<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read <em>ELEVEN</em></td>
<td>Read <em>ELEVEN</em> again to increase fluency.</td>
<td>Read <em>ELEVEN</em> again to increase fluency. Answer the Assessment Questions.</td>
<td>Summarize the story <em>ELEVEN</em></td>
</tr>
<tr>
<td><strong>Make a prediction:</strong></td>
<td>Based on the title what is the story about.</td>
<td>Summarize what took place in the story.</td>
<td>Answer the Discussion Question.</td>
<td>Compare and Contrast Rachel and Mrs. Price.</td>
</tr>
<tr>
<td></td>
<td>Answer the following guiding questions.</td>
<td>List the main events that happened.</td>
<td></td>
<td>List the character traits for Rachel and Mrs. Price.</td>
</tr>
<tr>
<td><strong>How does the speaker describe growing up?</strong></td>
<td>a) You become more mature with every year.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>b) You carry your previous years with you.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>c) You no longer feel like a child.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>d) You are no longer intimidated by other adults.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Why does Mrs. Price give Rachel the sweater?</strong></td>
<td>a) She wants to embarrass Rachel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) She thinks Rachel is cold and could use it.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>c) She saw Rachel wear it yesterday.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) She believes it</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read and become familiar with the following definition, information and examples:</strong></td>
</tr>
<tr>
<td>An exponent is a number or symbol that indicates the power to which the base number is raised; for example, in this expression, the exponent 2 indicates that 3 is raised to the second power $3^2 = 3 \times 3$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use your knowledge from yesterday to indicate how many times the number 10 was multiplied by itself. Look for the pattern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 = 10^1$</td>
</tr>
<tr>
<td>$100 = 10^2$</td>
</tr>
<tr>
<td>$1,000 = 10^3$</td>
</tr>
<tr>
<td>$10,000$</td>
</tr>
<tr>
<td>$100,000$</td>
</tr>
<tr>
<td>$1,000,000$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiplying by Powers of Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hint:</strong> when you multiply by 0.01, the decimal point moves two places to the left $(45 \times 0.01 = 0.45)$</td>
</tr>
<tr>
<td><strong>Hint:</strong> when you multiply by .1, the decimal point moves one place to the left $(75 \times 0.1 = 7.5)$</td>
</tr>
<tr>
<td>Look for the pattern and solve: $0.8 \times 0.1 = \underline{0.08}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dividing by Powers of Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hint:</strong> when you divide by 0.01, the decimal point moves two places to the right $(45 \div 0.01 = 4500)$</td>
</tr>
<tr>
<td><strong>Hint:</strong> when you divide by .1, the decimal point moves one place to the right $(75 \div 0.1 = 750)$</td>
</tr>
<tr>
<td>Look for the pattern and solve: $5000 \div 1000 = \underline{5}$</td>
</tr>
<tr>
<td>$392 \div 1000 = \underline{0.392}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multiplying Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.4 \times 0.62 = \underline{0.2544}$</td>
</tr>
<tr>
<td>$1.4 \times 0.57 = \underline{0.808}$</td>
</tr>
<tr>
<td>$2.8 \times 3.2 = \underline{8.96}$</td>
</tr>
<tr>
<td>$1.8 \times 0.8 = \underline{1.44}$</td>
</tr>
<tr>
<td>$0.76 \times 1.17 = \underline{0.8822}$</td>
</tr>
</tbody>
</table>
The exponent indicates how many times the number is multiplied by itself.

Please read the following out loud. For example: 10 to the first power, 10 to the second power and 10 to the third power.

$10^1 = 10$
$10^2 = 10 \times 10$
$10^3 = 10 \times 10 \times 10$
$10^4 = 10 \times 10 \times 10 \times 10$
$10^5 = 10 \times 10 \times 10 \times 10 \times 10$
$10^6 = 10 \times 10 \times 10 \times 10 \times 10 \times 10$
$10^7 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$
$10^8 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$
$10^9 = 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$

Complete the expression. You DO NOT need to solve the expression.

$32 \times 10^2 = 32 \times 10 \times 10$
$55 \times 10^5 = \underline{\hspace{2cm}}$
$34 \times 10^7 = \underline{\hspace{2cm}}$
$17 \times 10^8 = \underline{\hspace{2cm}}$
$20 \times 10^9 = \underline{\hspace{2cm}}$

0.57 x 0.1 = \underline{\hspace{2cm}}
457 x 0.1 = \underline{\hspace{2cm}}
315 x 0.1 = \underline{\hspace{2cm}}
98 x 0.1 = \underline{\hspace{2cm}}
189 x 0.1 = \underline{\hspace{2cm}}
267 x 0.1 = \underline{\hspace{2cm}}

$10,000,000 = \underline{\hspace{2cm}}$
$100,000,000 = \underline{\hspace{2cm}}$
$1,000,000,000 = \underline{\hspace{2cm}}$

$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
$800 \div 100 = \underline{\hspace{2cm}}$

$315 \times 0.1 = \underline{\hspace{2cm}}$
$109 \times 0.01 = \underline{\hspace{2cm}}$
$0.83 \div 10 = \underline{\hspace{2cm}}$
$20 \times 0.01 = \underline{\hspace{2cm}}$

$89 \div 0.1 = \underline{\hspace{2cm}}$
$43 \times 0.01 = \underline{\hspace{2cm}}$
$0.8 \div 0.1 = \underline{\hspace{2cm}}$
$98 \times 0.1 = \underline{\hspace{2cm}}$

$0.1 \times 0.01 = \underline{\hspace{2cm}}$
$3 x 0.01 = \underline{\hspace{2cm}}$
$5 \div 0.1 = \underline{\hspace{2cm}}$
$213 \times 0.1 = \underline{\hspace{2cm}}$

$0.50 \times 0.35 = \underline{\hspace{2cm}}$
$457 \times 0.1 = \underline{\hspace{2cm}}$
$315 \times 0.1 = \underline{\hspace{2cm}}$
$109 \times 0.01 = \underline{\hspace{2cm}}$

$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
$800 \div 100 = \underline{\hspace{2cm}}$

$0.5 \times 0.35 = \underline{\hspace{2cm}}$
$1.03 x 2.15 = \underline{\hspace{2cm}}$
$3.4 \times 0.12 = \underline{\hspace{2cm}}$
$0.09 \times 0.4 = \underline{\hspace{2cm}}$

$0.06 \div 100 = \underline{\hspace{2cm}}$
$410 \div 100 = \underline{\hspace{2cm}}$
$0.90 \times 0.67 = \underline{\hspace{2cm}}$
$2.76 \times 2.25 = \underline{\hspace{2cm}}$

$0.96 \times 2.34 = \underline{\hspace{2cm}}$
$0.90 \times 0.67 = \underline{\hspace{2cm}}$
$2.8 \times 0.72 = \underline{\hspace{2cm}}$
$2.8 \times 0.72 = \underline{\hspace{2cm}}$

$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
$800 \div 100 = \underline{\hspace{2cm}}$

$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
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$0.5 \times 0.35 = \underline{\hspace{2cm}}$
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$0.09 \times 0.4 = \underline{\hspace{2cm}}$

$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
$800 \div 100 = \underline{\hspace{2cm}}$

$0.5 \times 0.35 = \underline{\hspace{2cm}}$
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$0.03 \div 1000 = \underline{\hspace{2cm}}$
$3472 \div 1000 = \underline{\hspace{2cm}}$
$0.4 \div 1000 = \underline{\hspace{2cm}}$
$800 \div 100 = \underline{\hspace{2cm}}$
Christina School District Assignment Board

1): Read ONLY page 1 of the article. Try to read as much as you can on your own, but you may ask for help if needed. Write: 3-5 sentences that explain the central idea of the article. Use at least two details from the article to support your response.

Fire (part 2): Read page 2 (starting with “Active Volcanoes…”)
Then read the following claim: “The Ring of Fire is one of the most active geologic places on Earth.” Write: What evidence from the article supports this claim? Think about what you read about the Ring of Fire, then explain how the details support the claim.

Explode? (part 1):
Here are 2 types of volcanoes. Write down what you notice about the shape.

Now look at the two types of rocks that come from each type of volcano. Write down what you notice about them.

(felsite lava) (basalt lava)
The 2 types of rock are formed by 2 different types of lava. One is thick, like toothpaste or peanut butter. The other is thinner, like syrup or honey. Write: make a prediction about which volcano you think shoots out thick lava, and which shoots out thin. Why do you think that?

Based on the work you have done this week, write your best answers to the following:

a) Why are some volcanoes cone-shaped and some shield-shaped?
b) If you were traveling around and found a volcano, how could you figure out if the volcano makes felsite or basalt lava?
c) Which volcanoes are more likely to explode - the ones with thick lava or thin lava? Why? What evidence do you have?

If you would like, you may also draw a picture of your favorite type of volcano and show whether it is an exploding or “oozing” volcano.

Social Studies

Primary vs. Secondary Sources

Primary Source: Original document, artifact where there

Primary vs. Secondary Sources

Activity 1:
Read the attached article.

Primary vs. Secondary Sources

Activity 2:
Complete the attached graphic organizer

Primary vs. Secondary Sources

Activity 3:
Evaluate the Source

Historical Question 1:
Who was present as the
### Christina School District Assignment Board

| Ex: newspaper articles, photographs, diaries and artifacts | In your own words write a definition for **primary** and **secondary sources**. | *use the article to help you signing of the Declaration of Independence?**

**Secondary Sources:**
documents written after an event has occurred, providing secondhand accounts of that event, person, or topic.

**Source 1:** Hollywood movie about the American Revolution made in 2001.

**Source 2:** Book written by a famous historian who is an expert on the American Revolution, published in 1999.

1. Which is more credible? Why?

**Historical Question 2:**
What was slavery like in South Carolina?

**Source 1:** Interview with a former slave in 1936. The interviewer is a black man collecting oral histories for the Federal Writers’ Project.

**Source 2:** Interview with a former slave in 1936. The interviewer is a white woman collecting oral histories for the Federal Writers’ Project.

1. Which is more credible? Why?
Activity 1:

~Modified by CSD for use at home~

Which is Best? The Matchup: Primary Sources versus Secondary Sources

In one corner we have the primary source. The primary source thinks it is the best source when studying history because it refers to original events, documents and/or artifacts. This means the people or items were really there. Primary sources include: newspaper articles, photographs, diaries and artifacts (for example, Aztec pottery) (Slater). Primary sources also think they are better than secondary sources because they are analyzed and interpreted to create secondary sources.

In the other corner is the secondary source. Secondary sources often feel left out when students study and talk about history. They feel as if they are always in the shadow of the primary source. However, secondary sources have a right to feel superior because they often provide context and vital background information to allow students and historians to understand primary sources. “Secondary sources are mostly documents written after an event has occurred, providing secondhand accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts”. Some examples of secondary sources are: journal and magazine articles, news reports, encyclopedias, textbooks and books. Unlike primary sources, which usually only give one perspective on a topic or event, secondary sources often compile several primary and secondary sources to give the reader better understanding of the topic at hand. As a result, secondary sources feel as if they have the upper hand when studying history.

Which source is best? Ultimately, both primary and secondary sources are beneficial to the study of history; however, there are several things historians and students of history must keep in mind when studying any source. Every source is impacted by the perspective and point
of the view of the author, even photographs and videos. When using any source historians must keep in mind credibility and bias, as well as the purpose, perspective, or point of view for which they were constructed. Both primary and secondary sources provide important facts and the art of history is weaving it all together.


Activity 1:

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Activity 2: Re-read primary and secondary sources fill out the chart and answer the questions.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Examples:       |                   |
|-----------------|                   |
|                 |                   |

**CAUTION: Things to keep in mind when using this source**

<table>
<thead>
<tr>
<th>When would using a primary source be best?</th>
<th>When would using a secondary source be best?</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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Short Story – A short story is a form of fiction that can generally be read in one sitting.

Character Traits – qualities that help a reader understand a character’s personality.

You can determine a character’s traits by paying attention to:
- their speech, thoughts, feelings, and actions
- the speech, thoughts, and actions of other characters
- the author’s direct statements
- descriptions of their physical characteristics

ELEVEN
by Sandra Cisneros

1. What they don’t understand about birthdays and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don’t. You open your eyes and everything’s just like yesterday, only it’s today. And you don’t feel eleven at all. You feel like you’re still ten. And you are—underneath the year that makes you eleven.

2. Like some days you might say something stupid, and that’s the part of you that’s still ten. Or maybe some days you might need to sit on your mama’s lap because you’re scared, and that’s the part of you that’s five. And maybe one day when you’re all grown up maybe you will need to cry like if you’re three, and that’s okay. That’s what I tell Mama when she’s sad and needs to cry. Maybe she’s feeling three.

3. Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That’s how being eleven years old is.

4. You don’t feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don’t feel smart eleven, not until you’re almost twelve. That’s the way it is.

5. Only today I wish I didn’t have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I’d have known what to say when Mrs. Price put the red sweater on my desk. I would’ve known how to tell her it wasn’t mine instead of just sitting there with that look on my face and nothing coming out of my mouth.
“Whose is this?” Mrs. Price says, and she holds the red sweater up in the air for all the class to see. “Whose? It’s been sitting in the coatroom for a month.”

“Not mine,” says everybody. “Not me.”

“It has to belong to somebody,” Mrs. Price keeps saying, but nobody can remember. It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It’s maybe a thousand years old and even if it belonged to me I wouldn’t say so.

Maybe because I’m skinny, maybe because she doesn’t like me, that stupid Sylvia Saldivar says, “I think it belongs to Rachel.” An ugly sweater like that all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

“That’s not, I don’t, you’re not…Not mine.” I finally say in a little voice that was maybe me when I was four.

“Of course it’s yours,” Mrs. Price says. “I remember you wearing it once.” Because she’s older and the teacher, she’s right and I’m not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don’t know why but all of a sudden I’m feeling sick inside, like the part of me that’s three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater’s still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine. In my head I’m thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody, “Now, Rachel, that’s enough,” because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging all over the edge like a waterfall, but I don’t care.
“Rachel,” Mrs. Price says. She says it like she’s getting mad. “You put that sweater on right now and no more nonsense.”

“But it’s not—“

“Now!” Mrs. Price says

This is when I wish I wasn’t eleven because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.

That’s when everything I’ve been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I’m crying in front of everybody. I wish I was invisible but I’m not. I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can’t stop the little animal noises from coming out of me until there aren’t any more tears left in my eyes, and it’s just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldívar, says she remembers the red sweater is hers. I take it off right away and give it to her, only Mrs. Price pretends like everything’s okay.

Today I’m eleven. There’s a cake Mama’s making for tonight and when Papa comes home from work we’ll eat it. There’ll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it’s too late.

I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven. Because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny—tiny you have to close your eyes to see it.
Capturing Chaos

Experiment #1

1). Describe what happened when you mixed baking soda and vinegar in your sealed bag:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Think about why that happened. Draw a picture (or pictures) below that will show what you think made that happen. Write labels and captions if you need them to make your ideas clear. You can include things that are too small to see.

Experiment #2

With your partner, decide on your second experiment and answer the questions below. If your first experiment exploded, we challenge you to make your bag inflate until it ALMOST pops, but doesn’t!

3. What is your goal? ____________________________________________

4. Last time, you used 6 spoons of vinegar and 1 spoon of baking soda. What will you do differently this time?

________________________________________________________________________

5. What happened? Why do you think that happened? ____________________________________________

________________________________________________________________________

________________________________________________________________________
1. Circle true or false for each statement about explosions.
   a. TRUE or FALSE? (circle one) Explosions are always dangerous.
   b. TRUE or FALSE? (circle one) Explosions are always used to destroy things.
   c. TRUE or FALSE? (circle one) Explosions are caused when gas is produced.

For only the statement(s) that were false, explain what you think makes them false below:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. How can we use a **particle model** (a model of things too small to be seen) to explain why the bag of vinegar and baking soda inflated?