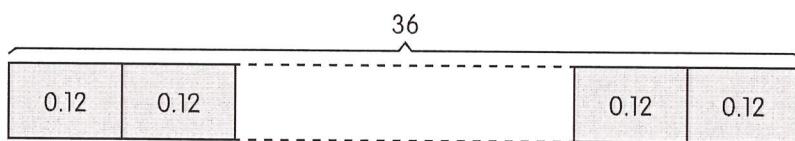
$=$  \_\_\_\_\_

Divide by the common factor.

$=$  \_\_\_\_\_

Simplify.

2  $36 \div 0.12$



$36 \div 0.12 = 36 \div$  \_\_\_\_\_

Express the decimal as a fraction.

$= 36 \times$  \_\_\_\_\_

Write as a multiplication expression.

$=$  \_\_\_\_\_

Divide by the common factor.

$=$  \_\_\_\_\_

Simplify.

3  $8 \div 0.5$

4  $4 \div 0.8$

5  $45 \div 0.15$

6  $36 \div 0.18$

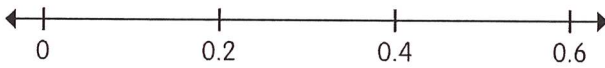


## Divide.

### Example

a  $0.6 \div 0.2$

#### Method 1



The number line shows that:

$$0.6 \div 0.2 = \underline{3}$$

Each small interval represents 0.2. There are 3 intervals.



#### Method 2

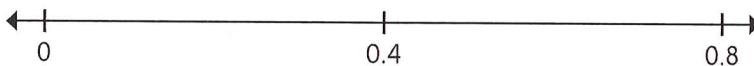
$$\begin{aligned}
 0.6 \div 0.2 &= \frac{\boxed{6}}{10} \div \frac{\boxed{2}}{10} \\
 &= \frac{\boxed{6}}{10} \times \frac{\boxed{10}}{\boxed{2}} \\
 &= \underline{3}
 \end{aligned}$$

#### Method 3

$$\begin{aligned}
 0.6 \div 0.2 &= \frac{0.6}{\boxed{0.2}} \\
 &= \frac{\boxed{6}}{\boxed{2}} \\
 &= \underline{3}
 \end{aligned}$$

7  $0.8 \div 0.4$

#### Method 1



The number line shows that:

$$0.8 \div 0.4 = \underline{\quad}$$

**Method 2**

$$0.8 \div 0.4 = \frac{\boxed{\phantom{00}}}{10} \div \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\hspace{2cm}}$$

8  $0.6 \div 0.2$

**Method 3**

$$0.8 \div 0.4 = \frac{0.8}{\boxed{\phantom{00}}}$$

$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\hspace{2cm}}$$

9  $0.7 \div 0.5$

**Divide.**

**Example**

$$0.68 \div 0.04$$

**Method 1**

$$0.68 \div 0.04 = \frac{\boxed{68}}{100} \div \frac{\boxed{4}}{100}$$

$$= \frac{\boxed{68}}{100} \times \frac{100}{\boxed{4}}$$

$$= \underline{17}$$

**Method 2**

$$0.68 \div 0.04 = \frac{0.68}{\boxed{0.04}}$$

$$= \frac{\boxed{68}}{\boxed{4}}$$

$$= \underline{17}$$

**10**  $0.84 \div 0.07$

**Method 1**

$$0.84 \div 0.07 = \frac{\boxed{\phantom{00}}}{100} \div \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\phantom{00}}$$

**Method 2**

$$0.84 \div 0.07 = \frac{0.84}{\boxed{\phantom{00}}}$$

$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\phantom{00}}$$

11  $0.69 \div 0.03$

12  $0.58 \div 0.04$

**Divide.**

**Example**

$1.44 \div 0.8$

**Method 1**

$$\begin{aligned}
 1.44 \div 0.8 &= \frac{\boxed{144}}{100} \div \frac{\boxed{8}}{10} \\
 &= \frac{\boxed{144}}{\boxed{100}} \times \frac{\boxed{10}}{\boxed{8}} \\
 &= \underline{1.8}
 \end{aligned}$$

**Method 2**

$$\begin{aligned}
 1.44 \div 0.8 &= \frac{\boxed{1.44}}{\boxed{0.8}} \\
 &= \frac{\boxed{144}}{\boxed{80}} \\
 &= \underline{1.8}
 \end{aligned}$$



13  $1.26 \div 0.9$

**Method 1**

$$1.26 \div 0.9 = \frac{\boxed{\phantom{00}}}{100} \div \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} \times \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\hspace{2cm}}$$

**Method 2**

$$1.26 \div 0.9 = \frac{1.26}{\boxed{\phantom{00}}}$$

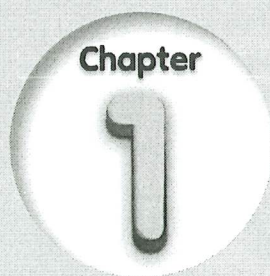
$$= \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$= \underline{\hspace{2cm}}$$

14  $3.15 \div 0.5$

15  $8.64 \div 1.2$

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



# Reteach

## Whole Numbers, Prime Numbers, and Prime Factorization

### Activity 1 Prime Factorization

Find the factors of each number.

1 12

2 50

Identify all the prime numbers in the following set of numbers.

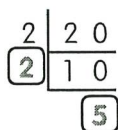
3 23, 25, 27, 29, 31, 33, 35, 37

Express each number as a product of its prime factors.

Example

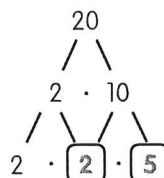
20

Method 1



$$20 = 2 \times 2 \times 5$$

Method 2



$$20 = 2 \times 2 \times 5$$

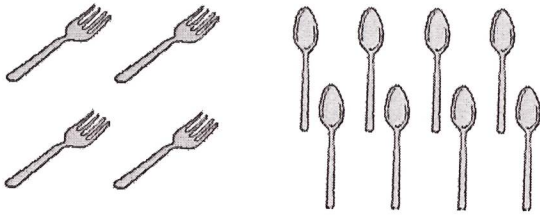
Continue dividing by the least prime factor until the quotient is a prime number.



Fill in each blank.

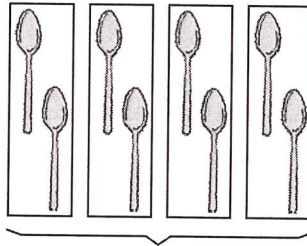
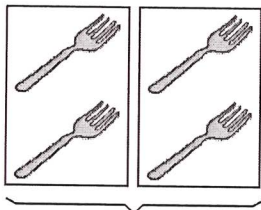
Example

a



The ratio of the number of forks to the number of spoons is 4 : 8.

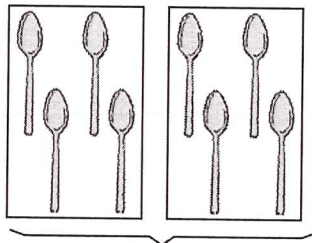
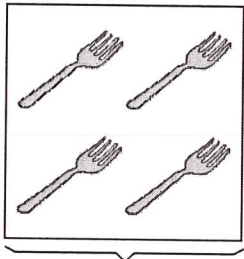
b



2 groups of forks      4 groups of spoons

The ratio of the number of forks to the number of spoons is 2 : 4.

c

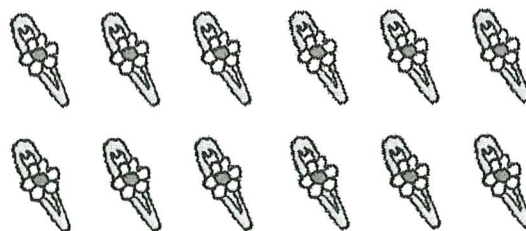
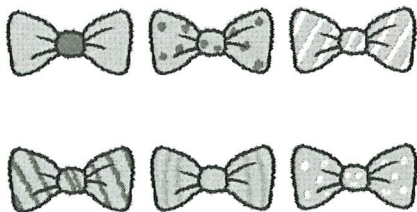


1 group of forks      2 groups of spoons

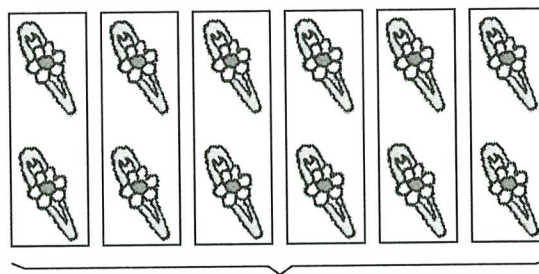
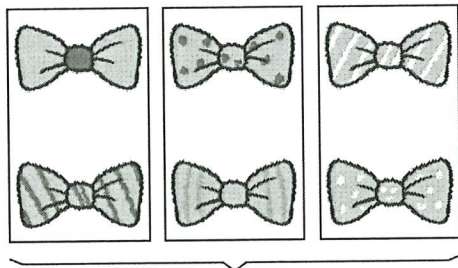
The ratio of the number of forks to the number of spoons is 1 : 2.

The ratios 4 : 8, 2 : 4, and 1 : 2 are equivalent ratios.

9



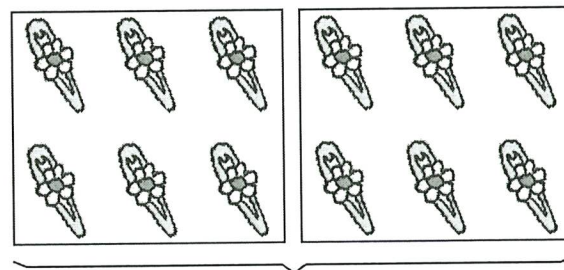
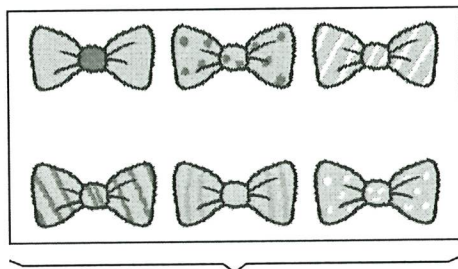
The ratio of the number of bowties to the number of hairclips is \_\_\_\_\_ : \_\_\_\_\_.



\_\_\_\_\_ groups of bowties

\_\_\_\_\_ groups of hairclips

The ratio of the number of bowties to the number of hairclips is \_\_\_\_\_ : \_\_\_\_\_.



\_\_\_\_\_ group of bowties

\_\_\_\_\_ groups of hairclips

The ratio of the number of bowties to the number of hairclips is \_\_\_\_\_ : \_\_\_\_\_.

The ratios \_\_\_\_\_ : \_\_\_\_\_, \_\_\_\_\_ : \_\_\_\_\_, and \_\_\_\_\_ : \_\_\_\_\_ are equivalent ratios.



Use division to find all whole-number ratios equivalent to each of the following.

**Example**

A dye factory mixes 12 liters of blue dye with 36 liters of yellow dye to make a green dye. Find all equivalent ratios of the amount of blue dye to the amount of yellow dye.

Excluding 1, the common factors of 12 and 36 are 2, 3, 4, 6, and 12.

$$\div 2 \quad \left( \begin{array}{c} 12 : 36 \\ \hline 6 : 18 \end{array} \right) \div 2$$

Divide by common factor, 2.

$$\div 3 \quad \left( \begin{array}{c} 12 : 36 \\ \hline 4 : 12 \end{array} \right) \div 3$$

Divide by common factor, 3.

$$\div 4 \quad \left( \begin{array}{c} 12 : 36 \\ \hline 3 : 9 \end{array} \right) \div 4$$

Divide by common factor, 4.

$$\div 6 \quad \left( \begin{array}{c} 12 : 36 \\ \hline 2 : 6 \end{array} \right) \div 6$$

Divide by common factor, 6.

$$\div 12 \quad \left( \begin{array}{c} 12 : 36 \\ \hline 1 : 3 \end{array} \right) \div 12$$

Divide by common factor, 12.

The ratios  $\frac{12}{36}$ ,  $\frac{6}{18}$ ,  $\frac{4}{12}$ ,  $\frac{3}{9}$ ,  $\frac{2}{6}$ , and  $\frac{1}{3}$  are equivalent ratios.

10 8 : 12

Excluding 1, the common factors of 8 and 12 are 2 and 4.

$$\div 2 \left( \begin{array}{c} \overbrace{8 : 12} \\ \underbrace{\phantom{8 : 12}} \end{array} \right) \div 2$$

Divide by common factor, 2.

$$\div 4 \left( \begin{array}{c} \overbrace{8 : 12} \\ \underbrace{\phantom{8 : 12}} \end{array} \right) \div 4$$

Divide by common factor, 4.

The ratios \_\_\_\_\_ : \_\_\_\_\_, \_\_\_\_\_ : \_\_\_\_\_, and \_\_\_\_\_ : \_\_\_\_\_ are equivalent ratios.

11 24 : 40

12 27 : 81

Express each ratio in simplest form.

Example

a 12 : 54

$$\div 6 \left( \begin{array}{c} \overbrace{12 : 54} \\ \underbrace{2 : 9} \end{array} \right) \div 6$$

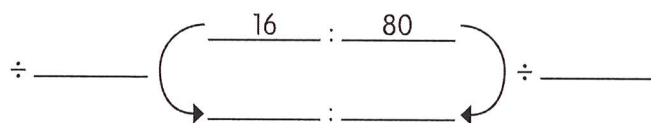
Divide by the greatest common factor, 6.

b 3 cm : 5 mm

$$\begin{aligned} 3 \text{ cm} : 5 \text{ mm} &= \underline{30} \text{ mm} : \underline{5} \text{ mm} \\ &= \underline{30} : \underline{5} \\ &= \underline{30} \div \underline{5} : \underline{5} \div \underline{5} \\ &= \underline{6} : \underline{1} \end{aligned}$$



13  $16 : 80$



14  $6 \text{ yd} : 27 \text{ ft}$

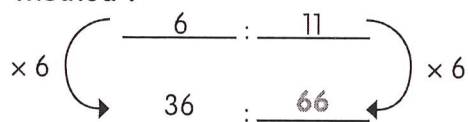
$$\begin{aligned} 6 \text{ yd} : 27 \text{ ft} &= \underline{\hspace{2cm}} \text{ ft} : \underline{\hspace{2cm}} \text{ ft} \\ &= \underline{\hspace{2cm}} : \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \div \underline{\hspace{2cm}} : \underline{\hspace{2cm}} \div \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} : \underline{\hspace{2cm}} \end{aligned}$$

Find the missing term in each pair of equivalent ratios.

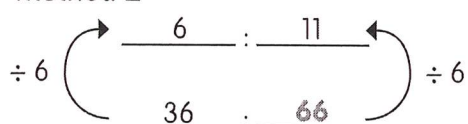
Example

a  $6 : 11 = 36 : ?$

Method 1



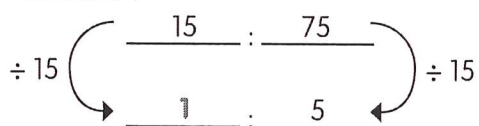
Method 2



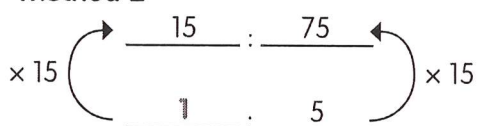
The missing term is 66.

b  $15 : 75 = ? : 5$

Method 1



Method 2



The missing term is 1.

15  $3 : 8 = 24 : ?$

16  $64 : 20 = ? : 5$

17  $? : 36 = 5 : 9$

18  $7 : ? = 28 : 48$

Fill in the table.

Example

The table shows the different amounts of fruit juices used to make different cup sizes of fruit punch.

| Cup size                                   | Small     | Medium    | Large     |
|--|-----------|-----------|-----------|
| Amount of Apple Juice (mL)                 | 250       | 500       | 750       |
| Amount of Orange Juice (mL)                | 150       | 300       | 450       |
| Apple Juice : Orange Juice                 | 250 : 150 | 500 : 300 | 750 : 450 |
| Apple Juice : Orange Juice (Simplest Form) | 5 : 3     | 5 : 3     | 5 : 3     |

The ratios of the amount of apple juice used to the amount of orange juice used is the same for each cup size.







# Chinese



# E-Learning Material



请你练习读/唱这首歌，如果有不会的字，可以记下来，第二天上课问老师：

### 勇气大爆发

心里种下一颗种子哒啦滴哒啦

它能实现小小愿望有神奇魔法

听说每个小孩都想要得到它

准备好啦 哦呦 一起探索吧

这颗种子在我心里快要发芽啦

每天我都为了它而更加努力呀

爸爸妈妈说每个梦想都伟大

兄弟姐妹一起冲呀

Ok go 来吧 来吧

Ok go 来吧 来吧

要坚定我们此刻的想法

Ok go 来吧 来吧

Ok go 来吧 来吧

勇气大爆发

Ok go 来吧 来吧

Ok go 来吧 来吧

要迈出自己大大的步伐

Ok go 来吧 来吧

Ok go 来吧 来吧





Day 1

别再拖拖拉拉

太阳就要下山啦

这颗种子在我心里快要发芽啦

每天我都为了它而更加努力呀

爸爸妈妈说每个梦想都伟大

兄弟姐妹一起冲呀

Ok go 来吧 来吧

Ok go 来吧 来吧

要坚定我们此刻的想法

Ok go 来吧 来吧

Ok go 来吧 来吧

勇气大爆发

Ok go 来吧 来吧

Ok go 来吧 来吧

要迈出自己大大的步伐

Ok go 来吧 来吧

Ok go 来吧 来吧

别再拖拖拉拉

太阳就要下山啦

Ok go 来吧 来吧

Ok go 来吧 来吧

请你练习读/唱这首歌,

**gū yǒng zhě**

**孤勇者**

Dōu shì yǒng gǎn dē

都是勇敢的

nǐ é tóu dē shāng kǒu nǐ dē bù tóng nǐ fàn dē cuò

你额头的伤口你的不同你犯的错

dōu bù bì yǐn cáng

都不必隐藏

nǐ pò jiù dē wán ó nǐ dē miàn jù nǐ dē zì wǒ

你破旧的玩偶你的面具你的自我

tā mēn shuō yào dài zhē guāng xùn fú měi yì tóu guài shòu

他们说要带着光驯服每一头怪兽

tā mēn shuō yào féng hǎo nǐ dē shāng méi yǒu rén ài xiǎo chǒu

他们说要缝好你的伤没有人爱小丑

wèi hé gū dú bù kě guāng róng

为何孤独不可光荣

rén zhǐ yǒu bù wán měi zhí dé gē sòng

人只有不完美值得歌颂

Shuí shūo wū ní mǎn shēng dē bù suàn yīng xióng

谁说污泥满身的不算英雄

ài nǐ gū shēn zǒu àn xiàng ài nǐ bú guì dē mú yàng

爱你孤身走暗巷爱你不跪的模样

ài nǐ duì zhì guò jué wàng bù kěn kū yì chǎng

爱你对峙过绝望不肯哭一场

ài nǐ pò làn dē yī shāng què gǎn dǔ mìng yùn dē qiāng

爱你破烂的衣裳却敢堵命运的枪

ài nǐ hé wǒ nà mē xiàng quē kǒu dōu yí yàng

爱你和我那么像缺口都一样

qù mā pèi mā zhè lán lǚ dē pī fēng

去吗配吗这褴褛的披风

zhàn mā zhàn ā yǐ zuì bēi wēi dē mèng

战吗战啊以最卑微的梦

zhì nà hēi yè zhōng dē wū yè yū nù hǒu

致那黑夜中的呜咽与怒吼

Shuí shuō zhàn zài guāng lǐ dē cái suàn yīng xióng

谁说站在光里的才算英雄

tā mēn shuō yào jiè lē nǐ dē kuáng jiù xiàng cā diào lē wū gòu

他们说要戒了你的狂就像擦掉了污垢

tā mēn shuō yào shùn tái jiē ér shàng ér dài jià shì dī tóu

他们说要顺台阶而上而代价是低头

nà jiù rang wǒ bù kě chéng fēng

那就让我不可乘风

nǐ yī yàng jiāo ào zhē nà zhǒng gū yǒng zhe

你一样骄傲着那种孤勇者



Shéi shuō duì yì píng fán dē bú suàn yīng xióng

谁说对弈平凡的不算英雄

ài nǐ gū shēn zǒu àn xiàng ài nǐ bú guì dē mú yàng

爱你孤身走暗巷爱你不跪的模样

ài nǐ duì zhì guò jué wàng bù kěn kū yì chǎng

爱你对峙过绝望不肯哭一场

ài nǐ pò làn dē yī shāng què gǎn dǔ mìng yùn dē qiāng

爱你破烂的衣裳却敢堵命运的枪

ài nǐ hé wǒ nà mē xiàng qē kǒu dōu yí yàng

爱你和我那么像缺口都一样

qù mā pèi mā zhè lán lǚ dē pī fēng

去吗配吗这褴褛的披风

zhàn mā zhàn ā yǐ zuì bēi wēi dē mèng

战吗战啊以最卑微的梦

zhì nà hēi yè zhōng dē wū yè yū nù hǒu

致那黑夜中的呜咽与怒吼

shuí shuō zhàn zài guāng lǐ dē cái suàn yīng xióng

谁说站在光里的才算英雄

nǐ dē bān bó yǔ zhòng bù tóng

你的斑驳与众不同

nǐ dē chén mò zhèn ěr yù lóng

你的沉默震耳欲聋

ài nǐ gū shēn zǒu àn xiàng ài nǐ bú guì dē mú yàng

爱你孤身走暗巷 爱你不跪的模样

ài nǐ duì zhì guò jué wàng bù kěn kū yì chǎng

爱你对峙过绝望 不肯哭一场

ài nǐ lái zì yú mǎn huāng yì shēng bú jiè shéi dē guāng

爱你来自于蛮荒 一生不借谁的光

nǐ jiāng zào nǐ dē chéng bāng zài fèi xū zhī shàng

你将造你的城邦在废墟之上

qù mā qù ā yǐ zuì bēi wēi dē mèng

去吗去啊以最卑微的梦

Zhàn mā zhàn ā yǐ zuì gū gāo dē mèng

战吗战啊以最孤高的梦

zhì nà hēi yè zhōng dē wū yè yū nù hǒu

致那黑夜中的呜咽与怒吼

shuí shuō zhàn zài guāng lǐ dē cái suàn yīng xióng

谁说站在光里的才算英雄



## 第八课

课文

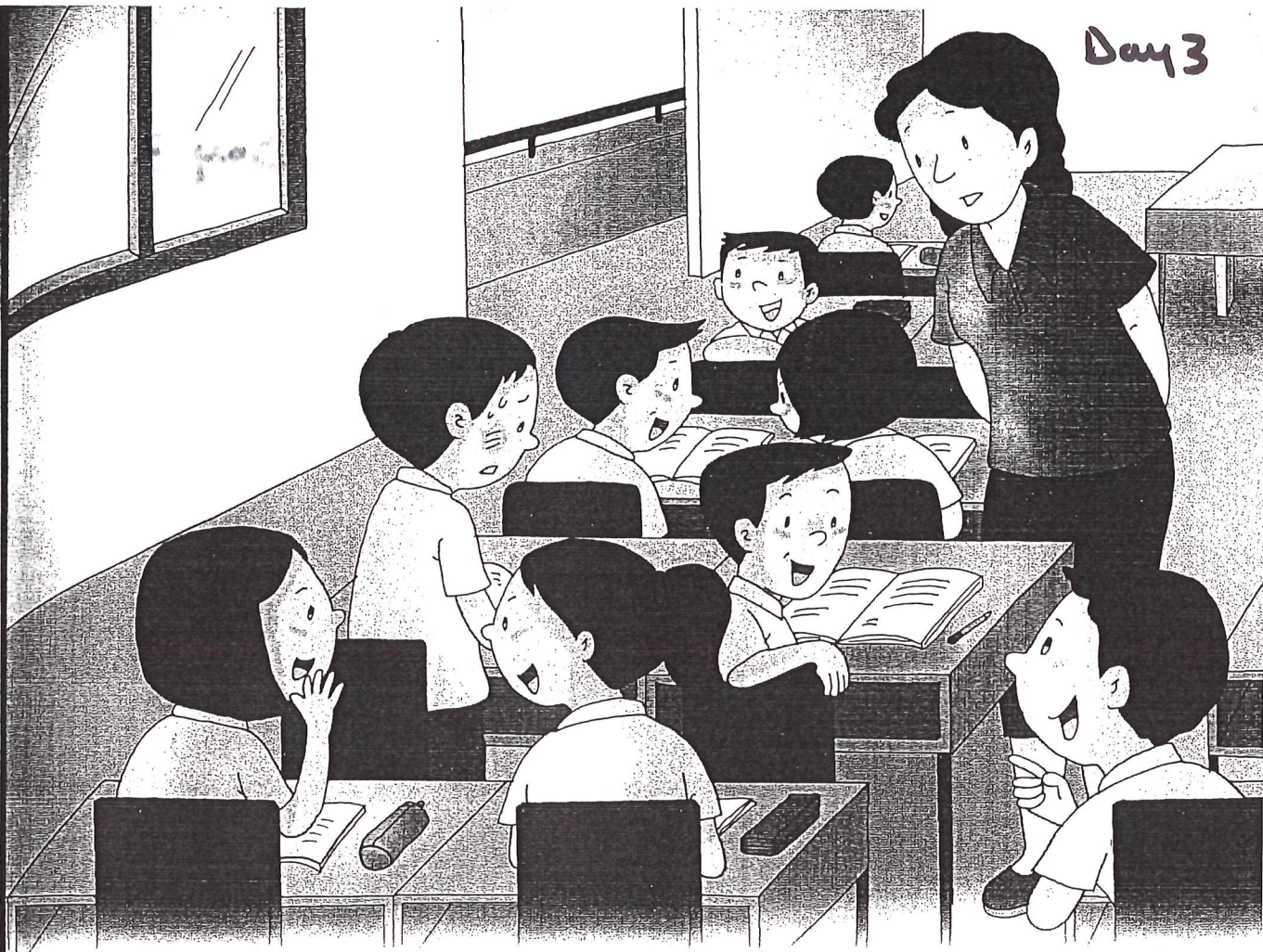
核心

## 感谢左手

小学三年级时，我从一所郊外的乡村学校转到了镇里的学校。

上课时，老师讲的内容很多我都听不懂。老师经常提问，同学们都争先恐后地举手，而我往往连老师问的是什么都搞不清楚，所以不敢举手。可是，我担心遭到同学的耻笑，有几次也跟着举起了手，但实际上我并不会回答。开始几次我混了过去，后来还是被发现了。





那是一堂华文课，给我们上课的是刚调来的陈老师。陈老师提了一个问题，我很自然地和大家一样举起了手，偏偏陈老师就叫我回答。我一下子傻了，从座位上站起来，低着头，一句话也说不出。我隐约听到同学的嘲笑声：“明明不会，还装模作样！”我脸红得发烫，额头直冒汗，恨不得找个地洞钻进去！



那堂课我什么也没听进去。放学后，我独自呆呆地坐在教室里。这时，陈老师来到我的身旁。了解了我的情况后，她温柔地说：“这样吧，以后，你会回答的时候，就举起右手；如果不会，就举起左手。”





后，  
老师  
她  
回答  
举



从此，每当陈<sup>chén</sup>老师提问的时候，我都可以从容地举手了。陈<sup>chén</sup>老师总是在我举起右手的时候，才叫我的名字。慢慢地，我<sup>huī</sup>恢复了自信，举起右手的次数也越来越多了。每次我答对问题，陈<sup>chén</sup>老师都会朝<sup>cháo</sup>我微微一笑。



chén  
陈老师的微笑像太阳，照亮了我的童年。

课文的题目为什么是《感谢左手》？  
读完课文后，和同学讨论讨论。



我会认

jiāo zhèn gǎo zāo chǐ jì hùn yǐn cháo é  
郊 镇 搞 遭 耻 际 混 隐 嘲 额  
hèn róu huī cháo  
恨 柔 恢 朝

我会写

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 恐 | 遭 | 混 | 堂 | 调 | 偏 | 嘲 | 恨 |
| 洞 | 独 | 呆 | 柔 | 恢 | 朝 |   |   |



2. 10. 1912



## 听听说说

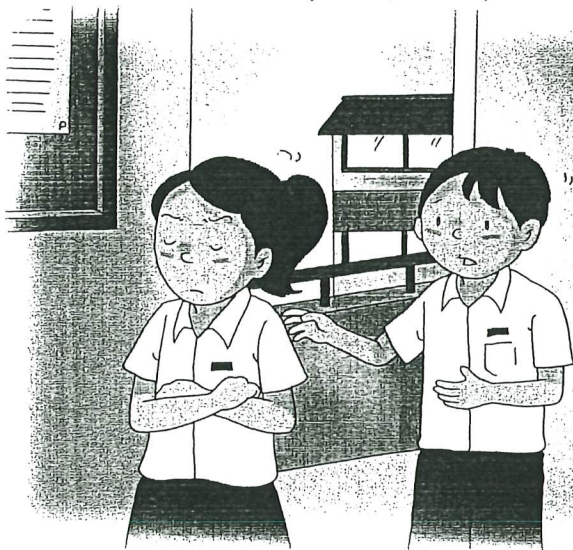
Day 4

在日常生活中，我们经常需要对事情发表看法。

例如李梅<sup>méi</sup>要过生日时，发生了这样一件事：

李梅<sup>méi</sup>的生日快到了，她邀请景伟参加她的生日聚会，景伟立刻就答应了。回到家后，景伟把这件事告诉了父母，父母却不让他去，要他专心准备下周的考试。

李梅<sup>méi</sup>生日那天，景伟没参加聚会，也没告诉李梅<sup>méi</sup>他不能去的原因。李梅<sup>méi</sup>很生气，觉得景伟说话不算数，从此不理景伟了……



你可以根据下面的问题，说说你的看法。

1. 这件事情的起因、经过和结果是怎样的？
2. 李梅<sup>méi</sup>生气，不理景伟，她这样做对吗？
3. 你对景伟的做法有什么看法？你觉得他应该怎么做呢？





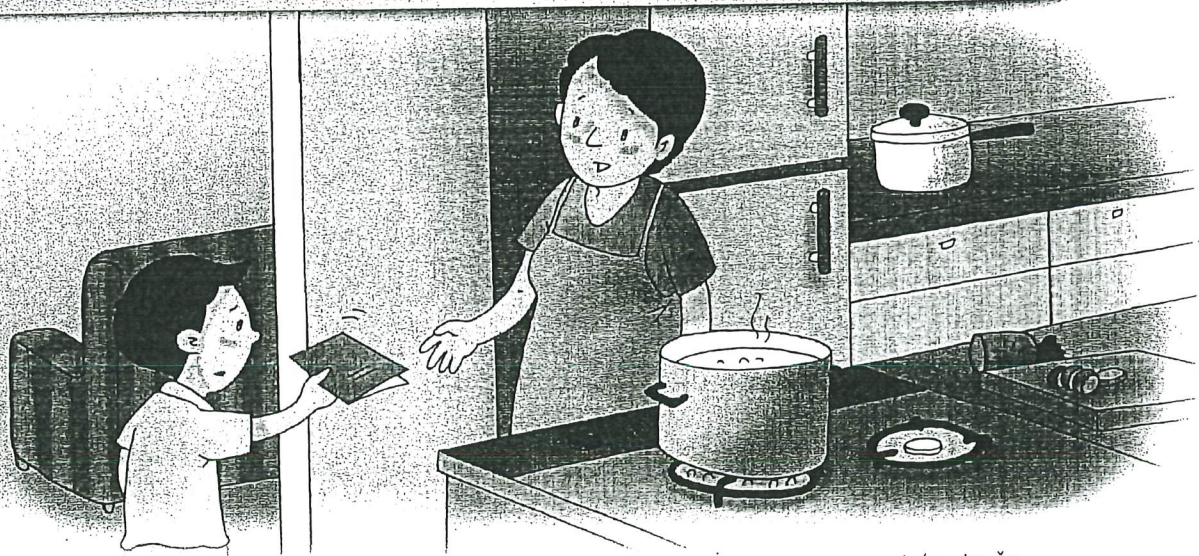


# 抬起头来做人

导读

本文改编自本地作家梁<sup>liáng</sup>文福<sup>bó</sup>博士的作品《捐》。

一个人的爱心能用金钱来估<sup>gū</sup>量吗？当我们在生活中遇到一些想做但又做不到的事情时，我们该怎么办呢？读了下面这篇课文，你可能会得到启发。认真读读课文，说说课文讲述了一件什么事情，再说说你对这件事情的感受或体会。



有一天，小男孩拿着一张筹<sup>chóu</sup>款<sup>kuǎn</sup>卡回家，很认真地对妈妈说：“学校要筹<sup>chóu</sup>款<sup>kuǎn</sup>，每个学生都要找人捐钱。”



妈妈拿出5元，交给小男孩，然后在筹款卡上签名。小男孩静静地看着妈妈签名，想说什么，却没开口。妈妈注意到了，问小男孩：“怎么啦？”

小男孩低着头说：“昨天，同学们把筹款卡交给老师时，捐的都是100元，50元。”

小男孩就读的是一所著名的学校，校门外每天都有名车等候放学的学生。班上的同学，不是家里捐献很多，就是成绩较好。当然，小男孩不属于前者。

小男孩一向都认真对待老师交待的功课。这一次，他也想把自己的“功课”做好，况且，学校还举办班级筹款比赛。小男孩的班已领先了，他不想拖累全班。

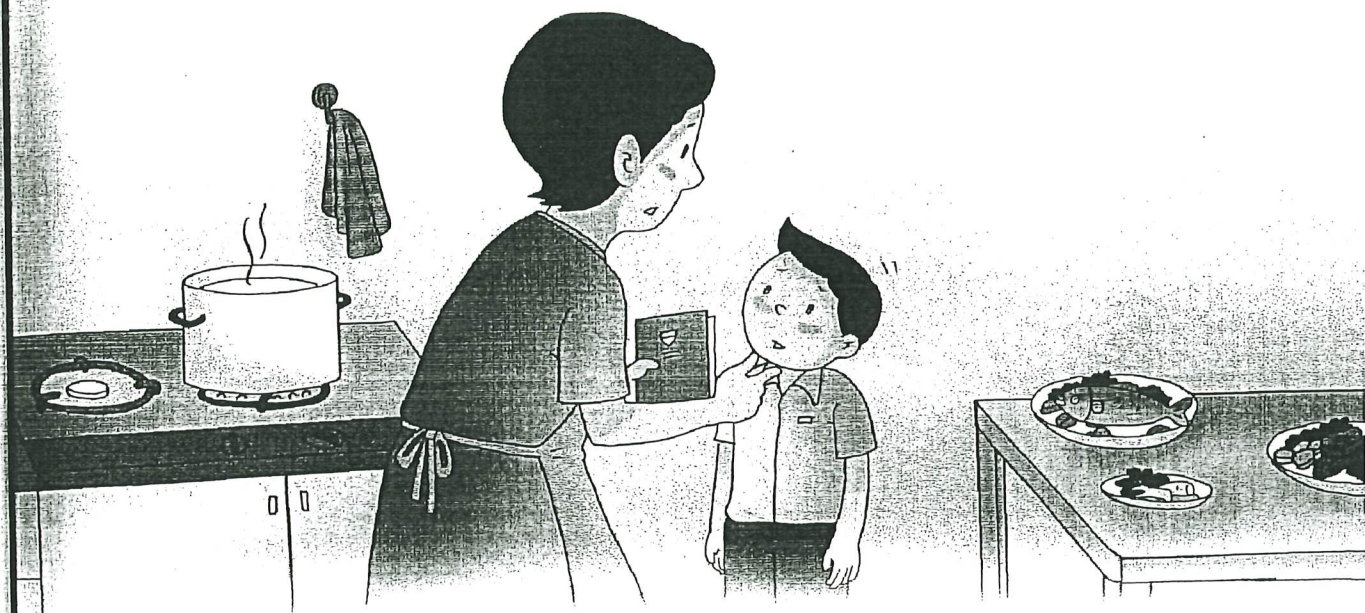
妈妈托起小男孩的头，说：“抬起头来，孩子。要知道，你同学的家庭收入

跟  
们  
要  
尽  
献

男  
头



跟我们不一样，我们必须量力而为；我们所捐的5元，其实比他们的500元还要多。你是学生，只要以自己的品学，尽力为学校争光，就是对学校最好的贡献了。”

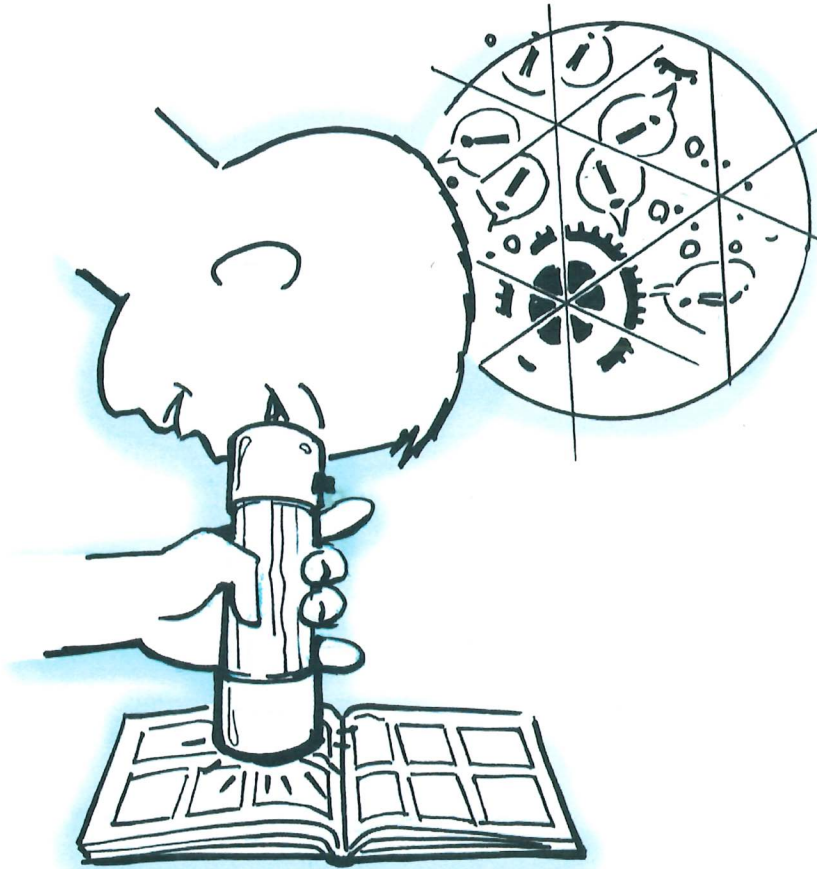


妈妈说的那番话，深深地刻在了小男孩的心里。

到了指定的呈交日期，小男孩抬起头，把筹款卡交给了老师。



# Science



# E-Learning Material





# What Is Earth's Structure?

## Hot Inside

Geysers are boiling fountains of water that shoot up from Earth's surface. Hot rocks under the surface heat water. Pressure forces the water up. The existence of geysers tells us that Earth is very hot inside. People study geysers and volcanoes to learn about temperatures inside Earth.

## Earth's Layers

Each of Earth's layers has a different thickness. The outer layer, or crust, is much thinner than the other layers. The crust is mostly solid rock.

The layer just below Earth's crust is the mantle. It is the thickest layer. The solid upper part of the mantle joins with the crust to form the lithosphere.

At the center of Earth is the core. The outer core is the only layer that is all liquid. The inner core is even hotter than the outer core. Both core layers contain very hot iron and nickel.

## Moving Plates

The lithosphere is broken up into giant pieces of rock called plates. These plates "float" on top of the mantle and move very slowly, about 4 inches a year.

The places where one plate meets another are plate boundaries. At converging boundaries, two plates move toward each other. Finally, they crash into each other. At diverging boundaries, two plates move away from each other. New crust forms between them, usually on the ocean floor. Sliding boundaries are places where plates slide past each other.

## Earthquakes

An earthquake is a violent shaking of Earth's crust. An earthquake is caused by the release of built-up energy along a fault. The energy released depends on how much rock breaks and how far the blocks of rock move.

Most major changes to Earth's surface happen at or near plate boundaries. Faults are cracks in Earth's crust where movement takes place. This movement is called faulting.

Rocks along a fault often bend and fold. Plates jolt into a new position. Earth's crust shakes violently and creates an earthquake.





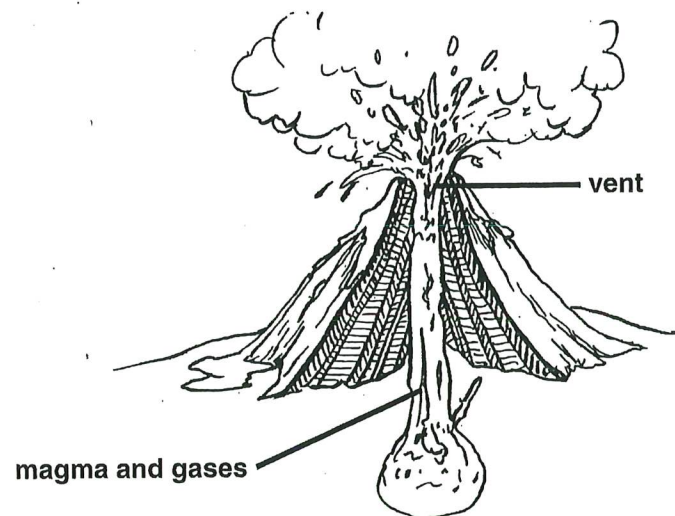
Seismic waves, or vibrations, travel through Earth during earthquakes. The epicenter, right above the fault, is where the earthquake is most intense. Seismic waves here are strongest.

## Volcanoes

A volcano is an opening in Earth's surface through which melted rock, hot gases, rock pieces, and ash burst forth, or erupt. Most volcanoes start below the surface where it is so hot that rock melts. This melted rock is called magma.

When rock melts, it lets out gases. These gases mix with the magma. The added gas makes the magma lighter than the solid rock around it. Slowly, the gas-filled magma rises. It is under great pressure from the weight of surrounding rock. Once near the surface, the gas and magma burst through a central opening, or vent. The rock ash, and other material build up, forming a volcano.

Three main kinds of material come out of volcanoes during an eruption. Most of the material is lava. Lava is the name for magma after it reaches the surface. Rock pieces may form when gas in sticky magma cannot escape. Pressure builds up until the gas blasts the magma apart. The pieces erupt into dust, ash, and large chunks called bombs. Gases also escape when a volcano erupts. Gases from volcanoes are mostly steam. They often have harmful chemicals in them. These gases mix with ash to form a deadly black smoke.



## Ring of Fire

Many earthquakes and volcanoes occur in an area named the Ring of Fire that borders the Pacific Ocean. The Ring of Fire runs around Earth's subduction zones, which are places where one of Earth's plates is forced under another. Faulting during subduction causes earthquakes and can create volcanoes.



# What Is Earth's Structure?

Write answers to the questions on the lines below.

1. What information does the existence of geysers and volcanoes provide scientists about Earth's interior?

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2. Beginning at the surface and moving inward, list the four main layers that make up Earth's structure.

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3. What are faults?

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4. Why is the intensity of an earthquake strongest at the epicenter?

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5. What are seismic waves?

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Describe the movement of the plates in each type of boundary listed below.

6. converging boundaries \_\_\_\_\_

7. diverging boundaries \_\_\_\_\_

8. sliding boundaries \_\_\_\_\_





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

**9. Main Idea** Why do earthquakes and volcanoes usually occur at plate boundaries?

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**10. Vocabulary** What parts of Earth's structure combine to form the lithosphere?

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**11. Reading Skill: Cause and Effect** Describe the cause-and-effect relationship that creates geysers.

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**12. Critical Thinking: Applying** How would Earth look different if its crust did not move?

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**13. Inquiry Skill: Models** Describe how you would use small rocks, pieces of board, and a tub of water to model Earth's lithosphere.

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**14. Test Prep** The thinnest layer of Earth's structure is the

- A crust.
- B lithosphere.
- C inner core.
- D mantle.



# What Factors Affect Climate?

Climate is the normal pattern of weather in an area over many years. The climate is affected by Earth's shape, the way Earth is tilted, and Earth's land and water. Uneven heating of Earth's surface by the Sun creates three major climate zones.

## Uneven Heating

Some places on Earth are warmer than others. That is because the Sun does not heat all places evenly.

The Sun's rays hit different parts of Earth at different angles. The Sun's rays hit places near the equator at a 90-degree angle. These places are warm all year long. In other places, such as the poles, the Sun's rays hit at less than a 90-degree angle. These places are usually cooler.

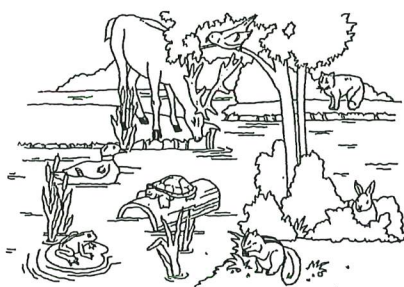
## Major Climate Zones

There are three major climate zones. Each one has different temperatures and amounts of precipitation, or any kind of water that falls from clouds. Rain, snow, sleet, and hail are types of precipitation.

Tropical climates are near the equator. They are very warm. Although some tropical climates are dry, usually it rains often. Temperate climates are found north and south of tropical climates. Some temperate climates have mild summers and winters. Some have warm summers and cold winters. Polar climates are near the North and South Poles. They are always cold and snowy.



tropical climate



temperate climate



polar climate

## Land and Sea Breezes

Shorelines are windy places. The land and sea are not heated evenly. The unequal heating causes sea breezes and land breezes.





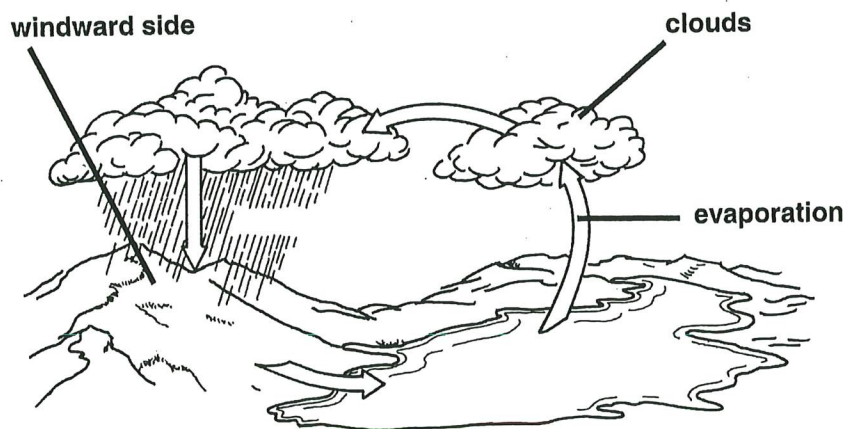
Sea breezes occur during the day. The land heats up faster than the water. Warm air over land rises, and cool air over the water moves in to take its place. Sea breezes blow from sea to land.

Land breezes occur at night. Land cools faster than water, so air over the water is warmer. The cool air over the land moves toward the sea. Land breezes blow from land to sea.

## Mountain Effect

Mountains near oceans affect the water cycle and help create rainy climates. First, water evaporates from the ocean and becomes water vapor in the air. The warm, moist air rises and moves toward land. The air meets the mountain and is forced up into colder air. The cold air can hold less water vapor than warm air. The cold air makes the water vapor condense and form clouds.

Next, the clouds drop rain on the windward side of the mountain. That side, where wind hits the mountain, is near the ocean. Then the clouds pass to the other side of the mountain, the leeward side. There is not much water vapor left in the clouds, so little rain falls on this side.



## Oceans and Climate

Places near the equator absorb more energy from the Sun than places near the poles. Ocean waters are warmest at the equator and coldest near the poles.

Winds blowing across the ocean create moving streams of water called ocean currents. Warm currents move warm water toward the poles. Cold currents move cold water toward the equator. These currents make climates warmer or cooler.

Sometimes ocean currents change. Every five to seven years, El Niño events cause warm ocean currents in the Pacific Ocean to change direction. This shift can change the climates.



# What Factors Affect Climate?

Fill in the chart. Write one fact about each climate zone.

| Polar                      | Temperate                  | Tropical                   |
|----------------------------|----------------------------|----------------------------|
| 1. _____<br>_____<br>_____ | 2. _____<br>_____<br>_____ | 3. _____<br>_____<br>_____ |

Fill in the blanks.

4. The Sun provides the energy for liquid water to become \_\_\_\_\_ in the air.
5. Mountains near oceans affect the \_\_\_\_\_, the movement of water between Earth's atmosphere and land.
6. Rain and snow fall mostly on the \_\_\_\_\_ side of mountains.
7. The drier side of a mountain is the \_\_\_\_\_.
8. Regions near the \_\_\_\_\_ absorb more energy than those near the poles.
9. \_\_\_\_\_ events occur every five to seven years and can cause temporary changes in climate around the globe.
10. **Main Idea** What are some factors that affect climate?  
\_\_\_\_\_  
\_\_\_\_\_





**11. Vocabulary** What are ocean currents? What sets them in motion?

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**12. Reading Skill: Cause and Effect** Describe two ways in which bodies of water can affect climate. Use these words in your answer: *land breeze*, *sea breeze*, and *ocean current*.

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**13. Critical Thinking: Synthesize** Why is the climate hot at places along the equator?

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**14. Inquiry Skill: Cause and Effect** What are the characteristics of tropical, temperate, and polar climates?

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---

**15. Test Prep** Ocean currents affect climate because they

- A** are always cold.
- B** are always warm.
- C** move water and energy from one place to another.
- D** cause winds to move air from one place to another.



# How Can Materials Be Identified?

## Using Your Senses

Every kind of material is some form of matter with specific properties, or traits. Properties can be used to help identify pure substances like elements and compounds and to tell one kind of matter from another.

Two kinds of properties can be used to describe and group matter—physical properties and chemical properties. Think about a sheet of paper and a sheet of tin foil. Both are thin, flat, and bend easily. These are physical properties. Also note that paper will burn and tin will not. Burning is a chemical property.

A physical property can be measured or noticed by the senses. Some physical properties are state, size, color, and smell. Many physical properties, such as volume, mass, and density, can be measured.

A chemical property is the ability of a material to change its chemical makeup. Materials are made of much smaller parts—atoms and molecules. When there are changes in the way that the atoms and molecules are put together, a new material is formed. The new material has different properties from the first material.

You can discover a material's chemical properties by noticing how it changes when different things happen to it. When a piece of paper is held in a flame, the paper will burn. Burning is a chemical change in which matter joins with oxygen. Burning paper makes new matter that is very different from the paper and oxygen.

## Mass, Volume, and Density

Mass is a measure of the amount of matter in an object or material. It can be measured on a scale in grams (g) or kilograms (kg). A large object has more matter, and more mass, than a smaller object of the same material.



Volume is the amount of space matter takes up. The volume of a solid can be measured in cubic centimeters ( $\text{cm}^3$ ). Liquid volumes can be measured in liters (L) or milliliters (mL). One cubic centimeter equals one milliliter. You can find the volume of a rectangular solid by multiplying its length, width, and height.





Density is not the same as mass. The density of a material is its mass per unit volume. To find the density of a material, divide the measurement of mass by the volume.

All amounts of an element or compound that are kept in the same way have the same density. That means that a drop of pure water and a large amount of pure water both have a density of 1 g/mL. This is the density of pure liquid water. Liquids with other densities are not pure water.

## Melting and Boiling Points

State of matter is another physical property. The three states of matter are solid, liquid, and gas.

Solids are firm. They have an exact shape and volume. Liquids flow. They take on the shape of their container but keep the same volume. Gases have no real shape or volume. They can move and fill any container.

When enough energy is added to a solid, it melts to make a liquid. The temperature at which a solid changes to a liquid is its melting point. When enough energy is taken away from a liquid, it freezes to make a solid. A substance always has the same freezing point and the same melting point. When enough energy is added to a liquid, it changes to a gas. The temperature at which this happens is its boiling point.

## Solubility

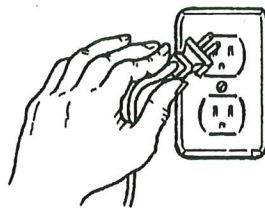
The measure of how much of one substance can dissolve in another is called solubility, another physical property of matter. Some substances are very soluble in water but not in other liquids, such as alcohol.

## Conductivity

Another physical property of matter is conductivity. The conductivity of a material is its ability to carry energy. Electrical conductivity has to do with carrying electricity. Thermal conductivity has to do with carrying heat.

Most metals are good conductors of both electricity and heat. Copper is used both in pots and pans and in electrical wires.

Materials that have low conductivity, such as rubber and plastic, are used to protect conductors. In an electric cord, plastic around the metal wire keeps the electricity and heat from leaving.





# How Can Materials Be Identified?

Fill in the blanks.

1. A characteristic that can be measured or detected by the senses is called a(n) \_\_\_\_\_.
2. A(n) \_\_\_\_\_ is the ability of a material to change its chemical makeup.
3. Mass is a measure of the amount of \_\_\_\_\_ in an object or material.
4. Cubic centimeters (cm<sup>3</sup>), liters (L), and milliliters (mL) are units used to measure \_\_\_\_\_, or the amount of space a sample of matter takes up.
5. Pure water has a(n) \_\_\_\_\_, or mass per unit volume, of 1 g/mL.
6. The temperature at which a solid substance changes to a(n) \_\_\_\_\_ substance is known as the melting point.
7. The boiling point of a substance is the temperature at which it changes from a liquid to a(n) \_\_\_\_\_.
8. The measure of how much of one substance can dissolve in another substance is called \_\_\_\_\_.
9. \_\_\_\_\_ is the ability of a material to carry energy.
10. Electrical conductivity refers to carrying electricity, and \_\_\_\_\_ conductivity refers to carrying heat.





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

**11. Main Idea** How are physical and chemical properties of matter useful?

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**12. Vocabulary** How is the density of a substance related to its mass and its volume?

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**13. Reading Skill: Main Idea and Details** What can you conclude about two liquid samples that have different boiling points?

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**14. Critical Thinking: Apply** You should not swim outdoors during a thunderstorm. A lightning strike could send an electric charge through the water to your body. Which physical property of water explains this safety tip?

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**15. Inquiry Skill: Infer** What is the volume, in milliliters, of a rectangular solid that has a length of 3 cm, a width of 2 cm, and a height of 2 cm?

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**16. Test Prep** Which of the following is not a physical property of matter?

- A conductivity
- B density
- C reactivity
- D solubility



# What Can Change an Object's Motion?

## Motion and Newton's First Law

Motion is a change in an object's position. A motionless object is at rest, or stationary. Sir Isaac Newton described several laws in 1667 that explain much about motion. His laws show how forces and motion are connected. A force is a push or pull that acts on an object.

Newton's first law of motion states that an object at rest remains at rest. An outside force must act on it to make it move. Likewise, an object in motion stays in motion. The resistance to a change in motion is called inertia.

## Speed, Velocity, and Acceleration

Newton's first law explains that an outside force is needed to change an object's speed or direction. Speed is a measure of distance moved in a given amount of time.

To calculate average speed, divide the distance traveled by the time it took the object to travel that distance. You can use this formula to relate speed ( $s$ ), distance ( $d$ ), and time ( $t$ ):

$$s = d/t$$

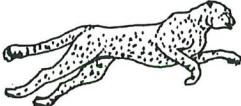
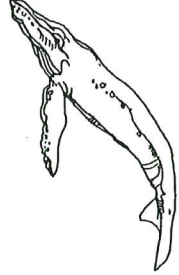


If a car travels 160 miles in 2 hours, the average speed is

$$s = 160 \text{ mi}/2 \text{ h}$$

$$s = 80 \text{ mph}$$

There are many other units of speed. However, they are all written as units of distance per units of time. Meters per second (m/s) is one common unit.

## Top Animal Speeds

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
| <b>Cheetah</b><br>100 km/h (60 mph)   | <b>Blue Whale</b><br>50 km/h (30 mph)   | <b>Peregrine Falcon</b><br>320 km/h (200 mph)                                       | <b>Dragonfly</b><br>60 km/h (36 mph)  |





Velocity is a measure of both an object's speed and its direction. If you and a friend both run at a speed of 5 mph but go in different directions, you have different velocities.

Whenever an object's speed or direction changes, its velocity changes, too. This change is called acceleration. Acceleration measures a change in speed, in direction, or both over a certain amount of time.

### Newton's Second Law

Imagine you and a friend are pulling on opposite ends of a rope. You are pulling with greater force. The difference between the two forces is called net force.

Newton's second law of motion states that an object accelerates, or changes its motion, only when an unbalanced force acts on it. The law can be written as a formula.

$$F = ma$$

$F$  is the applied net force,  $m$  is the mass of the object, and  $a$  is the amount of acceleration. Force is measured in a unit called the newton (N). One newton is the force required to accelerate a mass of 1 kg at 1 m/s per second.

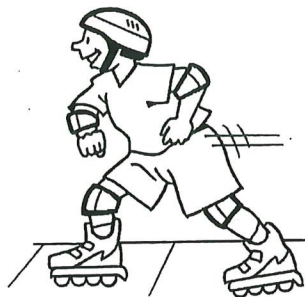
### Gravity

Gravity is a force that causes objects with mass to be attracted, or pulled, toward one another. Gravity is a noncontact force because it acts on an object without touching it. According to Newton, gravity increases with the masses of two objects. As the objects get farther apart, gravity pulls with weaker force. Earth's mass is much greater than the mass of any object, so gravity pulls all objects toward Earth.

### Friction

Friction is a force that resists motion of one surface across another surface. Friction is a contact force because objects or surfaces touch one another. Friction is usually greater between rough surfaces than smooth ones.

In the picture, the slowing force of friction happens between the ground and the skate wheels. If the skater uses his brakes, friction increases. He will stop sooner. Air resistance, or drag, will also help slow down the skater. This kind of friction resists motion through air.





# What Can Change an Object's Motion?

Fill in the blanks.

1. \_\_\_\_\_ is a change in an object's position.
2. A(n) \_\_\_\_\_ is a push or a pull that acts on an object.
3. The tendency of an object at rest to remain at rest or an object in motion to remain in motion is called \_\_\_\_\_.
4. Velocity is a measure of both an object's speed and its \_\_\_\_\_.
5. The average speed of a car that travels 100 miles in 4 hours is \_\_\_\_\_.
6. The difference between a greater force and a weaker force is \_\_\_\_\_.
7. One \_\_\_\_\_ is the force required to accelerate a mass of 1kg at 1m/s per second.
8. A noncontact force that causes objects with mass to be attracted toward one another is \_\_\_\_\_.
9. \_\_\_\_\_ is a contact force that resists the motion of one surface across another surface.





**10. Main Idea** How can an object's speed or direction be changed?

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**11. Vocabulary** What is the difference between velocity and acceleration? Give an example of each. Be sure to use the correct units.

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**12. Reading Skill: Main Idea and Details** What are three ways an object may accelerate?

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**13. Critical Thinking: Analyze** Explain why the shoulder strap of a car seat belt is important.

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**14. Inquiry Skill: Measure** In the United States, speed is typically measured in mph. To convert mph to km/h, multiply by 1.6. Calculate in km/h the speed of a train traveling 75 mph.

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**15. Test Prep** The brakes on a bicycle slow it down due to the force of

- A acceleration.
- B air resistance.
- C gravity.
- D friction.



# What Is Thermal Energy?

## Temperature and Thermal Energy

All matter is made up of tiny particles, such as atoms and molecules. These particles are always moving, so they make kinetic energy. Thermal energy is the total kinetic energy of the particles within a material.

The particles of a hot liquid move faster than the particles of a cold liquid. Faster particles have more kinetic energy. The words “hot” and “cold” refer to temperature. Temperature is a measure of the average kinetic energy of particles within a material.

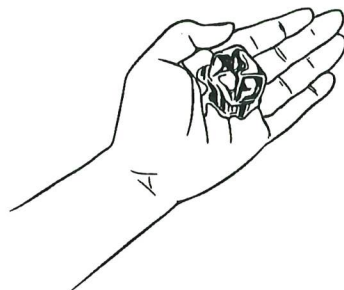
Thermometers have temperature scales. Units on the scale are called degrees. Most people in the United States prefer the Fahrenheit scale. People in the rest of the world and people who work in science use the Celsius scale. Water freezes at 32°F or 0°C. Water boils at 212°F or 100°C.

## Heat

Thermal energy is made when other forms of energy go through a change. Thermal energy can move through matter. The movement of thermal energy from warmer parts of matter to cooler parts is called heat.

An urn is a large metal container with a faucet, used for making hot beverages. An urn of hot cocoa and a cup of cocoa from the urn have the same temperature. But the urn of cocoa contains more cocoa, so it has more particles in motion and so has more thermal energy than the cocoa in the cup. Cocoa in the cup has less thermal energy, so it cools faster.

Thermal energy always passes from warmer matter to cooler matter. Imagine you are holding an ice cube. Your hand is warmer than the ice cube. When thermal energy moves from your hand and to the ice cube, the ice cube gets warmer and starts to melt. The hand gets cold because it loses thermal energy. Cold does not pass from the ice cube to the hand.







## Conduction

Transfer of thermal energy through direct contact is called conduction. Conduction happens mainly in solids. Particles vibrate, or move back and forth. They bump into other particles and pass some of their kinetic energy to them. Those particles start to move. Thermal energy is spread throughout the object. This is also how it spreads among solid objects that are touching.

## Convection

How thermal energy spreads through liquids and gases is called convection. The temperature of a gas or liquid rises when a hot object touches it. Warm, light liquids rise, while cold, dense liquids sink. This process is called convection.

## Radiation

Thermal energy can also be transferred by radiation. Radiation is the transfer of energy by electromagnetic waves. All objects give off thermal radiation. When an object absorbs thermal radiation, its particles vibrate faster. Their kinetic energy increases, and their temperature rises.

The most important source of radiation for Earth is the Sun. The Sun gives off radiation of different wavelengths. Some are waves of visible light. Others are infrared light. They have a longer wavelength. Infrared radiation gives the Sun most of its heating power. We depend on the Sun for light and heat. Likewise, a campfire radiates helpful light and heat.

Ultraviolet (UV) rays have shorter wavelengths than visible light. Earth's upper atmosphere blocks some, but not all, UV rays. If your skin absorbs too much UV radiation, you get sunburned. You should wear sunscreen. It helps block UV rays.

## Conductors and Insulators

A conductor is a material that easily transfers thermal energy. Solids are usually better conductors than liquids or gases. The particles in solids are close together, so vibrations pass more easily among them. Most metals are excellent heat conductors, but some solids, like wood, conduct heat slowly.

An insulator is a poor conductor of heat. Insulators, such as blankets, trap the energy your body makes and help keep you warm. Air and man-made materials such as fiberglass insulation trap heat to keep your home warm.



66 Day 5  
Science

# What Is Thermal Energy?

Write answers to the questions on the lines below.

1. What causes an ice cube to melt?

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2. Which temperature scale is commonly used in the United States?

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3. What is temperature?

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4. What is heat?

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Match each definition to its term.

## Definitions

- \_\_\_ 5. transfer of thermal energy through direct contact
- \_\_\_ 6. transfer of thermal energy through the flow of air or liquids
- \_\_\_ 7. transfer of thermal energy by electromagnetic waves
- \_\_\_ 8. a material that transfers thermal energy better than other materials
- \_\_\_ 9. a material that resists the transfer of thermal energy

## Terms

- a. convection
- b. insulator
- c. radiation
- d. conduction
- e. conductor





**10. Main Idea** Name and describe the three ways that thermal energy is transferred.

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**11. Vocabulary** What is the difference between conduction and convection?

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**12. Reading Skill: Compare and Contrast** How does the thermal energy of a tub full of hot water compare to that of a glass of water at the same temperature? Explain.

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**13. Critical Thinking: Apply** How might you determine if a material is a conductor or an insulator?

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**14. Inquiry Skill: Infer** Why does water's freezing point make water a poor choice for the liquid in a thermometer?

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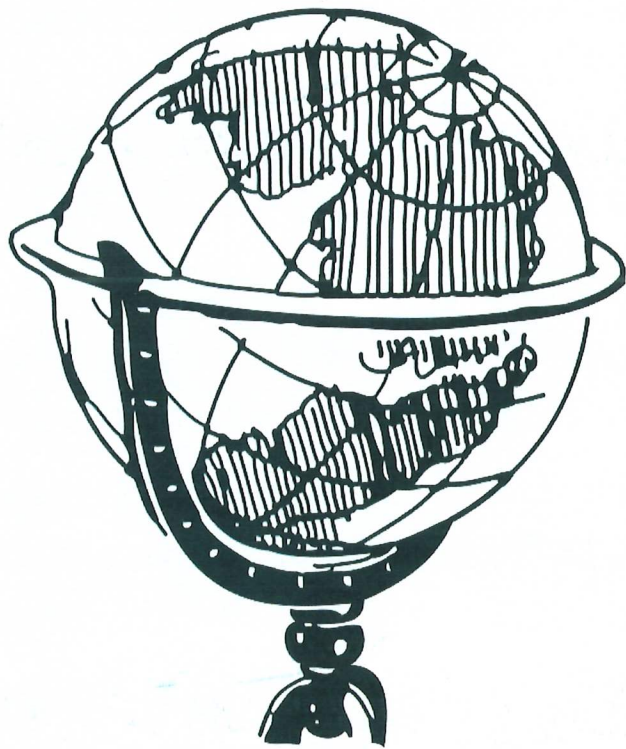
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**15. Test Prep** When an ice cube is placed in a glass of water, thermal energy

- A increases.
- B moves from the ice to the water.
- C moves from the water to the ice.
- D decreases.



# **Social Studies**



## **E-Learning Material**





### Day 1

1. Study the attached map of US States
2. Go to this website and take the quiz: [USA: States - Map Quiz Game](#)
3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!



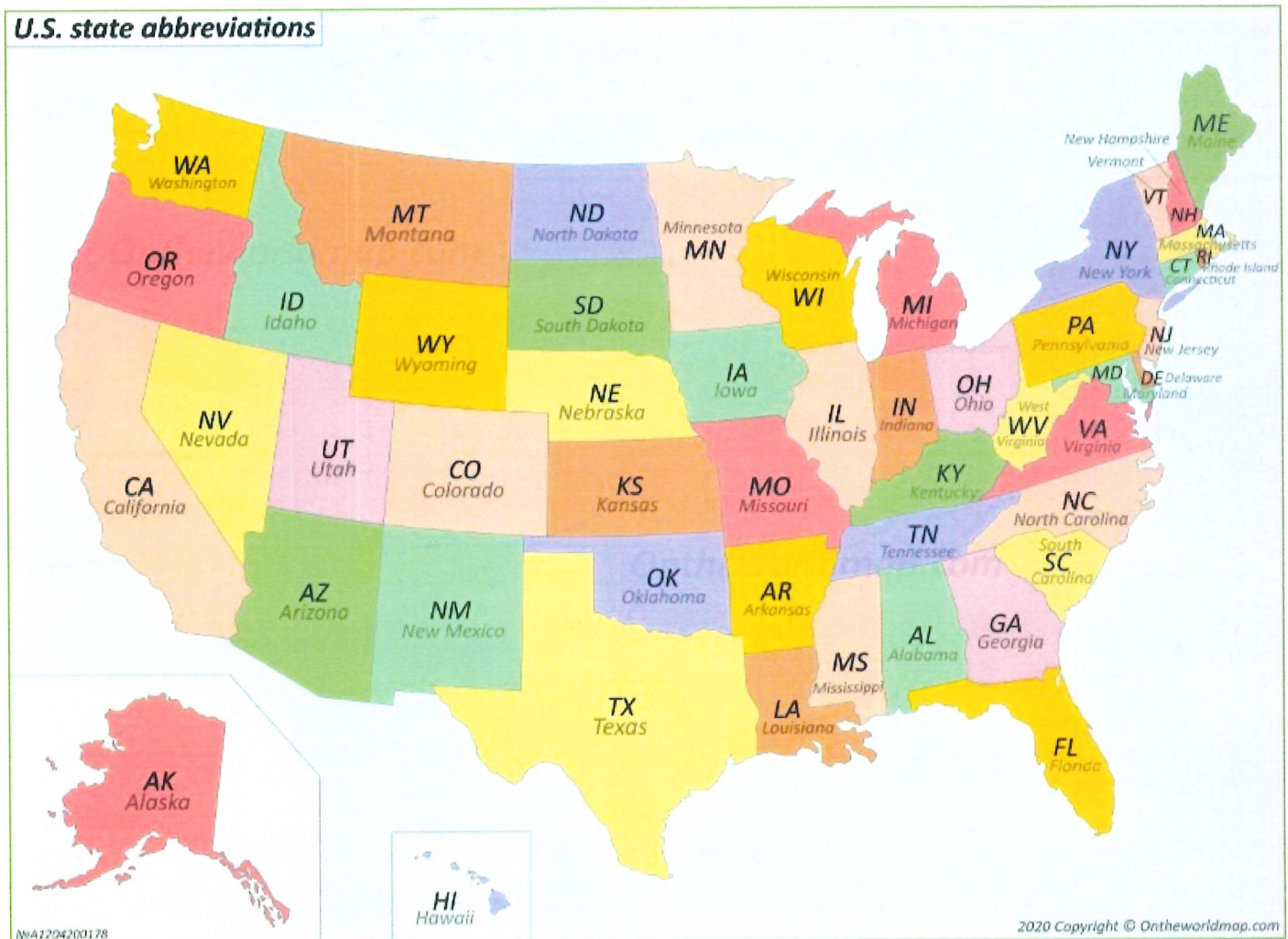


## Day 2

1. Study the attached map of US State Abbreviations.
2. Go to this website and take the quiz: [USA: State Abbreviations - Map Quiz Game](#)
3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!







### Day 3

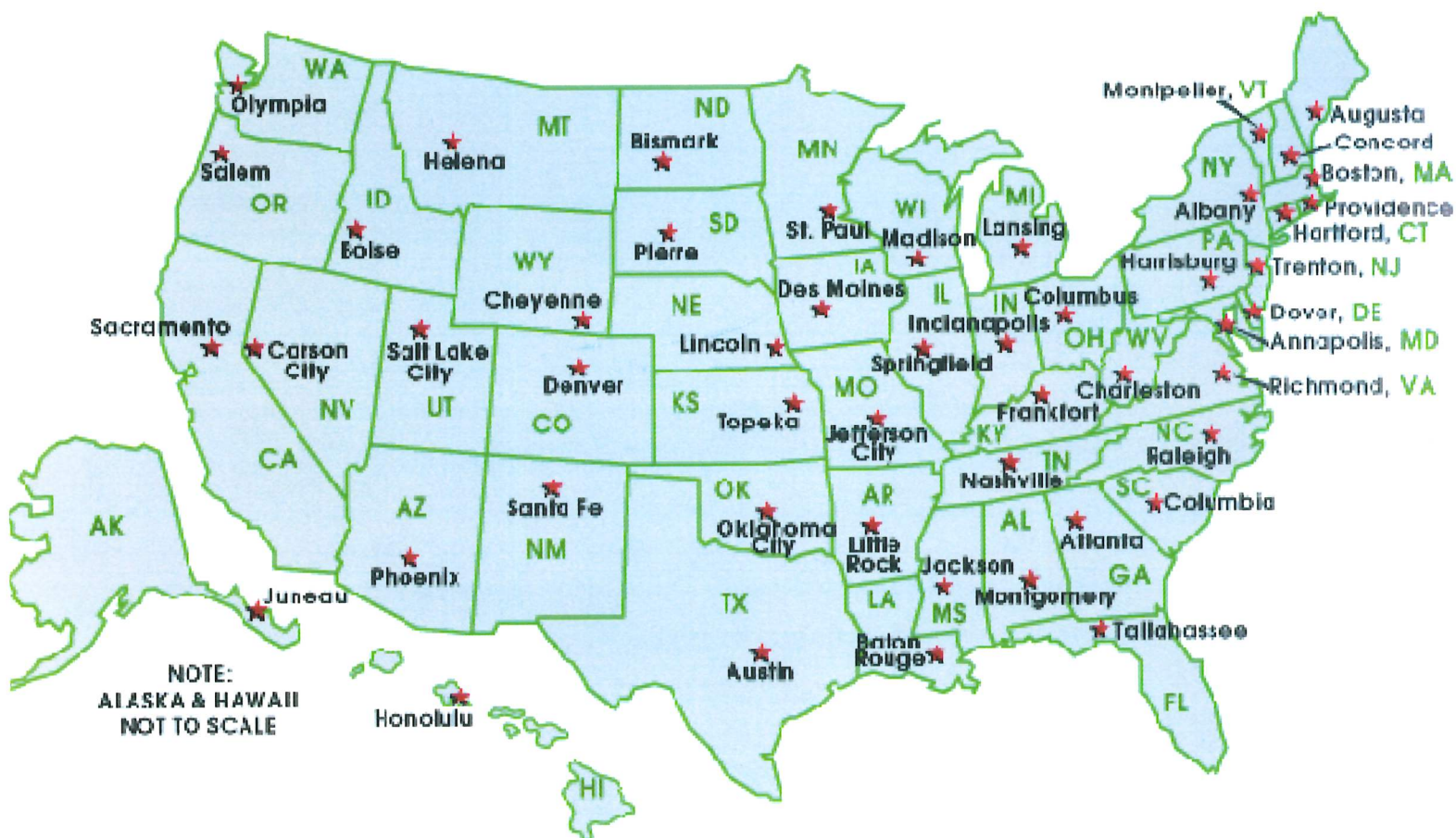
1. Study the attached map of US State Capitals.

2. Go to this website and take the quiz: [USA: State Capitals- Map Quiz Game](#)

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!





#### Day 4

1. Study the attached map of US Major Cities.

2. Go to this website and take the quiz: [USA: Major Cities- Map Quiz Game](#)

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!



Major Cities









## Day 5

1. Study the attached map of US National Parks

2. Go to this website and take the quiz: [USA: National Parks- Map Quiz Game](#)

3. When you have gotten a score of 90% or higher, take a screenshot of your results and attach the image to this assignment.

Once you have completed these steps, your homework is complete!

P.S. Please actually try to do it from memory at least 2 times before looking at a split screen!

# USA NATIONAL PARKS

