

Packet #4

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 8

This student work packet is for Weeks 7 – 9 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

Chicago Public Library Access

**Chicago residents only*

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1.) Apply for an eCard at https://tinyurl.com/LEARNCPCLcard 2.) Access eBooks, audible books, and other online resources 3.) Check out other resources at https://chipublib.overdrive.com/	1.) Go to: https://www.chipublib.org/ 2.) Select: "Browse" 3.) Choose "eBooks" under "By Format" 4.) Check out other resources at https://chipublib.overdrive.com/

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Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

1.) Complete the temporary library card form

2.) Access online resources at:

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(Student Name)

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

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Practice Deriving $y = mx + b$

- Study the Example showing how to write the equation of a line in slope-intercept form from a graph. Then solve problems 1–5.

Example

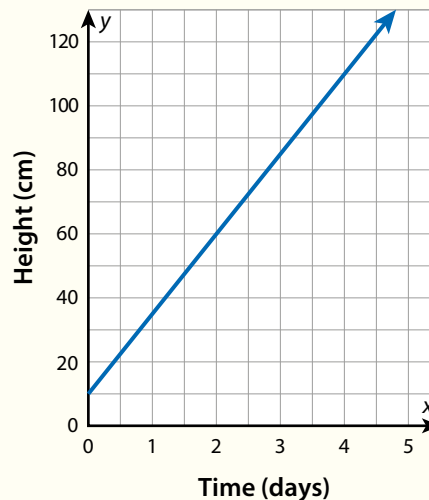
An oceanographer is studying the growth of giant kelp. She selects one giant kelp plant and records its height each day. Then she draws this graph. What is the equation of the line in slope-intercept form? Define your variables.

(0, 10) and (2, 60) are two points on the line.

$$\begin{aligned} m &= \frac{60 - 10}{2 - 0} \\ &= \frac{50}{2}, \text{ or } 25 \quad \text{The slope is 25.} \end{aligned}$$

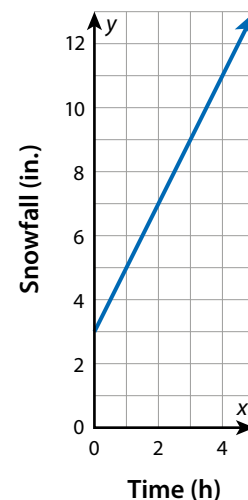
The line intersects the y-axis at (0, 10).
The y-intercept is 10.

The equation $y = 25x + 10$ shows the height, y , of the giant kelp plant after x days.



- 1 What do the slope and y-intercept in the Example represent in this situation?

- 2 A meteorologist tracks the amount of snowfall over a 5-hour period. She graphs her measurements. What is the equation of the meteorologist's line in slope-intercept form? Define your variables.



Fireflies

by ReadWorks

"Once you're in the field, make a beeline for the climbing wall," Vivian said to a circle of girls crouched behind the cabin. "And no flashlights."

It was Greta's first year at Camp Kalawallah, but Vivian had been going each summer since she was six years old. As Fern 6's cabin vet, Vivian was the one to ask about sneak-outs and socials. When it was time for the first social, Vivian made sure that all the girls knew the drill: no one dances until the oldest girls, the Sequoias, dance on their own with the oldest boys, the Oaks. Also, if a boy particularly likes you, he'll ask early in the night for the last dance.

She also knew just what to do when, only a couple minutes into their journey, they saw a counselor's flashlight in the distance.

"Shhh. Art porch," Vivian whispered.

Greta and the rest of the girls followed Vivian as she veered off their course and to the art house, shuffling underneath its deck. Greta breathed into the darkness. A set of eyes seemed to pop out of the pitch black in front of her, and she nearly shrieked. In a millisecond, her mind raced between conclusions: was it a fox, a deer, the camp director, or maybe Liam?

"Hey, Greta." There was an unmistakable squeak in the voice. It was Meredith, one of the Sequoias.

"Hey," Greta whispered back, noticing sets of eyes younger and older all around her.

A beam of light shone from across the tennis court. It moved forward, hitting the path in front of the art house, but leaving the slope beneath the porch dark. Greta smiled. Not only had they not gotten caught, but Meredith knew her name.

Once the light was out of sight, it was a mad dash across the field, the girls weaving around each other in a sort of focused chaos. Greta was a fast sprinter, and she was the first to make it past the climbing wall to the little clearing in the woods. She was so caught up in the excitement of it all, she'd practically forgotten what she was there for.

Until she saw the boys. All twelve of them, Liam included. She sat right next to him. She tried to quiet her heavy breath and wiped the sweat from her forehead. She prayed that she'd remembered to put on deodorant.

"You're fast, huh?"

It was the second time he'd spoken to her. The first time, she'd been balancing all the Fern 6 girls' empty cups on her tray, bringing them to the dishwasher. Every snack time, it was a different girl's duty to put the cups away. Her stack had just toppled on the tray, and one cup was about to hit the ground when a hand caught it in midair.

The hand rose up, placing the cup on the tray and restacking the other cups in three shorter towers. "Four to a stack. Any higher and they'll fall."

She smiled, unable to say anything more than "Thank." Not "Thank you," or "Thanks." Just, "Thank." Mortifying.

Yet, here he was, smiling at her. Maybe he hadn't noticed how weird she was being after all. She remembered that she had put on her deodorant, and she smiled back.

"Gotta be quick. The watchdogs are out."

Those eyes. Even in the dark, she could see the flash of green, and they gave her the same unbearable pang she'd felt that time in the kitchen. Even in the dark, it was too much to handle.

She looked away, down at her wrists. She played with the bracelet she had made in her arts and crafts elective, focusing on the maroon and navy threads.

"So, where are you from, anyway?"

Greta looked up. He was still looking right at her. She decided to focus on his forehead. That she could handle.

"A small town near Boston. You?"

"Do I have something...?" Liam touched his forehead.

"Um, just a mosquito. It's gone now."

"Oh. I'm from Iowa. Middle of nowhere."

"Don't they have sleepaway camps out there?" The question immediately felt stupid and rude.

"Yeah, they do, but my dad's from Maine and wanted me to get the 'real New England camp experience' like he did."

"Did he go to Kalawallah?"

"Yep. And to tell you the truth, I was pretty upset that he made me come here. My two best friends were going to a camp closer to home. I just wanted to go with them."

"Well, my sister told me that sometimes it's best to do new things on your own. I think she's right," Greta said, surprised at the ease with which she was speaking. "You might feel lonely for a second, but then you can make new friends and experience new things."

She looked around. All the other girls were there now, too, chatting and giggling. A few seemed to be staring at her. Her face turned hot.

"Anyway," he said, so close she could feel the warmth of his breath, "I'm pretty glad I'm here now."

Could he possibly be saying he was glad he was there because of her? No. If he really liked her, he would've asked her for the last dance at the social instead of dancing with Julia from Fern 7. She was a fourteen-year-old. Greta didn't stand a chance.

"Truth or dare, Evan?" Vivian asked, bringing Greta back to everyone in the woods.

"Always dare," Evan said with a grin.

Vivian huddled with two other girls for a minute. They erupted with laughter before turning back to the group, and everyone was eager to hear what they had come up with. Evan looked ready for anything. But just as Vivian was about to deliver the dare, a light flashed in the woods.

"Hey! Don't move!" a voice called, the flashlight coming toward them.

"Run!" everyone seemed to yell at once, and the group took off, dispersing in the field and woods.

Greta started to run anxiously, her stomach tumbling. The nervous butterflies were suddenly gone. These were fireflies.

Name: _____ Date: _____

1. Where is Greta spending her summer?

- A. in a cabin with her family
- B. at a sleepaway camp in Iowa
- C. in a forest of giant sequoias
- D. at Camp Kalawallah

2. What point of view is this story told from?

- A. third person omniscient point of view
- B. third person limited point of view
- C. second person point of view
- D. first person point of view

3. Greta and the other campers are not supposed to be out at night. What evidence in the story supports this conclusion?

- A. Greta, Liam, and the other campers in the woods start to play a game of Truth or Dare.
- B. Greta and the campers she is with meet a group of male campers in a little clearing in the woods.
- C. Greta and the campers she is with hide under the deck of the art house when they see a counselor's flashlight.
- D. Vivian, a "cabin vet," makes sure all the campers in her cabin know how they are supposed to behave at the first social.

4. Read these sentences from the text.

Greta was a fast sprinter, and she was the first to make it past the climbing wall to the little clearing in the woods. She was so caught up in the excitement of it all, she'd practically forgotten what she was there for.

Until she saw the boys. All twelve of them, Liam included. She sat right next to him. She tried to quiet her heavy breath and wiped the sweat from her forehead. She prayed that she'd remembered to put on deodorant.

Based on these sentences, what can you conclude about how Greta feels around Liam?

- A. Greta feels depressed around Liam.
- B. Greta feels guilty around Liam.
- C. Greta feels confident around Liam.
- D. Greta feels self-conscious around Liam.

5. What is a theme of this story?

- A. the excitement of meeting new people and experiencing new things
- B. the role that chance plays in determining the course of people's lives
- C. the importance of learning from your mistakes instead of regretting them
- D. the chaos that occurs when people have too much freedom

6. Read these sentences from the text.

Well, my sister told me that sometimes it's best to do new things on your own. I think she's right,' Greta said, surprised at the ease with which she was speaking. 'You might feel lonely for a second, but then you can make new friends and experience new things.'

She looked around. All the other girls were there now, too, chatting and giggling. A few seemed to be staring at her. Her face turned hot.

'Anyway,' he [Liam] said, so close she could feel the warmth of his breath, 'I'm pretty glad I'm here now.'

Could he possibly be saying he was glad he was there because of her? No. If he really liked her, he would've asked her for the last dance at the social instead of dancing with Julia from Fern 7.

Whose thoughts are being conveyed in the last paragraph?

- A. Julia's thoughts
- B. the author's thoughts
- C. Liam's thoughts
- D. Greta's thoughts

7. Read these sentences from the text.

A set of eyes seemed to pop out of the pitch black in front of her, and she nearly shrieked. In a millisecond, her mind raced between conclusions: was it a fox, a deer, the camp director, or maybe Liam?

What punctuation mark could replace the colon in the last sentence?

- A. a quotation mark
- B. a dash
- C. a comma
- D. a question mark

Current Events Log

Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

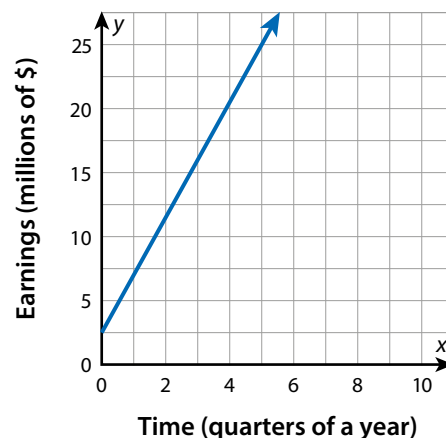
PART 1

My favorite form of entertainment lately has been ...



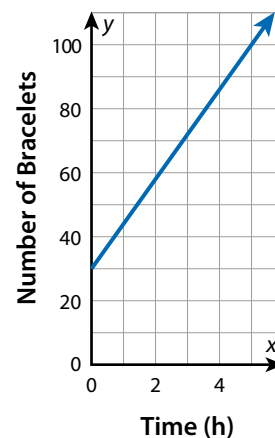
My favorite form of entertainment lately has been ...

- 3 The growth in earnings for a digital music service is shown in the graph. What is the equation of the line? Show your work. Define your variables.



SOLUTION

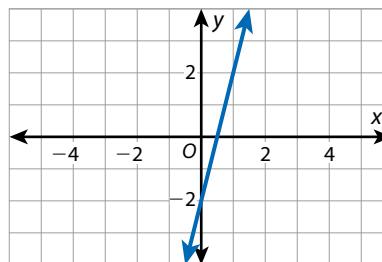
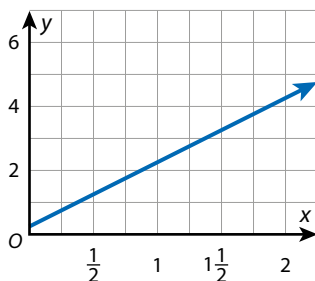
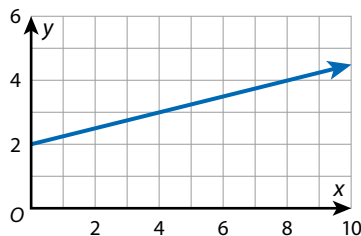
- 4 Daria and her brother want to make 100 bracelets to sell at a craft fair. They have made some already. Daria made this graph to show how they can reach their goal. The equation of Daria's line is $y = 14x + 30$ where y is the number of bracelets and x is the time in hours.



- What is the slope of the line?
- What is the y-intercept?

- 5 Write each linear equation under the graph of its line.

$$y = 4x - 2 \quad y = \frac{1}{4}x + 2 \quad y = 2x + \frac{1}{4}$$



Rosa Parks: 100th Birthday

by Barack Obama



100TH ANNIVERSARY OF THE BIRTH OF ROSA PARKS

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

On December 1, 1955, our Nation was forever transformed when an African-American seamstress in Montgomery, Alabama, refused to give up her seat on a city bus to a white passenger. Just wanting to get home after a long day at work, Rosa Parks may not have been planning to make history, but her defiance spurred a movement that advanced our journey toward justice and equality for all.

Though Rosa Parks was not the first to confront the injustice of segregation laws, her courageous act of civil disobedience sparked the Montgomery Bus Boycott -- 381 days of peaceful protest when ordinary men, women, and children sent the extraordinary message that second-class citizenship was unacceptable. Rather than ride in the back of buses, families and friends walked. Neighborhoods and churches formed carpools. Their actions stirred the conscience of Americans of every background, and their resilience in the face of fierce violence and intimidation ultimately led to the desegregation of public transportation systems across our country.

Rosa Parks's story did not end with the boycott she inspired. A lifelong champion of civil rights, she

continued to give voice to the poor and the marginalized among us until her passing on October 24, 2005.

As we mark the 100th anniversary of Rosa Parks's birth, we celebrate the life of a genuine American hero and remind ourselves that although the principle of equality has always been self-evident, it has never been self-executing. It has taken acts of courage from generations of fearless and hopeful Americans to make our country more just. As heirs to the progress won by those who came before us, let us pledge not only to honor their legacy, but also to take up their cause of perfecting our Union.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim February 4, 2013, as the 100th Anniversary of the Birth of Rosa Parks. I call upon all Americans to observe this day with appropriate service, community, and education programs to honor Rosa Parks's enduring legacy.

IN WITNESS WHEREOF, I have hereunto set my hand this first day of February, in the year of our Lord two thousand thirteen, and of the Independence of the United States of America the two hundred and thirty-seventh.

BARACK OBAMA

Name: _____ Date: _____

1. What did Rosa Parks refuse to do on December 1, 1955?

- A. give up her bus seat to a white person
- B. ride on the Montgomery city buses
- C. give up on the Montgomery Bus Boycott
- D. accept second-class citizenship

2. What was the direct effect of Rosa Park's civil disobedience?

- A. Other African-Americans refused to give up their bus seats.
- B. African-Americans realized they were being treated unjustly.
- C. African-Americans boycotted the Montgomery buses.
- D. December 1st became a national holiday.

3. Through the Montgomery Bus Boycott, African-Americans showed they were tired of being treated as inferior to white Americans. What evidence from the passage best supports this conclusion?

- A. "Though Rosa Parks was not the first to confront the injustice of segregation laws, her courageous act of civil disobedience sparked the Montgomery Bus Boycott."
- B. "Ordinary men, women, and children sent the extraordinary message that second-class citizenship was unacceptable."
- C. "Their resilience in the face of fierce violence and intimidation ultimately led to the desegregation of public transportation systems across our country."
- D. "Rather than ride in the back of buses, families and friends walked. Neighborhoods and churches formed carpools."

4. What was the main reason why President Obama gave this speech?

- A. to remind Americans of the injustices faced by African-Americans
- B. to teach Americans about the life and work of Rosa Parks
- C. to encourage Americans to do acts of civil disobedience
- D. to honor Rosa Parks and ask Americans to observe her birthday

5. What is this passage mostly about?

- A. the legacy of Rosa Parks
- B. the Montgomery Bus Boycott
- C. desegregation of public transportation
- D. the merits of civil disobedience

6. Read the following sentences: "On December 1, 1955, our Nation was forever transformed when an African-American seamstress in Montgomery, Alabama, refused to give up her seat on a city bus to a white passenger. Just wanting to get home after a long day at work, Rosa Parks may not have been planning to make history, but her **defiance** spurred a movement that advanced our journey toward justice and equality for all."

What does "**defiance**" mean as used in this sentence?

- A. act of stopping something from happening
- B. permission to do something
- C. refusal to obey someone or something
- D. act of accepting the authority of someone

7. Choose the answer that best completes the sentence below.

For 381 days, African-Americans boycotted the city buses in Montgomery; _____, this boycott led to the desegregation of public transportation across America.

- A. however
- B. ultimately
- C. particularly
- D. namely

8. What does President Obama call on Americans to do on February 4, 2013?

9. What was the Montgomery Bus Boycott, and what message did it hope to send?

10. "Although the principle of equality has always been self-evident, it has never been self-executing. It has taken acts of courage from generations of fearless and hopeful Americans to make our country more just."

Explain what this quote means and how it relates to Rosa Parks.

Current Events Log

Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

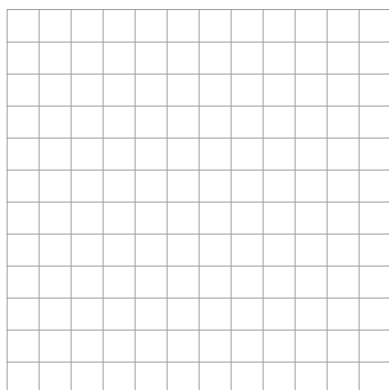
PART 1

If I could trade places with a famous person for a day, I'd choose ... because ...

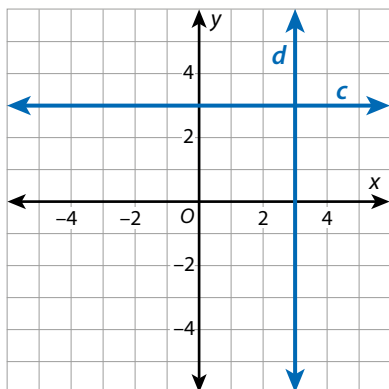


- 2 Tameka signs up for membership at a rock climbing gym. She pays a one-time \$100 membership fee. Then she will pay a \$25 monthly fee. The equation $y = 25x + 100$ can be used to find y , the total cost of a gym membership for x months. What is the slope of the line? What is the y -intercept?

- 3 Graph the linear equation $y = -\frac{1}{2}x - 1.5$. Show your work.

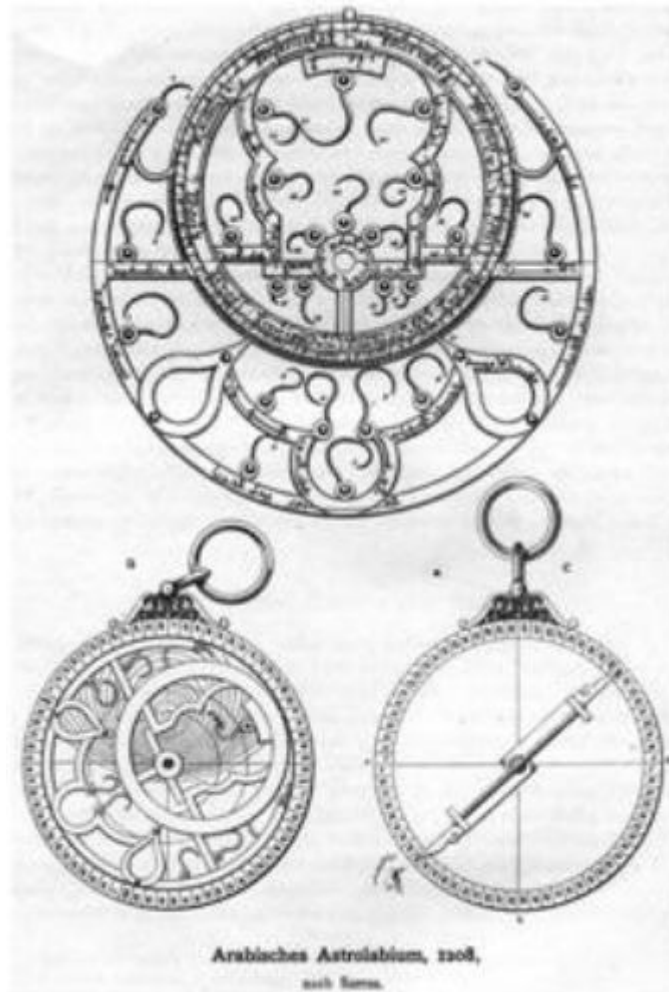


- 4 Which line has the equation $y = 3$? Which has equation $x = 3$? Explain how you know.



The Age of Exploration

by ReadWorks



For thousands of years, people have been fascinated with world exploration and discovering new places and cultures. Historically, one of the most efficient ways to navigate the world was traveling by sea. From the ancient Greeks to medieval Spanish kings, exploration was a major goal for governments because it offered the prospect of new commercial operations and trade routes. For example, Spanish ships could sail to China and bring back Chinese spices and silks (which were unavailable on mainland Europe) to sell to Spanish markets. Early explorers relied on a navigational system called "dead reckoning," or calculating their position based on previous positions (like landmasses) and their estimated velocity and drift to make sure they did not veer off course; however, this method was an inexact science. As exploration became more important for Europe's economic interests, advanced devices that made exploration easier and more exact were developed.

The "age of exploration" marked a new frontier for sea navigation. This epoch began in the 15th century when Portugal and Spain started to expand their commercial interests and trade routes across the oceans, resulting in the exchange of goods and sometimes even traditions. Sailors used new technologies to navigate across the world, including a device called the quadrant, a fan-shaped

magnetic object that measured the altitude of stars, the moon, and the sun in order to determine the latitude of a ship. Another device was the compass, which used Earth's magnetic poles to point navigators north, south, east, or west. Time-keeping devices, like hourglasses, were important in calculating how far and how fast a ship had sailed. Early navigators also used maps, although these were not always accurate and were often written during the course of the exploration. These maps were then improved upon with new explorations.

It was an exciting time to be an explorer. Governments would pay men to navigate ships across the open seas and discover new lands. One of the most famous explorers was Christopher Columbus, the Italian navigator who set out to find a more efficient route to India and instead stumbled upon what is now known as Central America and South America. At the time of his sailing, Columbus only had a few navigational instruments available to him, including the compass, an astrolabe (a device that predicted the location of stars and helped explorers determine their latitudinal or vertical position on a globe), a quadrant, and incomplete maps. Columbus's incomplete knowledge of world geography and the imprecise navigational devices he brought with him caused him to inadvertently discover the Americas and all the rich natural resources available there.

You can imagine the difficulties explorers had with the available technologies during Columbus's time when you think about Columbus's experience. He meant to travel from Spain to India, which we now know would have required him to sail first west, then south, then north. Instead, Columbus traveled west and believed he had reached the farthest place from Spain, the complete opposite side of the world: India. On the one hand, the tools' inaccuracies made exploration by sea inconsistent and unpredictable; on the other, explorers at the time had limited knowledge of the world's geography, which also hindered exploration of unknown territory. These issues, along with the financial risks involved, made it difficult for some governments and kings to agree to fund explorations during which their navigators could become irretrievably lost.

As time went on, more European countries began to explore the world. In the late 17th century, Great Britain joined the navigational tool race, developing modern tools such as the sextant and the chronometer, which replaced tools used by the earliest explorers. The sextant was used to measure the angles between the horizon and celestial objects in order to determine the ship's latitude. Longitude was nearly impossible to calculate until the invention of the chronometer, an accurate timekeeping device. These modern inventions arrived after much of the world had already been explored, but allowed ship captains to cut down the length of time they were at sea, and improved accuracy in route planning.

Name: _____ **Date:** _____

1. According to the passage, what was historically one of the most efficient ways to navigate the world?

- A. traveling on foot
- B. traveling by sea
- C. traveling by horse
- D. traveling by air

2. The passage lists different navigational instruments available to explorers. Which of the following navigational instruments was not available to Christopher Columbus?

- A. the sextant
- B. the astrolabe
- C. the compass
- D. the quadrant

3. Limited knowledge of world geography was a problem for early exploration. What evidence from the passage supports this conclusion?

- A. Navigational maps were improved with each new exploration.
- B. Columbus set out to find a more efficient trade route to India.
- C. Columbus unintentionally sailed to the Americas.
- D. The compass used Earth's magnetic poles to direct navigators.

4. How did navigational tools change from the 15th century to the 17th century?

- A. They became larger.
- B. They became smaller.
- C. They became less accurate.
- D. They became more accurate.

5. What is this passage mostly about?

- A. Christopher Columbus's discovery of America
- B. the tools and challenges of exploration by sea travel
- C. tools made by the United Kingdom in the 17th century
- D. why governments were hesitant to fund explorations

6. Read the following sentence: "Columbus's incomplete knowledge of world geography and the imprecise navigational devices he brought with him caused him to **inadvertently** discover North America and all the rich natural resources available there."

As used in this sentence, what does "**inadvertently**" mean?

- A. happily
- B. purposefully
- C. accidentally
- D. fortunately

7. Choose the answer that best completes the sentence below.

Early navigational techniques such as "dead reckoning" were imprecise; _____, exploring uncharted seas was challenging and inconsistent.

- A. consequently
- B. otherwise
- C. ultimately
- D. especially

8. Why was exploration a major goal for governments?

Current Events Log


Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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PART 1

The school bus I'd design would have ...



The school bus I'd design would have ...

Practice Graphing a Linear Equation Given in Any Form

- Study the Example showing how to graph a linear equation given in any form. Then solve problems 1–4.

Example

Conan has some money to spend on gas for his car. The linear equation $5x + 2y = 100$ represents y , the amount of money he has left after buying x gallons of gas. Graph the equation. What part of the graph represents this situation?

Find two points on the line by substituting 0 for x and y .

$$5(0) + 2y = 100$$

$$2y = 100$$

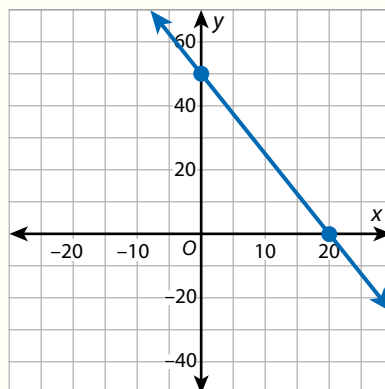
$$y = 50$$

$$5x + 2(0) = 100$$

$$5x = 100$$

$$x = 20$$

Plot $(0, 50)$ and $(20, 0)$ and draw a line through them. The situation is represented in Quadrant I of the graph.



- 1 a. Write the equation from the Example in slope-intercept form.
- b. What is the slope of the line? What is the y -intercept?
- 2 Madison is reeling in her kite string at a steady rate. The linear equation $3y - 9x = -81$ can be used to find y , the number of feet of kite string she still needs to reel in after x seconds. Are the points $(0, -27)$ and $(-9, 0)$ on the line? Show your work.

Vocabulary

slope

for any two points on a line, the $\frac{\text{rise}}{\text{run}}$ or $\frac{\text{change in } y}{\text{change in } x}$.

slope-intercept form

a linear equation in the form $y = mx + b$, where m is the slope and b is the y -intercept.

y -intercept

the y -coordinate of the point where a line intersects the y -axis.

SOLUTION

Wetlands and Habitat Loss

by Elaine Mao



What image comes to mind when you think of a swamp? How about a marsh or a bog? Chances are you had a similar image in your mind for all of these. That's because these are, in fact, very similar environments. In everyday use, it is common to use these terms interchangeably, and while there are minute differences among the three land areas, they all belong to the same general category: wetlands.

A wetland is an area of land that is filled or covered with water for at least part of the year. Wetlands are neither completely dry nor completely underwater. They are known as "transition zones" because they are the link between water and land, and they have a unique combination of the characteristics of both. The special characteristics of these "transition zones" enable them to support plant and animal life not found anywhere else. A common nickname for wetlands is "nurseries of life."

Chances are, however, when you envisioned a swamp (or a marsh or a bog), you conjured up an image of a rather unpleasant place: creepy and shadowy, muddy, overrun with snakes and insects. Would it ever occur to you that this could be the kind of place we would want to save and preserve? Probably not.

Wetlands have historically been regarded as wastelands and centers of disease and insect infestation, and humans have sought to avoid or eliminate them when possible. Since the 18th century, more than half of the original wetlands in the United States have been degraded or destroyed. In the 19th century, there was a massive push to drain the wetlands, which harbored malaria-bearing mosquitoes, after a series of yellow fever epidemics. Since then, further destruction has occurred as a result of human activities, such as agriculture, industrialization and development.

Wetlands have been drained and converted to farmland, filled in to provide more opportunities for residential and industrial development, or used as dumping grounds for waste. Other human activities, such as pollution, while not directly targeted at eliminating wetlands, have also played a role in the process.

However, in recent decades, attitudes about wetlands have changed. People have begun to realize that wetlands are valuable and productive ecosystems that fulfill an essential function for both humans and wildlife. Due to their unique characteristics, wetlands can support a wide diversity of plants, mammals, reptiles, birds and fish. They also control floodwaters and protect us from storms and hurricanes. Wetlands also improve water quality by filtering, cleaning and storing water. Lastly, many people rely on wetlands for their livelihood, as they are important centers for hunting, fishing and recreation.

The state of Louisiana, in the United States, relies heavily on wetlands, and is one of the regions of the country that has been most adversely affected by wetlands destruction. Southern Louisiana has some of the most extensive wetlands in the United States, containing approximately 40 percent of the country's total wetlands area. This is because Louisiana is located at the drainage gateway where the Mississippi River meets the Gulf of Mexico. Much of the region's economy and culture is built around the wetlands. However, Louisiana's wetlands are quickly disappearing. Although the state has only 40 percent of the country's wetlands, it also bears 80 percent of the country's wetland losses. Every 38 minutes, the equivalent of a football field is lost. This has serious implications for the region's wildlife and economy, as well as the ability of the region to withstand natural disasters.

The Louisiana wetlands are home to a variety of animals, including alligators, snakes, turtles, coyotes, muskrats, armadillos, pelicans and egrets, among others. The wetlands are a crucial resource for many endangered species. In fact, more than one-third of the United States' threatened and endangered species live only in wetlands, and more than one-half use the wetlands at some point in their lives for breeding, nesting or raising their young. Many species of migratory birds depend on the wetlands and would go extinct if the wetlands were destroyed.

The wetlands are also essential to the state's fishing industry, providing a habitat for fish, shrimp, oysters and crabs. As of 2013, Louisiana's commercial fishing industry is responsible for 25 percent of all seafood produced in the United States, with the highest production of shrimp, oysters and freshwater fish in the nation. Approximately one in every 70 jobs in the state is related to the fishing industry. The destruction of the wetlands would have disastrous consequences for the economy of the area and the livelihoods of many of Louisiana's residents.

In addition to endangering the wildlife and economic prosperity of an area, the loss of wetlands also puts humans at risk. Wetlands serve as a natural buffer zone against storms and hurricanes, slowing down the storms and reducing their force before they move inland. However, as the wetlands disappear, some cities are becoming more exposed.

The city of New Orleans, Louisiana, has already suffered the consequences of this gradual depletion of wetland buffer zones. In 2005, Hurricane Katrina, one of the deadliest and most destructive hurricanes in the entire history of the United States, hit the Gulf Coast. There were more than 1,800 casualties, with the greatest number of them concentrated in New Orleans. Eighty percent of the city was flooded, and there were more than 700 dead. Many blamed the destruction of New Orleans on the failure of the levees, which are manmade barriers that prevent water from flooding into a city. However, scientists and researchers believe that the hurricane would have done far less damage to

the city if the surrounding wetlands had been intact. Since the storm, there has been a greater national focus on preserving and restoring the wetlands on the Gulf Coast. Preserving our wetlands and maintaining a buffer zone against storms will only become more crucial in the future, as climate change may increase both the frequency and the severity of extreme weather events such as hurricanes.

In recent decades, since the importance of wetlands became apparent, there has been a push toward better education and regulation. The U.S. Environmental Protection Agency (E.P.A.) has declared the month of May to be American Wetlands Month, which is dedicated to celebrating the ways in which wetlands enrich our lives and the environment.

Regulation has also been an important tool in the fight against wetlands loss. Since 1998, the United States has maintained a "no net loss" wetlands policy. This means that the total area of wetlands in the country must either remain constant or increase. If wetlands are destroyed for agriculture, development, or any other reason, the effect must be balanced out by restoring or reclaiming wetlands elsewhere. The policy has had a dramatic effect in slowing the rate of wetlands loss.

Name: _____ Date: _____

1. What is a wetland?

- A. a business that makes its money from hunting or fishing
- B. a city on a coast where floods occur, often resulting in the loss of human life
- C. a "no net loss" policy requiring the amount of something to remain constant or increase
- D. an area of land that is filled or covered with water for at least part of the year

2. destruction of wetlands is an effect. What is one of its causes?

- A. Regulation has been an important tool in protecting wetlands.
- B. Wetlands have been drained and converted to farmland.
- C. Many species of migratory birds depend on the wetlands.
- D. Louisiana has some of the most extensive wetlands in the United States.

3. Wetlands serve important purposes for humans.

What information from the passage supports this statement?

- A. Wetlands have historically been regarded as centers of disease and insect infestation.
- B. Wetlands can protect people from storms and help them earn a living through fishing.
- C. Louisiana is located at the drainage gateway where the Mississippi River meets the Gulf of Mexico.
- D. Hurricane Katrina caused more than 1,800 casualties, including over 700 in New Orleans.

4. How have attitudes about wetlands changed in recent decades?

- A. People have become less willing to regulate the destruction of wetlands than they used to be.
- B. People have become more concerned about the threat of disease from wetlands than they used to be.
- C. People have become more interested in protecting wetlands than they used to be.
- D. People have become less interested in protecting wetlands than they used to be.

5. What is this passage mainly about?

- A. Louisiana
- B. Hurricane Katrina
- C. malaria
- D. wetlands

6. Read the following sentence: "Chances are, however, when you envisioned a **swamp** (or a marsh or a bog), you conjured up an image of a rather unpleasant place: creepy and shadowy, muddy, overrun with snakes and insects."

What does the word **swamp** mean in the sentence above?

- A. a piece of land that is partly covered by water
- B. a state that is on the Gulf of Mexico
- C. a job related to the hunting or fishing industry
- D. an animal species that is in danger of dying out

7. Choose the answer that best completes the sentence below.

For years people wanted to avoid or destroy wetlands; _____, many people want to save wetlands.

- A. previously
- B. currently
- C. in closing
- D. as an illustration

8. What is happening to Louisiana's wetlands?

Current Events Log

Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

[illegible]

Practice Linear and Nonlinear Functions

- Study how the Example shows how to determine whether a function is linear or nonlinear. Then solve problems 1–4.

Example

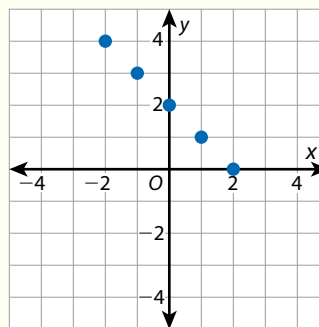
Use a graph to determine whether the function is a linear function.

Input: x , a number; Output: y , 2 more than -1 times x

Make a table of input and output values.

Input (x)	-2	-1	0	1	2
Output (y)	4	3	2	1	0

Graph the (input, output) pairs. The points lie on a straight line. Plotting more points will continue to follow the same straight line. The function is linear.

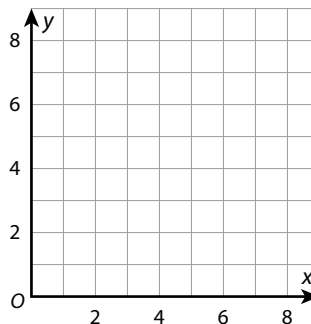


- 1 a. What is an equation that represents the rule in the Example?

b. Use the equation to explain why the rule is a linear function.
- 2 Complete the table and graph for the function. Tell whether the function is linear or nonlinear. Explain your reasoning.

Input: x , a number; Output: y , 6 divided by x

Input (x)	Output (y)
1	
2	
3	
4	



Frederick Douglass: From Slavery to Freedom

by Steven Mintz

This essay is provided courtesy of the Gilder Lehrman Institute of American History.



Engraving of Frederick Douglass as US Marshal in Washington DC, from Frank Leslie's Illustrated Newspaper, April 7, 1877. (Library of Congress Prints and Photographs Division)

Frederick Douglass was one of the first fugitive slaves to speak out publicly against slavery. On the morning of August 12, 1841, he stood up at an anti-slavery meeting on Nantucket Island. With great power and eloquence, he described his life in bondage. As soon as he finished, the abolitionist William Lloyd Garrison asked the audience, "Have we been listening to a thing, a piece of property, or to a man?" "A man! A man!" five hundred voices replied. Elizabeth Cady Stanton, the pioneering feminist, vividly recalled her first glimpse of Douglass on an abolitionist platform: "He stood there like an African prince, majestic in his wrath, as with wit, satire, and indignation he graphically described the bitterness of slavery and the humiliation of subjection."

Douglass (who was originally named Frederick Bailey, after a Muslim ancestor, Belali Mohomet) had personally experienced many of slavery's worst horrors. Born in 1818, the son of a Maryland slave woman and an unknown white father, he was separated from his mother almost immediately after his birth and remembered seeing her only four or five times before her death. Cared for by his maternal grandmother, an enslaved midwife, he suffered a cruel emotional blow when, at the age of six, he was taken from his home to work on one of the largest plantations on Maryland's eastern shore. There, Douglass suffered chronic hunger and witnessed many of the cruelties that he later recorded in his autobiographies. He saw an aunt receive forty lashes and a cousin bleeding from her shoulders and neck after a flogging by a drunken overseer.

Douglass was temporarily rescued from a life of menial plantation labor when he was sent to Baltimore to work for a shipwright. There, his mistress taught him to read until her husband declared that "learning would spoil" him. Douglass continued his education on his own. With fifty cents that he earned blacking boots, Douglass bought a copy of the *Columbian Orator*, a collection of speeches that included a blistering attack on slavery. This book introduced him to the ideals of the Enlightenment and the American Revolution and inspired him to perfect his oratorical skills.

At fifteen, following his master's death, Douglass was returned to plantation life. He was unwilling to show deference to his new owner, whom he refused to call "Master." To crush Douglass's rebellious spirit, he was hired out to a notorious "slave breaker" named Edward Covey. For seven months,

Douglass endured abuse and beatings. But one hot August morning he could take no more. He fought back and defeated Covey in a fist fight. Covey never mistreated Douglass again.

In 1836, Douglass and two close friends plotted to escape slavery. When the plan was uncovered, Douglass was thrown into jail. Instead of being sold to slave traders and shipped to the deep South, as he had expected, Douglass was returned to Baltimore and promised freedom at the age of 25 if he behaved himself.

In Baltimore, Douglass worked in the city's shipyards. Virtually every day, white workers harassed him and on one occasion beat him with bricks and metal spikes. Eventually, Douglass's owner gave him the unusual privilege of hiring himself out for wages and living independently. It was during this period of relative freedom that Douglass met Anna Murray, a free black woman whom he later married.

In 1838, after his owner threatened to take away his right to hire out his own time and keep a portion of his wages, Douglass decided to run away. With papers borrowed from a free black sailor, he boarded a train and rode to freedom. To conceal his identity, he adopted a new last name, Douglass, chosen from Sir Walter Scott's poem, "Lady of the Lake."

He settled in New Bedford, Massachusetts, where he worked in the shipyards, and began to participate in anti-slavery meetings. As a traveling lecturer, Douglass electrified audiences with his first-hand accounts of slavery. When many northerners refused to believe that this eloquent orator could possibly have been a slave, he responded by writing an autobiography that identified his previous owners by name. Fearful that his autobiography made him vulnerable to kidnapping and a return to slavery, Douglass fled to England. Only after British abolitionists purchased his freedom 1846 did he return to the United States.

Initially, Douglass supported William Lloyd Garrison and other radical abolitionists, who believed that moral purity was more important than political success. Douglass later broke with Garrison, started his own newspaper, *The North Star*, and supported political action against slavery. He was an early supporter of the Republican Party, even though its goal was to halt slavery's expansion, not to abolish the institution. Following the Civil War, the party rewarded his loyalty by appointing him marshal and register of deeds for the District of Columbia and then US minister to Haiti.

Douglass supported many reforms including temperance and women's rights. He was one of the few men to attend the first women's rights convention, held in Seneca Falls, New York, and he was the only man to vote for a resolution demanding the vote for women. His main cause, however, was the struggle against slavery and racial discrimination. In the 1840s and 1850s, he not only lectured tirelessly against slavery, he also raised funds to help fugitive slaves reach safety in Canada. During the Civil War, he lobbied President Lincoln to make slave emancipation a war aim and to organize black regiments. Declaring that "liberty won by white men would lack half its lustre," he personally recruited some 2,000 African American troops for the Union Army. Among the recruits were two of his sons, who took part in the bloody Union assault on Fort Wagner in South Carolina in July 1863, which resulted in more than 1,500 Northern casualties-but which proved black troops' heroism in battle.

Douglass never wavered in his commitment to equal rights. During Reconstruction, he struggled to convince Congress to use federal power to safeguard the freedmen's rights. Later, as the country retreated from Reconstruction, Douglass passionately denounced lynching, segregation, and disfranchisement. Toward the end of his career, he was asked what advice he had for a young man.

"Agitate! Agitate! Agitate!" he replied. Despite old age, Douglass never stopped agitating. He died in 1895, at the age of 77, after attending a women's rights meeting with Susan B. Anthony.

It is a striking historical coincidence that the year of Douglass's death brought a new black leader to national prominence. Seven months after Douglass died, Booker T. Washington, the founder of the Tuskegee Institute, delivered a speech in Atlanta, Georgia, that catapulted him into the public spotlight. The "Atlanta Compromise" speech called on African Americans to end their demands for equal rights and strive instead for economic advancement. "In all things that are purely social we can be as separate as the finger," Washington declared, "yet one as the hand in all things essential to mutual progress." Washington's philosophy of "accommodation" with segregation represented the polar opposite of Douglass's goal of full civil and political equality. It would be more than half a century before civil rights activism began to transform Douglass's ideal of social equality into a reality.

Steven Mintz, a historian at Columbia University and director of the Columbia Graduate School of Arts and Sciences Teaching Center, would like to express his profound debt to John Stauffer of Harvard University for sharing his many insights into the novel. Mintz is author of *Huck's Raft: A History of American Childhood*; *Domestic Revolutions: A Social History of American Family Life*, and *Moralists & Modernizers: America's Pre-Civil War Reformers*.

Name: _____ Date: _____

1. What was Douglass forced to do at the age of six?

- A. work for a shipwright in Baltimore
- B. work on a plantation in Maryland
- C. take care of his grandmother
- D. escape from slavery

2. What does this text mostly describe?

- A. the horrors of slavery Frederick Douglass witnessed as a child
- B. the contrast between the beliefs of Frederick Douglass and Booker T. Washington
- C. the history of the anti-abolition and equal rights movements
- D. the life and political activism of Frederick Douglass

3. Frederick Douglass valued his education when he was growing up.

What evidence from the text supports this conclusion?

- A. Douglass witnessed many cruelties while on the plantation that he later recorded in his autobiographies.
- B. In Baltimore, Douglass's mistress taught him to read until her husband stopped her from continuing.
- C. After his master said that "learning would spoil" him, Douglass continued his education on his own.
- D. The collection of speeches in *Columbian Orator* introduced Douglass to the ideals of the American Revolution.

4. Why might Frederick Douglass have been a more effective anti-slavery orator than some other abolitionists?

- A. His ideas and goals regarding slavery were more popular than those of other abolitionists.
- B. He was able to travel more easily than other people in the abolition movement.
- C. He was able to powerfully communicate his first-hand experience as a slave.
- D. He was better-educated than most other people in the abolition movement.

5. What is the main idea of this text?

- A. Over the course of his life, Frederick Douglass went from being a slave to being a respected activist for abolition and equal rights.
- B. As an adult, Frederick Douglass fought for equal rights and supported the women's rights and temperance movements.
- C. Due to his courage, rebellious spirit, and intelligence, Frederick Douglass was able to escape from slavery.
- D. Although Frederick Douglass fought for civil and political equality for blacks for many years, his goals were not achieved in his lifetime.

6. Most of the paragraphs are in chronological order, except for the first paragraph.

Read these sentences from the first paragraph of the text.

"Frederick Douglass was one of the first fugitive slaves to speak out publicly against slavery. On the morning of August 12, 1841, he stood up at an anti-slavery meeting on Nantucket Island. With great power and eloquence, he described his life in bondage. As soon as he finished, the abolitionist William Lloyd Garrison asked the audience, 'Have we been listening to a thing, a piece of property, or to a man?' 'A man! A man!' five hundred voices replied."

Why might the author have begun the text in this way?

- A. to ask the readers to consider whether Frederick Douglass was a thing, a piece of property, or a man
- B. to indicate that Frederick Douglass first began making powerful speeches at a very young age
- C. to imply that Frederick Douglass's speech on August 12, 1841 was the most important speech he ever gave
- D. to immediately show readers that Frederick Douglass was a powerful voice in the abolition movement

7. Choose the answer that best completes the sentence below.

Douglass was one of the few men to attend the first women's rights convention,
_____ his main cause was the struggle against slavery and racial discrimination.

- A. for example
- B. although
- C. therefore
- D. consequently

8. What was one horror that Douglass experienced during his childhood?

9. What were Douglass's political beliefs? Be sure to mention his beliefs about both race and gender in your answer.

Current Events Log


Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

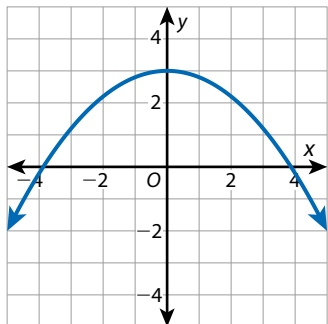
PART 1

I can be a helper by ...

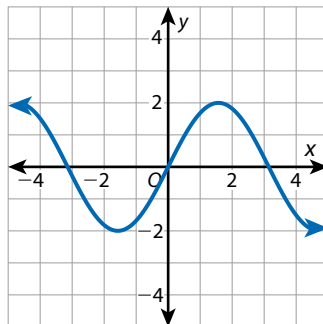


I can be a helper by ...

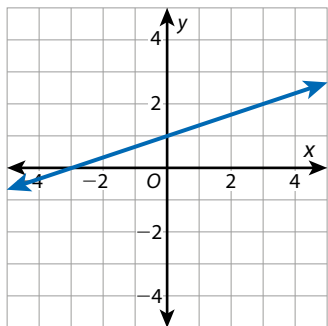
- 3 Each graph represents a function. Tell whether the function is *linear* or *nonlinear*.



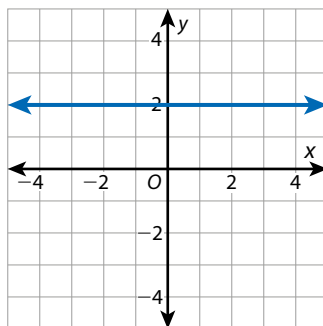
a. _____



b. _____



c. _____



d. _____

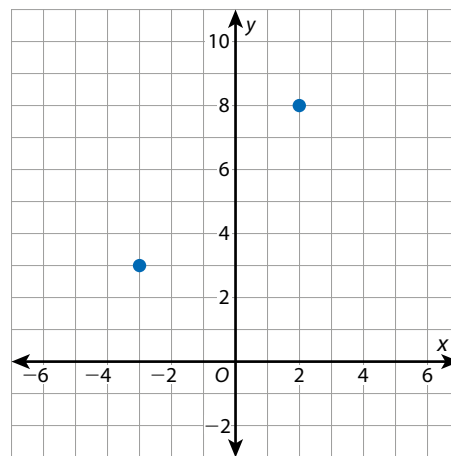
- 4 Felipe wants to figure out if the equation $y = x(x + 2)$ represents a linear function.

He finds two (x, y) pairs and plots them.

x	-3	2
y	3	8

Felipe says he can draw a line through these two points, so the equation represents a linear function.

- a. Explain why Felipe's reasoning is incorrect.



- b. Does the equation represent a linear function? Explain your reasoning.

Another One Bites the Dust

by ReadWorks

Show-and-tell was a mandatory part of class when I was in fourth grade. I cannot even tell you how annoying it was. My house, when I was growing up, was a square box with small windows and yellow chipped paint. I wore clothing that my cousins had grown out of, or that my mother bought at discount stores. I had a few toys, but nothing shiny or electronic. I never went on vacations except to Cincinnati, and Harrisburg, Pennsylvania one time.

All of that is to say I never had anything fun for show-and-tell. So I used my turns to show off something I found while throwing rocks at cars from the train trestle near my house, which typically got me a look from the teacher, and sometimes a phone call home.

"It would be different if I actually had something to show off," I'd tell my mom, after getting in trouble for bringing in a railroad tie. "My classmates *go* places. They *do* things. They *have stuff to show*."

Mom couldn't ever really get mad at me when I said that. It was true. I couldn't compete with the things other kids brought in. So I just brought in something weird and talked about it in the most exciting way I could, and tried to ignore the giggles and snickers until my turn was over and I could sit down and forget about show-and-tell until next time.

There was one time, though, when I looked forward to show-and-tell. My class was in the middle of an otherwise boring unit on music, and having disappointed the class by telling us we were not going to be allowed to play tubas or electric guitars as part of the lesson, my teacher decided to do something different to make up for the disappointment of triangles and plastic bongo drums.

"Okay, kids, for the next few days, I am going to introduce a different kind of show-and-tell," she began. "Instead of having one person talk about something important to them each week, I want every single one of you to get a chance to talk over the next few days, so we'll have five or six of you share every day.

However, the theme of the show-and-tells is *music*, to match up with our current unit. So, I know all of you listen to music, and probably you all have a favorite band or song. What I'd like for you to do is think about your favorite song and bring it in to play for the class!"

My teacher looked so pleased with herself. It was a good idea, and I was pretty pleased, too. A show-and-tell where I could measure up!

I ran home that day, excited about the idea of standing in front of my class the next morning, an equal at last. All sorts of different people could like the same song.

I whipped the front door open so hard it hit the wall in the foyer and bounced back. It almost hit me in

the nose, but I caught it as I called out, "Mom!" And then I realized: we did not own any music.

Sure, we had a little radio, but since Mom was usually balancing her budget to be able to afford cans of chickpeas, we seldom spent money on CDs. I knew of some bands from listening to the radio, and I had a few favorites based on songs my neighborhood friend and I played from his family's collection, but Mom and I did not own any music I could bring in for show-and-tell.

So I sat on the bottom step to think about what to do next. My mind moved fast. Of course! I could borrow some music from my friend. Without waiting for my mom to answer, I ran back out the door.

My friend sat next to me, making suggestions.

"What about ABBA?" he asked. "Or what about the Beatles? Or...we liked the Clash that one time."

"Nah. Nope. It has to be a favorite. I don't know if those are favorites."

And then I came across *The Game*, an album my friend and I had listened to three times in a row while building forts and playing army. There was one song on the CD that was perfect.

"I've got it!" I shook the CD above my head in triumph and helped clean up the mountain of music around me.

* * *

"Okay, kids, like I explained yesterday, a few of you are going to present some show-and-tell songs today as part of our music unit! When it's your turn, you'll get to play your song, and then we'll have a discussion about what makes it good, why we like or don't like it, and what instruments we think are making the sounds we hear."

My hand flew up first when my teacher asked who wanted to share. I practically strutted to the CD player at the front of the room.

"Okay, everyone, this is a song I heard at my neighbor's house. It's my favorite. I don't know exactly why it's my favorite, but it is really good, and that's definitely part of it." I hit "play."

Boom. Boom. Boom. "Another one bites the dust." Boom. Boom. Boom.

My song played through. When I pressed play, I was smiling, and I tapped my foot for the first three beats of the song, but then I noticed something. The looks on my classmates' faces weren't as excited as mine. They looked bored, confused, and then...they were giggling.

"This is so OLD!" someone whispered, but not quietly. Someone else laughed out loud. "My *parents* listen to this." I stopped tapping my foot. My head got really hot, and I knew I was blushing. My teacher told the class to hush, but it was too late. They'd already laughed. They'd already made it pretty clear that, once again, I wasn't part of their in-crowd.

When my song finished, my teacher forced a discussion about it, but I was quiet for most of it. I was too embarrassed. For the rest of the day, I slumped at my desk, hating the fact that I had no music at home and the song I'd thought was cool was actually an antique.

I had to figure out some way to get out of this trap. I was going to be known as the show-and-tell loser forever if I didn't do something about it. So, on my way home, I made up my mind about two things. One, I was going to learn about music before anyone else knew about it. I was going to know about the coolest bands, the newest sounds, and the best songs before anyone had a chance to make fun of me.

The other was that I was going to pass on my turn at show-and-tell for the rest of my life.

Name: _____ **Date:** _____

1. According to the text, what was a mandatory part of class when the narrator was in fourth grade?

- A. physical education
- B. show-and-tell
- C. music time
- D. silent reading

2. What is a main problem the narrator faces in this story?

- A. The narrator never has anything fun to bring in for show-and-tell.
- B. The narrator does not like his or her fourth grade teacher.
- C. The narrator can never pick just one thing to bring in for show-and-tell.
- D. The narrator always brings in the same thing as his or her classmates for show-and-tell.

3. Read this sentence from the text.

"So I used my turns to show off something I found while throwing rocks at cars from the train trestle near my house, which typically got me a look from the teacher, and sometimes a phone call home."

Based on this evidence, what conclusion can you draw about the teacher?

- A. The teacher did not pay attention to what students were showing.
- B. The teacher did not care about what the narrator was showing.
- C. The teacher did not approve of what the narrator showed.
- D. The teacher liked what the narrator was showing to the class.

4. How did the narrator most likely feel about the other kids in his or her fourth grade class?

- A. The narrator did not care what the other kids in class thought about him or her.
- B. The narrator did not feel accepted by the other kids in the class.
- C. The narrator thought he or she was cooler than the other kids in the class.
- D. The narrator thought the other kids in the class were nice and friendly.

5. What is the main idea of this text?

- A. A student had to go to a train trestle to find fun and interesting things to share with his or her class.
- B. A student was disappointed when the music unit in class did not involve playing tubas or electric guitars.
- C. A student did not own any CDs and had to go to his or her neighbor to borrow one for show-and-tell.
- D. A student felt annoyed and embarrassed whenever he or she shared something during show-and-tell.

6. Read this paragraph from the text.

"Sure, we had a little radio, but since Mom was usually balancing her budget to be able to afford cans of chickpeas, we seldom spent money on CDs. I knew of some bands from listening to the radio, and I had a few favorites based on songs my neighborhood friend and I played from his family's collection, but Mom and I did not own any music I could bring in for show-and-tell."

Why might the author have included the detail about affording cans of chickpeas in this paragraph?

- A. to show that the narrator's mother did not think show-and-tell is important
- B. to imply that the narrator's family cared more about music than it does about food
- C. to hint that the narrator's family did not have much extra money
- D. to suggest that the narrator thought his or her mom was mean for not buying CDs

7. Choose the answer that best completes the sentence.

_____ the narrator thought show-and-tell was annoying, he or she still had to participate in it.

- A. For instance
- B. Even though
- C. In contrast
- D. In particular

8. What did the narrator's classmates do when the narrator played his or her favorite song at show-and-tell? Give at least two details from the text in your answer.

9. How did the narrator feel about the other students' reactions to his or her favorite song? Use evidence from the text to support your answer.

10. Why did the narrator want to do well during show-and-tell? Use evidence from the passage to support your answer.

Current Events Log

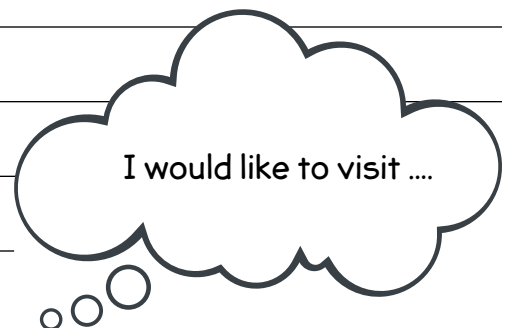
Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

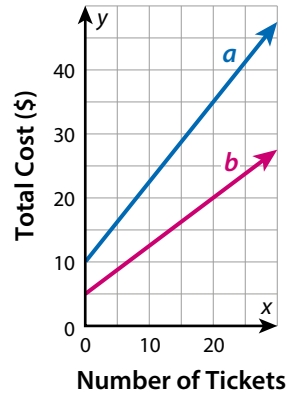
I would like to visit



- 3 A poster announces a carnival is coming to town. People pay an admission fee to enter the carnival. Then they buy tickets to go on rides. The total cost of attending the carnival is a function of the number of tickets bought. The graphs and equations model the total costs for children and for adults.

$$y = 1.25x + 10$$

$$y = 0.75x + 5$$



- a. Which equation and which line model the total cost for a child?
Which equation and line model the total cost for an adult?
Show your work.

SOLUTION _____

- b. Check your answer to problem 3a. Show your work.

Chest over Drawers

This text and image are provided courtesy of the Philadelphia Museum of Art.



1803 Poplar, white pine, painted decoration; brass, iron 30 ¾ x 54 ¼ x 22 inches (78.1 x 137.8 x 56.8 cm) American, Pennsylvania
German Gift of Arthur Sussel, 1945, 1945121

Lively, colorful designs decorate this large storage chest and tell us about where, when, and why it was made. Looking at the lid, we can find the year it was created, 1803, and the name of the person who first owned it, Margaret Bladt (here spelled Margreth Bladten). She lived in Berks County, Pennsylvania, and was a part of a large community of people known as the Pennsylvania Germans, who emigrated from various German-speaking regions of Europe in the seventeenth to nineteenth centuries (see maps below). She probably received this remarkable chest as a gift from her parents when she married her husband, John Nein. Traditionally, a bride filled a chest like this one with textiles such as tablecloths, clothing, and blankets that she and her new husband would use in their home.

This chest's elaborate decoration reflects influences from Germany, England, and the United States. On the front of the chest, two proud unicorns rear upward, their bodies creating a mirror image of each other. In traditional German culture, these mythical animals were admired as symbols of purity. The artist also may have been inspired by the unicorn that appears in the British coat of arms, a symbol that Americans would have seen often. Pennsylvania's state coat of arms, which first appeared in 1778, might have influenced the design as well. This state symbol—still in use today—includes a pair of rearing horses in a similar position as the unicorns on the chest.

Red, yellow, green, and black tulips with pointed petals bend and twist in different directions on the front and top of the chest. The largest tulip emerges from a curved flowerpot at the unicorns' feet. These flowers would have reminded Margaret and her family of their ancestors' home in Europe, where tulips were plentiful. Horse and rider figures, complete with red coats, hats, and swords, appear below arched tulip stems on the front of the chest. These men could represent soldiers in the Continental Army and demonstrate pride in America for gaining independence from England during the American Revolution (1775-83). Two identical crowned figures hold tulips and playfully hover above the horses and riders. These figures are a traditional German motif that refers to a bride and groom such as Margaret and John.

Pennsylvania German artists often incorporated bold geometric designs into their painted decoration. In this chest, a red and navy zigzag pattern frames each panel on the front. A second border features diagonal lines alternating with rows of dots. Circular patterns with radiating lines appear along the top edge of the chest and on either side of the bottom drawers. As seen here, it was common to paint the background to look like woodgrain, probably using a sponge-painting technique.

From the inside out, painted storage chests were unique and personal. The beautiful decoration on the outside showed pride in Pennsylvania German heritage and the treasured textiles stored inside were useful and valuable. In addition, people often pasted important documents such as birth and marriage certificates on the inside lids of the chests. These documents celebrated important life moments and were similarly adorned with colorful decoration. Storage chests were cherished possessions that were frequently passed down from one generation to the next.

ABOUT PENNSYLVANIA GERMAN ARTISTS

Pennsylvania German cabinetmakers, or craftsmen who built objects out of wood, made not only chests but also items such as chairs, beds, cradles, tables, and even coffins. Artists known as decorators usually painted the chests, but sometimes a cabinetmaker completed the decoration. Designs were often carved into the wood with a sharp instrument and painted using brushes, corncobs, feathers, or combs. The painted decoration made the chest beautiful and also protected the wood. Many artists who painted these chests, including this one, remain anonymous because they rarely signed their work.



Philadelphia Museum of Art

This photograph shows the inside of the chest and its two bottom drawers. The small till on the left could hold small or precious objects, and its top serves to hold the chest's lid open. Notice the interesting shape of the iron hinges that secure the lid. Can you find a similar shape elsewhere on the chest?



In the eighteenth century, a distinct artistic style emerged

among the Pennsylvania Germans who lived throughout the southeastern part of the state. Similar to the decoration on this chest, the style is characterized by symmetry, bold colors, geometric designs, and natural motifs. Birds, flowers, stars, and hearts were especially popular. The Pennsylvania Germans decorated furniture and many other everyday objects such as plates, pots, cups, and even special molds to stamp patterns into the butter they churned.

PENNSYLVANIA GERMAN OR PENNSYLVANIA DUTCH?

German-speaking immigrants began to arrive in Pennsylvania during the late seventeenth century. They were drawn to the colony for its abundant land, plentiful resources, and religious tolerance. It is estimated that 75,000 German-speaking settlers arrived between 1683 and 1820. They settled in Philadelphia and the surrounding counties and established prosperous farming communities. Pennsylvania Germans emigrated from different parts of Europe, primarily areas that are now Switzerland and Germany. They spoke different dialects of German and were from diverse Christian denominations including Lutheran, Reformed, Mennonite, Moravian, and Amish. Sometimes an entire church congregation or a group of neighbors immigrated together, which helped maintain a sense of community and preserve cultural traditions. As time passed, these various groups developed a shared sense of cultural identity that still endures today.



Philadelphia Museum of Art

This map shows the areas of Europe where many Pennsylvania Germans lived before they immigrated to America.

Philadelphia Museum of Art

This photograph shows the top of the chest, decorated with flowers, hearts, and geometric patterns. The name of the original owner of this chest, here spelled Margreth Blatten, appears at the bottom. The year 1803, when the chest was made, is shown near the top of the design. Why do you think the decoration on the top of the chest is more worn than the front?

The Pennsylvania Germans are also referred to as the "Pennsylvania Dutch." "Dutch" was the historic label used by the English for centuries to refer to the inhabitants of Germany. It is a misinterpretation of the German word "Deutsch," which means "German." Today, scholars refer to these early settlers and their descendants as the Pennsylvania Germans.

Name: _____ Date: _____

1. To whom does the term "Pennsylvania Germans" refer?

- A. the Colonial rivals of the Pennsylvania Dutch
- B. soldiers who fought in the Continental Army against the British Crown during the American Revolution
- C. an intolerant religious group based in Europe
- D. immigrants who came to America from German-speaking regions of Europe between 1600 and 1800

2. The article includes several smaller images in addition to the main image of the chest. What do these smaller images show?

- A. additional objects made by Pennsylvania German craftsmen including cradles, beds, tables, and coffins
- B. geographical details about the Pennsylvania Germans and the details of the art on the chest
- C. furniture and everyday objects such as plates, pots, and cups decorated by Pennsylvania German artists
- D. the birth and marriage certificates of the owner

3. While largely influenced by European traditions, the chest also reflects American culture. What evidence from the text best supports this claim?

- A. Pennsylvania German artists often incorporated bold geometric designs into their painted decoration.
- B. The horse and rider figures could represent soldiers in the Continental Army and demonstrate pride in America for gaining independence from England during the American Revolution (1775-83).
- C. Red, yellow, and green tulips with pointed petals bend and twist in different directions on the front and top of the chest.
- D. Traditionally, a bride filled a chest like the one pictured here with textiles such as tablecloths, clothing, and blankets that she and her new husband would use in their home.

4. Based on the information in the text, how can Pennsylvania German storage chests best be described?

- A. as highly personalized objects prized for both their storage abilities and their artistic value
- B. as items made by German artists that influenced the design of the Pennsylvania coat of arms
- C. as functional works of art often signed by their painters to promote their work
- D. as the only type of furniture that the Pennsylvania Germans traditionally decorated

5. What is the main idea of this text?

- A. Between 1600 and 1800, many individuals and groups left Europe in search of religious tolerance.
- B. Pennsylvania German storage chests were often given to newly married couples for textile storage.
- C. Pennsylvania German cabinetmakers were skilled craftsmen who sometimes decorated their own work.
- D. For the Pennsylvania Germans, hand-crafted chests served not only for storing important items but also reflected the traditions and values of the culture.

6. Read these sentences from the text.

"Traditionally, a bride filled a chest like this one with textiles such as tablecloths, clothing, and blankets that she and her new husband would use in their home."

As used in this sentence, what does the word "textiles" probably mean?

- A. useful household items made of cloth
- B. important documents such as birth and marriage certificates
- C. a variety of tulips with pointed petals
- D. artistic motifs that refer to brides and grooms

7. Choose the answer that best completes the sentence.

_____ many of the images on the chest reflect European culture, some of them show pride in American heritage.

- A. Because
- B. Although
- C. Until
- D. However

8. According to the text, storage chests served several purposes in Pennsylvania German culture. Identify three of these purposes.

9. Describe the appearance of the storage chest.

Support your answer with evidence from the text and images.

Current Events Log

Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Practice Interpreting a Linear Function

- Study the Example showing how to interpret a linear function. Then solve problems 1–4.

Example

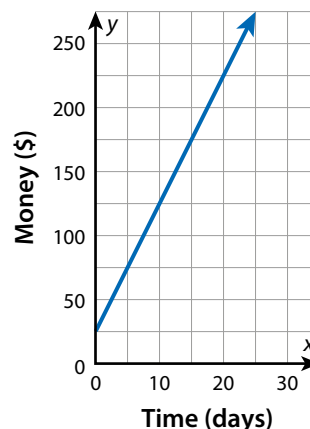
Snow falls early in the morning and stops. Then at noon snow begins to fall again and accumulate at a constant rate. The table shows the number of inches of snow on the ground as a function of time after noon. What is the initial value of the function? What does this value represent?

Hours After Noon	Inches of Snow
0	6
1	8.5
2	11

The initial value is 6, the number of inches of snow at noon, when the time value is 0. It represents the amount of snow that was already on the ground before it began snowing again.

- 1 a. What is the rate of change of the function in the Example? What does this value represent?

b. Suppose there was no snow on the ground before it began snowing at noon. What is the equation of this function?
- 2 The graph shows money in dollars as a function of time in days. Write an equation for the function, and describe a situation that it could represent. Include the initial value, rate of change, and what each quantity represents in the situation.



The Columbia

by ReadWorks

Joey had difficulty falling asleep the night before the *Columbia* shuttle was scheduled to be sent into space. He had been obsessed with space and planets ever since he could remember. There was a framed photograph in his room of himself as a toddler, wearing space shuttle pajamas and holding a plastic toy rocket in the air. For his project in last year's science fair, Joey had plugged twinkle lights in the shape of recognizable star formations into an empty refrigerator box, painted black. He had particularly enjoyed creating the Orion formation-the hunter-one of the most visible in the Milky Way.

The ceiling of Joey's bedroom was dotted with glow-in-the-dark stars and planets. Sometimes this bothered him: he and his dad had put them up together when he was very young, and they weren't correctly placed according to any sort of space designation. Tonight, however, Joey looked at them fondly-they reminded him of how eager he had always been to see a real live space mission from start to finish.

Joey had followed every space mission he could in the late '90s and early 2000s, learning about why they were going up, and sitting regularly in front of NASA Watch, a special TV station that showed footage of the shuttles launching into space. But for some reason, Joey had a special feeling about this particular *Columbia* mission. The last time the shuttle had been up in space, just last year in 2002, it had gone up for a routine servicing of the Hubble Telescope-a noble cause, to be sure, but nothing too spectacular. This mission, on the other hand, was going to be conducting experiments in space.

As a result, Joey had learned everything he could about it. There would be seven crew members: the commander, Rick Husband; the pilot, William McCool; and the mission specialists, David Brown, Kalpana Chawla, Michael Anderson, Laurel Clark, and Ilan Ramon (who would be the first person from Israel to enter space). *Columbia*'s flight, mission number STS-107, would be the first for William McCool, David Brown, Laurel Clark, and Ilan Ramon. They would be gone for exactly sixteen days, and would be conducting scientific experiments while onboard.

The experiment Joey was most interested in was the ongoing study of atmospheric dust. How amazing that tiny particles of different kinds of substances were floating around in space-particles that could once have been a child's plastic toy, or a piece of the moon, or a comet. Everything in the world ended up in space as virtually nothing.

Joey glanced up at the fake moon on his ceiling. One day that would be dust, too. The alarm clock on his nightstand clicked: it was one in the morning. Shoot. Joey put his glasses on the floor and closed his eyes. The sooner he went to sleep, the sooner he would see takeoff.

The next day, Joey and his friend Marcus went to their usual spot by the outer wall of the biology department to eat lunch. They got comfortable on the curb, leaning back against the building and listening to Mrs. Funk's voice carry out through an open window as she talked about mitochondria.

"Can you imagine being in space for, like, two whole weeks?" Marcus said. He pulled a bag of chips out from his brown paper lunch bag.

Joey chewed thoughtfully on his turkey sandwich. "I don't know-obviously it *sounds* cool, but I really wonder what would happen to my body fat content." He looked down at his skinny bean-pole body and sighed.

"Maybe I could use a space mission, in that case," Marcus said gloomily.

"Anyway," Joey said, "think Mr. Jonas will let us watch it in chem? It's an exciting scientific moment!"

"Yeah. I heard him talking to Mrs. Funk about it: they're going to bring in the whole ninth grade for it."

"Cool." Joey could feel the excitement start to bubble in his stomach.

They were quiet for a few moments, listening as Mrs. Funk continued to lecture the eighth graders about cell biology. A slight breeze moved through the campus. It was an important day: history was being made. Joey closed his eyes and faced the sun, feeling it warm his cheeks. A perfect day for a shuttle launch.

Marcus finished his chips and balled up the wrapper before stuffing it back in his lunch bag. "Do you want to go to chem early and help Mr. Jonas set up?"

"Good idea," Joey said, standing up and brushing crumbs off his jeans.

They walked through the school, passing full and empty classrooms, until they got to the chemistry room, where Mr. Jonas was sitting at his desk grading papers and eating a salad.

"Hi guys," he said, looking up.

"Hi Mr. Jonas. Do you need help setting up the A/V stuff for today's rocket launch?" Joey dumped his backpack in his usual seat and went to stand by Mr. Jonas's desk.

"Not really, boys. A tech guy is going to come set it all up. Your lunch period is almost over, though, so you can hang in here if you want."

Joey and Marcus shrugged and sat at their desks. They played hangman until the tech assistant came in, wheeling a bulky television on a dolly, followed by the rest of the class.

Twenty minutes later, everything was set up, and a female reporter was talking into a microphone in front of the launch site at Kennedy Space Center, in Florida. Most of the class was whispering and passing notes, but Joey and Marcus were leaning forward in their desks, eyes glued to the screen. Suddenly, the crowd around the reporter was counting down along with a NASA operative on a microphone, and smoke was billowing high into the air. The *Columbia* space shuttle had launched.

Fifteen days later, Joey and Marcus trudged back into their chem classroom, totally exhausted. They had spent much of their free time over the past few weeks following the mission, recording findings, pictures, and news that were released about and from the shuttle as an extra credit assignment for Mr. Jonas.

Today, the *Columbia* would be landing, and the mission would be over. Joey felt good about his assignment and about the experience of following the shuttle. He was confident about his work-maybe this is what it would take to be ground support at NASA. He had always thought about it, but never seriously until now.

It was a Saturday, and Marcus, Joey, and Mr. Jonas had met up at school to watch the landing. The television was all set up, and when they turned it on, the crowd and female reporter were back at the Kennedy Space Center. Shots of them were interspersed with footage of the shuttle coming down for landing.

Joey noticed it before the reporter did: something was definitely wrong with this picture. Three bright flashes of *something* were hurtling toward earth, when it should have only been one. He looked at Marcus, mouth agape, and then at Mr. Jonas, whose hands were twisting. The newsreel cut out. The *Columbia* space shuttle had disintegrated, and-
Joey and the rest of the world would soon learn-
there were no survivors.

Name: _____ Date: _____

1. What is the Columbia?

- A. a space shuttle
- B. a star formation
- C. a plastic toy
- D. a comet

2. When do the events of this story take place?

- A. in 2002
- B. around the time that people first landed on the moon
- C. in the late '90s
- D. around the time of the Columbia's launch

3. Joey is very interested in outer space. What evidence from the text supports this statement?

A. "For his project in last year's science fair, Joey had plugged twinkle lights in the shape of recognizable star formations into an empty refrigerator box, painted black. He had particularly enjoyed creating the Orion formation-the hunter-one of the most visible in the Milky Way."

B. "The next day, Joey and his friend Marcus went to their usual spot by the outer wall of the biology department to eat lunch. They got comfortable on the curb, leaning back against the building and listening to Mrs. Funk's voice carry out through an open window as she talked about mitochondria."

C. "Joey noticed it before the reporter did: something was definitely wrong with this picture. Three bright flashes of something were hurtling toward earth, when it should have only been one. He looked at Marcus, whose mouth was agape, and then at Mr. Jonas, whose hands were twisting."

D. "Joey and Marcus shrugged and sat at their desks. They played hangman until the tech assistant came in, wheeling a bulky television on a dolly, followed by the rest of the class."

4. Read these sentences from the text.

But for some reason, Joey had a special feeling about this particular Columbia mission. The last time the shuttle had been up in space, just last year in 2002, it had gone up for a routine servicing of the Hubble Telescope-a noble cause, to be sure, but nothing too spectacular. This mission, on the other hand, was going to be conducting experiments in space.

Based on this information, what can you conclude about Joey's expectations of this Columbia mission?

- A. Joey expects this Columbia mission to be a disaster.
- B. Joey expects this Columbia mission to be spectacular.
- C. Joey expects this Columbia mission to be boring.
- D. Joey expects this Columbia mission to be expensive.

5. What is the main idea of this story?

- A. A boy obsessed with space and planets has glow-in-the-dark stars and planets on his bedroom ceiling.
- B. A boy who loves outer space follows the Columbia mission from launch to disintegration.
- C. There are seven crew members on the Columbia shuttle, including Ilan Ramon, the first person from Israel to enter space.
- D. Two students offer to help a teacher set up equipment for viewing the launch of the Columbia shuttle.

6. Read these sentences from the text.

Joey and Marcus shrugged and sat at their desks. They played hangman until the tech assistant came in, wheeling a bulky television on a dolly, followed by the rest of the class.

Twenty minutes later, everything was set up, and a female reporter was talking into a microphone in front of the launch site at Kennedy Space Center, in Florida. Most of the class was whispering and passing notes, but Joey and Marcus were leaning forward in their desks, eyes glued to the screen.

What does the author mean when he writes that Joey's and Marcus's eyes were "glued to the screen"?

- A. Joey and Marcus were staring at the screen.
- B. Joey and Marcus were so close to the screen that their eyes were almost touching it.
- C. Joey and Marcus had gotten glue in their eyes.
- D. Joey and Marcus could not open their eyes.

7. Read these sentences from the text.

Joey had followed every space mission he could in the late '90s and early 2000s, learning about why they were going up, and sitting regularly in front of NASA Watch, a special TV station that showed footage of the shuttles launching into space. But for some reason, Joey had a special feeling about this particular Columbia mission. The last time the shuttle had been up in space, just last year in 2002, it had gone up for a routine servicing of the Hubble Telescope-a noble cause, to be sure, but nothing too spectacular. This mission, on the other hand, was going to be conducting experiments in space.

As a result, Joey had learned everything he could about it.

What word or phrase could replace "As a result" without changing the meaning of these sentences?

- A. Meanwhile
- B. Therefore
- C. On the contrary
- D. Most importantly

8. What happens to the Columbia shuttle at the end of the story?

9. Describe the reactions of Marcus and Mr. Jonas as they watch the Columbia shuttle disintegrate.

10. Based on the information in this story, what might be Joey's reaction to the disintegration of the Columbia shuttle? Support your answer with evidence from the text.

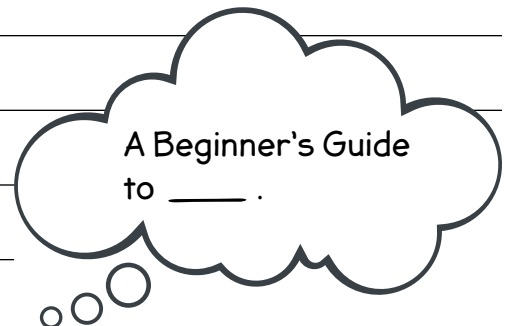
Current Events Log

Day 8

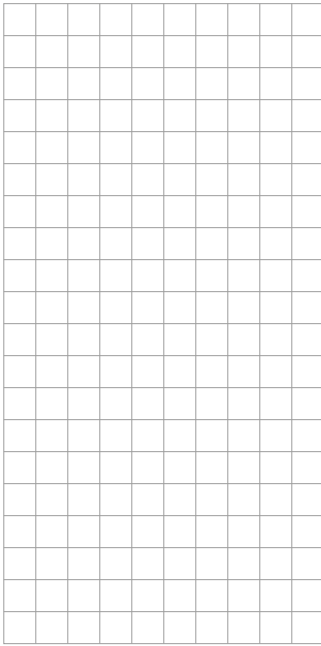
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1

[illegible]

- 3 The quilt shown has a border made of right triangles and trapezoids.
- a. Graph one triangle with vertices at $D(-4, 0)$, $E(0, 0)$, and $F(0, -8)$. To locate another triangle, follow these steps:
- Reflect $\triangle DEF$ across the y -axis to form $\triangle D'E'F'$.
 - Translate $\triangle D'E'F'$ 8 units up to form $\triangle D''E''F''$.
- Is $\triangle DEF$ the same size and shape as $\triangle D''E''F''$? Show your work.



SOLUTION _____

- b. Check your answer to problem 3a. Show your work.



Memories - Good and Bad

by ReadWorks



A person's memory can be like a mansion with many, many rooms. Some of the rooms you visit frequently, while others you may not enter for many years. As you age, some of these rooms may change, and you may remember things slightly differently than how they actually happened. In other cases, the rooms may stay the same, but the doors may become locked. Sometimes these rooms can only be unlocked if you find a special key. Some of these rooms you may enjoy visiting; some of them, you may just wish the door stayed shut.

One of the keys that can often unlock a person's memory is a specific sensory input-something you can see, smell, touch, taste, or hear. There is the famous case of the novelist Marcel Proust, who tasted a madeleine-a kind of cookie-and it caused him to suddenly remember an enormous amount of his childhood, memories that had previously been locked away. He went on to write a seven-volume novel called *In Search of Lost Time*, in which he explored these memories and what they meant to him. Proust might not have written these volumes exactly as they are had he not eaten that fateful madeleine.

As Proust demonstrates, while we can consciously summon certain memories-for example, if you try to think of your mother's face, you can almost certainly do it-there are others that visit us involuntarily. This has to do with how the human brain is wired. While much of the brain is still mysterious to scientists, it has been determined that the memory center of the brain, where memories are made and stored, is closely linked to the sensory center, where the brain controls and processes the body's senses. A certain sensory input, such as Proust's cookie, may fire up not just the sensory center, but the memory center, too.

The senses you possess are a way for your brain to monitor what's going on outside. When you receive a particular sensory input, meaning one of your senses is stimulated, that sense will send a signal to your brain telling the information it just received. For example, when Proust tasted his cookie, the sense receptors on his tongue sent a message to his brain telling it how the madeleine

tasted. The messages are signals transmitted along nerve cells until they reach the brain. When the brain receives these signals, it processes them and controls the body's reaction to them. Sense receptors react to many different types of inputs, including electromagnetic, mechanical, and chemical. In Proust's case, his tongue was sensing the chemical makeup of the cookie and its mechanical properties, such as the cookie's hardness and brittleness.

When a nerve signal reaches the brain, the brain can react in a multitude of ways. Often the signal will trigger immediate behaviors or memories that happen automatically, without conscious decisions on your part. For example, let's say you're barefoot, and you step on something sharp. You probably wouldn't have time to think, "Gosh, that really hurts. Should I lift up my foot? Yes, I think I'll do that." Your brain, having registered the pain, reacts by lifting up your foot without you thinking about it. Just as your brain receives signals from its sense receptors through nerve cells, it can send out a command through nerve cells. In this case, your brain sent a signal to your foot telling it to move away from the sharp object.

Not all behaviors your brain tells you to do are the best choices. If you're walking in the woods and you see a bear, your brain, having received the image of the bear through the eye's optic nerve, may start producing chemical compounds called hormones. Amongst other things, hormones affect moods and many behaviors. In this case, the brain will likely produce a hormone called adrenaline, which causes your body to gain energy and alertness. It may also send a signal to your legs that says, "Run!" This is because your brain might have learned from experience that it is a good idea to run from danger. However, in this case, running from a bear is a bad idea. Instead, experts say people should back away from the bear at a relatively slow pace. If you run, the bear is more likely to chase. Hopefully, you will remember this fact, and the next time you see a bear in the woods, your brain will access the memory of what to do.

The way the brain reacts to what it senses often has a lot to do with how it has learned to react in the past. Consider the case of a soldier who goes to war. When a soldier is on a battlefield, he or she very frequently feels unsafe. The soldier may believe that the enemy could strike at any time. As part of his or her training, the soldier has learned to stay alert for any signs of danger and, if one is detected, to react immediately. This is often very important, as any hesitation could result in harm to the soldier or his or her fellow soldiers. Good soldiers often learn to react automatically to certain kinds of danger, much like how people would react automatically when they step on something sharp. For example, if soldiers hear a gunshot, they may react immediately by dropping to the ground to avoid getting hit.

The longer a soldier stays at war, the more his or her brain can become used to reacting in this way. The soldier's senses may become attuned to certain inputs they were never attuned to before the war. For example, his or her nose may begin to be alert for odors that signal danger, and the soldier's ears may become alert to certain sounds. If he or she successfully avoids danger using his or her senses in this way, then the soldier's brain would tell him or her to continue doing this. The brain may also become quicker at releasing hormones, such as adrenaline, if it has been trained to defend the body in this way.

While these reactions may serve the soldier extremely well in a combat zone, they may not be as useful when he or she is at home. In fact, the soldier may have to spend some time readjusting to being in a place where the potential of danger is low. This is because the brain has become used to reacting to certain inputs in a particular way and may need some time to be trained to react in a different way. For example, on the battlefield, the brain might have learned to react to the sound of an

airplane by producing adrenaline to prepare the soldier for action. However, if the soldier is away from the battlefield and hears a plane, this injection of adrenaline probably wouldn't help much.

Soldiers, particularly soldiers who have been deeply affected by their time in combat, may, like Proust, be overwhelmed by a flood of memories when they receive certain sensory inputs. While some of these memories may be positive, others may be distressing. The 1998 film *Saving Private Ryan* featured scenes of the historic D-Day landing at Normandy Beach that were recreated in incredible detail. In the battle, many soldiers were killed. When the film was released, there were reports of veterans, particularly World War II veterans, who grew deeply disturbed at seeing the battle scenes. In part, this was because, by recreating the sights and sounds of battle, the film had unlocked many memories the veterans had of the war, some of which were very painful.

Sometimes, triggering memories can be valuable for healing. Every year, many veterans visit the Vietnam Veterans Memorial in Washington, D.C. The memorial is a long wall into which the names of U.S. soldiers who died in the war are etched. Veterans visit the wall for many reasons, but it is nearly always an experience that draws up many emotional memories. Seeing the names and touching the wall can hurt, but it can also remind people of trusted friends whom they lost to the war. Without the wall, these memories might stay locked in a room.

Name: _____ Date: _____

1. What is sensory input?

- A. something that a person can see, smell, touch, taste, or hear
- B. an electric shock
- C. a memory
- D. a message from the brain that produces hormones

2. The passage describes ways that sensory input can help people access or "unlock" forgotten memories.

Which of the following describes evidence that sensory input can unlock a memory?

- A. Your brain produces a hormone that tells you to run when you see a bear.
- B. Marcel Proust ate a madeleine and recalled a large portion of his childhood.
- C. You automatically move your foot away from a sharp object after stepping on that object.
- D. You can remember what your mother's face looks like.

3. Behaving a certain way for an extended period of time can affect the way that our brains react to sensory input in the future. What evidence from the text supports this conclusion?

- A. writing a novel and remembering things from a long time ago
- B. moving away from something that causes you pain automatically
- C. feeling scared when you see something dangerous
- D. a former soldier hearing a plane overhead and automatically producing adrenaline

4. Why are sense reactors important?

- A. They tell your body to run away from bears.
- B. They help make your memory stronger.
- C. They are the way that your brain processes what's going on in the world around you.
- D. They let your brain know which parts of your environment to ignore.

5. What is this passage mostly about?

- A. the life of Marcel Proust
- B. the way that our brains respond to sensory input
- C. how soldiers acclimate to life at home after returning from war
- D. how to unlock the hidden memories in your brain

6. The author uses a metaphor to compare human memory to something else. What does the author compare human memory to?

- A. a mansion with many rooms
- B. a maze
- C. a locked door
- D. Marcel Proust's *In Search of Lost Time*

7. Choose the answer that best completes the sentence below.

Soldiers develop reactions that serve them extremely well in combat, _____, they may not be as useful when the soldiers return home.

- A. instead
- B. however
- C. therefore
- D. consequently

8. Sense receptors respond to a number of different types of inputs.

Use evidence from the text to support this statement.

9. Describe how soldiers may need to adjust their behavior when they are no longer in a combat zone.

10. Explain how sensory input impacts the ability to remember past experiences by using information from the text.

Current Events Log

Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

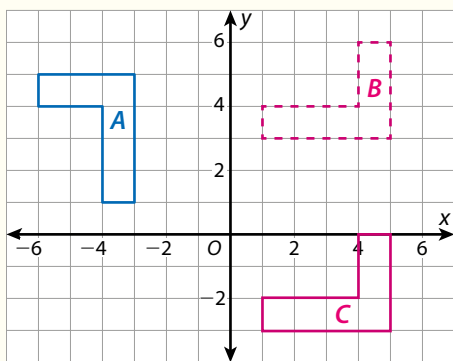
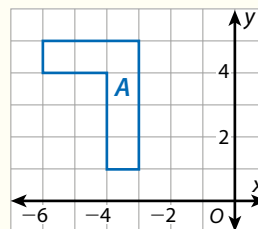
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Practice Performing Sequences of Rigid Transformations

- Study the Example showing how to perform a sequence of transformations. Then solve problems 1–4.

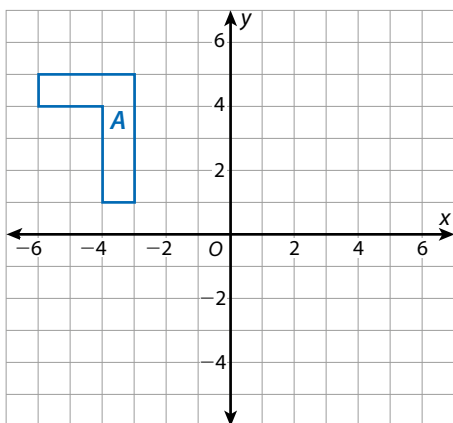
Example

Rotate figure A 90° clockwise around the origin to form figure B. Then translate figure B 6 units down to form figure C. Is figure C congruent to figure A? Explain.



Yes, figure C \cong figure A because figure C is the result of a sequence of rigid transformations on figure A.

- 1 Translate figure A from the Example 6 units down to form figure D. Then rotate figure D 90° clockwise around the origin to form figure E. Does this sequence of transformations map figure A onto figure C in the Example? Explain.



Vocabulary

congruent

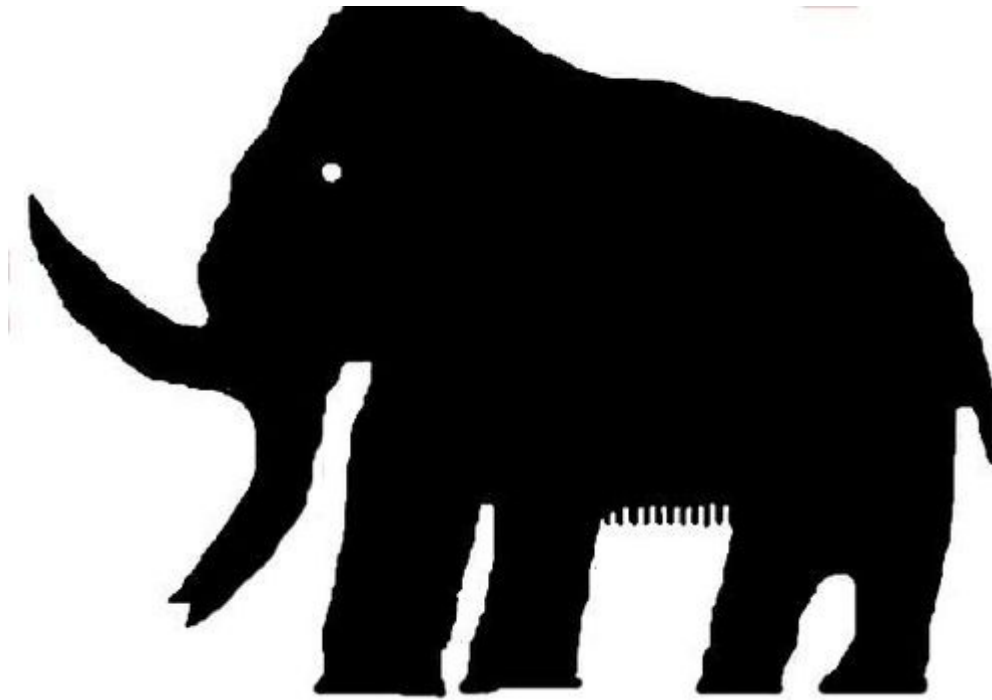
same size and shape.

sequence of transformations

one or more transformations performed in a certain order.

The Woolly Mammoth

by Edward I. Maxwell



The closest relative of the woolly mammoth is the Asian elephant. The main difference between the two is that the mammoth had an incredible coat of fur, made up of an outer layer of coarse "guard hair" with an inner layer of curly wool. The last known group of mammoths died off, or became extinct, around 4,000 years ago. The mammoth roamed the northern lands of the world during a period known as the Ice Age. It was among the largest land mammals to roam the earth. The mammoth was a tough beast and was able to endure extreme weather conditions and frigid temperatures.

The mammoth shared these northern territories with other mammals during the Ice Age. The most important mammal to interact with the mammoth, however, was the human. When the mammoths were at their greatest numbers, humans mainly hunted animals and foraged for food. These hunters would follow herds of animals over incredibly long distances in order to hunt them. The woolly mammoth provided a great amount of food and other important things for these humans. The fur, for example, could be used to make coats and blankets that would help keep out the cold in the icy environment. Bones from the mammoth could be used to make tools and weapons. Because one mammoth provided so many useful things to a large group of people, early humans would follow the herds wherever they went. There is even a theory that the humans followed the mammoth over a land-bridge from Asia into the Americas.

How do we know that the mammoth existed? Scientists have found countless mammoth fossils, or bones, all over the world. In fact, scientists have even found very well-preserved, or mummified, mammoth bodies in sheets of ice. These mummified remains are part of the reason scientists came to know exactly how hairy and woolly the mammoths actually were. Another reason scientists know so much about mammoths is that early humans painted pictures of them on cave walls. These pictures depicted hunting parties chasing after mammoth herds and trying to bring down the great beasts with spears.

Certain features of the woolly mammoth allowed it to survive very well in this harsh environment. The most obvious feature was, of course, its hair and wool. This coat helped the mammoth maintain a warm and stable body temperature no matter how cold the landscape became. The coarse hair would keep ice and frost from collecting too close to the mammoth's body, which left the softer, wool inner-layer free to keep the animal extra warm. Another feature was the mammoth's large tusks. These tusks were very long and curved out wide from the mammoth's head. It was able to use these tusks for protection. Besides humans, there were other predators the mammoth had to face. The American lion was an incredibly large predatory cat. The mammoth's tusks could be swung into an attacking lion to keep the predator away or even injure it. Mammoths driven to stand and fight or protect their young might even have charged humans with their large tusks, looking to make a crushing blow.

Humans were very smart hunters, however. Hunting in large parties, the humans would most likely isolate a mammoth from its herd, and attack it all at once in great numbers. Wielding their spears expertly, the humans would bring the mammoth down as quickly as possible, and then set about butchering it with stone scraping tools, axes and knives. It is believed that the success of human hunters was a large part of why the mammoth became extinct. Another reason had to do with the climate. The Ice Age did not last forever. The earth's temperature rose again. The glacial ice receded, and many scientists believe the mammoth was not well suited for the warmer weather. The environment that had once been so hospitable to a great animal very well-adapted to the frigid conditions gradually became more hostile. Finally, the last group of mammoths died off 4,000 years ago. Now all that remain of the mammoth are fossilized bones and mummified mammoth bodies that were frozen over a long time ago.

Name: _____ Date: _____

1. What is the woolly mammoth?

- A. a picture painted on cave walls by early humans
- B. a land-bridge that humans may have followed from Asia into the Americas
- C. a large land mammal that died off around 4,000 years ago
- D. a large predatory cat that lived in the Americas during the Ice Age

2. What does this passage describe?

- A. This passage describes the spears that early humans used.
- B. This passage describes what happened to the American lion when the Ice Age ended.
- C. This passage describes the Asian elephant.
- D. This passage describes woolly mammoths.

3. Woolly mammoths had features that helped them live in a harsh environment.

What evidence from the passage supports this statement?

- A. The hair on the coat of woolly mammoths kept ice from collecting too close to their bodies.
- B. The last known group of woolly mammoths died off around 4,000 years ago.
- C. Pictures on cave walls show hunting parties chasing after herds of woolly mammoths.
- D. All that now remains of woolly mammoths are fossilized bones and mummified bodies.

4. What made the environment of woolly mammoths harsh?

- A. rising temperatures and Asian elephants
- B. cold weather and predators such as humans and lions
- C. coats made up of coarse hair and a softer inner-layer
- D. a land-bridge that connected Asia with the Americas

5. What is this passage mostly about?

- A. the Ice Age, how it began and ended, and its effect on the American lion and early humans
- B. the woolly mammoth, how early humans interacted with it, and why it may have died off
- C. the possible reasons that woolly mammoths died off around 4,000 years ago
- D. the mammoth fossils that scientists have found and what scientists have learned from those fossils

6. Read the following sentence: "The fur, for example, could be used to make coats and blankets that would help keep out the cold in the icy **environment**."

What does the word **environment** mean?

- A. the study of animal bones and mummified bodies
- B. a cave in which people have painted pictures of woolly mammoths
- C. a coat with coarse hair on the outside and curly wool on the inside
- D. the place and conditions in which someone or something lives

7. Choose the answer that best completes the sentence below.

Humans continued to live after the Ice Age; _____, woolly mammoths did not.

- A. as an illustration
- B. in particular
- C. however
- D. third

8. Describe the tusks of the woolly mammoth.

9. How might the woolly mammoth have used its tusks for protection?

10. The passage describes the woolly mammoth as a "tough beast." What made it tough? Explain your answer using evidence from the passage.

Current Events Log

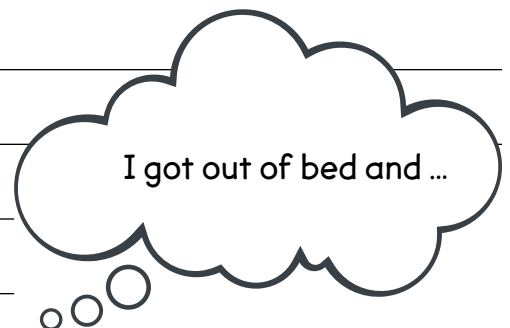
Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

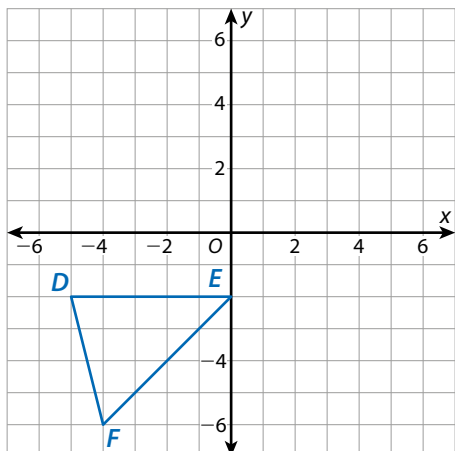
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PART 1

I got out of bed and ...

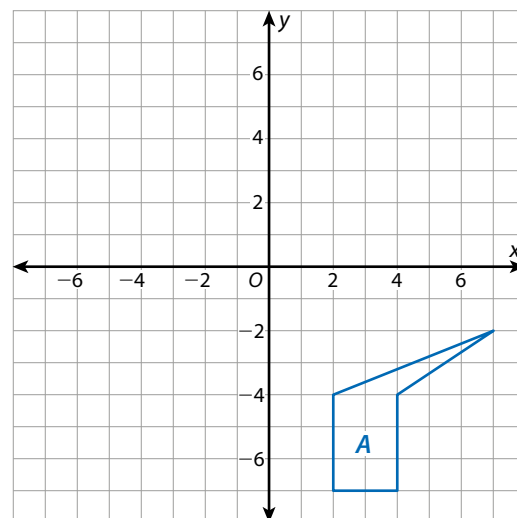


- 2 Reflect $\triangle DEF$ across the y -axis. Then rotate $\triangle D'E'F'$ 90° counterclockwise around the origin. What are the coordinates of the vertices of $\triangle D''E''F''$? Show your work.



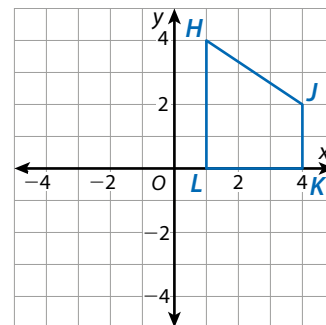
SOLUTION

- 3 Translate figure A 8 units to the left to form figure A'. Then reflect figure A' across the x -axis to form figure A''. Draw figures A' and A''. Is figure A congruent to figure A''? How do you know?



- 4 Perform the following sequence of transformations on figure HJKL:
- Rotate figure HJKL 180° around the origin to form figure $H'J'K'L'$.
 - Reflect figure $H'J'K'L'$ across the y -axis to form figure $H''J''K''L''$.
 - Reflect figure $H''J''K''L''$ across the x -axis to form figure $H'''J'''K'''L'''$.

What are the coordinates of the vertices of figure $H'''J'''K'''L'''$? How do the vertices of figure $H'''J'''K'''L'''$ compare to the corresponding vertices of figure HJKL?



Concert Notes - George Gershwin

George Gershwin was born in Brooklyn, New York, in 1899 [sic]. He was educated in the public and high schools of New York City.

During his lifetime, Gershwin achieved great success in every field of music which he essayed. He won much acclaim playing his own compositions with the leading symphony orchestras of the United States. Gershwin captured and expressed in music the color and rhythm of American life, the spirit of the American people and even the mental slant of this country.

The work of Gershwin is as unmistakably stamped American as a Currier & Ives print or a story by O. Henry. With his *Rhapsody in Blue* in 1924, he dispelled prejudice against the use of jazz in the more serious type of music. He paved the way for a whole new group of American composers, some of whom have attained notable success.

Gershwin's last and perhaps greatest work was *Porgy and Bess*, a folk opera adapted from the play *Porgy* by DuBose Heyward. The music of this production is broad, dramatic, and powerfully conceived. *Porgy and Bess* contains music that may truly be called great. It may serve as a fitting [monument] for a great creative musical genius. When we hear the music of *Porgy and Bess*, one can only guess to what heights Gershwin would have risen if his career had not been cut short in 1937.

This concert tonight is an attempt by Victory Lodge of B'nai B'rith to perpetuate the name of George Gershwin in a manner which we think most fitting. It was Gershwin who inspired young America to compose[;] therefore, this concert features a composition by a young composer, Peter Mennin, who is the winner of the 1945 B'nai B'rith Victory Lodge American Composers' Contest and will receive the \$1000 first prize to help him achieve the success which we hope will be his in the days.

Victory Lodge has chosen to honor the name of Gershwin not only because he was a great composer, but because he was a great son of the Jewish people. Some of the pathos, grandeur and wide horizon which are manifest in his music can be attributed to his sense of fellowship with his people. He was proud of his religious heritage and we are proud to claim him as our own. The synthesis between his love for his country and love for his faith was expressed in the music he wrote.

We plan to make this concert an annual event to honor Gershwin's name, and we hope that it will be the beginning of many successful musical careers for talented American composers irrespective of race, color or creed.

Name: _____ Date: _____

1. What did Gershwin inspire young Americans to do?

- A. compose music
- B. convert to Judaism
- C. move to New York City
- D. play multiple instruments

2. What does the author describe in paragraphs one through four?

- A. Gershwin's life, achievements, and impact
- B. the purpose of the Victory Lodge of B'nai B'rith concert
- C. Gershwin's religious heritage and love for his faith
- D. Peter Mennin's style of musical composition

3. Read this sentence from the text:

"With his *Rhapsody in Blue* in 1924, he dispelled prejudice against the use of jazz in the more serious type of music."

Based on this evidence, what conclusion can be drawn about Gershwin's *Rhapsody in Blue*?

- A. It was a playful composition that used jazz music to create a silly sound.
- B. It was a serious and praiseworthy composition that used jazz music.
- C. It was a composition that was very similar to other compositions of the time.
- D. It was the first jazz composition that Gershwin ever created.

4. Based on the evidence in the text, how might Gershwin's music best be described?

- A. classical, serious, and unchanging
- B. predictable, boring, and standard
- C. playful, fun, and simple
- D. expressive, wide-ranging, and fresh

5. What is the main idea of this text?

- A. George Gershwin won much acclaim playing his compositions with the leading orchestras in the United States.
- B. George Gershwin dispelled prejudice against the use of jazz in the more serious type of music.
- C. George Gershwin was an influential composer who has had a lasting impact on music composition.
- D. *Porgy and Bess* may serve as a fitting monument for the great creative musical genius of Gershwin.

6. Read these sentences from the text:

"The concert tonight is an attempt by Victory Lodge of B'nai B'rith to **perpetuate** the name of George Gershwin in a manner which we think most fitting.

[. . .]

"Victory Lodge has chosen to honor the name of Gershwin not only because he was a great composer, but because he was a great son of the Jewish people."

Based on this evidence, what is the meaning of "**perpetuate**"?

- A. to stop or put an end to something
- B. to pay too little or no attention to something
- C. to encourage or lend support to something
- D. to cause something to last or be remembered

7. Choose the answer that best completes the sentence:

With his *Rhapsody in Blue* in 1924, he dispelled prejudice against the use of jazz in the more serious type of music. _____, he paved the way for a whole new group of American composers.

- A. However
- B. As a result
- C. For example
- D. In contrast

8. One thing Gershwin's music expresses is the spirit of the American people. What are two other things that Gershwin's music expresses?

Support your answer with evidence from the text.

9. The Victory Lodge plans to have an annual concert to honor Gershwin's name. What do they hope these annual concerts will help begin?

10. Explain how Gershwin might have inspired a whole new group of Americans to compose music.

Support your answer with evidence from the text.

Current Events Log


Day 11

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

A large sheet of lined paper with horizontal ruling lines.

To the people of ...,
our new laws will be...



To the people of ...,
our new laws will be...

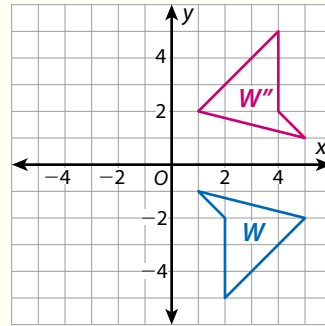
Practice Describing Sequences of Rigid Transformations

- **Study the Example showing how to describe a sequence of transformations. Then solve problems 1–3.**

Example

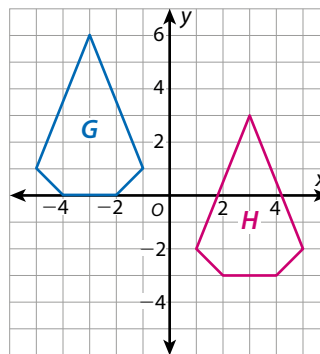
Describe a sequence of transformations you could use to show that figure W is congruent to figure W'' .

Rotate figure W 180° around the origin. Then translate the image 6 units to the right.



- 1 a. Look at the Example. Perform the same sequence of transformations described on figure W'' . How does the image compare to figure W ?
- b. Describe a different sequence of transformations that you can perform on figure W to show that figure $W \cong$ figure W'' .

- 2 a. Describe a sequence of transformations that you can perform on figure G to show that figure $G \cong$ figure H . Use only one type of transformation.



- b. Describe a sequence of two different types of transformations that you can perform on figure G to show that figure $G \cong$ figure H .

Vocabulary

congruent

same size and shape.

sequence of transformations

one or more transformations performed in a certain order.

Saving the Elephants

by ReadWorks



volunteers at an elephant sanctuary helping elephants cool down

The country of Thailand is known for many things: its beaches, its food, its happy people (it's sometimes called "The Land of Smiles"), and of course, its elephants. The northern part of Thailand is famous for numerous camps, which tourists can visit to interact with the animals. However, there are two drastically different types of camps in the country: those built for entertaining tourists, and those built for saving elephants. The latter are typically called sanctuaries, as they usually rehabilitate animals that have been beaten and tortured at tourist camps.

Even before these tourist camps became popular, elephants suffered at the hands of humans in Thailand and all over Asia. According to the Thai Elephant Conservation Center, elephants were often used for logging prior to 1989, when the government banned the practice. Local farmers would force elephants to haul heavy logs long distances, resulting in many animal injuries and sometimes even deaths. When it became illegal for Thais to use elephants for logging, some turned to other industries to exploit these animals. Elephants became extremely popular in tourism, as visitors from around the world are often enthralled by animals they normally do not get to see.

Mahouts, or elephant trainers, can make relatively large sums of money by offering elephant rides or teaching their elephants to do complex tricks. Paintings by elephants became very popular around 2008, when a video was posted online of a baby elephant using its trunk to hold a paintbrush and paint strokes across a blank canvas. Camps around Thailand began to train their own elephants to do the same, resulting in the increased exploitation of the gentle animal. The Conservation Center says that more than half of Thailand's 3,000 or so elephants likely work in the tourism industry.

Not all tourist camps mistreat their elephants. Most tourist camps offer elephant rides to visitors, but those that care for the animals properly do not put a seat on the elephant's back. The seat, typically made from wood, can severely harm the animal's back if not fitted properly and if worn for long periods of time. One sanctuary in northern Thailand called Boon Lott's treats elephants that have been hurt by these "taxi seats," which have caused their rectums and parts of their backs to swell. One of the sanctuary's elephants used to wear a seat for twenty hours a day for tourist rides.

The Ecologist Film Unit in association with Earth Focus/Link TV and Elephant Family produced a haunting short documentary that exposed the practices used to capture and domesticate elephants in Thailand. Even today, some mahouts practice *phajaan*, which means "crushing" the spirit of the baby elephant so that it cooperates in the camps. Some say that the practice originated centuries ago from the belief that the elephant's wild spirit could be separated from its body to leave behind a tame and calm animal for the mahouts. Many animal activists equate *phajaan* with torture. Videos of the practice are extremely disturbing, and the documentary by the Ecologist Film Unit estimates that one in three elephants survives the process of *phajaan*.

However, sanctuaries all over Southeast Asia are making significant progress in protecting the rights of Asian elephants. Perhaps most importantly, they work to spread awareness about the endangerment of Asian elephants in that part of the world, encouraging tourists to act consciously when deciding which tourist camp or sanctuary to visit and promote.

Name: _____ Date: _____

1. What are elephant sanctuaries?

- A. places where elephants are beaten
- B. camps built for entertaining tourists
- C. camps built for saving elephants
- D. places where elephants are trained to do tricks

2. In this text, the author draws a contrast. What does the author contrast with the treatment of elephants in Thai sanctuaries?

- A. the treatment of elephants by visitors from foreign countries
- B. the treatment of humans by elephants
- C. the treatment of elephants in other countries
- D. the treatment of elephants at some tourist camps

3. Elephant trainers at tourist camps have a convincing reason to take advantage of elephants. What evidence from the text best supports this conclusion?

- A. Mahouts can make a lot of money by offering elephant rides or teaching theirelephants to do tricks.
- B. The Conservation Center says that more than half of Thailand's 3,000 or so elephants likely work in the tourism industry.
- C. One elephant at Boon Lott sanctuary used to wear a harness for twenty hours a day for tourist rides.
- D. Harnesses made from wood can severely hurt an elephant's back if they are not fitted and worn properly.

4. How does the author of this text most likely feel about the treatment of many elephants in the tourism industry?

- A. The author most likely disapproves of it, and thinks it is often cruel and unfair to elephants.
- B. The author most likely approves of it because of its importance to the Thai economy.
- C. The author most likely cannot decide whether to support or oppose the tourism industry's treatment of elephants.
- D. The author most likely feels that the treatment of elephants by the tourism industry is bad, but necessary.

5. What is the main idea of the passage?

- A. While many tourist camps in Thailand mistreat elephants, many other tourist camps treat elephants properly.
- B. Elephants have been mistreated by humans in Thailand since before tourist camps became popular.
- C. Elephants are popular in Thai tourism because tourists are enthralled by animals they normally do not get to see.
- D. Many tourist camps in Thailand mistreat elephants, but elephant sanctuaries are working to rehabilitate and protect them.

6. Read these sentences from the text.

Local farmers would force elephants to haul heavy logs long distances, resulting in many animal injuries and sometimes even deaths. When it became illegal for Thais to use elephants for logging, some turned to other industries to exploit the animal.

Based on these sentences, what does the word "exploit" mean?

- A. to teach and train
- B. to take advantage of
- C. to help improve
- D. to give veterinarian treatment to

7. Choose the answer that best completes the sentence.

Paintings by elephants became very popular around 2008, when a video was posted online of a baby elephant using its trunk to hold a paintbrush and paint strokes across a blank canvas. Camps around Thailand began to train their own elephants to do the same, _____ the increased exploitation of the gentle animal.

- A. in spite of
- B. causing
- C. after
- D. because of

8. Some mahouts practice "phajaan" to domesticate elephants for camps. What does "phajaan" mean?

9. Why can "taxi seats" be a problem for elephants? Support your answer with evidence from the text.

10. Explain how the tourism industry in Thailand created a need for elephant sanctuaries. Support your answer with evidence from the text.

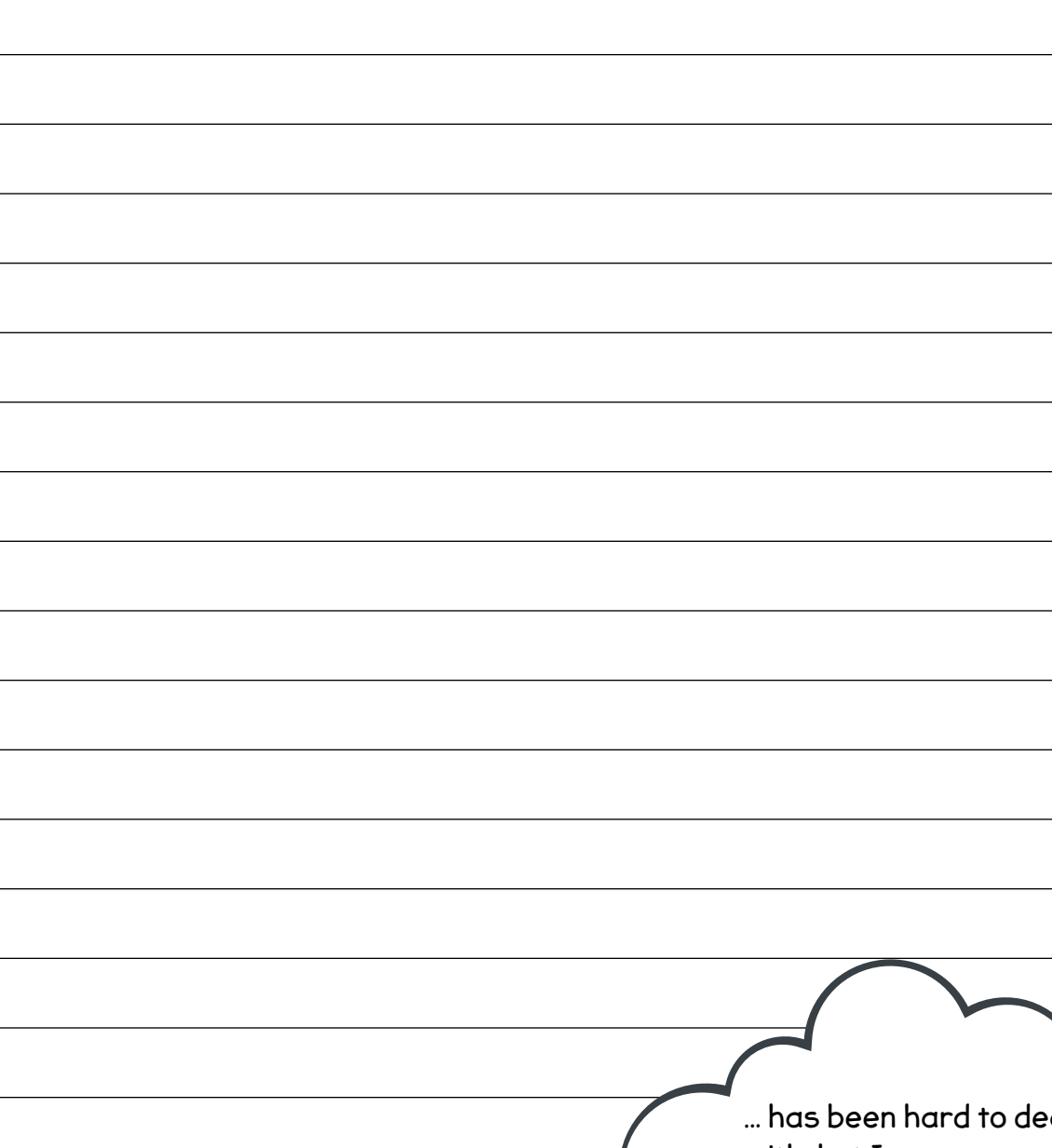
Current Events Log

Day 12

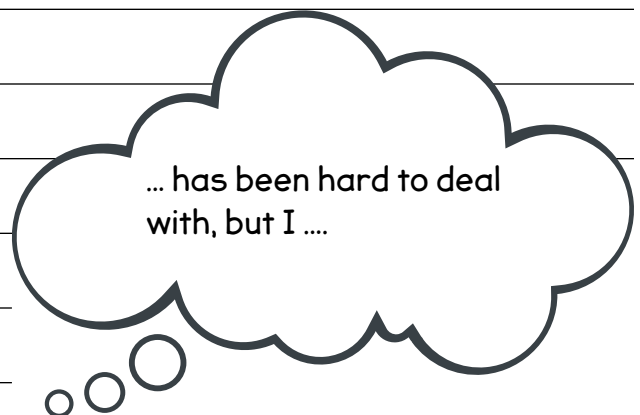
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1



... has been hard to deal with, but I



Practice Describing Congruent Angle Relationships

- Study the Example showing how to use angle relationships to find unknown angle measures. Then solve problems 1–6.

Example

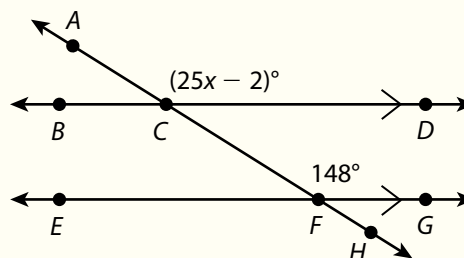
What is the value of x ?

\overline{BD} and \overline{EG} are parallel, so corresponding angles are congruent.

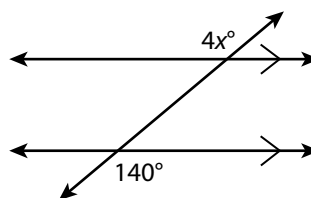
$$25x - 2 = 148$$

$$25x = 150$$

$$x = 6$$

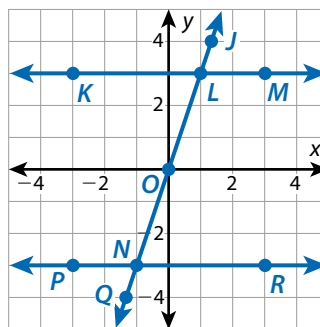


- 1 a. In the Example, what angle forms a pair of alternate interior angles with $\angle CFG$?
- b. What is the measure of the angle you named in problem 1a?
- 2 What is the value of x ? Show your work.



SOLUTION

- 3 Describe a sequence of transformations you can use to show $\angle JLK \cong \angle QNR$.



Vocabulary

alternate exterior angles

when two lines are cut by a transversal, a pair of angles on opposite sides of the transversal and outside the two lines.

alternate interior angles

when two lines are cut by a transversal, a pair of angles on opposite sides of the transversal and between the two lines.

corresponding angles

angles in the same relative position when two lines are cut by a transversal.

It's No Fun at the Airport

by W.M. Akers

"Are you bored?" asked the voice.

Keith thought it was a funny question. Of course he was bored. He was at the airport. He'd been there for what felt like 19 hours, sitting in the same chair and staring at the same grey wall. It wasn't even a very nice color grey. He didn't want to read his book. He didn't want to listen to music. He didn't want to do anything except get out of the airport as soon as possible. That was beginning to look unlikely, since the snow outside looked to be coming as fast and heavy as it had all day. Maybe even faster. Maybe even heavier. There was no way he would ever get out of the airport. He expected he would probably die there.

"I've never been so bored in my whole life," said Keith. "How can you tell?"

"Because I'm bored, too!" The voice belonged to a skinny, blonde girl with serious braces and so many freckles her face was almost freckle-colored. "My name is Samantha. Everyone calls me Sammy. What does everyone call you?"

"Keith."

"Keith, the bored."

"That's right."

"Are you an unaccompanied minor, Keith? I am. I've been unaccompanied ever since my mom dropped me off in Jacksonville. I was unaccompanied there, and then I got on a plane, and now I'm unaccompanied here. And if they ever let us fly out of here, I'll be unaccompanied in..." she paused. "Can you believe that? I've been here so long I forgot where I'm going. Reno probably, or Cleveland. Who knows! Do you remember where you're going, Keith?"

"Nope. But it's written on my ticket."

"It doesn't matter, anyway. This storm is never going to stop, so we'll be here forever. We'll become people of the airport."

"I can't imagine anything worse."

"No! It'll be great. We can live on cinnamon buns and hot pretzels. We'll get jobs as baggage handlers. We can go to college at the newsstand and do all our shopping at the duty free. It'll be a good life. Ha! Look-you're smiling."

Keith couldn't help it. He'd been determined to be grumpy the whole time he was in the airport, but this funky freckle-faced girl had gotten him to smile.

"But becoming an airport urchin won't solve our current problem," she said. "We're still bored. What should we do about it?"

"I don't know. I was going to keep staring at this wall."

"I think we can do better than that! Look over there. What do you see?"

"An escalator."

"Bah! That's a boring way to look at it. No wonder you're so bored. Use your imagination. Now what is it?"

"Uh... stairs." Samantha scowled at Keith. He tried harder. "Magical stairs?"

"Now you're getting it!" Before he could say anything, Samantha had run off. He hopped to his feet, dragging his suitcase behind him, and ran to keep up. Samantha, whom everyone called Sammy, sprinted toward the escalator at top speed. Just before she got there, she bent over, planted her hands, and did a somersault onto the moving stairs. "This is magical!" she said.

Keith was too surprised to stop running. He didn't somersault onto the escalator, but he ran nearly as fast as Sammy and just about broke his neck.

"Do a flip!" she said, from a few steps up.

"No way."

"Then do something. If you just ride up them, the stairs aren't magical."

Unsure what to do, Keith bobbed up and down. Sammy looked unimpressed. He did a little hop, and she burst into laughing applause.

"So now what?" he asked when they got to the top. "Do we go back down?"

"Never!"

"But my gate is down there."

"Yeah, and so is that security guard."

Keith looked behind him. He noticed an overweight man in a white shirt charging up the escalator as fast as he could, which was not very fast. "Hey!" he bellowed. "You kids come back here!"

"Do you think we should go back there?" asked Sammy.

"Absolutely not."

"All right. You're in charge."

"What?!"

"Doing flips up the escalator was my idea. Now it's your turn."

Keith wanted to explain to this girl that she was crazy. He wanted to yell at her. But the security guard was getting closer, and there was no time to waste.

"That way!" said Keith, and charged off toward a moving walkway.

"Remember to do something fun or it won't be magical!"

"Uhhh..." Keith couldn't do somersaults, even when he wasn't towing a suitcase behind him. So he spun around and ran down the moving walkway backwards. He watched Sammy's face as he did. She looked so impressed he forgot how scared he was to be on the run from security. More problematically, he also forgot he was running backward on a moving walkway. He was very surprised when it ended, and he flopped over, landing squarely on his back.

"Oof," he muttered.

Sammy's face appeared above his. "Where to now, chief? Security is gaining on us."

"We can't keep running."

"What's your idea?" She helped him to his feet.

"Over there-the food court," he said. Sammy sprinted off. "No! Don't run. Act casual."

"Now you're showing some initiative. I like it."

"Sit down over there-very casual. Pretend to be eating."

"How are we supposed to pretend to be eating, silly man?"

"Use your imagination! If an escalator can be magical, so can a food court."

"Well, what are we eating?"

Keith's eyes scanned the food court signs. There was a pizza place, a Chinese restaurant, and a café that sold sandwiches. "Uhhhh..." he said. "How about pizza?"

"Too greasy."

"Chinese food?"

"Eh... I'm not in the mood."

"Fine! We're eating sandwiches. Mine is ham and cheese. Yours is a mozzarella panini."

"Ooh. Sounds good."

They pretended to eat, staring at the plastic yellow table, as the security guard entered the food court. He walked from table to table, hands on his hips, breathing heavily from the chase. His face was flushed, the color of raspberry sorbet. He did not look like he was having a good time.

"He's getting closer," said Sammy.

"Shh! Don't look at him. If we act like we don't see him, maybe he won't see us either."

"Yeah, that's a good idea."

"It's the best idea we have!"

That may have been true, but it still wasn't much of an idea. Like a shark that smelled blood, the security guard wasn't going to let them go. He clamped his hand down on Keith's shoulder, and the magic was over.

"Kid," he said. "You gotta come with me."

"I'm sorry," exclaimed Sammy. "Don't blame him. It was all my idea!"

"No," said Keith. "Don't apologize. We've got nothing to be sorry for. It's not illegal to have fun in the airport."

"I don't know what you're talking about, kid. But you gotta come with me. Your flight is about to leave."

"Oh! I guess... I guess I should. I'm done with my sandwich, anyway." Sammy laughed at that. The security guard looked confused and bored at the same time. "You coming?"

"Nope," said Sammy. "I'm gonna hang out here. Finish lunch, and maybe become a person of the airport."

As Keith walked away, he glanced back at her, still eating her imaginary sandwich, and wondered if she hadn't been a person of the airport all along.

Name: _____ **Date:** _____

1. How does Keith feel at the beginning of the story?

- A. bored
- B. excited
- C. afraid
- D. curious

2. What is the setting of this story?

- A. a runway
- B. Jacksonville
- C. an airplane
- D. an airport

3. Read these sentences from the text.

Before he could say anything, Samantha had run off. He hopped to his feet, dragging his suitcase behind him, and ran to keep up. Samantha, whom everyone called Sammy, sprinted toward the escalator at top speed. Just before she got there, she bent over, planted her hands, and did a somersault onto the moving stairs. 'This is magical!' she said.

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Unsure what to do, Keith bobbed up and down. Sammy looked unimpressed. He did a little hop, and she burst into laughing applause.

'So now what?' he asked when they got to the top. 'Do we go back down?'

'Never!'

'But my gate is down there.'

'Yeah, and so is that security guard.'

Keith looked behind him. He noticed an overweight man in a white shirt charging up the escalator as fast as he could, which was not very fast. 'Hey!' he bellowed. 'You kids come back here!'

'Do you think we should go back there?' asked Sammy.

'Absolutely not.'

Based on this evidence, why might Keith have decided that he and Sammy should "absolutely not" go back?

- A. Keith wants to spin around and run backwards on a moving walkway with Sammy.
- B. Keith wants to impress Sammy by hiding from the security guard in a food court.
- C. Keith wants to find another escalator to show Sammy that he can do a somersault.
- D. Keith thinks he and Sammy will get in trouble with the security guard if they go back.

4. Who asks, "Are you bored?" at the beginning of the story?

- A. a voice in Keith's head
- B. Keith
- C. Sammy
- D. the security guard

5. What is a theme of this story?

- A. The older you get, the more fun life becomes.
- B. Children should respect their elders.
- C. Something boring can become fun if you use your imagination.
- D. You can learn a lot about yourself by traveling to a different country.

6. Read these sentences from the text.

They pretended to eat, staring at the plastic yellow table, as the security guard entered the food court. He walked from table to table, hands on his hips, breathing heavily from the chase. His face was flushed, the color of raspberry sorbet. He did not look like he was having a good time.

What does the author mean by writing that the security guard's face was "the color of raspberry sorbet"?

- A. The security guard's face was cold.
- B. The security guard's face was bright red.
- C. The security guard's face was hot.
- D. The security guard's face was dripping with sweat.

7. Read this sentence from the text.

They pretended to eat, staring at the plastic yellow table, as the security guard entered the food court.

How could the words of this sentence be rearranged without changing its meaning?

- A. Staring at the plastic yellow table, the security guard entered the food court as they pretended to eat.
- B. Staring at the plastic yellow table, they pretended to eat as the security guard entered the food court.
- C. As they pretended to eat, the security guard entered the food court, staring at the plastic yellow table.
- D. The security guard entered the food court, staring at the plastic yellow table, as they pretended to eat.

8. What is Keith doing while he sits at the airport in the beginning of the story?

9. What is Keith doing when the security guard catches him?

Current Events Log

Day 13

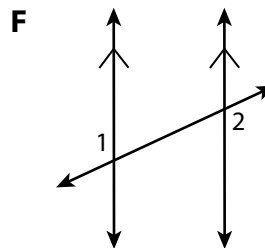
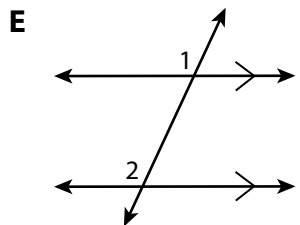
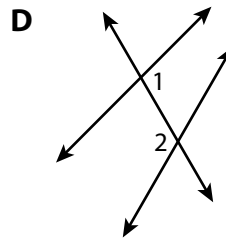
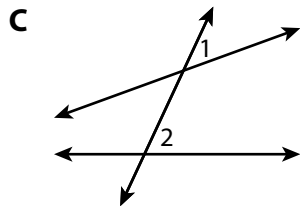
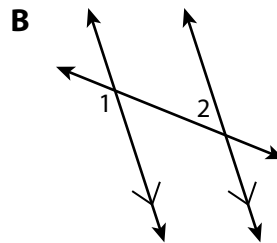
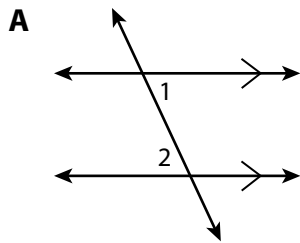
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

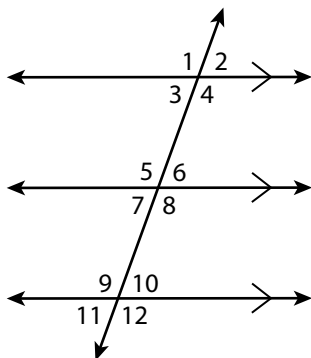
PART 1

[illegible]

4 In which figures is $\angle 1 \cong \angle 2$? Select all that apply.

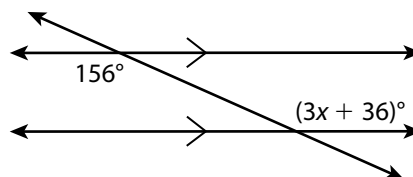


5 Tell whether each statement about the figure is *True* or *False*.



	True	False
a. $\angle 1$ and $\angle 9$ are corresponding angles.	<input type="radio"/>	<input type="radio"/>
b. $\angle 2$ and $\angle 7$ are alternate exterior angles.	<input type="radio"/>	<input type="radio"/>
c. $\angle 3$ and $\angle 10$ are alternate interior angles.	<input type="radio"/>	<input type="radio"/>
d. $\angle 4$ and $\angle 7$ are alternate interior angles.	<input type="radio"/>	<input type="radio"/>

6 What is the value of x ? Show your work.



SOLUTION _____

California

by Michael Stahl



California is the third-largest state in America. Only Texas and Alaska have greater areas of landmass than California. However, the Golden State, as it is sometimes called, is the most populated. Over 38 million people call California home, which means about one out of every eight people in the United States of America lives there. Most Californians live in cities by the Pacific Ocean.

Perhaps the most famous region of the state of California is the southernmost section. San Diego is located there and is only about 20 miles north of Mexico. Sitting on the Pacific Ocean, San Diego has a population of 1.3 million people who get to enjoy the city's lovely climate. The nearby ocean keeps temperatures in San Diego rather steady. San Diego has a high temperature of at least 70 degrees for two-thirds of the days in a calendar year, and only 10 inches of rain on average fall there each year. San Diego's economy gets a big boost from tourism, with approximately 30 million people visiting there every year to enjoy the sunny days. Because of the favorable climate, surfing has become one of the most popular local sports.

However, Los Angeles, about a two-hour drive north, is undoubtedly a better-known city when compared to San Diego. L.A., as it is often abbreviated, is home to nearly four million people, making it the most highly populated city in California. Los Angeles only trails New York on the list of most populated cities in the entire country. Like San Diego, Los Angeles residents enjoy wonderful weather. There is a large surfing community in Los Angeles as well, but the city is best known as the center of the American film industry. Six hundred movies a year are made in Hollywood, which is located in L.A. Many historians believe the local climate is to thank for the existence of Hollywood, because it makes it easier to get more outdoor work done throughout the year. And since southern California is so

warm, many of America's finest athletes have come from that area too. They have been able to practice their sports year round in the warm southern California sun.

Another California city, San Francisco, is ranked among the most popular in the United States, but this one was settled farther north in a very different environment. San Francisco has a population of 800,000 within the city limits. Like San Diego and Los Angeles, San Francisco borders the Pacific Ocean. The city lies on a peninsula though, with the San Francisco bay on the opposite side of the ocean. The City by the Bay, as it is often labeled, is much cooler than those southern cities. One interesting fact about San Francisco is that the city features the lowest average summer temperatures of any major American city, even though other cities, like Seattle and Minneapolis, are much farther north. Very heavy fog rolls into parts of the city during the summer months because of wet winds from the Pacific Ocean mixing with warmer inland air. Fortunately, the winters are not very cold. San Francisco is also known for its rolling hills that are located all across the city. Streets that were built on these hills are very steep and tiring to walk on. That is why the many famous trolley cars jet up and down the hilly streets, making transportation a little easier for San Francisco's citizens.

Name: _____ Date: _____

1. Which statement most accurately describes the size of California?

- A. California is the largest state in America.
- B. California is the third-largest state in America.
- C. California is one of the smallest states in America.
- D. California is a state of average size in America.

2. The author contrasts San Francisco with San Diego and Los Angeles. How is San Francisco different from San Diego and Los Angeles?

- A. The temperatures in San Francisco are much cooler.
- B. The population of San Francisco is much higher.
- C. Surfing is more popular in San Francisco.
- D. The winters in San Francisco are warmer.

3. The climate of a city can influence its culture. What sentence from the text best supports this conclusion?

- A. One interesting fact about San Francisco is that the city features the lowest average summer temperatures of any major American city.
- B. There is a large surfing community in Los Angeles as well, but the city is best known as the center of the American film industry.
- C. Over 38 million people call California home, which means about one out of every eight people in the United States of America lives there.
- D. San Diego's economy gets a big boost from tourism, with approximately 30 million people visiting there every year to enjoy the sunny days. Because of the favorable climate, surfing has become one of the most popular local sports.

4. San Francisco's climate is colder and foggy than that of Los Angeles and San Diego. What is most likely an effect this climate has on San Francisco?

- A. This climate makes San Francisco as popular a place to surf as San Diego or Los Angeles.
- B. This climate means San Francisco has less surfing and moviemaking than southern cities like San Diego and Los Angeles.
- C. This climate allows San Francisco to offer its people many outdoor activities that depend on the sun and warm weather.
- D. This climate means San Francisco is full of people who stay inside most of the time and industries that are not weather-dependent.

5. What is this text mostly about?

- A. how Los Angeles and San Diego are similar and different
- B. why San Francisco is different from Los Angeles and San Diego
- C. three cities in California
- D. why the climates in California differ from region to region

6. Read the following sentence from the story: "That is why the many famous trolley cars **jet up and down** the hilly streets, making transportation a little easier for San Francisco's citizens."

The author uses the phrase "**jet up and down**" to describe what?

- A. the way the trolley cars go at a pace that is frustrating for San Francisco's citizens
- B. the way the trolley cars travel slowly
- C. the way the trolley cars move at a regular pace
- D. the way the trolley cars move quickly up and down the streets

7. Choose the answer that best completes the sentence below.

There is a large surfing community in Los Angeles, _____ the city is best known as the home of Hollywood.

- A. because
- B. but
- C. then
- D. on the other hand

8. List two facts the author provides about each city he describes.

9. According to the text, how is San Francisco different from Los Angeles and San Diego? Use information from the text to support your answer.

Current Events Log

Day 14

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

[illegible]

Practice Describing Supplementary Angle Relationships

- Study the Example showing how to use angle relationships to solve problems. Then solve problems 1–5.

Example

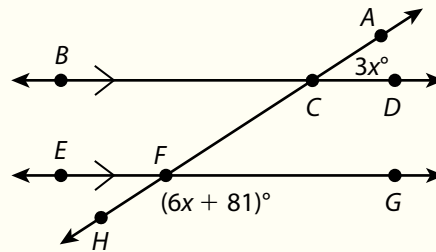
What is the value of x ?

$\angle ACD$ and $\angle HFG$ are same-side exterior angles. \overleftrightarrow{BD} and \overleftrightarrow{EG} are parallel, so $m\angle ACD + m\angle HFG = 180^\circ$.

$$3x + 6x + 81 = 180$$

$$9x = 99$$

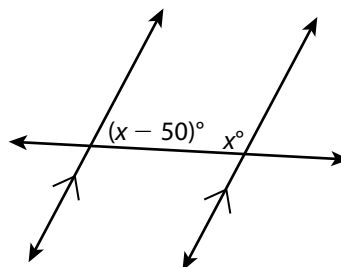
$$x = 11$$



- 1 What is the angle relationship between $\angle DCF$ and $\angle CFG$ in the Example? What are the measures of these angles? Show your work.

SOLUTION _____

- 2 Find the value of x . Show your work.



SOLUTION _____

Vocabulary

same-side exterior angles

when two lines are cut by a transversal, a pair of angles on the same side of the transversal and outside the two lines.

same-side interior angles

when two lines are cut by a transversal, a pair of angles on the same side of the transversal and between the two lines.

transversal

a line that cuts two or more lines.

Time for Jazz

by ReadWorks



Lina had been at it for an entire hour. Her fingers were poised on the shiny white keys of her piano. Old and crinkled sheet music sat in front of her, the black notes blankly staring at her. She stared at them for so long, her vision started to blur. Lina had been working on this piece for the past week, trying to master the tricky rhythm and memorize the movements required by her long fingers. She loved the piano; she always had, ever since she started playing at the age of six. But something was beginning to bother her. She was growing tired of the pieces her teacher assigned her week after week. They were all classical music pieces, and even though Lina loved them, she was itching to try something new.

She decided to take a break. She got up from the piano bench and stretched her stiff limbs. She walked into the kitchen, grabbed some celery and peanut butter out of the fridge, and turned on the radio. The room was suddenly filled with the sound of blaring trumpets, beating drums, a singing saxophone, and trilling piano keys. She assumed her dad had been listening to this station earlier in the day—he had always been a big fan of jazz music. Lina had never really joined in on her father's passion for that type of music, but something about this particular song made her listen more

carefully.

Lina's trance was broken by the sound of the back door opening.

"Hellooooo!" her dad called out.

"Hey dad, what's the name of this song?" she asked him, eagerly.

He stopped in his tracks and listened for a few seconds.

"I think this one is called 'Things Ain't What They Used to Be' by Duke Ellington and his big band," he said. "Isn't it beautiful?"

Lina nodded her head in agreement. "I wish I could play the piano like that," she told him.

"Why not?" he asked. "All your classical piano training will help a lot if you want to learn jazz piano."

"All right, I'll ask Mr. Wilson next week at class if we can start doing some jazz lessons!" she said excitedly.

Lina continued to listen to the jazz radio station for the rest of the evening. While she and her dad prepared dinner, they were serenaded by the sounds of crooning saxophones and beating cymbals. The two didn't talk; they just swayed back and forth to the rhythm of the music while chopping vegetables and waiting for pasta to boil.

Just as they were setting the dinner table, Lina's mom rushed through the door.

"Sorry I'm late!" she said. "I had to stay longer at work than I had planned."

"You're just in time for dinner!" Lina replied and pulled out a chair for her mom to sit down.

As she plopped down onto her seat, she caught the melody of the tune that was playing on the radio. "Ohhhh, I love this song. My father used to play this on our piano when I was little," she said with a smile.

Lina asked if her mom listened to jazz while growing up.

"Oh, all the time!" she exclaimed. "My dad was a huge fan. He was a pianist himself. He learned how to play from his father-my grandfather-who was around when swing music was just becoming popular," she explained.

"When was that?" Lina asked.

"Well, swing music-a type of jazz style with a strong beat that really makes you want to dance-was played for a long time by the African-American community before it really became popular. My grandfather and his father were playing swing long before it was heard on the radio. When the Great Depression hit in the 1930s, many Americans were out of jobs and money. So of course they needed something to cheer them up. When people heard swing music, they forgot about their problems. The music was just so uplifting. So big bands, like the one led by Duke Ellington, started to play at famous ballrooms and theaters all across the United States and even Europe," her mom explained.

"And so that's when your grandpa was around?" Lina asked. She was so excited to learn that she had a connection to this music.

"Yes, he loved to go dancing. He even saw Duke Ellington and his band play once! His favorite song was 'It Don't Mean a Thing if It Ain't Got That Swing,'" her mother replied.

Mr. Wilson had played that song for Lina at one of her weekly classes. He had told her that it was a revolutionary piece of music and is still listened to by jazz audiences today all around the world. Lina loved the way music could be passed down through generations. She wished she could have seen Duke Ellington's band play live.

"Well, it sounds like you're interested in jazz history all of a sudden. What's making you ask all these questions?" Lina's mom asked.

Lina explained that she wanted to learn something new. She had learned enough classical music and wanted to move on to something else.

"Then start improvising!" Lina's mom told her. "Jazz is all about improvising. So many solos you hear on these records are just musicians playing what their heart feels."

Lina thought about improvising. She could hardly imagine just sitting down at the piano and playing anything that came to her mind, just piecing together notes in a way that would captivate her listeners. She remained silent for a while, concentrating hard on what she could possibly play off the top of her head.

Her mom noticed Lina's brow furrow. "The only way you're going to learn how to improvise is if you try," she told her daughter. She walked over to the piano and pulled out the bench. She patted it and looked over to the dinner table at Lina.

"Let's start now!" she said with excitement in her eyes.

Name: _____ Date: _____

1. What instrument does Lina play?

- A. the saxophone
- B. the trumpet
- C. the piano
- D. the drums

2. Throughout the story, Lina asks her parents lots of questions about jazz music. What motivates Lina's questions?

- A. Lina wants to learn something new.
- B. Lina is preparing for a music history test.
- C. Lina's homework is to interview her parents.
- D. Lina needs help with her piano homework.

3. Lina is anxious to learn a different type of music. What evidence from the passage best supports this conclusion?

- A. "Old and crinkled sheet music sat in front of her, the black notes blankly staring at her. She stared at them for so long, her vision started to blur."
- B. "She loved the piano; she always had, ever since she started playing at the age of six. But something was beginning to bother her."
- C. "Lina had been working on this piece for the past week, trying to master the tricky rhythm and memorize the movements required by her long fingers."
- D. "They were all classical music pieces, and even though Lina loved them, she was itching to try something new."

4. What conclusion can be made about Lina's family and their relationship to jazz?

- A. Lina is the first person in her family to be interested in jazz.
- B. Jazz has been important to many people in Lina's family.
- C. Lina's family used to like jazz, but now they think it is too popular.
- D. Lina is the only person in her family who doesn't like jazz.

5. What is this story mostly about?

- A. Lina learns about jazz and her family's ties to the music.
- B. Lina is tired of playing the piano and wants to learn something new.
- C. Lina learns how to play jazz piano and improvise new melodies.
- D. Lina discovers that both of her parents enjoy jazz music.

6. Read the following sentences: "Lina thought about **improvising**. She could hardly imagine just sitting down at the piano and playing anything that came to her mind, just piecing together notes in a way that would captivate her listeners. She remained silent for a while, concentrating hard on what she could possibly play off the top of her head."

As used in this sentence, what does the word "**improvising**" most nearly mean?

- A. performing from sheet music
- B. making something better
- C. inventing new music while performing
- D. playing music for an audience

7. Choose the answer that best completes the sentence below.

_____, swing music was played in African-American communities before it became popular in ballrooms across America.

- A. However
- B. Finally
- C. Obviously
- D. Initially

8. What is swing music?

Current Events Log

Day 15

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

Building a treehouse for our community was...

Building a treehouse for our community was...



Proud LEARN
Family

The background of the image is decorated with several line art flowers of various designs, including daisies, multi-petaled blooms, and stylized flowers with circular centers. These are arranged around the central text.

Thank you
first responders



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