e-Learning Day #3

Name:

CHECK the Completed box as you finish each assignment.
CIRCLE the name of your teacher.

Completed?	Class	Teacher			
	Social Studies	Oehrlein	Steffer		
	ELA	Tupa	Lilienthal	Carlson	Nielson
	Phy Ed	Fossum	Kalkbrenner	Neu	
	Music /Fine Arts/ Orchestra / Choir/ Band	Manning	Helgeson	Zeller	Suter
		Anderson-Wilson	Castiglione		
	Science	Kuznik	Marotte	Kuehn	
	ELD **ONLY** complete if you have this class.	Whalen	Yague		
		Featherston	Vovchenko		
	Math	Holtkamp	Lee		
		Bernhagen	Rudie		

Using a Map Scale

1. Use the scale (TOP RIGHT CORNER) to answer the distance questions. You can either cut out or just tear off the scale to use it.

2. You will need to draw a line between each pair of cities in each question.

3. Use a different color for each one!

4. Once you are done, return to your Social teacher the next time we are in school.

Name: _____
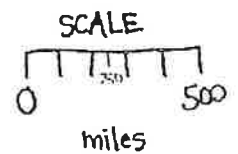
Using a Map Scale
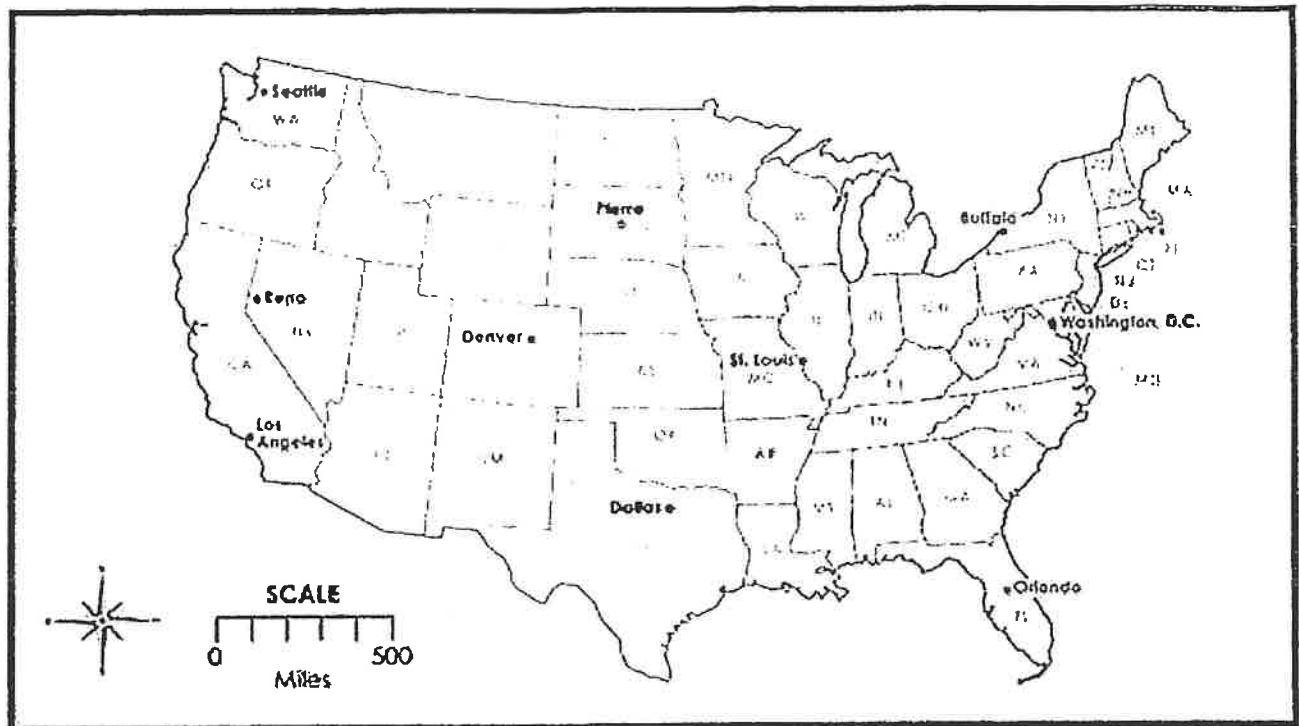
Use the scale on the map to answer the distance questions below. Draw a line between each pair of cities in each question. Use a different color for each one.

1. What is the approximate distance from Buffalo, NY to Orlando, FL? _____

2. What is the approximate distance from Dallas, TX to Denver, CO? _____

3. What is the approximate distance from Pierre, SD to Los Angeles, CA? _____

4. What is the approximate distance from St. Loius, MO to Reno, NV? _____

5. What is the approximate distance from Washington, DC to Seattle, WA? _____

6. If you flew from Buffalo, NY to St. Louis, MO and continued on by flying to Seattle, WA, then to Reno, NV then to Dallas, TX and then back to Buffalo, NY, what would be the total approximate miles traveled? _____

Name: _____

Class: _____

Teacher: _____

Writing
Prompt
Exercise

Directions:

Write as much as you possibly can about each of the 5 prompts on this sheet. Try to fill up all 20 lines and be as creative as you can!

What was the first thing you did when you got up this morning? Why?

Look out the nearest window. Describe what you see, but you <u>cannot use names</u> for any of the objects / people you describe!

If you could have any superpower, what superpower would you choose and why?

What would you do if you had $1000? What do you think you SHOULD do with $1000?

Imagine for a moment that magic is real. What kind of powers would you have? How could it go wrong?

PHYSICAL EDUCATION E-Learning WORK
Day 3

FIRST NAME_____ LAST NAME_____

Hour _____ Grade_____ Circle Circle: <u>Red</u> or <u>White</u>

Complete ONE per E-Learning Day

MY SNOW DAY WORK IS....

1. Do physical activity for 30 minutes.

   *walk, jog, find a workout video, treadmill, building a snowman, sledding, shoveling, ice fishing, snow forts, snowshoeing, wii fit, skiing, etc.

What was your activity?_____

2. Write 2 SENTENCES about your activity. *Some ideas... How did you feel while doing the activity, how did you feel after you were done, what was the most difficult part, what was the easiest part, did you have an activity partner, who was it, what parts of your body did you work, etc.
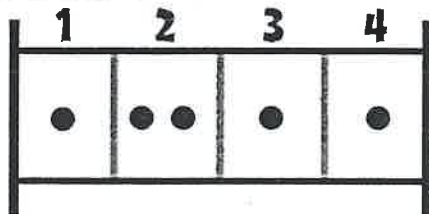
Name _____

Make That Rhythm
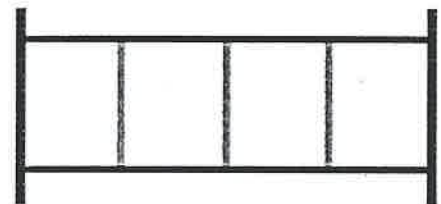
Remember how Quaver made rhythms with dough? Now you can make rhythms as well!

Take a pencil and place a dot or dots in each box of the 4-beat measures, then clap the rhythm. *Look at our example in Measure 1.*
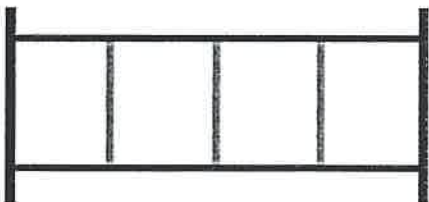
MEASURE 1

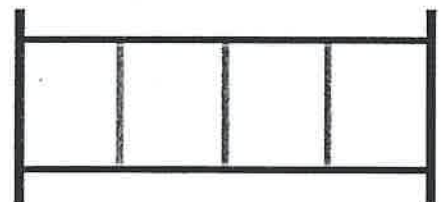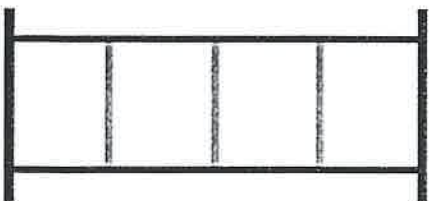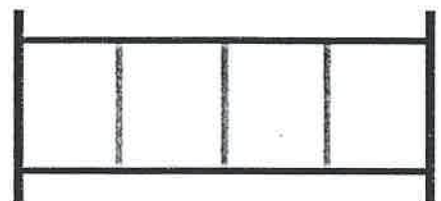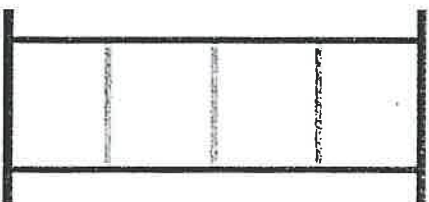| 1	2	3	4
●	● ●	●	●

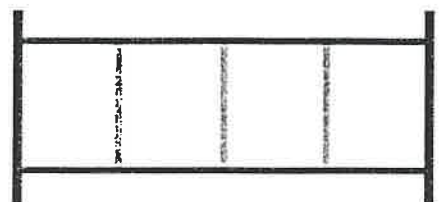**MEASURE 2**

MEASURE 3

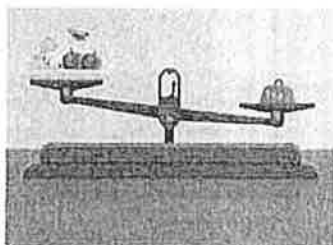**MEASURE 4**

MEASURE 5

MEASURE 6

MEASURE 7

MEASURE 8

Mass and Volume

Mass is a measure of the amount of matter in a substance or an object. The basic SI unit for mass is the kilogram (kg), but smaller masses may be measured in grams (g). To measure mass, you would use a balance. In the lab, mass may be measured with a triple beam balance or an electronic balance, but the old-fashioned balance pictured below may give you a better idea of what mass is. If both sides of this balance were at the same level, it would mean that the fruit in the left pan has the same mass as the iron object in the right pan. In that case, the fruit would have a mass of 1 kg, the same as the iron. As you can see, however, the fruit is at a higher level than the iron. This means that the fruit has less mass than the iron, that is, the fruit's mass is less than 1 kg.

[Figure 2]

Mass is commonly confused with weight. The two are closely related, but they measure different things. Whereas mass measures the amount of matter in an object, weight measures the force of gravity acting on an object. The force of gravity on an object depends on its mass but also on the strength of gravity. If the strength of gravity is held constant (as it is all over Earth), then an object mass is directly proportional to the object's weight, so a greater mass also has a greater weight.

Volume is a measure of the amount of space that a substance or an object takes up. The basic SI unit for volume is the cubic meter (m^3), but smaller volumes may be measured in cm^3, and liquids may be measured in liters (L) or milliliters (mL). How the volume of matter is measured depends on its state.

- Liquid - measuring cup or graduated cylinder
- Gas- volume of its container since they fill whatever space is available
- Regularly shaped solid- calculated from dimensions. Example: volume of a rectangle is length X width X height.
- Irregularly shaped solid- displacement method: put the object in liquid and see how much water is displaced or moved.

MASS   vs.   VOLUME

MASS

Definition:

Tool(s):

Units:

VOLUME

Definition:

Tool(s):

Units:

How do you measure mass and volume of different objects?

Strategies — Pick the strategy that makes the most sense for the situation.	Use a ruler to measure and then multiply length x width x height.	Place the object on a triple-beam balance or electronic scale.	Fill the unmarked container to the top with water and then pour the water into a graduated cylinder. Read from the bottom of the meniscus.	Add the object to a graduated cylinder that is partially filled. Observe and record how much water the object displaces.	Pour the liquid into a graduated cylinder or medicine cup. Measure carefully to the nearest mL from the bottom of the meniscus.
Situations:					
Example: How can you find the volume of a tissue box?	X				
1. How can you find the mass of a tissue box?					
2. How can you measure exactly 10 mL of cooking oil?					
3. How can you find the volume of an empty plastic party cup?					
4. How do you find the mass of 10 mL of cooking oil?					
5. How can you find the volume of a gold ring?					
6. How can you find the mass of a gold ring?					
7. How can you find the volume of a textbook?					
8. How can you find the volume of a small sharpened pencil?					
9. How can you find the mass of 25 mL of water?					
10. How can the school nurse measure exactly 10 mL of cough syrup?					

2

4 a) Read the following paragraphs and match them to the pictures.

b) Read the paragraphs again and fill in the tables, as in the example.

c) Cover the texts, look at the pictures and the tables and describe each person.

a Peter is twenty years old. He is young. He is tall and well-built. He has got short curly hair. He has got full lips and a wide flattish nose.

b Kim is twenty-two years old. She is young. She is short and slim with full lips. She has got long straight hair. She has got slanting eyes and a small nose.

c Robert is seventy years old. He is old. He is short and slim. He has got short white hair. He has got thin lips and a big nose.

d Ian is fifty-two years old. He is middle-aged. He is of medium height and he is fat. He has got grey straight hair, a beard and a moustache. He has got a large nose and full lips.

3

Name: ....
Age: ....
Height: ....
Build: ....
Hair: ....
Nose: ....
Lips: ....
Other Characteristics:
....
....
....

4

Name: ....
Age: ....
Height: ....
Build: ....
Hair: ....
Nose: ....
Lips: ....
Other Characteristics:
....
....
....

1

Name: Kim
Age: 22
Height: short
Build: slim
Hair: long, straight
Nose: small
Lips: full
Other Characteristics:
slanting eyes

2

Name: ....
Age: ....
Height: ....
Build: ....
Hair: ....
Nose: ....
Lips: ....
Other Characteristics:
....
....
....

○ Grammar

5 Write questions and answers as in the example.

1 A: you / from Argentina?
   Are you from Argentina?
   B: No / Brazil
   No, I'm from Brazil.

2 A: your car / new?
   ....
   B: No / very old
   ....

3 A: he / Portugal?
   ....
   B: No / Turkey
   ....

UNIT 1 People around the World

1) Vocabulary

1 Fill in the correct adjective from the box, then underline the parts which suggest each person's character.

clever, brave

A Sean Connery is famous for his role as James Bond in the early 007 movies. James Bond is 1) .... because he deals with many dangerous people. He is also 2) .... He always thinks of a way to get out of difficult situations and is always the one who wins.

stubborn, selfish, determined

B Whitney Houston plays the role of Rachel Marron in the film *The Bodyguard*. Rachel is 1) .... ; she doesn't think of anyone but herself. She is 2) .... because she wants to be the best, but this also makes her 3) .... She never listens to other people when they give her advice.

mysterious, suspicious

C David Duchovny is famous for playing Agent Mulder in the TV series *The X-Files*. Mulder is a 1) .... person; he doesn't trust other people. He is also 2) .... and even those close to him don't know everything about him.

independent, sensible

D Gillian Anderson plays the role of Agent Scully in *The X-Files*. Scully is a(n) 1) .... woman, who thinks for herself and makes her own decisions. Scully is very 2) .... She doesn't like taking dangerous risks.

2 Fill in: ...

1 Sally is a very .... person. She never tells lies.
2 Bill is a quiet boy. He's quite ....
3 Robert always wants what others have. He's a very .... person.
4 Susan is a .... person. She's rarely quiet.
5 Jack never spends any money. He's ....
6 Phil has bad manners. He's very ....

3 Match the adjectives to the reasons, then use them to describe your friends and relatives, as in the example.

1	friendly	a	give a lot to people
2	generous	b	make other people feel relaxed
3	kind	c	like talking to other people
4	happy	d	have good manners
5	calm	e	not laugh very often
6	serious	f	always think of other people
7	stubborn	g	smile a lot
8	polite	h	never change his/her mind

Ted is very friendly. He likes talking to other people.

4 Choose words from the table below to describe the people in the pictures, as in the example.

age:	(very) young, middle-aged, old
hair:	short, long, curly, straight, wavy, dark
other features:	beard, moustache, glasses, friendly smile, dark/fair complexion, wrinkles

Lisa   Peter

Mike   Sara

1 Fill in the correct word(s) from the list below. Use the words only once.

> *friendly, enjoyable, tropical, magnificent, sunny, dark, terrible, clear*

1	.... clouds	5	.... people
2	a(n) ....day	6	a(n) .... hotel
3	.... water	7	a(n) .... storm
4	a(n) .... time	8	a(n) .... island

2 Underline the correct word.

1 We must *try/test* the brakes of the car before we set out on our journey.
2 The *old/ancient* man had a wrinkled face.
3 The boy tried to *steal/rob* sweets from the corner shop.
4 Can I have some time to *think/believe* over your proposal before I give you an answer?
5 It was a beautiful, *clean/clear* day yesterday, so we went to the beach.
6 After dinner, I always have a piece of chocolate cake for *desert/dessert*.
7 The children's laughter *feels/fills* the house with joy.

3 Match the words to their opposites.

Column A		Column B	
1	sunny	A	disgusting
2	clean	B	horrible
3	delicious	C	cloudy
4	fabulous	D	calm
5	uneasy	E	filthy

> **yet** is used with perfect tenses in interrogative and negative sentences. e.g. a) *Have you called him yet?* b) *I haven't finished yet.*
>
> **already** is used with perfect tenses in affirmative sentences. e.g. *She has already paid the bill.*

4 Fill in *yet* or *already*.

Mum: Haven't you done your homework (1) .... ?
Jane: Nearly! I've (2) .... finished maths and English.
Mum: Have you studied history (3) .... ?
Jane: The test is next week. I have plenty of time.
Mum: You have (4) .... failed two history tests. I suggest you start studying right away.
Jane: But mum, I have (5) .... arranged to go out with my friends.
Mum: They haven't come (6) .... Call them and tell them you can't join them tonight.

> **since** (= from a starting point in the past) e.g. *since 1990*
>
> **for** (= over a period of time) e.g. *for two years*

5 Fill in *since* or *for*.

Katherine has been a teacher (1) .... 1995. She has lived in the area (2) .... a year and has made many friends (3) .... she moved here. She has managed to save a lot of money (4) .... she started working. She hasn't had a holiday (5) .... two years so she is looking forward to going to Egypt in the spring.

> **Present Perfect is used for:**
> a) recently completed actions e.g. *She has just posted a letter.*
> b) recent actions when the time is not mentioned: e.g. *He's visited Brazil.*
> c) personal experiences or changes e.g. *She's put on weight.*
> d) emphasis on number e.g. *He's typed ten reports this morning.*
>
> **Present Perfect Continuous is used for:**
> a) actions which began in the past and are still going on e.g. *They've been working on this project since Monday.*
> b) past actions which have visible results in the present e.g. *He's tired because he has been jogging for hours.*
> c) emphasis on duration e.g. *He's been working here for twenty-two years.*

6 Put each verb in brackets into either *Present Perfect* or *Present Perfect Continuous*.

1 Susan .... (not/return) from her skiing holiday yet.
2 We .... (just/move) in.
3 I .... (not/see) Thomas since 1995.
4 Sue .... (clean) for the past three hours.
5 Cindy .... (never/be) to the United States.
6 She .... (revise) for the exams since Monday.
7 How long .... (you/work) here?
8 He .... (make) ten phone calls since this morning.
9 .... (you/ever/lie) to your best friend?
10 He .... (lie) on the couch since he got home from work.

1. Solve the following equations. **Remember to look closely at the operation sign.** A. $3\frac{1}{3}$ x $2\frac{1}{6}$ = B. $\frac{5}{10}$ X $\frac{4}{20}$ =	2. A. Put the numbers in order from **least to greatest.** 4.8, $4\frac{2}{3}$, 4.6 , $4\frac{1}{2}$ _____ , _____ , _____ , _____
3. Match the vocabulary with the correct definition. A. A _____ is the result of multiplying factors. B. When you add numbers, you are finding the _____. C. A _____ is the result of a division problem. Quotient Difference Sum Product	4. Write the prime factorization of 128. **(Use a factor tree)** Use **exponents** to show repeated factors. Answer: _____