

6th Grade Maroon and Gold - NTI Day 11 Checklist

Required Assignments: The following assignments should be completed for NTI Day 11. These assignments are required for all students!

_____ MATH - What is a Statistical Question?

_____ ENGLISH LANGUAGE ARTS - Complete Bell Work. Go over Glossary of Literary Terms. Read "The Beginning of Theatre" and answer all questions using the RACE method.

_____ SOCIAL STUDIES - Read the article "Ancient Greece: Democracy is Born." Answer questions 1-6 that go with the article.

_____ SCIENCE - Today you will begin your moon phase calendar. Each night for the next month, you will use a pencil to SHADE THE DARK area of the moon as you see it in the sky. Record the date and time that you observed the moon phase under each circle. Use the "Drawing Moon Phases" worksheet to help you complete the "Moon Talk" handout.

_____ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

_____ Read for 20 minutes - either to yourself or to a younger sibling!

_____ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

_____ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code:dadch3d

ELA code:p6yh3ma

{Most Important Contact List}

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6th Grade Maroon Team

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Measures of Center

Please Read this page carefully. You may need to refer to this page as you work throughout the week!



Getting the Idea

Not all questions are statistical questions. For example, if you ask 1 friend “How much time did you spend watching TV yesterday?” you will get just 1 answer. But if you ask 50 people the same question, the answers you get will vary. A statistical question is any question for which you expect to get a variety of answers.

Example 1

Which of the following questions is a statistical question?

1. How tall is the town’s mayor?
2. What are the heights of the players on the school basketball team?

Strategy Determine whether answers to the question will vary.

Step 1

Analyze question 1.

The question is “How tall is the town’s mayor?”

A town has only one mayor. There is only one answer to the question: the height of the person who is mayor.

Step 2

Analyze question 2.

The question is “What are the heights of the players on the school basketball team?”

There are many players on the basketball team. Those players are probably not all the same height.

You expect to get many different answers to this question.

Solution Question 1 is not a statistical question. Question 2 is a statistical question.

A **measure of center** is a single number that you can use to describe all of the values in a data set. You can think of a measure of center as a number that tells you roughly what the middle or average value in a data set is. Mean, median, and mode are all measures of center.

The **mean** is equal to the sum of the terms in a data set divided by the number of terms in the set.

The **median** is the middle term in a data set ordered from least to greatest. If there is an even number of terms in a set, the median is the mean of the two middle numbers.

We can use what we know about collecting data to answer **statistical questions**. Statistical questions anticipate **variability** in the data collected, which means that the answers to the question will not all be the same.

For example...

The question *How fast did the students in my class run the race?* is statistical because you need to collect data in order to answer it **AND** there is variability in the data.

Data Collected ✓

each students race time

Variability ✓

different finish times

The question *How fast did Frank run the race?* is not statistical because it only has one answer.



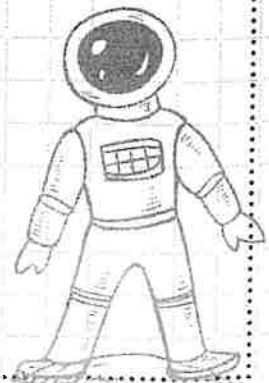
Data Collected ✓

Frank's race time

Variability ✗

only one answer - no variability

NOTES



Practice Problems

Determine whether questions 1-10 are statistical or not statistical.



1. How many pizzas did the pizzeria bake?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



2. How many cheese pizzas does the pizzeria typically sell each day?

A. Statistical

B. Not Statistical

SHOW YOUR WORK

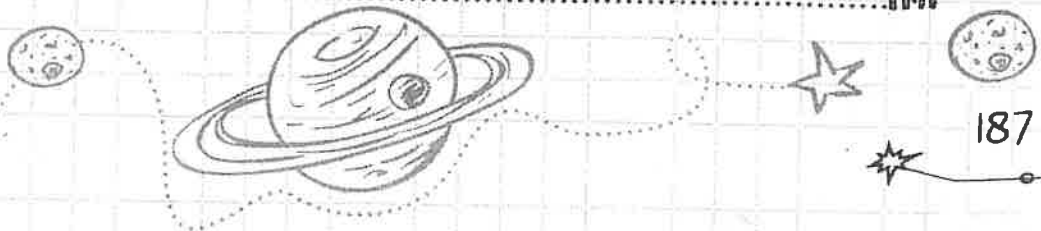


3. How many cookies do middle school students typically eat in one week?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



4. How many cookies can you buy with \$5?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



5. How many students like blue more than red?

A. Statistical

B. Not Statistical

SHOW YOUR WORK

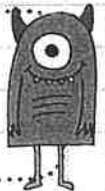


6. Does Jet like blue more than red?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



7. How tall are most sixth graders?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



8. How tall is your math teacher?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



9. How many books did you read last summer?

A. Statistical

B. Not Statistical

SHOW YOUR WORK



10. Which book was borrowed from the library the most last summer?

A. Statistical

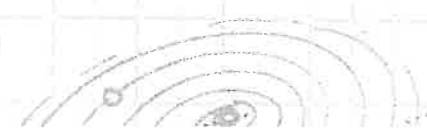
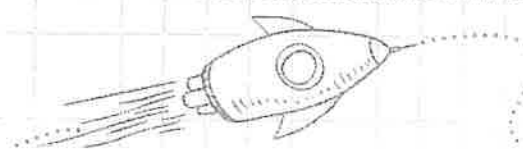
B. Not Statistical

SHOW YOUR WORK



11. Tina coaches middle school basketball. During the games, she records the number of baskets each player makes and the number of baskets each player misses. Create two statistical questions that could be answered using the data Tina collected.

SHOW YOUR WORK



6th grade Language Arts Assignments

Day 11:

Bell Work:

1. Which character type is known as the “main character” or “Good Guy”?

2. Which is an acceptable theme? Circle A or B
 - a. Good and Evil
 - b. Good triumphs over evil.

3. Circle the helping verb in the sentence:
This assignment has taken a long time to finish.

Agenda:

1. Read for 10 minutes (book of your choice)
2. Review “Glossary of Literary Terms”
3. Read "The Beginning of Theatre"
4. Answer questions 1-3 **using the RACE method.**

Google classroom code: pleyh3ma

Glossary of Literary Terms

alliteration (uh-LIH-tuh-RAY-shuhn): When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: *Anne's awesome apple; Fred's frozen french fries*. See also: *figurative language*.

antagonist (an-TAG-uh-nist): The opponent or enemy of the main character, or protagonist. See also: *protagonist*.

aside (uh-SAHYD): Words spoken to the audience by a character in a drama that are not supposed to be heard by the other characters onstage. An aside is usually used to let the audience know what a character is thinking.

characterization (kar-ik-ter-uh-ZAY-shun): The means through which an author reveals a character's personality. Characterization may be *direct* or *indirect*. In **direct characterization**, the writer or a narrator tells the reader what the character is like: "Ben was a quiet, serious boy." In **indirect characterization**, the author shows the reader or audience member what the character is like through (1) how the character looks, (2) what the character does, (3) what the character says, (4) what the character thinks, and (5) how the character affects other characters. From these five things, the reader or audience member understands the character's personality.

climax (KLAHY-maks): The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions. See also: *plot*.

conflict (KAHN-flikt): A struggle between opposing forces. A conflict may be external (between the character and another person, society, nature, or technology) or internal (a struggle within the character).

dialogue (DAHY-uh-lawg): The conversation between characters in a work of literature.

dynamic character (dahy-NAM-ik KAR-ik-ter): A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc. See also: *static character*.

figurative language (FIG-yer-uh-tiv LANG-gwidj): The *literal* meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way *other* than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include *alliteration*, *hyperbole*, *idiom*, *imagery*, *metaphor*, *onomatopoeia*, *personification*, and *simile*. (You can find definitions of these words in this glossary.)

flashback (FLASH-bak): A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.

foreshadowing (for-SHAD-oh-ing): Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

hyperbole (hahy-PUR-buh-lee): Extreme exaggeration used for emphasis or effect; an extravagant statement that is not meant to be taken literally. For example: "I almost died of boredom." Hyperbole is frequently used in humorous writing. See also: *figurative language*.

idiom (ID-ee-um): An expression that cannot be understood from the meanings of its individual words. For example, "it's raining cats and dogs" is an idiom that means it's raining really hard—but there is no way to know that from the meanings of its individual words. See also: *figurative language*.

imagery (IH-muhj-ree): Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language. See also: *figurative language*.

irony (AHY-ruh-nee): There are three types of irony: (1) **dramatic irony**, when the reader or audience member is aware of something that the characters are not aware of; (2) **situational irony**, when something happens that is the reverse of what you expected; and (3) **verbal irony**, when the name or description of something implies the opposite of the truth (for example, calling a very tall person "Tiny").

major character (MEY-jer KAR-ik-ter): A main or important character; a character who plays a large role in a story. Major characters usually face some sort of obstacle, and they will be present

throughout all, or almost all, of a story. A story can have one major character or several. See also: *minor character*.

metaphor (MET-uh-for): The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*. See also: *figurative language*, *simile*.

minor character (MY-ner KAR-ik-ter): A character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot. See also: *major character*.

mood (mood): The feeling the reader gets from a work of literature. Another way to describe a story’s mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a story, or it can change.

onomatopoeia (on-uh-maht-uh-PEE-uh): The use of words whose sounds imitate the sounds of what they describe, such as *hiss*, *murmur*, *growl*, *honk*, *buzz*, *woof*, etc. See also: *figurative language*.

personification (per-son-uh-fih-KAY-shun): Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

plot (plaht): The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

point of view (poynt uhv vyoo): The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.

protagonist (proh-TAG-uh-nist): The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist. See also: *antagonist*.

setting (SEHT-ing): The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

simile (SIM-uh-lee): When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate. See also: *figurative language, metaphor*.

static character (STAT-ik KAR-ik-ter): A character who does not undergo a significant change over the course of a story. See also: *dynamic character*.

symbol (SIM-buhl): An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

symbolism (SIM-buhl-izm): The practice of using symbols. See also: *symbol*.

theme (theem): A story’s main message or moral.

tone (tohn): The author’s attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful, humorous, gleeful, serious, and questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

Read

OUR THEATRE HERITAGE

Historical and Cultural Perspectives

The Beginning of Theatre

Although every culture on earth celebrates some form of performance, no one really knows for sure where or how theatre began. Most experts believe that today's theatre began with the myths and rituals of ancient people. Artifacts (hand-made objects such as tools and ornaments) from the Ice Ages have shown that humans may have been performing rituals of various types as many as 30,000 years ago. From 10,000 to 30,000 years ago, tribes of humans also left records of what seem to be rituals in the wall paintings found in caves in Africa, France, and Spain. All drawings of people performing ritual ceremonies seem to involve man's need to hunt for food.

Anthropologists believe that early in human history, societies became aware of forces that seemed to influence their climate and food supply. With little or no scientific knowledge, these early people believed that good and bad occurrences were due to magical, unexplainable, supernatural forces. To ensure their well-being, societies tried to find ways to win the favor of these unknown forces. In their ignorance of how nature works, an ancient society might have perceived a connection between some of their activities, such as dancing or chanting, and the desired results in nature. The society would then begin to repeat and refine those actions. Over time, these actions would become formal, fixed rituals or ceremonies enacted for the sole purpose of ensuring the tribe's safety and prosperity.

These early rituals have several elements in common with theatre. For example, certain movements in the rituals were performed by a person, possibly a *shaman* (priest), who wore symbolic clothing and

used symbolic items. These priests are in some ways like actors who perform scripted movements while wearing costumes designed specifically for their characters.

Rituals were performed in a space set apart from the other tribal members so that the actions performed by the priest or shaman could be watched by members of the tribe. It is easy to see how this spatial arrangement might reflect the stage area and the audience area found in theatres today.

Still another similarity between ancient rituals and today's theatre is based on the fact that ancient rituals had a set order of events. Participants in ancient rituals probably repeated certain actions many times in a predetermined order to win the favor of the supernatural spirit they were trying to please. This ritual order is roughly equal

to the plot of events found in modern plays.

Other theatre historians believe that what we call theatre today grew out of early dances humans may have developed after observing animals in their environments. Still others believe that theatre grew out of storytelling. If hunters returned to their tribes with exciting stories to tell about their day of work, they may have demonstrated some of their adventures to those who were not along to see the excitement for themselves.

We may never know exactly how or why theatre as an art form was invented. However, similarities between ancient myths, rituals, dance, and storytelling, and the structure of theatrical performance today, seem to indicate a close connection. They may have been the beginning of today's theatrical performance. ■



Prehistoric cave paintings, such as this one in Altamira, Spain, provide evidence about the nature of early rituals and dances, which many experts believe were the beginnings of theatre.

Answer

The Beginning of Theater Questions

Directions: After reading "The Beginning of Theatre", answer all questions below.
Use the RACE method to answer.

1. Where do most experts believe today's theatre began? Explain.
 2. "Fixed" or "early" human rituals have several elements in common with theatre. What are these elements? Explain.
 3. Other theatre historians believe what we call theatre grew out of what two other early human practices? Explain.
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What is the RACE strategy?

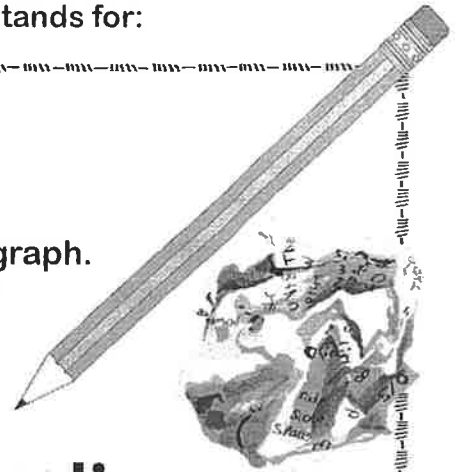
The RACE strategy teaches you to do what good writers do naturally, and can help you answer short-response questions. It helps you maintain a formal style and make sure you are answering all parts of the question with lots of detail. Using the RACE strategy will almost guarantee your answer is complete. RACE stands for:

R Re-state the question

Turn the question into a statement to introduce your paragraph.

Example: How can students improve their study skills?

Students can improve their study skills by...



A Answer all parts of the question

Keep in mind that there may be more than one part to the question.

C Cite the text to support your answer

Support your answer evidence from the text. If you use a direct quotation, use quotation marks. Make sure to introduce your evidence with a phrase like:

“For example,” “According to the text,” “The author states that...” etc.

E Explain your citation

Elaborate on why your textual evidence helps you prove your point. *Use phrases like: “this example shows how...,” “this quotation proves that...,” etc.*

Tips:

- ✓ While you read, circle and underline important sentences so they're easier to find later
- ✓ Check off each part of the RACE strategy as you write
- ✓ Always re-read your work to check for mistakes and make corrections

Ancient Greece: Democracy is born

By USHistory.org, adapted by Newsela staff on 04.05.17

Word Count **558**

Level **840L**

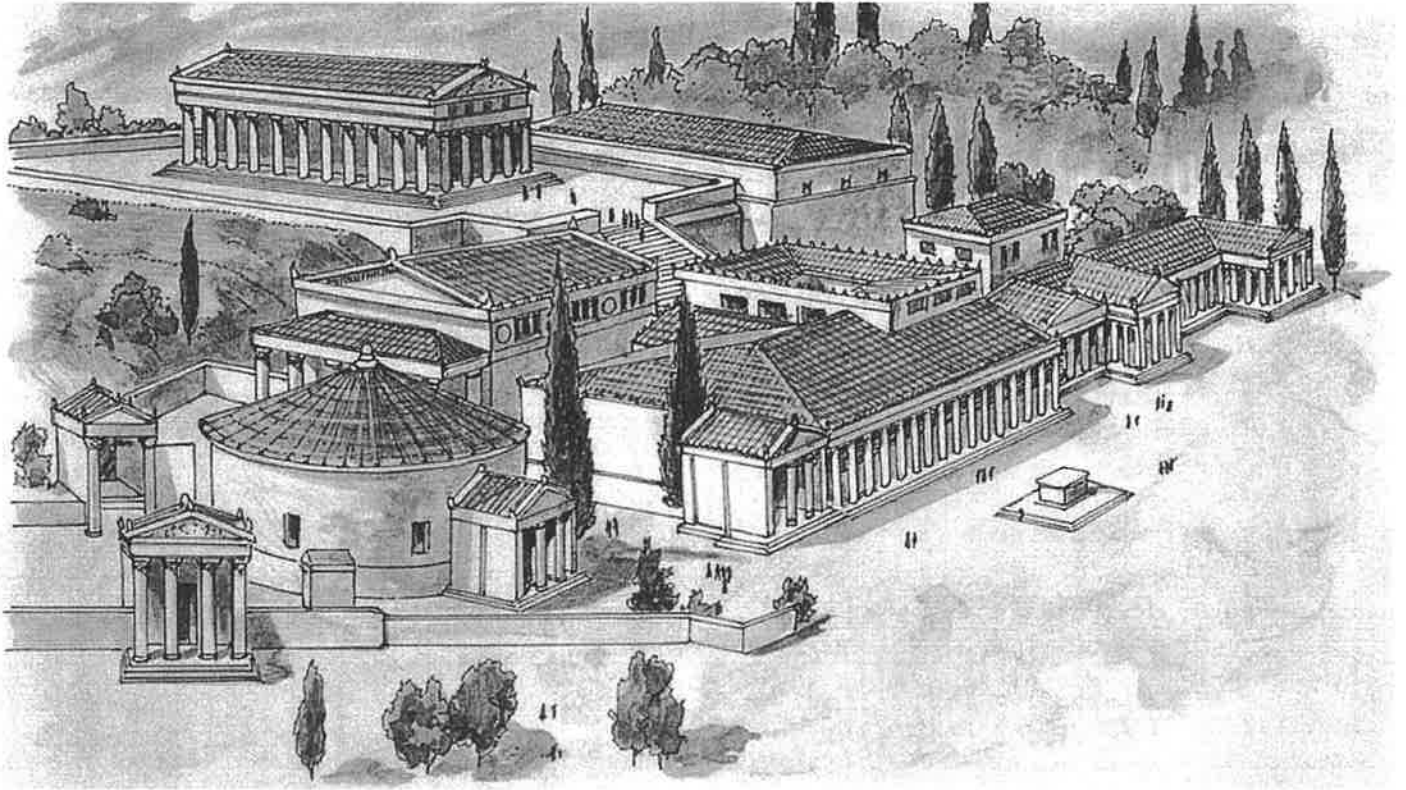


Image 1. An illustration of the agora of Athens in Ancient Greece. The agora was a large open space in the center of the city. The assembly meetings of early Greek democracy took place here. Photo by DeAgostini/Getty Images

Ancient Greece was made up of several small city-states, including Athens and Sparta. Democracy began in Athens around 500 B.C., about 2,500 years ago. In ancient Greek democracy, citizens were given the right to vote.

Not everyone in Athens was considered a citizen, however. Only free, adult men enjoyed the rights of citizenship. That meant that only about 1 out of 5 people in Athens was a citizen. Women were not citizens and therefore could not vote or have any say in the political process. They were rarely permitted out in public and were even restricted as to where they could go in their own homes. Slaves and foreigners were not citizens either. In the end, democracy existed only for the free men who were originally from Athens.

Nevertheless, the idea of democratic government is one of the most significant contributions of the ancient Greeks. Athens had one of the largest democracies in terms of population.

Political Reformation

Early in Athens' history, a man named Solon made political reforms. These helped reduce the growing gap between the rich and the poor. Poor citizens gained the right to sit in the assembly and vote. The assembly was responsible for electing military and other leaders.

Later, Cleisthenes expanded the democracy by giving every citizen equal rights. He also created a group of lawmakers for Athens. They were picked randomly from the general population of citizens.

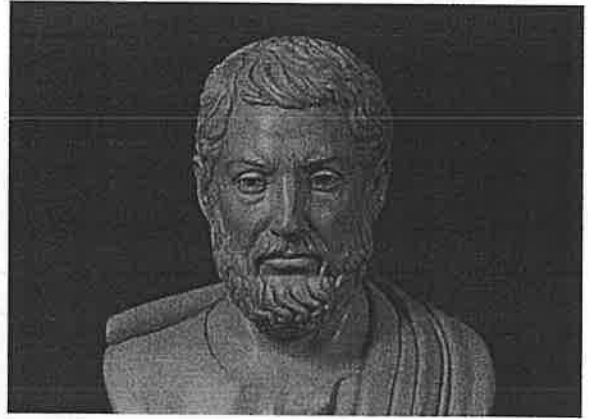
When there was an assembly meeting, the citizens of Athens would usually gather in the agora. This was a large open space in the middle of the city. It contained a marketplace as well as government buildings. In the agora, citizens would discuss the issues of the day before gathering for the assembly meeting. During the meeting, citizens were free to share their opinions and cast their votes.

The courts were also usually in the agora. The juries in court cases were very large, often numbering in the hundreds and sometimes in the thousands. To be fair, Athenians wanted their juries to reflect the general population. There were no lawyers, because each citizen was expected to make his own case.

Every Citizen Participated

In Athens, the people governed and the majority ruled. All citizens had equal rights and powers. Athenian democracy depended on every citizen fulfilling his duty. All citizens were expected to vote, but they were also expected to serve in the government if necessary. Every citizen was required to take part or suffer punishment. In this sense, modern democratic governments are quite different. For example, in the United States, citizens are free to choose whether or not they wish to vote.

In a city-state as small as Athens, a pure democracy was possible. But as states grew larger, democracy changed. It became more practical for people to elect representatives to make decisions for them. But the notion that every citizen has a voice important enough to be heard began in ancient Athens.



Name: _____

Class Period: _____

Ancient Greece: Democracy is Born

1. When did democracy begin in Ancient Greece?
 - a. 2500 bce
 - b. 500 bce
 - c. 2500 ce
 - d. 500 ce

2. In which city-state did democracy begin?
 - a. Sparta
 - b. Corinth
 - c. Olympia
 - d. Athens

3. Who was allowed to vote in Athens?
 - a. Only citizens
 - b. Only women
 - c. Only landowners
 - d. Only nobles

4. Who was considered a citizen in Athens?
 - a. Married people with children
 - b. Royalty
 - c. Free, adult men who were originally from Athens
 - d. Everyone over the age of 18

5. What was one of Solon's greatest contributions?
 - a. He argued that women should be able to vote
 - b. Poor citizens gained the right to sit on the assembly and vote
 - c. Everyone was required to serve 2 years in the military
 - d. Made it mandatory for everyone to vote

6. What was the agora?
 - a. A large open space where people gathered for discuss issues
 - b. Another name for a city-state
 - c. Where citizens were picked randomly to serve as lawmakers
 - d. Where citizens who did not participate in government were punished

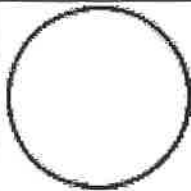
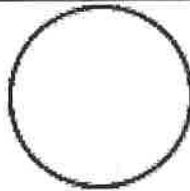
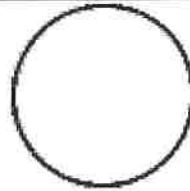
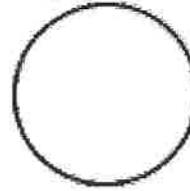
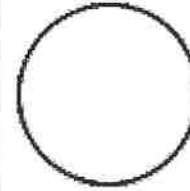
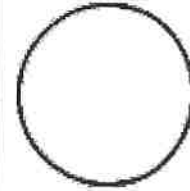
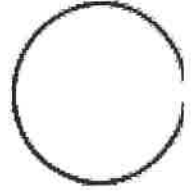
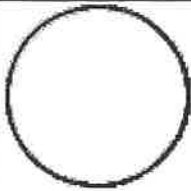
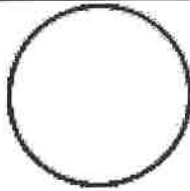
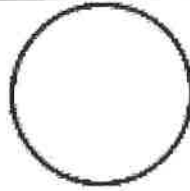
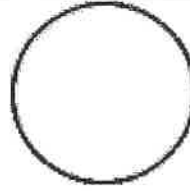
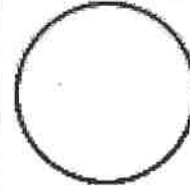
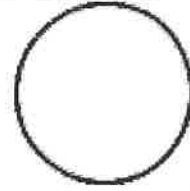
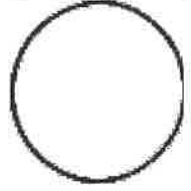
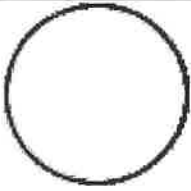
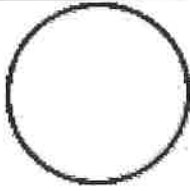
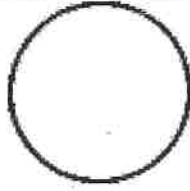
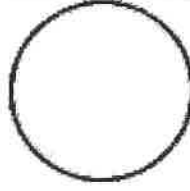
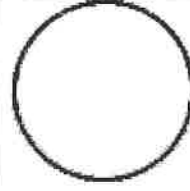
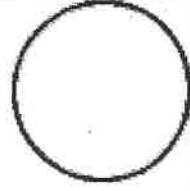

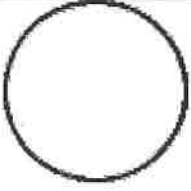
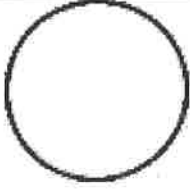


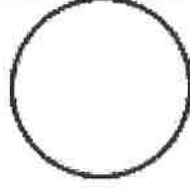


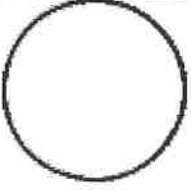
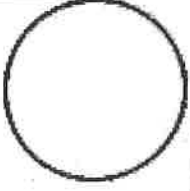
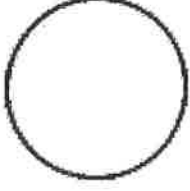
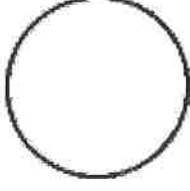
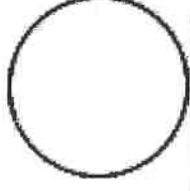
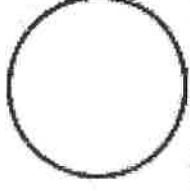


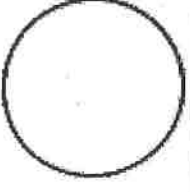
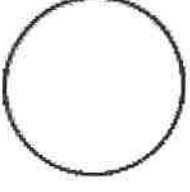
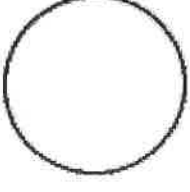
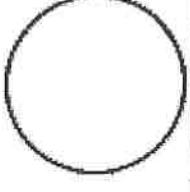
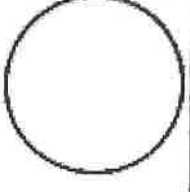
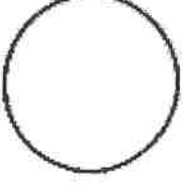
Moon Phases Calendar

Name: _____

Month: _____



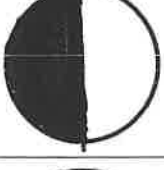

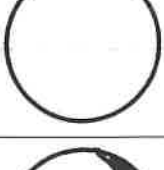
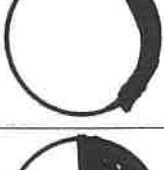


Year: _____

Number the days of the month. For each day, observe the moon, then draw its phase.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						
						
						
						
						
						

Drawing Moon Phases

Using the description and matching words, complete worksheet by adding the drawing of that phase of the moon.

<p>1. New Moon Moon is almost directly between the sun and Earth (start of cycle).</p>	
<p>2. Waxing Crescent Moon A bit of the sunlit side of the moon shows on the right side.</p>	
<p>3. First Quarter Moon The moon is a quarter of its way around Earth. It is in its first quarter phase.</p>	
<p>4. Waxing Gibbous Moon The moon is increasing in light between a first quarter moon and a full moon.</p>	
<p>5. Full Moon Two weeks have passed since the new moon. We see the entire face of the moon shining.</p>	
<p>6. Waning Gibbous Moon The moon is decreasing in light between a full moon and a last quarter moon.</p>	
<p>7. Last Quarter Moon The moon is three-quarters of its way around Earth. It is in its last quarter phase.</p>	
<p>8. Waning Crescent Moon A bit of the waning sunlit side of the moon shows on the left side.</p>	

MOON TALK

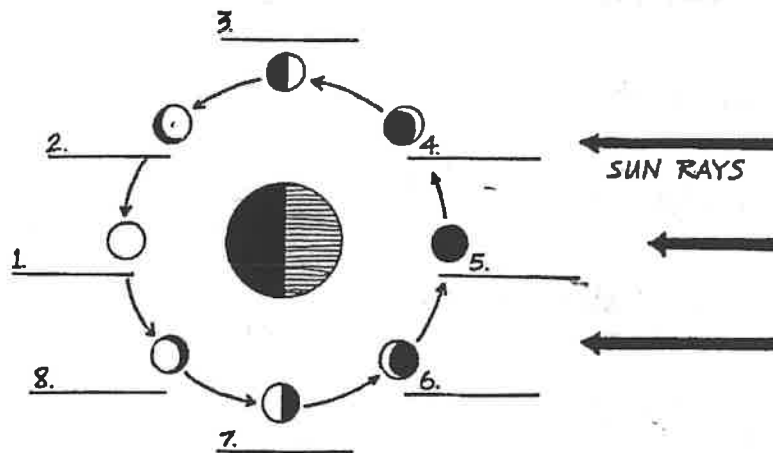
Wax, wane, crescent, gibbous, quarter, full, revolve, rotate, lunar . . . are words you need to know if you're going to speak moon. These describe the movements and phases of the moon. Antonia Astronaut, who incidentally is on a moon walk, is telling you some things about the moon. Match each label in the box (A-H) with the correct phase or position of the moon in the diagram. Then match the same labels with Antonia's descriptions below. Write the correct letter on the line.

A. first quarter
B. third quarter

C. full moon
D. new moon

E. waxing crescent
F. waxing gibbous

G. waning gibbous
H. waning crescent



- _____ 9. "The moon lies between the sun and Earth so the side of the moon facing Earth is dark and the moon is not visible."
- _____ 10. "More than a quarter of the moon is visible, and the visible portion is becoming smaller as the moon moves toward the third quarter phase."
- _____ 11. "The moon has moved eastward in its orbit from the new moon phase and forms a 90° angle with the sun and Earth, and the moon appears half bright and half dark."
- _____ 12. "Although less than a quarter of the moon is visible now, the visible portion is getting larger as the moon moves from the new moon phase toward the first quarter phase."
- _____ 13. "The moon is aligned with the sun and Earth, Earth being in the middle. The entire side of the moon facing Earth is bright and visible."
- _____ 14. "Less than a quarter of the moon is visible, and the visible part is getting even smaller as the moon moves toward the new moon phase."
- _____ 15. "The moon is moving toward the full moon phase, and presently more than a quarter of it is visible on Earth."
- _____ 16. "The moon, sun, and Earth are forming a 90° angle, so the side of the moon facing Earth is half dark and half bright. The visible part of the moon will be getting smaller as it moves toward the new moon phase."

Name _____

