NTI Days 11-20

This is your binder full of day 11-20 work. It is different from days 1-10 because for 11-20 you will be completing work for each subject each day. This is new information that you'll be learning because we don't want you to be behind. The work has already been placed in the binder in the order of your check list.

If you have any questions, please email Mrs. Justice or Mrs. Royse at the following email addresses. If you don't have access to email, you can call the HCMS office (234-7123) and they will help you get in touch with us.

kaitlyn.justice@harrison.kyschools.us

jeanie.royse@harrison.kyschools.us

NTI Explore Packet

- The packet that has been attached is for all students to use for explore lessons.

- There are 3 options for you to choose from for your explore assignment.

- The first page has directions and contact information. The next three pages are PE/Health. The following two pages are music. The last eleven pages are art/agriculture.

- The directions on the packet say you must complete two of these options. **Because this is modified, you only have to do one of the options over the course of NTI days 11-20.**

- If you have any questions, refer to the contact sheet on the front of the explore packet, or you may email Mrs. Justice or Mrs. Royse.

Welcome to
(6th, 7th, & 8th gr.)

Explore

Fine Dining Restaurant for a Well-Rounded Mind.

NTI DAYS 11 - 20

Choose 2 of the following to complete before returning to school!

Do one assignment during the first week, and the second during the second week.

* Every Student in the School Must do This assignment.

Appetizer	Main Course	Dessert
Health and PE	Music	Art and Agriculture
Experience the great feeling of health and fitness through the partnership of food and exercise!	Experience the music of getting to know family and friends and more about generational music trends!	Explore nature through investigating plants and recreating their beauty with art!

**See next page for details on contacting teachers!

Middle School Phone Number: (859) 234-7123

Team Leader: Julie Lucky (Band and Music)
Phone Extension: 4411
Email: Julie.Lucky@harrison.kyschools.us
Google Classroom Code:44fyxp7

Emily Eastman (Chorus)
Phone Extension: 4601
Email: Emily.Eastman@harrison.kyschools.us
Google Classroom code:tjvcuxo
Remind 101 code:Text @hcmschor to 81010

Debbie Pulliam (Art)
Phone Extension: 4413
Email: Debbie.Pulliam@harrison.kyschools.us
NTI Google Classroom Code: vxv5b47
Webpage: https://sites.google.com/harrison.kyschools.us/hcmsart/home

Morgan Farrow (Agriculture)
Phone Extension: 4511
Email: Morgan.Farrow@harrison.kyschools.us
NTI Google Classroom Code: tp4wdko
Remind 101 code: Text @d66484 to 81010 **FFA only**

Glenn Lonaker (Health)
Phone Extension: 4112
Email: Glenn.Lonaker@harrison.kyschools.us
Google Classroom Codes: 6th - fmh2d3d 7th - ebrxcvw 8th - cnygkei
https://sites.google.com/a/harrison.kyschools.us/mr-lonaker-s-health-class/

Chelsea Hill (Physical Education)
Phone Extension: 4608
Email: Chelsea.Hill@harrison.kyschools.us
Google Classroom Code: liscslg ** If this code does not work, try 4xlysbp
Remind 101 codes: Text the appropriate code to 81010
6th grade: @hill6hcm
7th grade: @hill7hcm
8th grade: @hill8hcm

* Be sure to login with your school student email address to access google classroom:

firstname.lastname@stu.harrison.kyschools.us

Food and Exercise Log

Name _____

This Week's Date _____

Meal	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Lunch							
Dinner							
Water (√ box) (8 oz. servings)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Exercise	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Week's Total
Cardio	(what type)	(what type)	(what type)	(what type)	(what type)	(what type)	(what type)	
Strength	(what type)	(what type)	(what type)	(what type)	(what type)	(what type)	(what type)	
Min./Day								

How Time & Age Affects Music Popularity

Music has changed and morphed through time and at some point a specific style of music has been popular for a specific time period. (1920's, 1930's, 1950's Rock, Disco, Country, Pop, Heavy Metal, Jazz, Classical, Folk, Rock, Rhythm & Blues) are just a few.

Your assignment for the week is to interview one person from each of these age groups. You may call grandparents, ask family members at your house and include friends. You don't need to physically see these people to do the assignment. A phone call will do.

Questions to ask in the interview:

- Identify the person and their age.
- What type of music do you enjoy most? Examples Country, Jazz, 1950's Rock
- What is their favorite song or artist?
- Why do they enjoy that type of music or artist?
- Did anything happen historically to make them feel more attached to that type of music or artist?

**Listen to the song or songs of that artist if possible. Choose two styles of music that you have learned about and compare and contrast those two styles in the box at the end.

Tell me what type of music you like and answer the questions that you have asked your family and friends. Tell me why you like your style of music.

Age Group 12-19

Age Group 20-29

Dessert!

Agriculture and Art

If you selected the "dessert" as one of your two assignments for March 23rd-April 3rd, follow the instructions below for completion!

The Cake (Part 1): Using the provided Plant Parts and Functions Document, fill in the Plant Parts Guided Notes worksheet. Make sure that you read all of the directions before writing down your answers. After you have finished this first part of the assignment, you will move on to part two. ***You must use these notes to help you complete the second part of the assignment.***

The Icing on Top (Part 2): After completing the Plant Parts Guided Notes, you will now get to create a variety of illustrations in a mini plant booklet and create a 3-D sculpture of a plant to show what you learned about the plants and their parts. You will be using your notes to help you do this. You will also get to explore different plants outside and draw them in their natural environment. When creating your sculpture, you will be using everyday items found around your home.

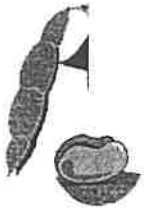
**** For additional art and agriculture assignments, feel free to visit Mrs. Farrow and Mrs. Pulliam's NTI Google Classrooms. (Codes can be found on the front of the Explore NTI Packet.)**

Fruit

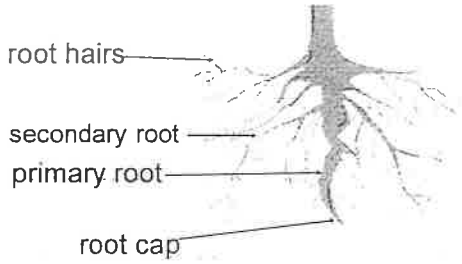
- **Helps seeds spread.**
- Birds and animals eat the seeds or carry off the fruit.
- Some seeds cling to fur and hair. (Think burrs)

Seeds

- **Will become the new plant.**
- Are spread by birds, animals, wind, and water



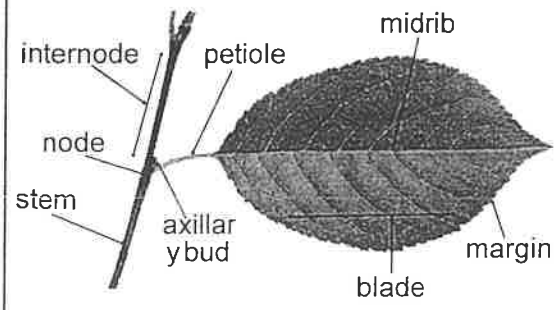
Parts of the Root



Root Part Functions

- **primary root**: the thickest part, grows down
- **secondary roots**: not as thick as primary, grow out to the side
- **root hairs**: thin, fine roots that absorb water and nutrients
- **root cap**: on the end, protects and guides the tip

Parts of the Leaf



Leaf Part Functions

- **bud**: undeveloped shoot (stem and leaves)
- **terminal bud:** the bud at the tip of the stem
- **internode**: part of the stem between buds or leaves
- **node**: place where leaves or buds are attached
- **blade**: the flat part of the leaf
- **petiole**: the part of the leaf that attaches to the stem
- **midrib**: center vein of the leaf
- **margin**: edge of the leaf

Plant Parts Guided Notes

Name Class Date

1. List the six parts of the plant and describe the function of each.

2. Label each of the six plant parts below.

Plant Parts Guided Notes

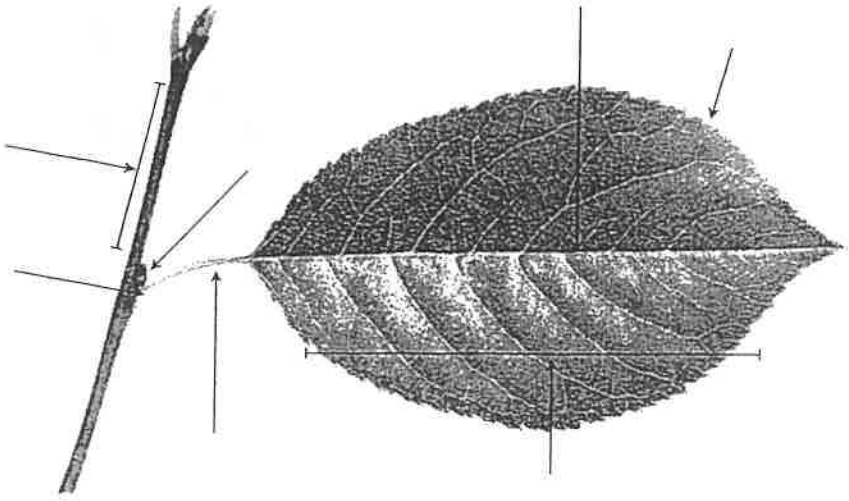
Name Class Date

6. What are the functions of the stem?

7. What is the main function of the leaves?

8. List the parts of the leaf and stem and describe each.

9. Label each of the leaf and stem parts below.



Agriculture & Art Combined Lesson
(This is the Art part of this lesson)

***If you have access to the internet: Please join my special NTI-ART google classroom by using this code vwb5b47 click the + in the upper right corner on your google classroom account. I will be adding art related resources throughout our closure to do while you are at home learning. These are meant to be both educational and fun. For additional resources and directions please follow the link at www.harrison.kyschools.us and go to the HCMS page and teacher websites. Thank you , Mrs. Pulliam*

NTI LESSON DIRECTIONS: You will have 2 art activities with this lesson a booklet & a sculpture. As you proceed through your agriculture lesson about plants-you will create an illustrated book (picture book) that shows the parts of a plant from what you have learned. This booklet is to be created from the template in your packet. You will first fold along the dotted and solid lines. After you do this use scissors to cut along the broken line. (if you do not have scissors you can tear along the broken line if you fold the paper very crisply). Accordion fold (back and forth fold) and the page #s will be in order. You will add words & an image to the front cover of the book, the inside cover, back cover & back of the book will be left blank. Preferably draw with a pencil. You may use whatever other art media you have to add color (colored pencil, crayon or marker). If you use marker, be reminded it may bleed through so may not be your best choice. You can add shading with your pencil if you don't have anything to add color.

On the back side of this page you will find art related vocabulary & information that you will use with the lesson. Please take time to read over this information before you begin the booklet & sculpture projects. (please read all directions before you begin)

Art Activity #1: Plant Part booklet

Directions: you will be illustrating a book. Follow these directions for each page.

- Cover Design: Create a cover which includes the title "Plant Parts", a simple image of a plant, and the words illustrated by: and your name
- Page #1- draw a whole plant which includes these six parts: flowers, leaf, fruit, stem, root and seed)
- Page #2-draw the roots showing the parts: root hairs, secondary root, primary root and root cap
- Page #3-draw a leaf including the blade, petiole, node, margin and midrib.
- Page #4-draw the flower showing the sepal, petals, pistil and stamen diagramed.
- Page #5-draw a picture of three things a plant needs to live (refer to your notes)
- Page #6-go outside and find a plant and draw the plant as realistically as you can. Pay attention to all of the parts you studied and make sure you include these in the drawing.

Art Activity #2: Plant 3D sculpture from found materials (more info on back of this page)

Directions: You will now create a three dimensional (3D) sculpture of a plant. This sculpture must be free standing/in the round (which means it is to be viewed from all sides & it stands on

fold
fold
fold
cut
fold
fold
cut
fold
fold
cut

DAY 11

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math**: Inequalities-Comparing Numbers using Inequality Symbols

Read notes carefully. Please keep all notes in your notebook. Use inequality symbols to compare numbers.

***If you have the internet at home, you may want to look at the website, Math is Fun- Introduction to Inequalities for a little more information about inequalities.

_____ **Reading:** Read the play "More Than a Match". Answer the following questions based off of the play.

_____ **Social Studies:** Read "The Olympic Games" and answer the following questions. Underline the answers in the passage.

_____ **Science:** Identifying the phases of the moon: Read about the moon phases and complete the table. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

You can use inequalities to compare two numbers. Example: $3 < 10$

NTI Day 11- Comparing Numbers (2 sided) and circle the numbers that make the inequalities true (2 sided). There may be more than one right answer for an inequality.

Properties of Inequality Handout

Inequality Symbols :

- $>$ **Greater Than**
- $\geq$ **Greater Than or Equal To**

  (The line underneath the Greater Than sign indicates also Equal To.)
- $<$ **Less Than**
- $\leq$ **Less Than or Equal To**

  (The line underneath the Less Than sign indicates also Equal To.)

Name : _____ Score : _____

Circle the numbers

ES1

Circle the numbers that make the inequality correct in each problem.

1

3 < □

1 6 2 7

2

□ < 9

3 8 6 12

3

11 > □

9 17 2 12

4

□ > 5

2 1 7 4

5

18 > □

20 8 4 28

6

10 < □

4 6 5 15

7

7 > □

4 5 6 12

8

□ > 14

11 16 7 6

9

□ < 17

8 18 9 19

10

11 < □

11

7 > □

12

□ > 8

Name : _____ Score : _____

Comparing Numbers

Up to 2-digit: S1

A) Write <, > or = in each box.

1)	27	☐	34	2)	8	☐	8
3)	46	☐	15	4)	24	☐	36
5)	17	☐	29	6)	19	☐	9
7)	9	☐	5	8)	51	☐	51
9)	63	☐	97	10)	16	☐	11

B) Write out the words "is greater than", "is less than" or "is equal to" on each line.

11) 44 _____ 32

12) 6 _____ 16

13) 78 _____ 65

14) 27 _____ 27

15) 8 _____ 10

More Than a Match

By Aaron Shepard

Reader's Theater Edition #33

Adapted for reader's theater (or readers theatre) by the author

For more reader's theater, visit Aaron Shepard's RT Page at www.aaronshep.com.

PREVIEW: When the king's most powerful warriors are defeated by a giant who's blocking the road, the Wise One must find a way past.

GENRE: Fables (original)
CULTURE: ——
THEME: Means and ends, peacemaking

READERS: 15
READER AGES: 8–12
LENGTH: 10 minutes

ROLES: Narrators 1–4, Wise One, Giant, King, Councillors 1–3, Warriors 1–3, Queen, Merchant

NOTES: For best effect, place NARRATORS 1 and 2 at far left, and 3 and 4 at far right, as seen from the audience.

| Aaron's Extras |
All special features are at www.aaronshep.com/extras.

NARRATOR 1: There was once a man so wise that no one could say just how wise he was. He was also so old that no one remembered his name—

NARRATOR 4: —and he'd forgotten it himself. So they called him simply the Wise One.

NARRATOR 2: Now, the Wise One lived close to the kingdom's capital, which was called the city of Here. Just a day's ride away lay another city, which was called the city of There.

NARRATOR 3: And the single road between them carried many travelers by horse, cart, and carriage.

NARRATOR 1: One day, when a merchant from Here had ridden his horse halfway to There, he came upon a huge man standing in the middle of the road.

None shall pass without a fight.
Choose your weapon, dark or light.
I'll more than match you, wrong or right!

NARRATOR 2: The brawny warrior dropped from his horse and growled,

WARRIOR 1: I choose clubs.

NARRATOR 3: But as he raised his own club, the giant raised one bigger and heavier.

NARRATOR 1: *Whomp!*

NARRATOR 4: *Whomp!*

NARRATOR 2: *Whomp!*

NARRATOR 3: —and the Master of Clubs was shorter and wider than before.

NARRATOR 1: The flattened warrior raced back to the King.

KING: Dear me, dear *me.*

NARRATOR 4: . . . said the King.

KING: What must I do? What *must* I *do?*

QUEEN: Darling, why don't you—

KING: Not now, my love. My Councillors will surely know what's best!

NARRATOR 2: The Second Councillor pulled his ear.

COUNCILLOR 2: *(with a funny voice and face)* Your Majesty, this is a great insult to your kingdom and must not go unanswered. Send the Master of Swords!

KING: Oh my, oh *my.*

NARRATOR 3: . . . but he called for the Master of Swords.

NARRATOR 1: The next morning, the Master of Swords rode till he came to the giant, who was now dressed up like . . . a Master of Swords.

NARRATOR 4: The giant roared,

GIANT:

None shall pass without a fight.
Choose your weapon, dark or light.
I'll more than match you, wrong or right!

NARRATOR 2: The ruddy warrior leaped from his horse and barked,

WARRIOR 3: I choose fire!

NARRATOR 3: He swiftly lit his torches and tossed them at the giant, one after the other. But the giant caught them and threw them back faster, burning brighter and hotter than before.

NARRATOR 1: *Whizz!*

NARRATOR 4: *Whizz!*

NARRATOR 2: *Whizz!*

NARRATOR 3: —and the Master of Fire was singed from head to foot.

NARRATOR 1: The smoldering warrior raced back to the King.

KING: Dear me, dear *me.*

NARRATOR 4: . . . said the King.

KING: What must I do? What *must* I *do?*

NARRATOR 4: But not one of the Councillors could say.

NARRATOR 2: Then the Queen leaned over once more.

QUEEN: Darling, why don't you ask the Wise One?

KING: *(excitedly)* My love! A wonderful idea! I'm *so* glad we thought of it.

NARRATOR 3: And he called for the Wise One.

NARRATOR 1: The Wise One arrived next morning and listened carefully to the King's story. Then he said,

WISE ONE: *(in an old man's voice, smiling kindly)* I will go at once.

NARRATOR 4: With a cart and horse loaned by the King, the Wise One drove out till he came to the giant, who was now dressed up like . . . a Wise One. The giant shouted,

GIANT: *(bellowing angrily)* Another contest! But you won't win, because now I'll tell you even more about *me*. I have no name, for my father is the wind, and my mother is a curved mirror. Like any mirror, I show only what I see, and I have no power or skill but what you choose.

WISE ONE: I thought as much.

NARRATOR 2: . . . said the Wise One, rising from the table.

WISE ONE: But the day is more than half done, and I must reach the city of There before dark.

NARRATOR 3: He stepped up to the giant and smiled kindly.

WISE ONE: May I offer you a ride?

GIANT: *(screaming)* You dare to challenge me again? This time I'll best you once and for all!

NARRATOR 1: He picked up the Wise One,

NARRATOR 4: then the cart,

NARRATOR 2: then the horse,

NARRATOR 3: all together.

NARRATOR 1: Then he raced down the road, as fast as any wind—

NARRATOR 4: —all the way to the city of There.

NARRATOR 2: The giant set them down gently at the city gate.

GIANT: *(sternly)* I hope you've at last learned your lesson.

WISE ONE: *(breathlessly)* Oh, I have! I thank you for it—and so will the King and all his subjects, I'm sure.

NARRATOR 3: Then the giant raced back up the road and was out of sight within seconds.

NARRATOR 1: And ever since then—

NARRATOR 4: —thanks to the Wise One—

NARRATOR 2: —travelers between Here and There have only to bring themselves half of the way.

Name: _____ NTI Day #11

"More Than a Match"
Check for Understanding

Directions: Use the play "More Than a Match" to answer the following questions. You **MUST RESTATE** the question when you answer.

1. What is the setting of the play?

_____

_____

_____

2. Using your context clues, what do you think a club is?

_____

_____

_____

3. Whomp, swish, and whizz are sound words. What type of figurative language are sound words?

_____

_____

_____

The Olympic Games

The Olympic Games were the most important sporting event in Ancient Greece, and can be traced back to 776 BC. They originated in Olympia, in southwest Greece, and were a religious festival in honor of Zeus. Because every four years up to fifty thousand people traveled to Olympia from all over the country to participate in and watch the games, they were always preceded with a "sacred truce" or peace. Wars were temporarily suspended to allow people safe passage to Olympia and back.

Those games differed from our modern version in many ways. No medals were awarded. Instead, winners were given a wreathe of leaves and welcomed home as heroes. They were also seen as being touched by the gods. Additionally, only men, boys, and unmarried girls were permitted to watch the Olympic Games. Married women were not allowed to attend, and attempts to attend could be punishable by death. Unmarried women had a similar festival in Olympia every four years honoring Zeus' wife Hera. This festival was called the Heraia, and also included games, which were mostly played by contestants from Sparta.

As the Olympic Games were a religious festival, many people also visited the temple of Zeus at this time, and the climactic event of the festival was the sacrifice of 100 oxen on the Altar of Zeus. Throughout the event, a sacred fire was kept burning on the altar of the sanctuary of Hestia. It is this fire that is the inspiration for the modern Olympic Flame, which began in 1936. Today, a long relay of runners carries torches to bring the flame from Olympia to where the games are being held. There, the torch is used to light a cauldron that burns continuously until it is put out during the closing ceremony of the games.

The Olympic Games continued for almost twelve-hundred years, until they were banned as a pagan practice by Emperor Theodosius in 393 A.D.

Moon Phases Calendar

Name: _____

Month: _____ Year: _____

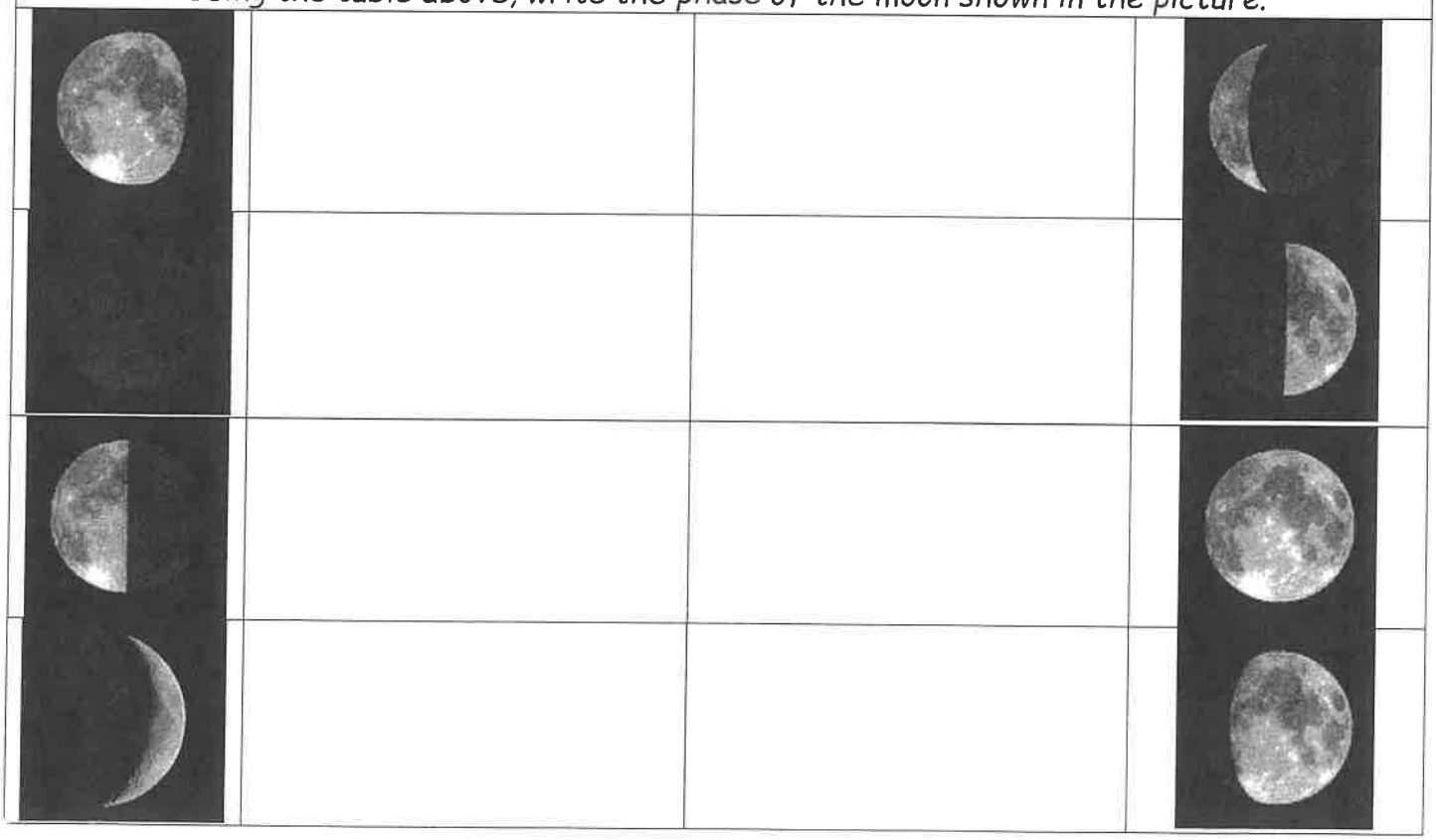
Number the days of the month. For each day, observe the moon, then draw its phase.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Identifying the Phases of the Moon II

Waxing Crescent – when we can see only a sliver of the moon's disk (*right*-hand side). ***Full Moon*** – when the moon's disk is light because the Earth is between the sun and the moon ***Waxing Gibbous*** – when we can see roughly three-quarters of the moon's disk (the *right* side of the moon is lit). ***First Quarter*** – can see one-half of the moon's disk (at First Quarter, you see the *right* half of the moon lit [this one-quarter of the entire moon's surface]).	***New Moon*** – when the moon's disk is dark (and invisible to us) because the moon is between the sun and the Earth ***Last/3rd Quarter*** – can see one-half of the moon's disk (at Last/3rd Quarter, you see the *left half* of the moon lit [this one-quarter of the entire moon's surface]). ***Waning Gibbous*** – when we can see roughly three-quarters of the moon's disk (the *left side* of the moon is lit). ***Waning Crescent*** – when we can see only a sliver of the moon's disk (*left*-hand side).

Using the table above, write the phase of the moon shown in the picture.



Day 12

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Translating Linear Inequalities

Use the attached sheet, *Words and Phrase to Math Symbols*, to help you with the assignment. This work is very similar to what we've been doing in math class.

_____ **Reading:** Complete the illustration and journal entry. Journal entries must be 5 sentences or more.

_____ **Social Studies:** None

_____ **Science:** Moon Facts: Read the facts on the front and answer the questions on the back. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 12- Translating Linear Inequalities (2 sides)
Use the examples and attached sheet (Words and Phrases to Math Symbols) to help you with this assignment.

You can translate inequalities just like you can translate expressions.

Phrase	Expression	Phrase	Inequality
x plus four	$x + 4$	x is less than four	$x < 4$
Four less than x	$x - 4$	X is less than or equal to four	$x \leq 4$
Four times x	$4x$	X is greater than four	$x > 4$
The quotient of 4 and x	$\frac{4}{x}$	X is greater than or equal to 4	$x \geq 4$

Writing Inequalities

Name:

Write each number sentence as an equation / inequality.

Ex) x is less than or equal to -91.

1) 57 is greater than x.

2) x is less than or equal to -24.

3) 6 is greater than x.

4) -99 is less than x.

5) x is less than or equal to -15.

6) x is less than or equal to -99.

7) -38 is greater than x.

8) x is greater than 98.

9) 7 is greater than x.

10) x is greater than or equal to -93.

11) x is greater than 87.

12) x is greater than 49.

13) x is equal to -58.

14) -48 is equal to x.

15) x is less than or equal to -77.

16) x is less than -26.

17) x is greater than or equal to 14.

18) 45 is greater than or equal to x.

19) -87 is less than x.

20) x is less than 60.

Answers

Ex. $x \leq -91$

1. $57 > X$

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Name: _____ NTI Day #12

Directions: In the blank space below, draw and color (if you can) your favorite part of the play. Include the setting, the characters, and any other important items that help show what is happening in the scene!

Moon Nicknames

- January: Wolf Moon
- February: Ice or Snow Moon
- March: Storm or Worm Moon
- April: Growing or Pink Moon
- May: Hare or Flower Moon
- June: Mead or Strawberry Moon
- July: Hay or Buck Moon
- August: Corn or Sturgeon Moon
- September: Harvest Moon
- October: Blood or Hunter's Moon
- November: Snow or Beaver Moon
- December: Cold Moon

Historic Moon Events

- Dec. 16, 1773: Boston Tea Party; new Moon
- July 4, 1776: Declaration of Independence; waning gibbous.
- April 12, 1865: Surrender of the Confederate Army after the battle of Appomattox, signaling the end of the Civil War; waning gibbous
- April 14, 1865: President Abraham Lincoln assassinated; waning gibbous

Moon Facts

- The Moon is believed to be 4.6 billion years old, the same age as the Earth.
- It has no atmosphere or water.
- It is comprised of a rocky material that is heavily scarred with craters from meteorite impacts.
- The same side is permanently turned toward Earth.
- The gravitational forces between the Earth and the Moon generate two ocean high tides per day.
- The word "lunatic" comes from the notion that the Moon's forces could make a person go crazy.
- The Moon is moving away from the Earth at a rate of 3.8 centimeters each year. When it formed, the Moon was about 14,000 miles from Earth; now it's about 240,000 miles away.

Day 13

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Solving Inequalities

If you can solve one-step equations, you can solve one-step inequalities. Please read notes and look at my examples. ***Great Brainpop video on Graphing and Solving Inequalities if you have internet access.

_____ **Reading:** Read the play "Help! Hilary! Help!". Answer the following questions based off of the play.

_____ **Social Studies:** Read "Ancient Greek Philosophy" and answer the following questions. Underline the answers in the passage.

_____ **Science:** Drawing Moon Phases: Shade in the circle to match the description of the moon phase. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 13- Solving Inequalities

You can solve inequalities just like you can solve one-step equations. The only difference is that you bring down the inequality symbol instead of the equal sign. Look below!

If you can do this: $x + 6 = 10$

$-6 \quad -6$

$x = 4$

Then you can do this: $x + 6 < 10$

$-6 \quad -6$

$x < 4$

Please see One Step Inequalities Attachment and my examples on Inequalities Worksheet.

Name: _____ Date: _____

Inequalities Worksheet

My turn

Your turn

1 a. Solve.

$$\frac{12x}{2} \geq 6 \times 2$$

$$x \geq 12$$

All the numbers greater than 12 will work. 12 will also work because of the "or equal to" line.

1 b. Solve.

$$4 + k \geq 9$$

2 a. Solve.

$$\frac{12}{3} < \frac{3a}{3}$$

$$4 < a$$

All the numbers greater than 4 will work. 4 will not work.

2 b. Solve.

$$\frac{g}{3} \geq 5$$

3 a. Solve.

$$\frac{6r}{6} \geq 6 \times 6$$

$$r \geq 36$$

All the numbers greater than or equal to 36. 36 will work because of the "or equal to" sign.

3 b. Solve.

$$4 + s \leq 10$$

Help! Hilary! Help!

By Aaron Shepard

Reader's Theater Edition #21

Adapted for reader's theater (or readers theatre) by the author

For more reader's theater, visit Aaron Shepard's RT Page at www.aaronshep.com.

PREVIEW: Hilary gets the chance to show just how helpful she can be.

GENRE: Tall tales, humor
CULTURE: American
THEME: Helpfulness, heroines

READERS: 12 or more
READER AGES: 6–9
LENGTH: 3 minutes

ROLES: Narrators 1–8, Mom, Hilary (female), Bad Guys 1 & 2, (Serpent)

NOTES: For best effect, place NARRATORS 1 to 4 at far left, and 5 to 8 at far right, as seen from the audience.

| Aaron's Extras |
All special features are at www.aaronshep.com/extras.

MOM: Hilary!

NARRATOR 1: —said her mom.

MOM: Can't you be more of a help?

HILARY: I was *trying!*

NARRATOR 8: —said Hilary.

NARRATOR 2: She went to her room and slammed the door. She played with her toys.

MOM: *(offstage)* Help! Hilary! Help!

NARRATOR 7: It was her mom!

HILARY: *(yelling)* I'm coming.

NARRATOR 3: But the wind blew her off!

MOM: Help! Hilary! H-e-l-l-l-l-p!

NARRATOR 6: Hilary jumped from the plane.

NARRATOR 4: They landed in a river.

MOM: *SPLASH!*

HILARY: *SPLASH!*

NARRATOR 5: But a waterfall was just ahead!

MOM: Help! *Blub.* Hilary! *Blub.* Help!

NARRATOR 1: Hilary grabbed her mom in time and started for shore.

NARRATOR 8: But a giant serpent rose from the water.

NARRATOR 2: It opened its mouth!

MOM: Help! Hilary! EEEEEEEEEK!

NARRATOR 7: The serpent swallowed them!

NARRATOR 3: On the way down, Hilary tickled its throat.

NARRATOR 6: The serpent coughed, and they flew through the air.

NARRATOR 4: They passed over the town.

NARRATOR 5: They landed in their own backyard.

MOM: Hilary! You're such a great big HELP!

Name: _____ NTI Day #13

"Help! Hilary! Help!"
Check for Understanding

Directions: Use the play "Help! Hilary! Help!" to answer the following questions. You **MUST RESTATE** the question when you answer.

1. Who are the two main characters?

_____

_____

_____

2. What phrase is repeated several times throughout the play?

_____

_____

_____

3. What is the resolution of the play?

_____

_____

_____

Ancient Greek Philosophy

The word philosophy means "love of wisdom." Ancient Greek philosophy was characterized largely by reason and rational thought, and laid the foundation for Western intellectual thinking. The Greek philosophers often challenged the status quo, and their ideas were not always welcome during their time. There are many famous Greek philosophers, including Democritus, who first proposed the existence of atoms; Xenophanes, who challenged the anthropomorphic depiction of the gods; and Epicurus, whose name is familiar to us from the modern word "epicure," and whose philosophy of tranquility is nowadays interpreted as hedonism. But the most well known Greek philosophers are undoubtably Socrates, Plato, and Aristotle.

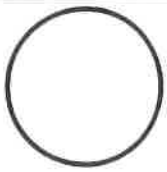
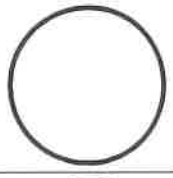
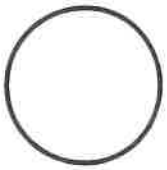
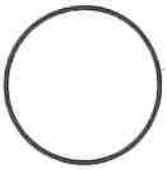
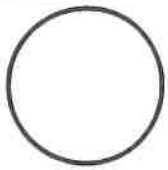
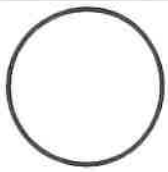
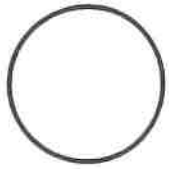
Socrates never wrote down his thoughts; rather, they have survived for us thanks to the written works of his students, Xenophon and Plato. Both wrote in the form of dialogue between Socrates and others, but their versions of events are not always compatible. Socrates was gifted with words. He was often accused of "making the weaker argument stronger" with the use of rhetorical devices, as well as of corrupting the youth of Athens. He was, however, apparently a man of virtue who was devoted to the truth, and his manner of engaging in dialogue using questions and answers to stimulate critical thinking, draw out ideas, and identify underlying presumptions is nowadays called The Socratic Method.

Plato, a student of Socrates, wrote some of the most fundamental texts of Greek philosophy, including *Republic*, *Allegory of the Cave*, *Symposium*, and *Apology*, which recounts the trial, death penalty, and subsequent speech to the jury of Socrates before he is put to death.

Aristotle, a student of Plato, studied with Plato for 20 years. Aristotle wrote treatises, not dialogues. His thoughts on ethics, politics, science, art, and metaphysics dominated Western thought for centuries after his death.

Drawing Moon Phases

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

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

Day 14

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Matching Inequalities to a Number Line

Read provided notes carefully and look at my examples. Use the process of elimination to help you arrive at the correct answer. With one-step inequalities, the variable (the letter) means "all the numbers". So,

$x < 10$ means ALL of the numbers less than 10. x could be 9, 8, 0, -1, -23, etc.

_____ **Reading:** Complete the illustration and journal entry. Journal entries must be 5 sentences or more.

_____ **Social Studies:** None

_____ **Science:** Identifying Moon Phases: Use the words in the word bank to label the phases of the moon. Refer to your anchor chart for help. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 14 Assignment- Identifying Inequalities

Look carefully at my examples. Look at the circle (dot) and determine which ones you can eliminate. Remember: Open circle (dot) is $<$ or $>$. Closed circle (dot) is $\leq$ or $\geq$.

Then look at which way the arrow is going and think.... All the numbers that are _____than _____ or all the numbers that are _____than or equal to _____. Do the Matching Inequalities to Numberlines worksheets (2 sides).

***Call me or email me at school if you have any questions.

Matching Inequalities to Numberlines

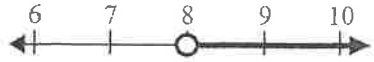
Name:

Solve each problem.

1) Which option best shows $X \geq 8$

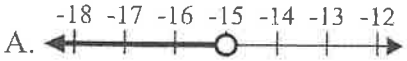
A. 

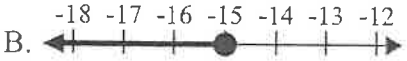
B. 

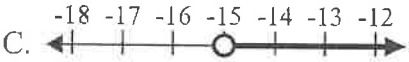
C. 

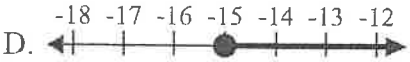
D. 

2) Which option best shows $X > -15$

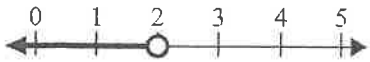
A. 

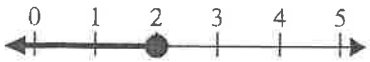
B. 

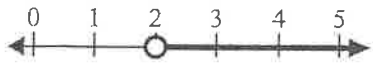
C. 

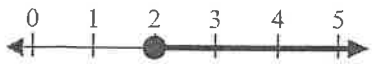
D. 

3) Which option best shows $X \geq 2$

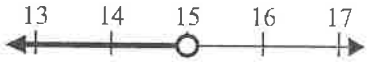
A. 

B. 

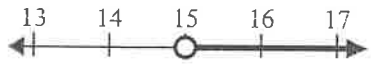
C. 

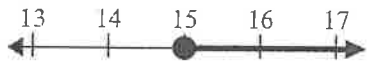
D. 

4) Which option best shows $X \leq 15$

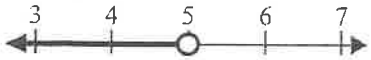
A. 

B. 

C. 

D. 

5) Which option best shows $X \leq 5$

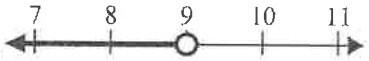
A. 

B. 

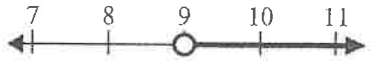
C. 

D. 

6) Which option best shows $X \leq 9$

A. 

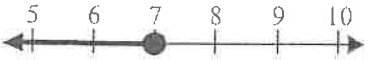
B. 

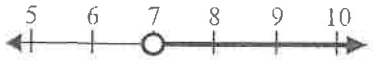
C. 

D. 

7) Which option best shows $X \geq 7$

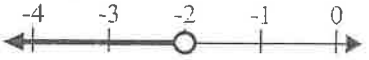
A. 

B. 

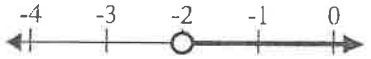
C. 

D. 

8) Which option best shows $X \geq -2$

A. 

B. 

C. 

D. 

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

1-8	88	75	63	50	38	25	13	0

Name: _____ NTI Day #14

Directions: In the blank space below, draw and color (if you can) your favorite part of the play from yesterday. Include the setting, the characters, and any other important items that help show what is happening in the scene!

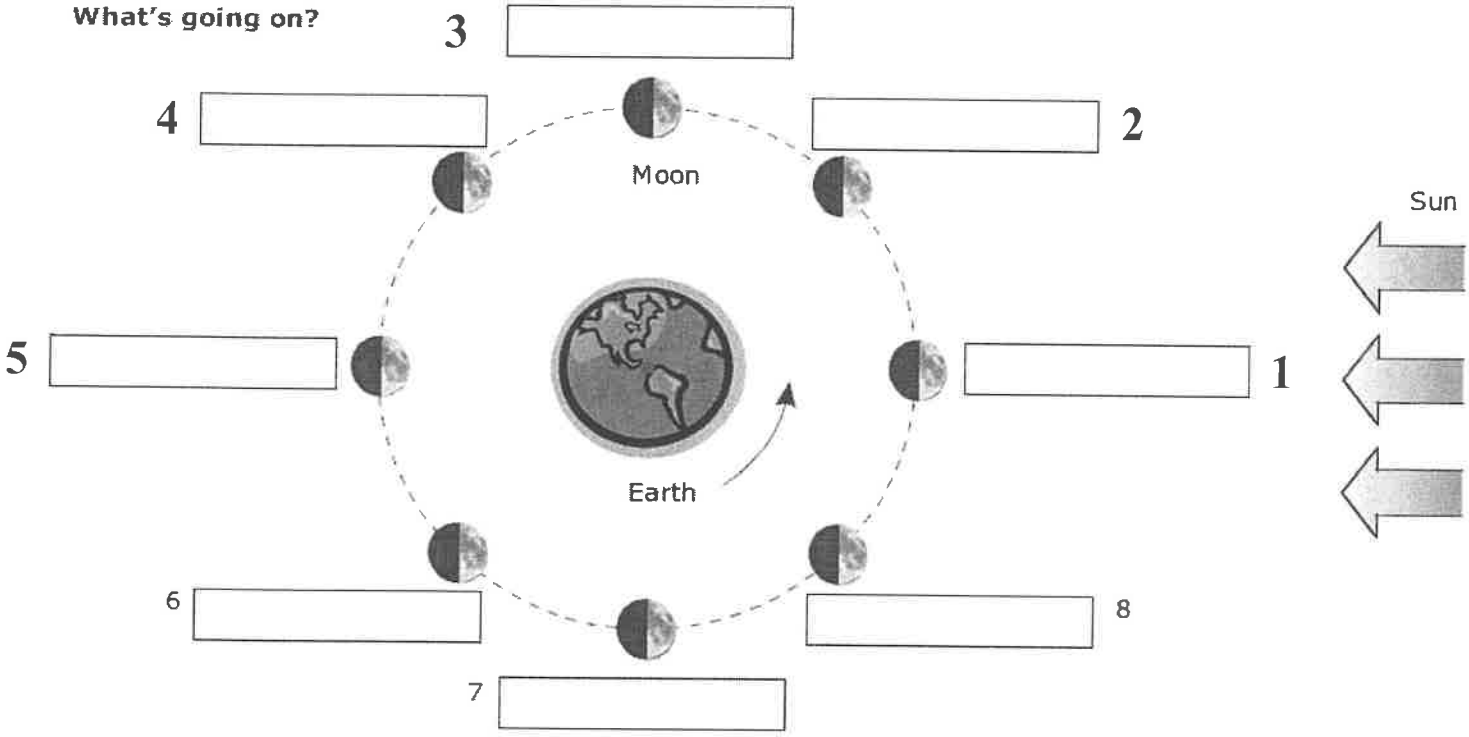
Identifying Moon Phases

8

Complete the diagram below.

The Phases of the Moon

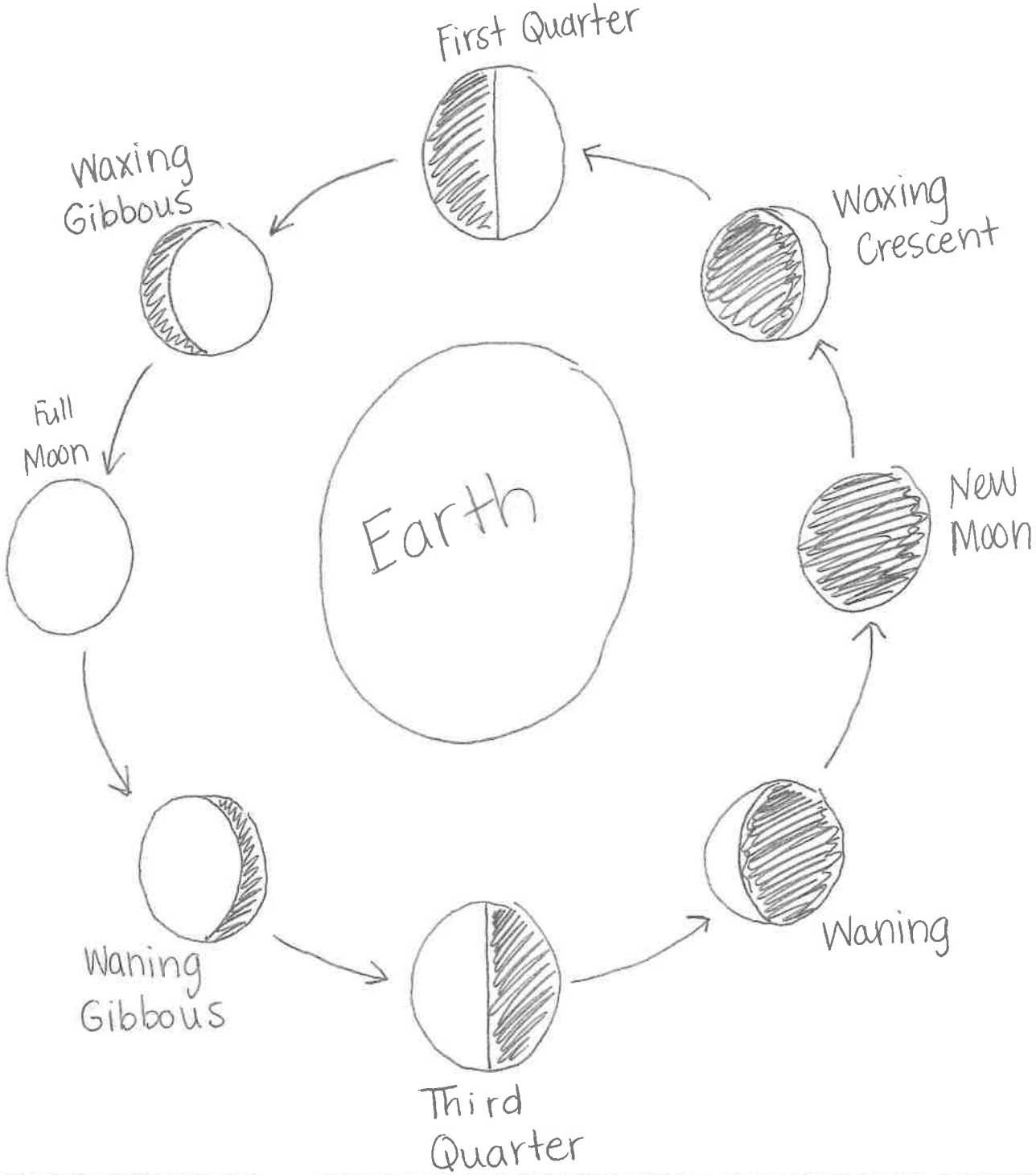
What's going on?



Moon Phases

First Quarter
Full Moon
Waning Gibbous
Waxing Gibbous
Last Quarter
New Moon
Waxing Crescent
Waning Crescent

Moon Phases



- Waxing - The moon appears to get larger
- Waning - The moon appears to get smaller
- Crescent - More shadow is showing than the moon
- Gibbous - More moon is showing than the shadow

Day 15

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Graphing Inequalities

Review your notes about open and closed circles. Follow the steps and draw your circle and arrow on the number lines.

_____ **Reading:** Read the play "Three Sideways Stories From Wayside School" Story One. Answer the following questions based off of the play.

_____ **Social Studies:** Read "Ancient Greek Drama" and answer the following questions. Underline the answers in the passage.

_____ **Science:** Phases of The Moon Passage: Read the passage and answer the questions on the back. Underline the text evidence that helps you answer the questions. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 15- Today you will graph the inequalities by drawing the appropriate circle (open or closed) and the arrow going in the appropriate direction.

*Remember: Determine which dot (open or closed) and place it at the number given in the inequality. Then think of x as meaning "all the numbers". Look on the examples and practice page $x > -3$. Open or closed circle? Right, it is an open circle (dot)! Draw an open circle at -3. Then read it as "All of the numbers greater than (>) -3. So your arrow has to go right.

Use my examples and give it a try! I know you can do it!

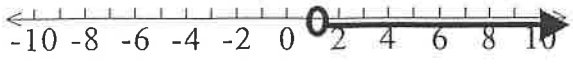
***Call me or email me at school if you have any questions.

So if the solution to an equality is $x < 4$ or $x > 4$, then you would place an open circle on the number line at 4 and draw the arrow in the appropriate direction.

See the examples below:

$x < 7$

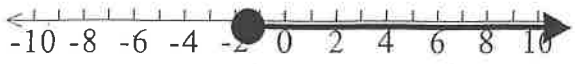
$x > 1$



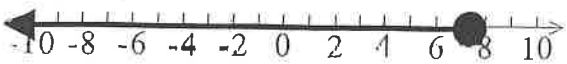
If the solution to an equality is $x \leq$ or ≥ 4, then you would place a closed circle on the number line at 4 and draw the arrow in the appropriate direction.

See the examples below:

$x \geq -2$



$x \leq 7$



Graphing Inequality Symbols :

O → open circle
● → closed circle

Greater Than

(The open circle indicates that this is **NOT EQUAL TO** the number that is graphed.)

Greater Than or Equal To

(The closed circle indicates that this is **EQUAL TO** the number that is graphed.)

Less Than

(The open circle indicates that this is **NOT EQUAL TO** the number that is graphed.)

Less Than or Equal To

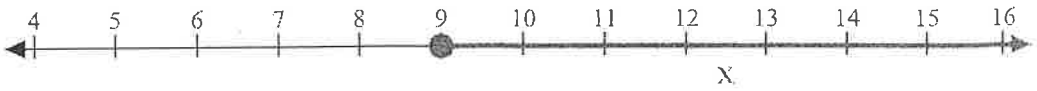
(The closed circle indicates that this is **EQUAL TO** the number that is graphed.)

Expressing Inequalities on a Numberline

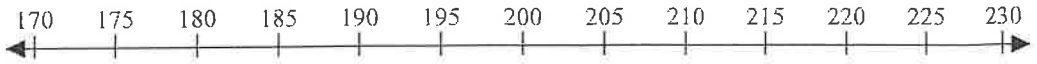
Name:

Use the numberline to express the inequality.

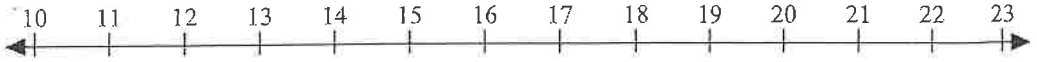
Ex) $X \geq 9$



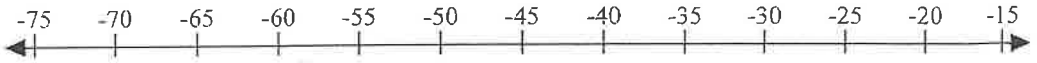
1) $X \geq 195$



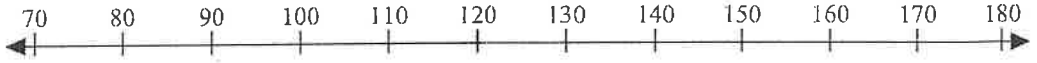
2) $X > 16$



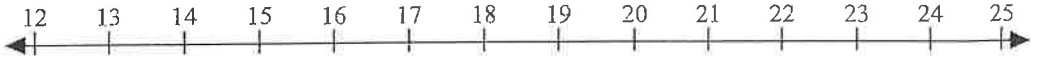
3) $X \geq -40$



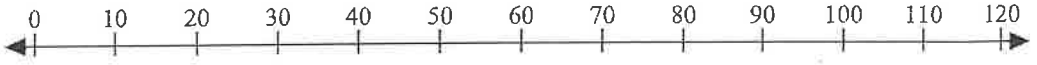
4) $X \geq 120$



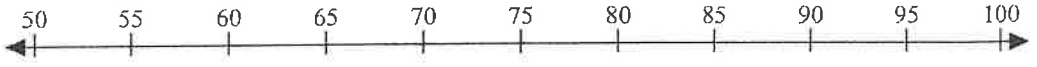
5) $X \geq 18$



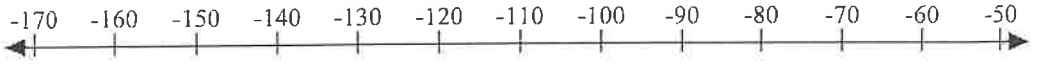
6) $X \geq 60$



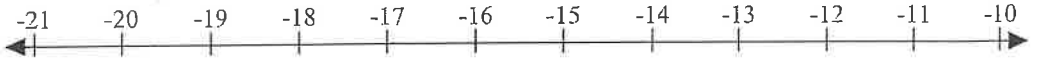
7) $X > 75$



8) $X \geq -100$

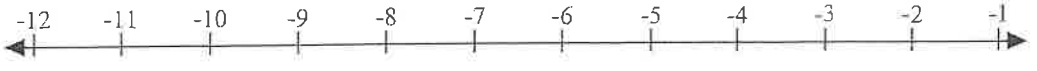


9) $X \leq -15$



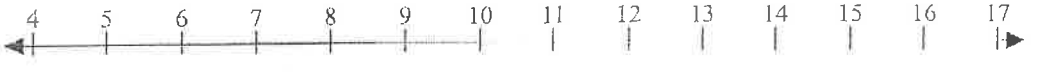
10) $X < 170$

11) $X > -7$



12) $X > -5$

13) $X \leq 11$



1-10	92	85	77	69	62	54	46	38	31	23
11-13	15	8	0							

Three Sideways Stories From Wayside School

By Louis Sachar

Reader's Theater Edition #32

Adapted for reader's theater (or readers theatre) by Aaron Shepard, from Louis Sachar's book *Sideways Stories from Wayside School,* Avon, New York, 1985

For more reader's theater, visit Aaron Shepard's RT Page at www.aaronshep.com.

PREVIEW: Some say the teachers and students at Wayside School are strange and silly—and so will you!

GENRE: Humor
CULTURE: American
THEME: Non-horizontal thinking

READERS: 9
READER AGES: 8–12
LENGTH: 12 minutes (1/2 + 3 + 4 + 4 + 1/2)

ROLES: Narrators 1–4, Mrs. Jewls, Joe, Bebe, Calvin, Louis

NOTES: Louis Sachar is the author of *Holes,* a Newbery Medal winner as well as the source of a major film. Other Wayside books by Sachar are *Wayside School Gets a Little Stranger* and *Wayside School Is Falling Down.* For best effect, place NARRATORS 1 and 2 at far left, and 3 and 4 at far right, as seen from the audience.

NARRATOR 1: We're going to tell you about three of the children in Mrs. Jewls's class, on the thirtieth story of Wayside School.

NARRATOR 4: But before we get to them, there is something you ought to know. Wayside School was accidentally built *sideways.*

NARRATOR 2: It was supposed to be only one story high, with thirty classrooms all in a row. Instead, it is *thirty* stories high, with one classroom on each *story.*

NARRATOR 3: The builder said he was very sorry.

JOE: Seven, five, three, one, two, four, six, eight. There are eight potatoes, Mrs. Jewls.

MRS. JEWLS: No, there are *eight.*

JOE: But that's what I said! May I go to recess now?

MRS. JEWLS: No! You got the right answer, but you counted the wrong *way* again.

NARRATOR 2: She put down three books.

MRS. JEWLS: Count the books, Joe.

NARRATOR 3: Joe counted the books.

JOE: A thousand, a million, three. Three, Mrs. Jewls.

MRS. JEWLS: *(bewildered)* Correct.

JOE: May I go to recess now?

MRS. JEWLS: No.

JOE: May I have a potato?

MRS. JEWLS: No! *Listen* to me. One, two, three, four, five, six, seven, eight, nine, ten. Now *you* say it.

JOE: One, two, three, four, five, six, seven, eight, nine, ten.

MRS. JEWLS: Very good!

NARRATOR 1: She put down six erasers.

MRS. JEWLS: Now, count the erasers, Joe, just the way I showed you.

NARRATOR 4: Joe counted the erasers.

JOE: One, two, three, four, five, six, seven, eight, nine, ten. There are ten, Mrs. Jewls.

MRS. JEWLS: No!

JOE: Didn't I count right?

MRS. JEWLS: Yes, you *counted* right, but you got the wrong *answer.*

Name: _____ NTI Day #15

"Three Sideways Stories From Wayside School"
Story One About Joe

Check for Understanding

Directions: Use the play "Three Sideways Stories From Wayside School" (Story One) to answer the following questions. You **MUST RESTATE** the question when you answer.

1. Besides the 4 narrators, how many people are speaking during story one? Who are they?

_____

_____

_____

2. What is the conflict?

_____

_____

_____

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MRS. JEWLS: No!

JOE: Didn't I count right?

MRS. JEWLS: Yes, you *counted* right, but you got the wrong *answer.*

Name: _____ NTI Day #15

"Three Sideways Stories From Wayside School"
Story One About Joe

Check for Understanding

Directions: Use the play "Three Sideways Stories From Wayside School" (Story One) to answer the following questions. You **MUST RESTATE** the question when you answer.

1. Besides the 4 narrators, how many people are speaking during story one? Who are they?

_____

_____

_____

2. What is the conflict?

_____

_____

_____

Ancient Greek Drama

Drama in ancient Greece originated with festivals honoring gods. Dionysus was honored with a festival called "City Dionysia." Men sang songs to welcome Dionysus, and plays were presented. Early Greek plays included dancing and music, and it was this rhythmic and musical element of Greek drama that eventually became the chorus. In Greek drama, the chorus was a group of actors who all spoke directly to the audience at the same time (i.e., in chorus). The chorus was used to both describe the main action of the play, and to comment on it. Apart from the chorus, the plays at these festivals were one-man affairs; a single person would be playwright, actor, and director.

A Greek playwright named Aeschylus made changes to this earlier, more primitive style of drama, and his plays were the first to resemble drama as we know it today. Thirty years after Thespis had put a single actor on the stage, Aeschylus added a second actor. Two actors on stage allowed for conflict. Later on, Sophocles added a third actor. From then on, Greek tragedies were always three-actor plays. It was also in the works of Aeschylus that the chorus shifted from a position of prominence in the drama to a more supporting position. Where once there had been up to 50 individuals on stage in the chorus, Aeschylus reduced it to as few as 12. He also was the first to add color and variety to costumes for both actors and chorus, and to use both visual and choral special effects.

Greek drama generally took one of two forms. A play was either a tragedy or a comedy. In a tragedy, the protagonist's downfall is brought on either by some personal flaw or through a combination of personal failing and intolerable circumstances. Aeschylus, Sophocles, and Euripides wrote tragedies. Greek comedies were mainly satirical, mocking men of power and influence. Most Greek comedies were written by Aristophanes.

Phases of the Moon

K12reader.com

Challenger LEARNING CENTER HAMMOND, IN

Student Information:

Read the passage below about the phases of the moon and then answer the questions pertaining to the passage.

Have you ever noticed that sometimes the moon looks like a tiny sliver of light in the night sky? Other times it is a big, brilliant circle. The moon has may different looks during the month. Each look is called a lunar phase. Lunar means "of the moon." The moon has phases because it orbits Earth. The Earth revolves around the sun. The moon revolves separately around Earth. The moon itself does not actually change size. It appears to change size because different parts of it are in the shadow.

In the new moon phase, none of the part of the moon that is facing Earth is lit by the sun. It appears as only a dark outline. During the waxing crescent phase, the moon looks small. Only a tiny sliver of the moon's side that is facing Earth is lit by the sun. The next phase is the first quarter phase. In it, half of the moon's nearest side is lit by the sun. We see it as about one-fourth of a full moon. During the waxing gibbous phase, more of the moon is lit. Even so, it is not quite a full moon yet. In the full moon phase, all of the side of the moon that is facing Earth is lit by the sun. It appears as a large, bright circle. During the waning gibbous phase, some of the part that was lit as a full moon begins to fall into the shadows. In the last phase, a different side of the mood is lite. Again, the moon appears as one-fourth full. During the waning crescent phase, the moon slips further into shadows. It is a thin crescent shape once more. After this phase, the entire lunar cycle begins again with a new moon.

Challenger LEARNING CENTER HAMMOND, IN

Day 16

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Putting it all together. Two-sided sheet-Writing Inequalities and Solving & Graphing Inequalities

_____ **Reading:** Complete the illustration and journal entry. Journal entries must be 5 sentences or more.

_____ **Social Studies:** None

_____ **Science:** Phases of the Moon: Use the numbered images to answer the questions at the bottom of the page. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 16: Today you will take what you've learned in lessons 11-15 and put the information together to solve inequalities and graph them on a number line. You will also look at number lines and write the inequality that represents the graph. Think about what you know about open and closed circles.

***Remember you solve an inequality just like a one-step equation with the railroad tracks. Once you have solved, think about which circle you will use and which way to draw the arrow.

Day 16 Assignment: Two-sided sheet

Writing Inequalities and Solving & Graphing Inequalities

Writing Inequalities

Name _____
Date _____

Directions: Write the inequalities which represent the given graph.

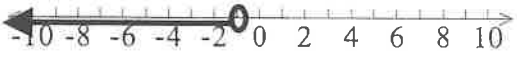
open circle

ex. 1. $x < 7$

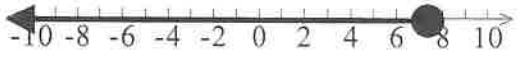
2. _____

3. _____

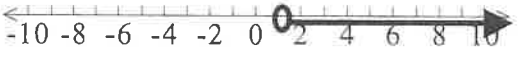
4. _____



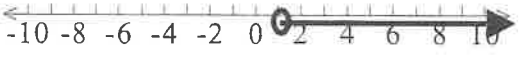
5. _____



6. _____

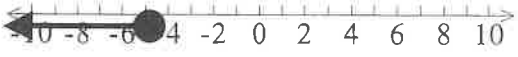


7. _____



8. _____

9. _____



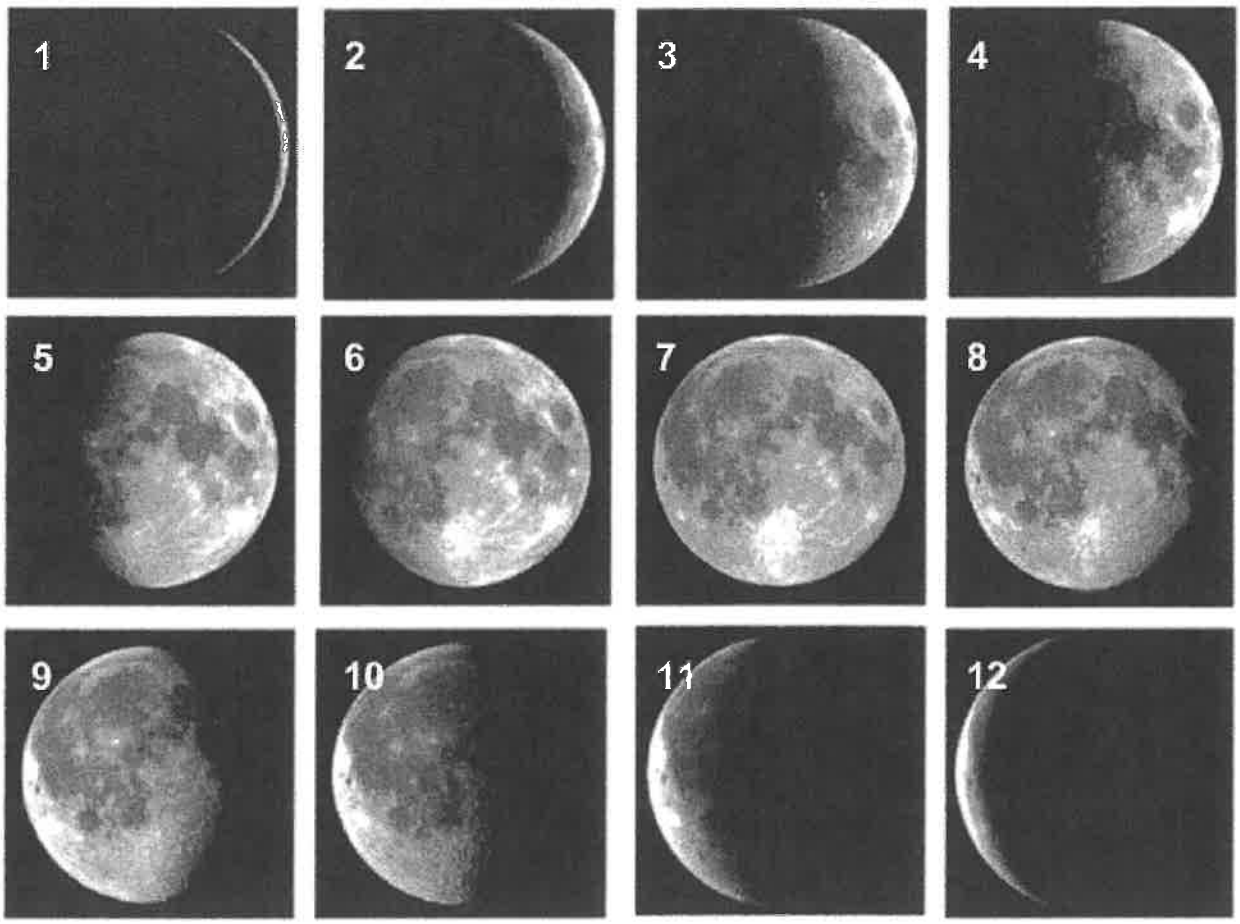
10. _____

Name: _____ NTI Day #16

Directions: In the blank space below, draw and color (if you can) your favorite part of the play from yesterday. Include the setting, the characters, and any other important items that help show what is happening in the scene!

Name: _____ Date: _____

Phases of the Moon



Directions: Using the pictures above, complete the worksheet.

Which image shows First Quarter? _____ Full? _____ Third Quarter? _____

Which images are crescents? _____ Gibbous? _____

Which images are waxing? _____ through _____

Which images are waning? _____ through _____

Day 17

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math**: Use the Key Words and Examples page to help you with the Fill in the Blanks page. Don't forget the 8 question quiz. Just do your best!

_____ **Reading**: Read the play "Three Sideways Stories From Wayside School" Story Two. Answer the following questions based off of the play.

_____ **Social Studies**: Read "Ancient Greek Democracy" and answer the following questions. Underline the answers in the passage.

_____ **Science**: Phases of the Moon: Use the clues to draw the correct phase of the moon. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 17- Write expressions for the given statements. You will see words/phrases like no more; under; minimum; up to; at least, etc. Try to complete the inequalities using the key word list and examples page. You will also take a short quiz over inequalities.

Assignments: Fill in the blanks inequalities and quiz.

Key Words

1) less than $<$
2) greater than $>$
3) at least $\geq$
4) not more than $\leq$
5) at most $\leq$
6) maximum $\leq$
7) minimum $\geq$
8) less than or equal to $\leq$
9) greater than or equal to $\geq$
10) fewer than $<$
11) no less than $\geq$
12) more than $>$
13) larger than $>$
14) smaller than $<$
15) bigger $>$
16) not to exceed $\leq$
17) exceeding $>$
18) over $>$
19) above $>$
20) below $<$

Examples

1) She has more than $25.

$x > 25$

2) The temperature is at least 65 degrees outside.

$x \geq 65$

3) You will need at most 4 pieces of paper to do the assignment.

$x \leq 4$

4) After playing a video game, he had earned fewer than 800 points.

$x < 800$

Lesson Practice

Quiz-

Choose the correct answer.

1. Which inequality best represents this phrase?

   a number greater than -1

   A. $x > -1$
   B. $x < -1$
   C. $x \geq -1$
   D. $x \leq -1$

2. Which inequality best represents this phrase?

   a number less than or equal to 0

   A. $n = 0$
   B. $n < 0$
   C. $n \leq 0$
   D. $n \geq 0$

3. Five friends had lunch together. Their total bill was x dollars, including tax and tip. They shared the cost equally and each friend paid less than \$10. Which inequality shows the possible solutions for x, the total amount of the bill?

   A. $x > 50$
   B. $x < 50$
   C. $x \geq 50$
   D. $x \leq 50$

4. A red block and a blue block are on a scale. The red block weighs 9 ounces. The total weight of both blocks is at most 16 ounces. Which inequality best represents b, the possible weight of the blue block in ounces?

   A. $b \geq 7$
   B. $b \leq 7$
   C. $b \geq 25$
   D. $b \leq 25$

5. Which number is **not** a solution for the inequality below?

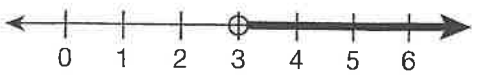
   $\frac{x}{2} \geq 12$

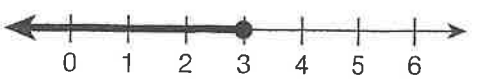
   A. 6
   B. 24
   C. 25
   D. 100

6. Which graph shows the solution set for this inequality?

   $r + 9 < 12$

   A.
   

   B.
   

   C.
   

   D.
   

Over →

NARRATOR 3: Our second story is about Bebe.

NARRATOR 1: Bebe was the fastest draw in Mrs. Jewls's class. She could draw a cat in less than forty-five seconds, a dog in less than thirty, and a flower in less than eight seconds!

NARRATOR 4: But of course, Bebe never drew just *one* dog, or *one* cat, or *one* flower.

NARRATOR 2: Art was from 12:30 to 1:30. Why, in that time, she could draw fifty cats, a hundred flowers, twenty dogs, and several eggs or watermelons!

NARRATOR 3: You see, it took her the same time to draw a watermelon as an egg.

NARRATOR 1: Calvin sat next to Bebe. He didn't think he was very good at art. It took him the whole period just to draw one airplane.

NARRATOR 4: So instead, he just helped Bebe. He was Bebe's assistant.

NARRATOR 2: As soon as Bebe would finish one masterpiece, Calvin would take it from her and set down a clean sheet of paper. Whenever her crayon ran low, Calvin was ready with a new crayon.

NARRATOR 3: That way, Bebe didn't have to waste any time. And in return, Bebe would draw five or six airplanes for Calvin.

NARRATOR 1: It was 12:30, time for art.

NARRATOR 4: Bebe was ready. On her desk was a sheet of yellow construction paper. In her hand was a green crayon.

NARRATOR 2: *Calvin* was ready. He held a stack of paper and a box of crayons.

CALVIN: Ready, Bebe?

BEBE: Ready, Calvin.

MRS. JEWLS: All right, class.

NARRATOR 3: . . . said Mrs. Jewls.

CALVIN: No, *Bebe* drew them all.

MRS. JEWLS: Well then, what did *you* draw?

CALVIN: I didn't draw anything.

MRS. JEWLS: Why not? Don't you like art?

CALVIN: I *love* art. That's why I didn't draw anything.

MRS. JEWLS: I don't understand.

CALVIN: It would have taken me the whole period just to draw one picture. And *Bebe* would only have been able to draw a *hundred* pictures. But with the two of us working together, she was able to draw three hundred and seventy-eight pictures! That's a lot more art.

NARRATOR 4: Bebe and Calvin shook hands.

MRS. JEWLS: No, no! *That* isn't how you measure art. It isn't how *many* pictures you *have,* but how *good* the pictures *are.* Why, a person could spend their whole life drawing just one picture of a cat. In that time, I'm sure Bebe could draw a *million* cats.

BEBE: *Two* million.

MRS. JEWLS: But if that one picture is better than each of Bebe's two million, then that person has produced more art than Bebe.

NARRATOR 2: Bebe looked like she was going to cry. She picked up all the pictures from Calvin's desk and threw them in the garbage.

NARRATOR 3: Then she ran from the room, down all the stairs, and out onto the playground.

NARRATOR 1: Louis, the nice yard teacher, spotted her.

LOUIS: Where are you going, Bebe?

BEBE: I'm going home to draw a picture of a cat.

LOUIS: Will you bring it to school and show it to me tomorrow?

BEBE: *Tomorrow?* By *tomorrow* I doubt I'll be finished with even one *whisker. (rushes off)*

Name: _____ NTI Day #17

"Three Sideways Stories From Wayside School"
Story Two About Bebe

Check for Understanding

Directions: Use the play "Three Sideways Stories From Wayside School" (Story Two) to answer the following questions. You **MUST RESTATE** the question when you answer.

1. Quantity is how much of something you have. Quality is how well something is made or how good it is. Was Bebe focused on quality or quantity?

_____

_____

_____

2. Why did Calvin sigh and lean back in his chair?

_____

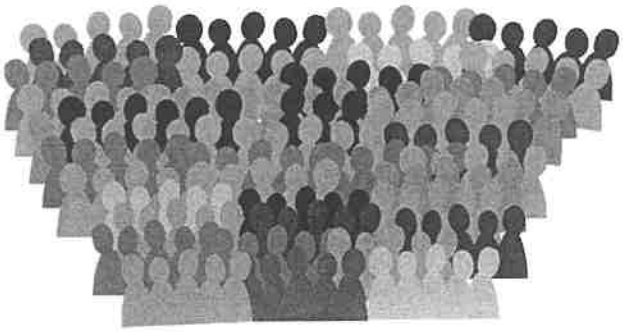
_____

_____

_____

Ancient Greek Democracy

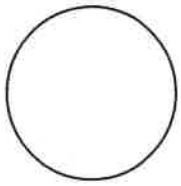
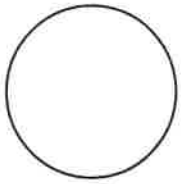
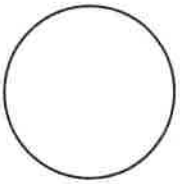
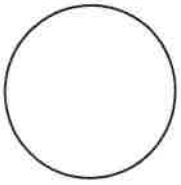
The word democracy comes from the Greek words dēmos (people) and kratos (rule), and means "rule by the people." A democracy is a system of government in which the power is vested in the people, and they use that power either directly, through voting, or via representatives that they vote for. In ancient Greek democracies, every male citizen had equal political rights, freedom of speech, and the opportunity to directly participate in the making of political decisions which influenced their daily lives. They also actively served in the governing institutions, so every male citizen was directly involved in the political process. Though many ancient Greek city-states had systems of democracy, the democracy in Athens was the most developed.



In Athens in the 4th and 5th centuries BCE, there were between thirty and sixty thousand male citizens at any one time, and each of them had the right to participate in the assembly (ekklēsia), the city-state's main democratic body. The assembly met at least once a month in a space which could hold up to 6,000 people. Any citizen could speak to the assembly, and voting was done by a show of hands. There was a strict majority rule.

There were nine presidents (proedroi) who were selected by lot. You could only serve as president one time. These presidents organized the proceedings and kept track of the voting. The assembly decided financial, and military matters, issues regarding food supply, initiating laws, holding trials, and political matters with other city-states. They enforced legal decisions, and oversaw the conduct of those carrying out political duties. They could also vote to cast out an Athenian citizen who became too powerful or dangerous and who was thus a threat to the equality of the polis.

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

1. **New Moon** Moon is almost directly between the sun and Earth (start of cycle).	
2. **Waxing Crescent Moon** A bit of the sunlit side of the moon shows on the right side.	
3. **First Quarter Moon** The moon is a quarter of its way around Earth. It is in its first quarter phase.	
4. **Waxing Gibbous Moon** The moon is increasing in light between a first quarter moon and a full moon.	

Day 18

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Read notes and then use <, >, or = to compare the integers. Double sided page. If you have the internet at home, you may want to watch the video about Negative Numbers on the Math Antics website.

_____ **Reading:** Complete the illustration and journal entry. Journal entries must be 5 sentences or more.

_____ **Social Studies:** None

_____ **Science:** Explore Our Solar System: Read the passage and answer the questions that follow. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 18- Comparing Integers

What are integers? All the whole numbers greater or less than zero, including zero. IMPORTANT- Numbers to the left of zero are negative and numbers to the right of zero are positive. **The numbers get bigger as you go farther right and smaller as you go farther left.**

Some things to remember when you compare integers:

1. **Positive** compared to **positive**: $5 < 7$
   The number that is farther right on the number line is the largest.

2. **Positive** compared to **negative**: $7 > -10$
   Positive is always greater than negative.

3. **Negative** compared to **negative**: $-12 < -7$
   Whichever number is farthest right on the number line is the largest.

Day 18 Assignment: Comparing integers using <, >, or =. Double sided page.

Comparing Negative Numbers

Name:

Use > , < or = to compare.

1) -82___79

2) -25___23

3) -98___97

4) -82___74

5) -31___-30

6) -100___102

7) -67___-79

8) -67___-52

9) -30___-29

10) -65___-64

11) -93___-57

12) -88___-87

13) -45___-44

14) -93___-65

15) -72___-21

16) -26___19

17) -21___-22

18) -96___-97

19) -26___-25

-77___-78

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Name: _____ NTI Day #18

Directions: In the blank space below, draw and color (if you can) your favorite part of the play from yesterday. Include the setting, the characters, and any other important items that help show what is happening in the scene!

Explore Our Solar System

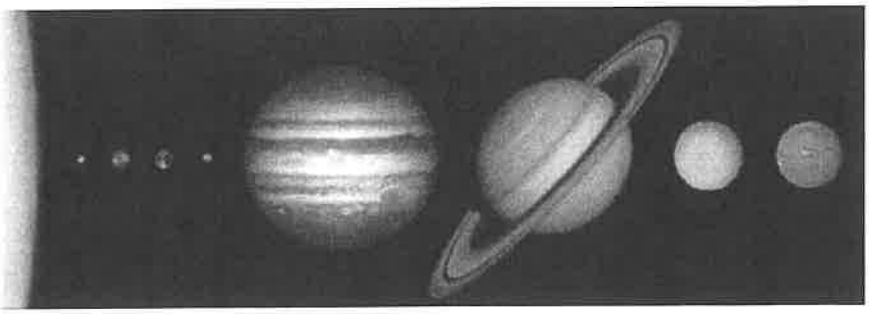
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune!

Eight planets **orbit,** or revolve around, the sun. The planets and the sun are parts of our solar system.

NASA

Which planet is shown here?

The **sun** is a star. It is a giant ball of hot gas.



NASA

Mercury is the closest planet to the sun. It has mountains, cliffs, and plains.

Name: _____ Date: _____

1. What is the main idea of this passage?

A. Someof the eight planets in our solar system do not have rings.

B. Eight different planets and the sun are part of our solar system.

C. Earth is the only planet in our solar system that has oxygen and water.

D. All of the gas planets in our solar system have rings.

2. Which of the following details best supports the main idea of the passage?

A. Eight planets orbit, or move around, the sun in our solar system.

B. Saturn is the only planet which has rings that are thick enough to be seen easily from Earth.

C. The order and names of the planets can be remembered by repeating a silly sentence.

D. Eight hundred fifty degrees is hot enough to melt a rocket ship.

3. Which planets are gas planets?

A. Mercury, Saturn, Earth and Neptune

B. Jupiter, Venus, Uranus and Mars

C. Jupiter, Saturn, Uranus, and Neptune

D. Mercury, Venus, Earth, and Mars

4. Which of the following details best supports the main idea of the passage?

A. The eight planets in our solar system have different characteristics.

B. Neptune is the coldest planet because it is farthest from the sun.

C. Four planets in our solar system do not have rings.

D. Uranus is the first planet to be discovered with a telescope.

Day 19

As you finish assignments, put a check on each line for the assignment you finish.

_____ **Math:** Graphing and Ordering Integers. Look at my example and how I graphed -2, 4, 0, and -10. Look at my closed dots. When you order the integers, look at the dot that is farthest left. That is your smallest integer. The one that is farthest right is your largest integer. Do double-sided worksheet.

_____ **Reading:** Read the play "Three Sideways Stories From Wayside School" Story Three. Answer the following questions based off of the play.

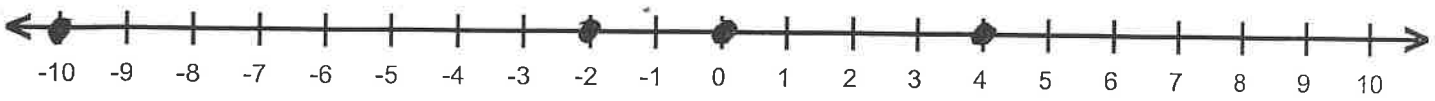
_____ **Social Studies:** Read "Athens and Sparta" and answer the following questions. Underline the answers in the passage.

_____ **Science:** Label the Planets in Our Solar System: Use your anchor chart to label the planets and dwarf planet in our solar system. Color the planets as you wish, or research them to find out what color they really are and color accordingly. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 19- Locating, graphing, and ordering integers using a number line. Graphing integers on a number line just means to place a closed dot **ON (not above or below)** the number line at the appropriate location.

Example: Graph the following integers on the number line and write them in order from <u>least</u> to <u>greatest.</u>

-2, 4, 0, -10



Least to greatest: -10, -2, 0, 4

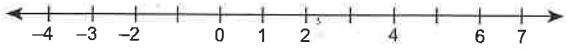
Day 19 Assignment- Ordering Integers and Graphing Integers on a Number Line

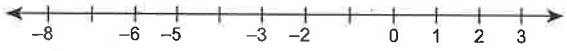
NAME _____

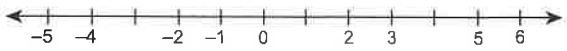
GRAPHING INTEGERS ON A NUMBER LINE

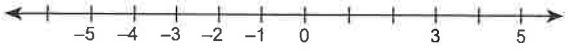
SKILLS

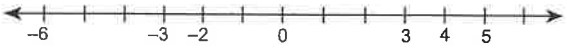
Write in the missing integers of the number line.

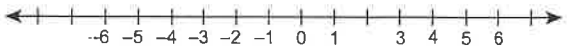




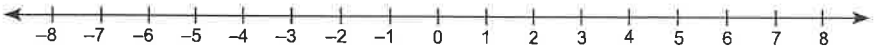








List the integers by referring to the number line.



The integers between 0 and 4 are _____.

The integers between 3 and 6 are _____.

The integers between −5 and −8 are _____.

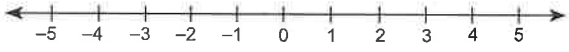
The integers between −3 and −7 are _____.

The integers between −1 and −4 are _____.

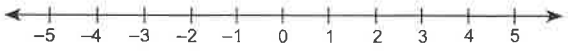
The integers between −2 and −5 are _____.

The integers between 5 and 8 are _____.

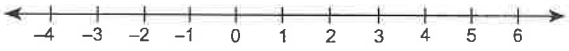
Graph the integers.



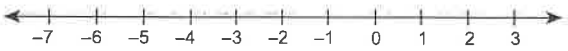
Graph −1 and 3.



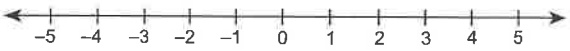
Graph 1 and 4.



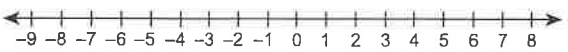
Graph −3 and 5.



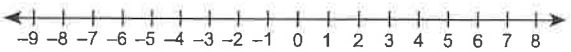
Graph −6 and −2.



Graph −2 and 2.



Graph −7 and 6.



Graph −8 and 7.

PROBLEM SOLVING

Graph each described integer on the number line. What word is spelled?

E: 20 feet above sea level

T: A profit of 8 dollars

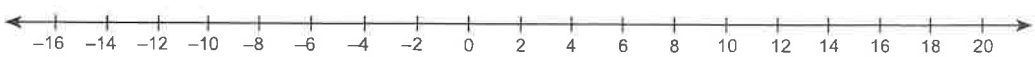
L: Deposit 15 dollars

S: 14 feet below sea level

A: A loss of 2 dollars

T: Grew 4 inches

E: 8° below zero



When read from left to right, the letters spell the word "_____."

NARRATOR 2: Our final story is about Calvin. One day, Mrs. Jewls said,

MRS. JEWLS: Calvin, I want you to take this note to Miss Zarves for me.

CALVIN: Miss Zarves?

MRS. JEWLS: Yes, Miss Zarves. You know where she is, don't you?

CALVIN: Yes. She's on the nineteenth story.

MRS. JEWLS: That's right, Calvin. Take it to her.

NARRATOR 3: Calvin didn't move.

MRS. JEWLS: Well, what are you waiting for?

CALVIN: She's on the nineteenth story.

MRS. JEWLS: Yes, we have already established that fact.

CALVIN: The *nineteenth story.*

MRS. JEWLS: Yes, Calvin, the *nineteenth story.* Now take it to her before I lose my patience!

CALVIN: But, Mrs. Jewls—

MRS. JEWLS: NOW, Calvin!

CALVIN: Yes, ma'am!

NARRATOR 1: Calvin walked out of the classroom and stood outside the door.

NARRATOR 4: He didn't know where to go.

NARRATOR 2: As you know, when the builder built Wayside School, he accidentally built it sideways. But he also forgot to build the nineteenth *story.*

NARRATOR 3: He built the eighteenth and the twentieth, but no nineteenth. He said he was very sorry.

NARRATOR 1: There was also no Miss Zarves.

LOUIS: Then what are you doing all the way down here?

CALVIN: There is no nineteenth story.

LOUIS: Then where is Miss Zarves?

CALVIN: There is no Miss Zarves.

LOUIS: What are you going to do with the note?

CALVIN: There is no note.

LOUIS: I understand.

CALVIN: That's good, because *I* sure don't.

LOUIS: It's very simple. You are not supposed to take no notes to no teachers. You already haven't done it!

NARRATOR 1: Calvin still didn't understand.

CALVIN: I'll just have to tell Mrs. Jewls that I couldn't deliver the note.

LOUIS: *That's* good. The truth is always best. Besides, I don't think *I* understand what I said, either!

NARRATOR 4: Calvin walked back up the thirty flights of stairs to Mrs. Jewls's class.

MRS. JEWLS: Thank you very much, Calvin.

CALVIN: But I—

MRS. JEWLS: That was a very important note, and I'm glad I was able to count on you.

CALVIN: Yes, but you see—

MRS. JEWLS: The note was very important. I told Miss Zarves *not* to meet me for lunch.

CALVIN: Don't worry.

NARRATOR 2: . . . said Calvin.

CALVIN: She won't!

Name: _____ NTI Day #19

"Three Sideways Stories From Wayside School"
Story Three About Calvin

Check for Understanding

Directions: Use the play "Three Sideways Stories From Wayside School" (Story Three) to answer the following questions. You **MUST RESTATE** the question when you answer.

1. Why couldn't Calvin deliver the note to Miss Zarves on the 19th story?

_____

_____

_____

_____

2. Louis is the yard teacher, meaning he is outside, probably on the playground. It says he was shooting baskets. What do you think "shooting baskets" means?

_____

_____

_____

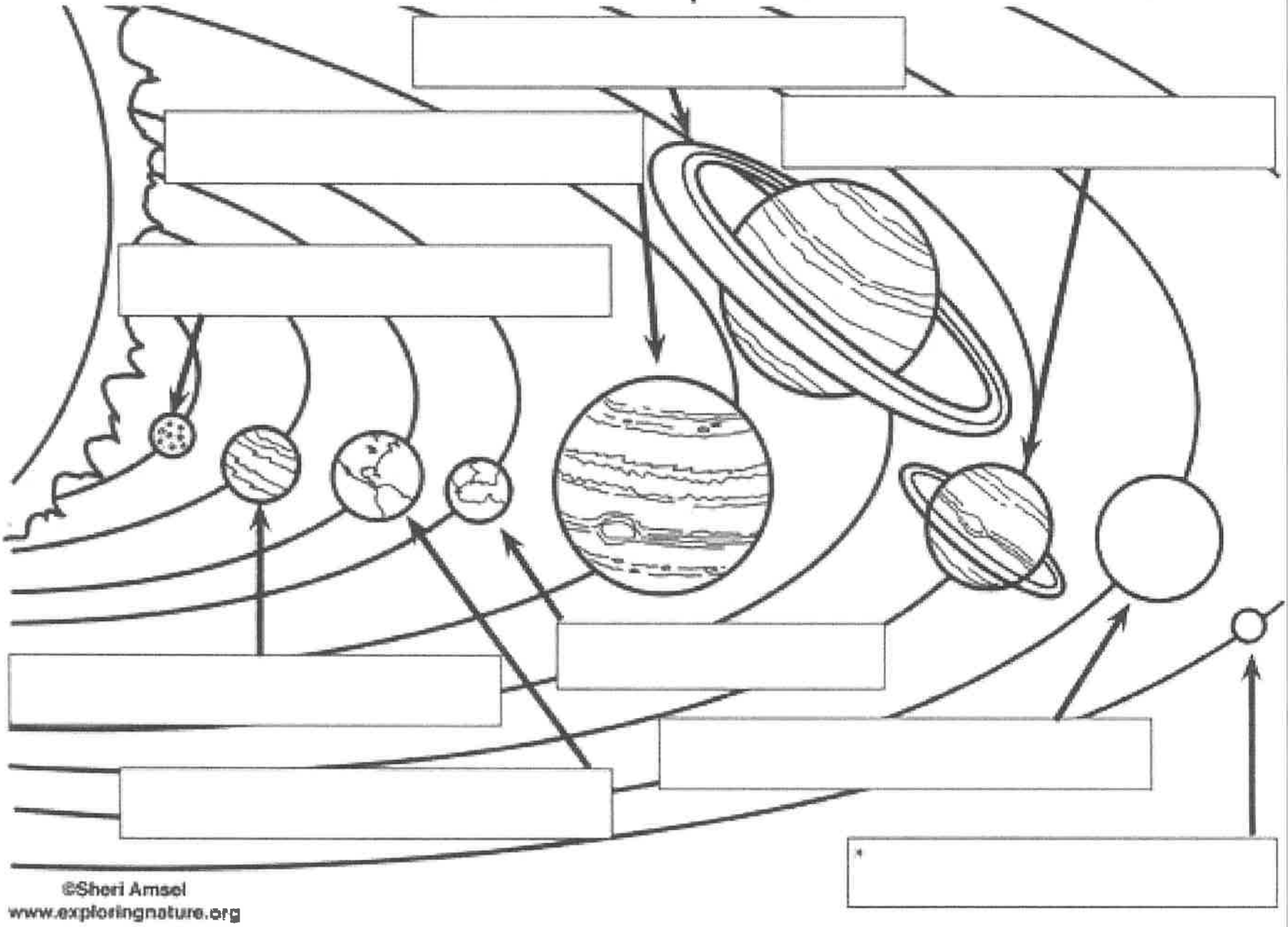
Athens and Sparta

Athens and Sparta were both city states in ancient Greece. They were similar in their forms of government, in that both cities had an Assembly whose members were elected by the people. But while Sparta was ruled by two kings, Athens was ruled by elected "archons." Because all elements of its government were elected, Athens is generally considered to be the birthplace of democracy. Despite this similarity, Athens and Sparta were rivals. Though they were close to one another geographically, they had very different values, and their daily lives were nothing alike.

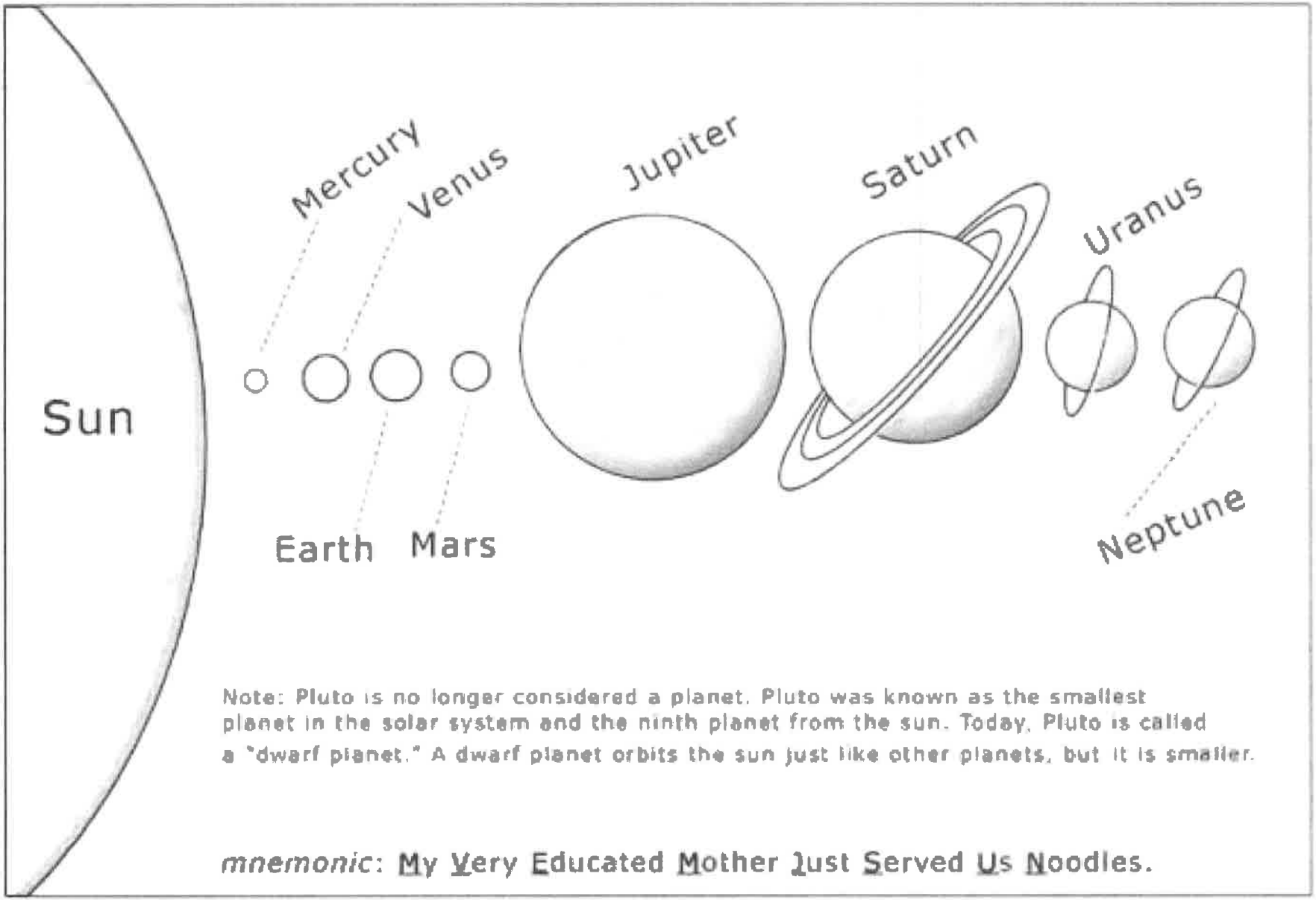
Athens valued education, arts, and sciences, and military training was not compulsory. In Sparta, though, life was focused on obedience and war. The use of slaves made it possible for the men to leave home for military training and service. Because they were a culture of warriors, Sparta led Greece's defenses for many years, and their heroism at the Battle of Thermopylae during the Persian War inspired everyone in Greece to repel the advancing Persians. In spite of their differences, Spartans and Athenians fought together against the Persians at the Battle of Plataea to end the Persian invasion.

Athens and Sparta had very different ideas of what their role should be in regards to the rest of the country. Sparta generally kept to itself, providing military assistance to others in the country whenever it was needed. Athens, however, wanted to have power and influence over the lands around it. Their attempts to control the rest of Greece eventually led to the Peloponnesian War, which lasted for 10 years. Though the victor, Sparta did not burn Athens. They allowed it to remain as it had been — a cultural and artistic leader — provided it no longer sought to rule the rest of the country.

Label the Planets in Our Solar System (*Include the Dwarf Planet)



SOLAR SYSTEM



Note: Pluto is no longer considered a planet. Pluto was known as the smallest planet in the solar system and the ninth planet from the sun. Today, Pluto is called a "dwarf planet." A dwarf planet orbits the sun just like other planets, but it is smaller.

mnemonic: **M**y **V**ery **E**ducated **M**other **J**ust **S**erved **U**s **N**oodles.

Day 20

_____ **Math:** Review of integers. Lesson 7-3 *Model Integers*

Use your notes and assignment pages to help you complete this review. Two double-sided pages.

_____ **Reading:** Complete the illustration and journal entry. Journal entries must be 5 sentences or more.

_____ **Social Studies:** None

_____ **Science:** Solar System Scramble: Unscramble the letters to find the names of all of the planets in our solar system. On the back, create your own silly sentence to remember the names of the planets in order. Observe the moon tonight and shade the appropriate day of the calendar to match what you see when you look at the moon.

Day 20- Review of Integers

Read Key Concept and Vocabulary for Lesson 7-3 *Model Integers*.

Look at Example 1 (Read Carefully) and then do *Your Turn*. Pay careful attention to the directions.

***Remember- The integer that is farthest to the right is the greatest and the integer farthest to the left is the least.

Assignment for Day 20- Complete Lesson 7-3 *Model Integers* worksheets.

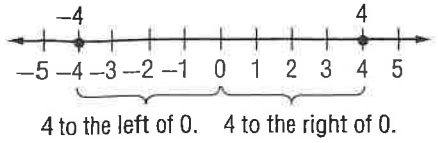
Lesson 7-3

Model Integers

KEY Concept

Whole numbers are zero and the counting numbers.

Opposites are numbers the same distance from zero but in the opposite direction. For example, the opposite of 4 is −4.



−4 is read "negative 4" not "minus 4." "Minus" indicates the operation of subtraction, and "negative" indicates a number less than 0.

Integers are whole numbers and their opposites.

...−5, −4, −3, −2, −1, 0, 1, 2, 3, 4, 5,...

Positive numbers are numbers that are greater than zero, and **negative numbers** are numbers that are less than zero.

The number zero is neither positive nor negative.

VOCABULARY

integers
the whole numbers and their opposites
Example: ...−3, −2, −1, 0, 1, 2, 3,...

negative number
a number that is less than zero

opposites
numbers that are the same distance from 0 in opposite directions
Example: 3 and −3

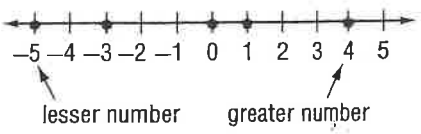
positive number
a number that is greater than zero

whole numbers
the set of all counting numbers and zero

Example 1

Graph the integers 4, −3, 0, −5, and 1 on a number line. Then write them in order from least to greatest.

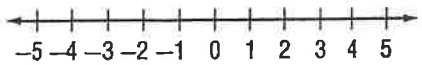
1. On the number line, place a dot at each of the numbers.



2. The numbers in order from least to greatest are **−5, −3, 0, 1, 4.**

YOUR TURN!

Graph the integers 3, −2, 1, 5, and −1 on a number line. Then write them in order from least to greatest.

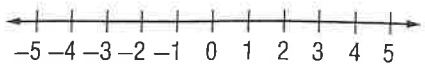


1. On the number line, place a dot at _____.

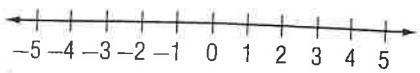
2. The numbers in order from least to greatest are _____.

Write <, =, or > in each circle to compare each number pair.

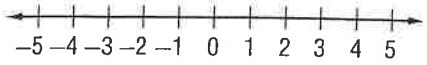
4 $-1 \bigcirc 0$



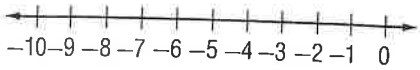
5 $-2 \bigcirc -4$



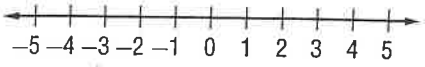
6 $3 \bigcirc 4$



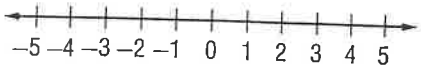
7 $-6 \bigcirc -7$



8 $-3 \bigcirc 1$



9 $5 \bigcirc -1$



Step by Step Problem-Solving Practice

Solve.

10 **WEATHER** The temperature in the morning was 5°F (Fahrenheit). The temperature at noon was 10°. By the evening, temperature was −5°. What was the highest temperature?

Understand Read the problem. Write what you know.

The temperature began at _____. Then it was _____. By evening, the temperature was _____.

Plan Pick a strategy. One strategy is to draw a diagram. Make a line to represent a thermometer. Mark the 0. Then mark it in 5-degree increments.

Solve Begin at 5°F. Then mark 10°F and −5° F.

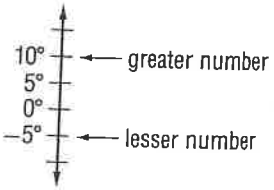
The highest temperature was _____.

Check Does the answer make sense? Look over your solution. Did you answer the question?

Problem-Solving Strategies

- ☑ Draw a diagram.
- ☐ Use logical reasoning.
- ☐ Make a table.
- ☐ Solve a simpler problem.
- ☐ Work backward.

A vertical number line is often used when measuring temperature. When this happens, the positive numbers go up, and the negative numbers go down.

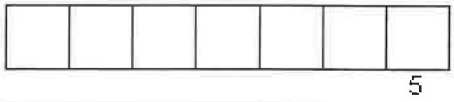


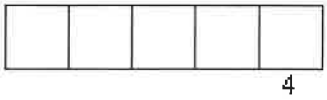
GO ON

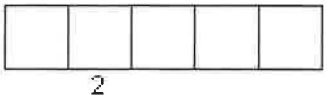
Name: _____ NTI Day #20

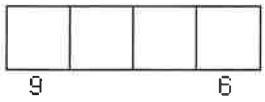
Directions: In the blank space below, draw and color (if you can) your favorite part of the play from yesterday. Include the setting, the characters, and any other important items that help show what is happening in the scene!

SOLAR SYSTEM SCRAMBLE

EMRCYUR 

VSNEU 

HERAT 

MRAS 

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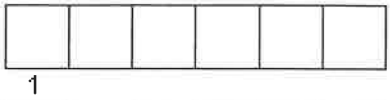
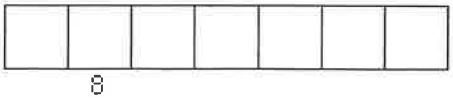
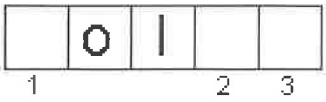
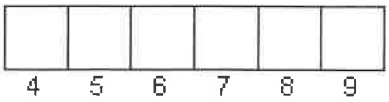
ASRUNT 

ASUUURN 

NPNUEET 





Unscramble the letters to find the names of all the planets in our Solar System. Then use the code to find the hidden phrase!