

Hurricane Milton Homework Plan

Reading - Mrs. Olson

You will read Chapters 1-6 of The Westing Game, by Ellen Raskin while at home.

1. **Before reading** chapters 1-3, please complete the "Before You Read" page on the set of chapters.
2. **After reading** chapters 1-3, please complete the "After You Read" page on the set of chapters. **You can do the Journaling Prompt on your reading log for 10/7.**
3. **Before reading** chapters 4-6, please complete the "Before You Read" page on the set of chapters.
4. **After reading** chapters 4-6, please complete the "After You Read" page on the set of chapters. **You can do the Journaling Prompt on your reading log for 10/8.**
5. **Do another reading log for Wednesday 10/9, but it can be based on The Westing Game as well if you choose.**

NAME: _____



Chapters One to Three

Answer the questions in complete sentences.

1. *The Westing Game* is a mystery novel. Think of other mysteries you have read. Make a list of story elements that are found in a good mystery story.

2. Each chapter in this section has a title that gives clues about the story. Read the title for the first three chapters and then predict what you think it might be suggesting.

Chapter 1: Sunset Towers: _____

Chapter 2: Ghosts or Worse: _____

Chapter 3: Tenants In and Out: _____

Vocabulary

Complete each sentence with a word from the list.

chandeliers	stationery	grappled	hassock	pivoted
coo	authentic	asylum	gaunt	putrid

1. If something has a decaying or rotten odor, we say it is _____.
2. After being lost in the bush for ten days, the hunter was very _____.
3. The wrestlers _____ in the center of the ring. The crowd loved it!
4. The _____ shop sells cards, note paper and other writing materials.
5. We could hear the pigeons in the old barn begin to _____.
6. Another word for a big footstool is a _____.
7. The basketball player dribbled the ball, _____ and scored for his team.
8. If an object is genuine or real, we say it is _____.
9. The _____ in the mansion entrance add to its beauty.
10. Many refugees flee to escape death and ask for _____ in another country.



Chapters Four to Six

Answer the questions in complete sentences.

- In the previous chapters, we met most of the characters. What is your opinion of this group? Why do you think these people were purposely chosen to be tenants at Sunset Towers?

- What concrete ideas has the author introduced so far that suggest a mystery? List details from the previous chapters and your own ideas.

- In Chapter 2, Turtle says that she will go into the Westing house for two dollars per minute. Do you think she will actually do this or is she just showing off? Support your opinion.


Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- receding
- vigil
- immigrant
- legacy
- relinquishing
- impish
- simpered
- morbid
- eccentric
- reproachful

- A person who comes into a foreign country to live
- Smiled in a fake, silly way
- Gloomy, unhealthy
- A close or careful watch
- Odd, peculiar, extraordinary
- Moving or going backward
- Giving up; letting go
- Full of blame or disapproval
- Mischievous, tricky
- Something that has been passed down by an ancestor

NAME: _____

After You Read 



Chapters One to Three

Answer each question with a complete sentence.

1. What strategies does Barney Northrup use to convince the tenants to take the apartments he is offering?

2. What mistake did Barney make in the choice of tenants? What problem might this create?

3. In Chapters 2 and 3 we meet most of the other characters. Write a few words to describe what you have learned about each of these people.
 - a) Sandy McSouthers _____
 - b) Theo Theodorakis and Doug Hoo _____
 - c) Turtle Wexler _____
 - d) Otis Amber _____
 - e) Angela Wexler _____
 - f) Grace Wexler _____
 - g) Flora Baumbach _____
 - h) Judge Ford _____
 - i) Chris Theodorakis _____
 - j) Sydelle Pulaski _____



Pretend you are a detective trying to collect information about Sam Westing. Outline what you have learned so far. Include details that could be rumors and your own opinions.



Chapters Four to Six

Answer each question with a complete sentence.

- a) How does Turtle plan to earn enough money to buy a subscription to the Wall Street Journal?

- b) Do you consider this to be an odd choice of reading material for a 13-year-old girl? Explain your thinking.

2. The sixteen tenants are asked to attend the reading of Sam Westing's will. Who considers herself to be the rightful heir? Why?

3. In your opinion, what makes this such an odd group of people to inherit such a large fortune?

4. The will says that the heirs will play the Westing game. What does that mean?

5. Explain in your own words: "The poor are crazy, the rich just eccentric."

6. When Crow arrived at the reading of the will, why might the others be surprised?



Reread the part starting "Sam Westing Found Dead" to "They owed her twenty-four dollars". Pretend you are Turtle trying to make sense of the situation. Write about your thoughts of the information in the newspaper article and your own ideas about what seems to be happening.

Weekly Reading Log

Name: _____

Week of: 10/7-11

Each night, choose one prompt to respond to on the log.
You must use the READ strategy to answer. Which means you must use text evidence and explain why that evidence supports your answer.

<p>Monday Date: <u>10/7</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Tuesday Date: <u>10/8</u> Pages Read: _____</p> <p>Skill: _____</p>
<p>Wednesday Date: <u>10/9</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Thursday Date: <u>10/10</u> Pages Read: _____</p> <p>Skill: _____</p>

Title:

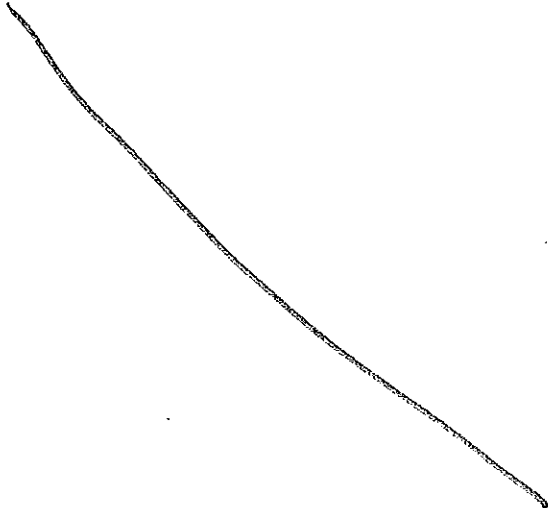
Author:

Weekly Reading Log

Name: _____

Week of: 10/14-17

Each night, choose one prompt to respond to on the log.
You must use the READ strategy to answer. Which means you must use text evidence and explain why that evidence supports your answer.

<p>Monday Date: <u>10/14</u> Pages Read: _____</p> <p>Skill: _____</p> 	<p>Tuesday Date: <u>10/15</u> Pages Read: _____</p> <p>Skill: _____</p>
<p>Wednesday Date: <u>10/16</u> Pages Read: _____</p> <p>Skill: _____</p>	<p>Thursday Date: <u>10/17</u> Pages Read: _____</p> <p>Skill: _____</p>

Title:

Author:

SELF-EVALUATION—PERSONAL ESSAY (Use complete sentences)

BY _____

① (what topic) ② (feelings, thoughts, emotions)
① What personal experience does the essay relate to? What insight or perspective does the author have about the experience? ③ What could be added to clarify the perspective?

① My personal narrative is about...

② My perspective/thoughts are...

③ I could add...

② (Grabber Handout) ③ (good/boring)
① What technique does the essay use to hook the reader in the introduction? How effectively is it used?

I used the _____ hook/grabber.

③ (tell more) ②
① How thoroughly does the essay elaborate on the controlling idea? What additional information might be included to further develop the author's perspective? ③ What might be deleted?

My controlling idea is ...

I could add...

I could delete...

④ support ③
① How does the information in each paragraph contribute to the controlling idea? What descriptive words and specific details could be added to make the essay more interesting to the reader?

In paragraph 1 ... 2...

I could add...

5

- What changes in sentence structure—such as a greater variety of sentence structures or correction of run-on sentences and fragments—might improve the writing?

Check for
run-on sentences,
fragments, and
repetition
Then... Then...
so...

6

- What type of information does the conclusion provide for the reader? What might be added or deleted? (Restate the controlling idea)

last paragraph

2

Level 4 Model (Textbook Model)

Grabber/Hook

Mountains are exciting to me, so when I heard about a summer outdoor lab camp in the Rocky Mountains, I was ready to go. That's when I found out that hiking in the mountains is great fun, but you really have to work hard to do it.

Intro Paragraph

Controlling Idea

For the first few days, my friends and I hiked through several very steep trails which were hard to climb. Then one morning, our teacher announced that we would be taking Geology Trail. On that trail, we had to climb almost straight up! There are a lot of switchbacks and turns on it. My friends and I tripped over large rocks, but we helped each other until we finally got to the top.

Body Paragraphs (2 or more)

On the way down, it was so slippery I probably fell at least six times! By the end of the day, we were so tired we couldn't get to sleep for a long time. When we finally did get to sleep, nothing could wake us!

Hiking in the mountains with my friends was an experience I'll never forget. It was hard work, but I learned to climb steep trails and depend on my friends.

Conclusion Paragraph

*Restate the controlling idea (say it again)
Connect the beginning to the end*

Level 3 Model

It was my very first day of school in Australia and I already had my uniform. I was full of the jitters about the newness of everything. As I walked down the sidewalk toward my classroom everyone was saying hi to me. That was my first clue that this was going to be a friendly place. It was 8:30 a.m. when the bell rang, just like other schools I've been to. I was scared and happy at the same time. When I walked into the room, I had to tell everyone a little bit about me. It went like this.

"Hi, my name is Natasha. I just moved from Java, Indonesia. I was in first grade when I moved here. I was born in America and moved to Indonesia when I was six."

After that everyone talked to me. They said they liked my accent. That is sort of funny when you think about it. It seemed to me that they were the ones with the accent.

In class we read books, played games, did ten math questions and then we tried some multiplication. I loved being at school. I made a new best friend, Suzie, here. She was so nice to me. I planned to go over to her house after school. At noon, we had lunch and recess. Suzie and I hung out the rest of the day.

When I went to bed that night I thought about the events of the day. I had hoped for a good start in my new school, and to meet some new friends. Incredibly, the day had been full of promise and smiles. New beginnings? They aren't so bad.

Level 2 Model

One of the weirdest experiences in my life was the first time I fell off a horse. First of all it started off a wonderful day. There was sunshine, blue sky, and warm. I decided to go for a ride. I had ridden this horse many times before because I like to do that. I put the saddle on my horse and everything else after that. There are lots of things to do and you have to think about them. It's important to do them in the right order. I set out, or tried to! Before my horse or I even got to the gate, he started to buck. I don't know to this day what made him do that, but he just raised up his front legs and snorted. That just startled me. At first I tried to hold on, but there wasn't anything for me to grab. At the end, I just let go. I was in a heap in the dried grass. He was just like nothing had happened. Except he had lost a shoe. I fell off and he lost a shoe.

I wasn't hurt, but really mad. I could have killed him. I found his shoe and still have it to this day to remind me of what happened. I show it to anyone who will want to see it. That is, if I can find it.

Rubric for Narrative Writing: Preparing a Personal Essay

Assessment Scoring Guide:	4 — Strong
	3 — Competent
	2 — Developing
	1 — Emerging
	0 — Not Yet

Category	Writing Characteristic	Self Score	Peer Score	Teacher Score
Focus and Construction of Knowledge	<u>Thoughts - emotions - feelings</u> The essay relates a <u>personal experience</u> that demonstrates the writer's <u>insight</u> into that experience.			
	<u>Would the reader have ???</u> The essay reflects the writer's <u>understanding of the reader</u> .			
	The essay develops a <u>controlling idea</u> that is <u>clear, original, and engaging</u> to the reader. <u>(p.19) first & last paragraph</u>			
Organization and Elaboration	The <u>introduction</u> contains an <u>effective hook</u> to draw in the reader. <u>(Grabber handout)</u>			
	The writer selects and provides <u>appropriate information</u> and content to <u>support the controlling idea</u> throughout the essay. <u>(How much info. to support your topic)</u>			
	The <u>conclusion</u> provides a <u>satisfactory closure</u> to the paper. <u>Restate the controlling idea</u>			
Voice and Word Choice	<u>7th grade "lingo" Writer's voice</u> Voice is <u>appropriate to the audience</u> and subject. <u>(P.17)</u>			
	<u>sensory details/similes</u> Well-placed, <u>specific details</u> make the essay <u>interesting</u> to the reader. <u>picture in words</u>			
	<u>Word choices</u> are <u>lively, vivid</u> , and appropriate to the topic and central idea. <u>Descriptive words</u> enrich the theme.			
Construction of Language	The paper is free of <u>run-on sentences</u> and fragments. <u>Complete sentences p. 22-23</u>			
	Sentence structures are <u>natural</u> and varied. <u>So... So... Then... Then... Then...</u> <u>variety</u>			
	The writer demonstrates a good grasp of <u>standard writing conventions</u> . <u>capitalization, punctuation, spelling, grammar</u>			

LESSON 62

Sentence Fragments

A sentence contains a subject and a verb and expresses a complete thought. A **sentence fragment** is a phrase or clause that does not express a complete thought but that has been punctuated as though it does.

EXAMPLES

complete sentence	The gray fox ran across the field.
sentence fragment	Ran across the field. (The subject is missing.)
sentence fragment	The gray fox. (The verb is missing.)
sentence fragment	Across the field. (The subject and verb are missing.)

EXERCISE 1

Identifying Sentence Fragments

Identify each of the following items as either a sentence or a sentence fragment.

1. The goddess Isis.

2. Will have a son.

3. She decides to steal Ra's power.

4. Ra is protected by a secret name.

5. Mixing the saliva.

6. The serpent bites him.

7. He is in agony.

8. Use her magic.

9. Betrayed him.

10. Isis rejoices.

EXERCISE 2

Understanding Sentence Fragments

Tell what is missing in each of the following sentence fragments—subject, verb, or subject and verb.

1. underneath the black chair

2. rammed the wooden ship

3. his large white dog

4. the winding river

5. slept for three hours in the cellar

6. over the whole city

7. in the jar underneath the sink

8. trimmed the hedges in the backyard

9. administrators, teachers, and students

10. sold the family farm

EXERCISE 3

Correcting Sentence Fragments

Correct each of the following sentence fragments. Make each fragment into a complete sentence by supplying the missing element(s).

1. drank orange juice and milk

2. on the coffee table

3. the old oak tree

4. ran for office

5. an angry otter

6. past the fencepost

7. at the second gas station

8. the peaceful lake

9. above the garage

10. talked directly to the audience

Student: _____
Date: _____

Instructor: Jim Giles
Course: 4th Period Math Course 2 2024/2025 Assignment: Lesson 3.4 Objective C
(1) and 5th period

1. If Tucson's average rainfall is $10\frac{1}{4}$ inches and Yuma's is $3\frac{3}{5}$ inches, how much more rain, on the average, does Tucson get than Yuma?

The amount of rainfall in Tucson is inches more than the amount of rainfall in Yuma.
(Simplify your answer. Type a whole number, proper fraction, or mixed number.)

2. On four consecutive days, a concert pianist practiced for $4\frac{1}{2}$ hours, $2\frac{1}{3}$ hours, $3\frac{3}{4}$ hours, and $8\frac{1}{6}$ hours. Find the pianist's total practice time.

hours
(Simplify your answer. Type a whole number, a proper fraction, or a mixed number.)

3. A long pontoon bridge is 2589 yards long. Another pontoon bridge is $2203\frac{3}{4}$ yards long. How much longer is the first bridge than the second bridge?

The first bridge is yards longer than the second bridge.
(Simplify your answer. Type a whole number, a proper fraction, or a mixed number.)

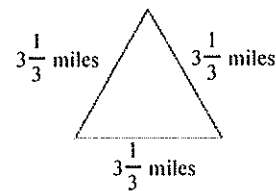
4. The following table lists three upcoming total eclipses of the Sun that will be visible in a certain country. The duration of each eclipse is listed in the table below. How much longer will the March 29 eclipse be than the June 21 eclipse?

The March 29 eclipse will be min longer than the June 21 eclipse.
(Type a whole number, proper fraction, or mixed number. Simplify your answer.)

Total Solar Eclipses

Date of Eclipse	Duration (in minutes)
June 21	$2\frac{4}{5}$
March 29	$6\frac{7}{15}$
November 3	$3\frac{7}{20}$

5. Find the perimeter of the given figure.



The perimeter of the given triangle is (1) _____
(Simplify your answer.)

- (1) cubic miles.
 miles.
 square miles.

Student: _____
Date: _____

Instructor: Jim Giles

Course: 4th Period Math Course 2 2024/2025 Assignment: Lesson 3.5 Objective A

(1) and 5th period

1. Insert < or > to form a true statement.

$$\frac{1}{8} \quad \frac{3}{8}$$

$$\frac{1}{8} \boxed{} \frac{3}{8}$$

2. Insert a < or a > to form a true statement.

$$\frac{3}{3} \quad \frac{2}{3}$$

$$\frac{3}{3} \boxed{} \frac{2}{3}$$

3. Insert < or > to form a true statement.

$$\frac{25}{32} \quad \frac{15}{16}$$

$$\frac{25}{32} \boxed{} \frac{15}{16}$$

4. Insert a < or a > to form a true statement.

$$\frac{11}{6} \quad \frac{35}{18}$$

$$\frac{11}{6} \boxed{} \frac{35}{18}$$

5. Insert < or > to form a true statement.

$$\frac{1}{2} \quad \frac{3}{5}$$

$$\frac{1}{2} \boxed{} \frac{3}{5}$$

6. Insert < or > to form a true statement.

$$\frac{4}{9} \quad \frac{9}{10}$$

$$\frac{4}{9} \boxed{} \frac{9}{10}$$

7th grade period 5 only

7. Insert < or > to form a true statement.

$$\frac{1}{6} \quad \frac{1}{7}$$

$$\frac{1}{6} \boxed{} \frac{1}{7}$$

8. Insert a < or a > to form a true statement.

$$\frac{29}{75} \quad \frac{8}{15}$$

$$\frac{29}{75} \boxed{} \frac{8}{15}$$

7th + 8th grade Pre Algebra

DAY 1

Student: _____
Date: _____

Instructor: Jim Giles

Course: 2nd Period Pre-algebra 2024/2025 Assignment: Lesson 4.4 Objectives B & C

(1) * 1st Period, 2nd Period 7th period only

1. Evaluate the expression for the given replacement values.

$$x + y; x = \frac{9}{12}, y = \frac{6}{12}$$

$x + y =$ (Simplify your answer. Type an integer or a fraction.)

2. Evaluate the expression for the given replacement values.

$$x - y; x = -\frac{5}{17}, y = -\frac{11}{17}$$

$x - y =$
(Simplify your answer. Type an integer or a fraction.)

7th + 8th Pre Algebra Periods 1,2,7

Student: _____
Date: _____

Instructor: Jim Giles

Course: 2nd Period Pre-algebra 2024/2025
(1)

Assignment: Lesson 4.4 Objectives B & C

1. Evaluate the expression for the given replacement values.

$$x + y; x = \frac{9}{12}, y = \frac{6}{12}$$

$x + y =$ (Simplify your answer. Type an integer or a fraction.)

2. Evaluate the expression for the given replacement values.

$$x - y; x = -\frac{5}{17}, y = -\frac{11}{17}$$

$x - y =$
(Simplify your answer. Type an integer or a fraction.)

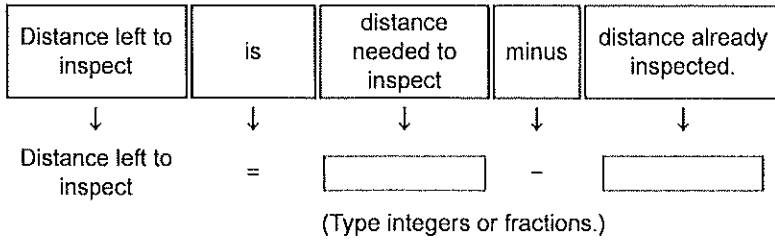
3. A railroad inspector must inspect $\frac{7}{8}$ of a mile of railroad track. If she has already inspected $\frac{3}{8}$ of a mile, how much more does she need to inspect?

1. UNDERSTAND the problem. Reread it as many times as needed.

Determine what the problem is asking. In what form can the problem be written?

- A. The distance left to inspect is equal to the distance already inspected minus the total distance that needs to be inspected.
- B. The distance left to inspect is equal to the total distance that needs to be inspected times the distance already inspected.
- C. The distance left to inspect is equal to the total distance that needs to be inspected plus the distance already inspected.
- D. The distance left to inspect is equal to the total distance that needs to be inspected minus the distance already inspected.

2. TRANSLATE into an equation.



3. SOLVE. Notice that $\frac{7}{8}$ and $\frac{3}{8}$ are (1) _____ fractions.

Since the fractions are like fractions, they can be rewritten as the difference of the numerators over their denominator. Choose the correct answer from the choices listed below.

- A. $\frac{7}{8} - \frac{3}{8} = \frac{7-3}{8 \times 8}$
- B. $\frac{7}{8} - \frac{3}{8} = \frac{7-3}{8}$
- C. $\frac{7}{8} - \frac{3}{8} = \frac{7-3}{16}$

Simplify the numerator by subtracting.

$$\frac{7-3}{8} = \frac{\boxed{}}{8}$$

Now write the fraction in simplest form. To do this, first notice that 4 and 8 have a common factor of 4. Write the numerator and the denominator as a product of factors.

$$\frac{4}{8} = \frac{4 \cdot \boxed{}}{4 \cdot \boxed{}}$$

Simplify the fraction by canceling the common factor.

$$\frac{4}{8} = \frac{\overset{1}{\cancel{4}} \cdot 1}{\underset{1}{\cancel{4}} \cdot 2} = \boxed{} \text{ (Type an integer or a simplified fraction.)}$$

4. INTERPRET the result. Check the proposed solution in the stated problem. Does the solution check?

- No
- Yes

State the conclusion.

The railroad inspector has $\frac{1}{2}$ of a mile of track left to inspect.

- (1) unlike
 like

4. The fraction of regions in a country with maximum interstate highway speed limits up to and including 70 mph was $\frac{41}{50}$. The fraction of regions with 70 mph speed limits was $\frac{29}{50}$. What fraction of regions had speed limits that were less than 70 mph?

The fraction of regions had speed limits that were less than 70 mph is .
(Simplify your answer.)

5. The table shows the fraction of the world's surface land area taken up by each continent. In other words, the continent of Africa makes up $\frac{20}{100}$ of the land in the world. Find the fractional part of the world's land area within the continents of Africa and North America.

The fractional part of the world's land area within the continents of Africa and North America is .
(Simplify your answer.)

Continent	Rate
Africa	$\frac{20}{100}$
Antarctica	$\frac{9}{100}$
Asia	$\frac{30}{100}$
Australia	$\frac{6}{100}$
Europe	$\frac{7}{100}$
North America	$\frac{16}{100}$
South America	$\frac{12}{100}$

6. The table shows the fraction of the world's surface land area taken up by each continent. In other words, the continent of Africa makes up $\frac{20}{100}$ of the land in the world. How much greater is the fractional part of the continent of South America than the fractional part of the continent of Australia?

The fractional part of the continent of South America is greater than the fractional part of the continent of Australia.
(Simplify your answer.)

Continent	Rate
Africa	$\frac{20}{100}$
Antarctica	$\frac{9}{100}$
Asia	$\frac{30}{100}$
Australia	$\frac{6}{100}$
Europe	$\frac{7}{100}$
North America	$\frac{16}{100}$
South America	$\frac{12}{100}$

7th + 8th PreAlgebra Periods 1, 2, 7 DAY 2

Student: _____
Date: _____

Instructor: Jim Giles

Course: 2nd Period Pre-algebra 2024/2025

Assignment: Lesson 4.4 Objective D

(1) 1st period, 2nd period, 7th period

1. Find the LCD for the following pair of fractions.

$$\frac{1}{6} \text{ and } \frac{16}{27}$$

The least common denominator is .

2. Find the LCD of the list of fractions.

$$-\frac{1}{58}, \frac{1}{87}$$

The LCD is . (Simplify your answer.)

3. Find the LCD for the following list of fractions.

$$\frac{13}{25}, \frac{1}{10}, \frac{1}{6}$$

The least common denominator is .

4. Find the LCD of the following list of fractions.

$$-\frac{9}{9}, -\frac{8}{y}$$

LCD =

5. Find the LCD of the list of fractions.

$$\frac{51}{50}, \frac{1}{35}$$

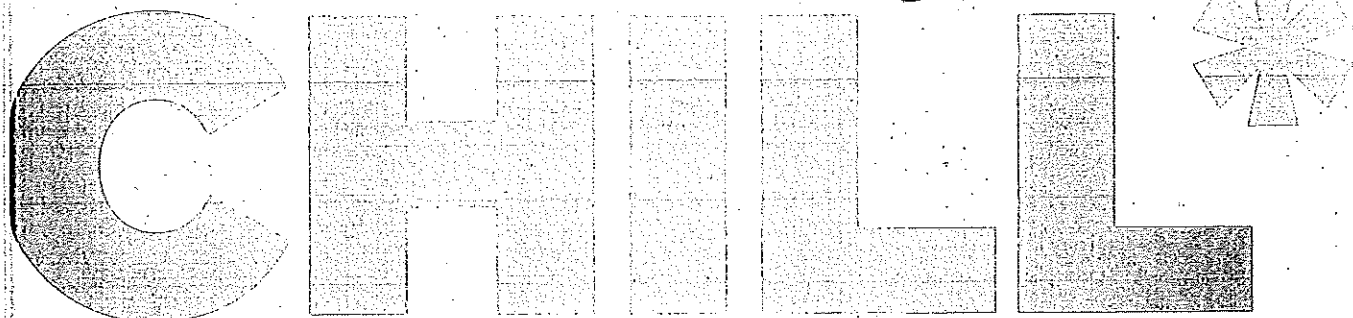
The LCD is . (Simplify your answer.)

6. Find the LCD of the following list of fractions.

$$\frac{1}{3}, \frac{2}{15}, \frac{38}{55}$$

LCD =

How to Stay



(*when everyone around you is losing their mind)

By REBECCA FISHBEIN • Illustrations by SEAN McCABE

**FIGHTING
A STRESS
ATTACK?
TRY
MEDITATING.
IT'S EASIER—
AND LESS
BORING—
THAN YOU
THINK.**

PICTURE THIS: Your gym teacher announces you're going to practice meditating. Soon you're sitting on the floor with your eyes closed, trying to clear your mind, but instead, your brain is racing with a million thoughts—what's for lunch, how you did on your algebra test, the fact that your crush is sitting next to you. And is that your nose starting to itch? Do you feel relaxed? No. You feel silly, self-conscious, and restless.

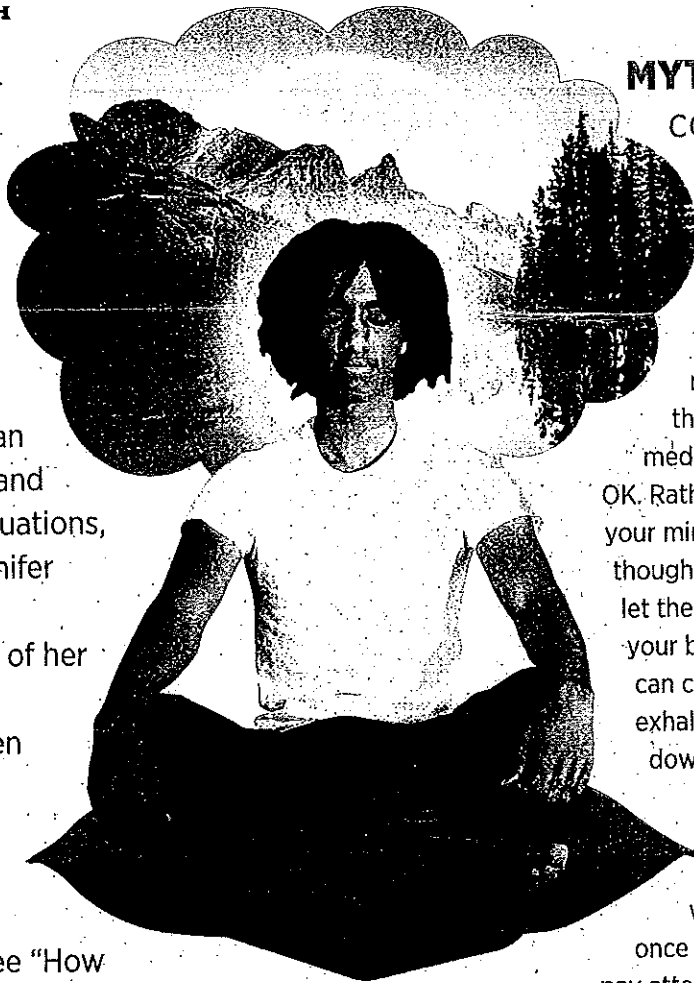
In other words, as sophomore Carrie Tananbaum says, "Meditation is really stressful."

Here's the thing: Carrie's right. Meditation—aka the practice of sitting quietly and focusing your mind—*can* be stressful. And boring. It's hard to sit still and be alone with your thoughts, especially if you're used to constant entertainment and distraction. But your gym teacher is also right: You should try it anyway. That's because regular periods of meditation can increase activity in your hippocampus, the part of your brain that helps regulate your emotions, while reducing activity in your amygdala—the section that triggers fear, stress, and anxiety.

Meditation can also help you focus right away—say, when you're cramming for a test. Taking a break for a few →

moments to reset your brain while you're studying can improve your memory, so you retain more of what you learn. And over time, meditation can train your brain to be less reactive, so you can make good decisions and manage frustrating situations, says psychologist Jennifer Guttman, who uses meditation with many of her teen clients.

All it takes is an open mind (and maybe a comfy seat), and you can be meditating in no time. (For a step-by-step guide, see "How to Meditate.") To get you started, we asked some experts—including teen meditators—to bust some myths about what meditation is and how to do it. (Spoiler alert: There is no one right way.) So read on, and get ready to get your calm on.



MYTH: I need to completely clear my mind to meditate.

FACT: It's practically impossible not to have a random thought while you're meditating—and that's totally OK. Rather than trying to force your mind to go blank, notice your thoughts as they come up, then let them go. Try focusing on... your breath—for example, you can count your inhalations and exhalations up to 10, then back down to zero. Do your best not to worry about what happened before you started meditating, or what you're going to do once you're done. Just try to pay attention to what you're feeling in the moment: "Meditation lets me be in a different zone and focus on one thing instead of the chaos happening around me," says Ilana Drake, 17.

KARIN PETER/GETTY IMAGES (MEDITATING TEEN); ISTOCKPHOTO/GETTY IMAGES (MOUNTAINS, LANDSCAPE); JERRITT CLARK/GETTY IMAGES (MOUNTAIN); DAVID SPASUL/GETTY IMAGES (HARRY STYLES)

THE CHILLEST CELEBS Check out how meditation helps these stars

NORMANI

"Having more awareness about what's going on pushes me to be in the now and to breathe, which is something I desperately needed because I'm always thinking ahead or dwelling on something that could've been better."



HARRY STYLES

"I feel like I'm able to enjoy the things that are happening right in front of me, even if it's food or it's coffee or it's being with a friend—or a swim in a really cold pond! Meditation just brings a stillness that has been really beneficial for my mental health."



HOW TO MEDITATE Not sure how to start? Follow these steps.

1. Grab a chair and sit comfortably.

2. Set a timer for 3 to 5 minutes.



3. Close your eyes (this is optional, though it does help you clear your mind).

4. Feel your body touching the chair: How does your butt feel in the seat? Where are your arms hitting the armrests?



5. Notice your breathing: Can you make each breath longer than the one before it?

6. If you get distracted with outside thoughts, just acknowledge them and go back to focusing on your body and your breathing.



7. Voilà—you're meditating!

Swipe Up, Calm Down

Go to [choices.scholastic.com](https://www.scholastic.com) for a list of meditation apps.

MYTH: I don't have time to meditate.

FACT: If you have time to brush your teeth, you have time to meditate. Research shows that meditating for as little as 10 minutes can change your brain, and you can see results from even a few minutes a day. "I used to think that meditation was a waste of time, but then I reached high

school and needed something to manage stress or else I was going to crack," Isabel, 16, says. "Now I know that even meditating for 5 minutes is helpful."

MYTH: I have to be a certain religion to meditate.

FACT: It's true that meditation, which is thousands of years old, has roots in various religions, but you can be any religion—or none at all—to meditate. And while the idea of meditation might make you picture Hindu monks chanting "Ommm," chanting is optional. You can, however, repeat a favorite word or phrase out loud or in your mind. (A word or phrase you repeat is sometimes called a mantra, and it can help you stay focused.) You might also try telling yourself something nice, like "I'm proud of myself for taking the time to meditate today." Or you can say nothing. It all works.

MYTH: I have to sit cross-legged with my eyes closed and my body perfectly still.

FACT: Those Hindu monks we mentioned? You most likely picture them sitting cross-legged with their eyes closed, but you can meditate in any position that's comfortable for you: lying down, sitting on a cushion on the floor, resting in a chair, even standing on one foot (seriously!). If staying still isn't your thing, try meditating while you go for a walk—just keep your eyes open so you don't run into anything!

up their cool.

KATY PERRY
"My whole brain kind of opens up; it feels like a halo is ignited around my head. It's the deepest rest your brain gets."



Name: _____

Close-Reading Questions

HOW TO STAY CHILL

1. How can meditation improve your brain function? List at least two specific ways mentioned by psychologist Jennifer Guttman in the article.

2. Does your mind need to be totally blank while you meditate? Explain.

3. What opinion did Isabel used to have about meditation? Why did she change her mind about it?

Name: _____ Date: _____ Period: _____

The Declaration of Independence Re-Write

Directions: Read each passage below from *The Declaration of Independence*. Put each passage in your own words using modern language and answer the question below.

1.

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another,

2.

...and to assume among the powers of the earth the separate and equal station to which the laws of nature and of nature's God entitle them,

3.

...a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

4. What is the main idea of the first paragraph of *The Declaration of Independence*?

Name: _____ Date: _____ Period: _____

The Declaration of Independence Re-Write

Directions: Read each passage below from The Declaration of Independence. Put each passage in your own words using modern language.

5. We hold these truths to be self-evident: that all men are created equal; that they are endowed by their creator with inherent and inalienable rights; that among these are life, liberty, and the pursuit of happiness;

6. ...that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed;

7. ...that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government,

8. ...laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Name: _____ Date: _____ Period: _____

A Revolutionary Break-Up Letter

Directions: Use *The Declaration of Independence* as a template for this assignment. Write a “break-up letter” to the king of England from the American colonists. Fill out the pre-write to the letter first, then construct a letter using modern language with the same concepts the colonists used in the Declaration.

1. What have the colonists realized in the relationship between themselves and the king?

2. In what ways do the colonists deserve better treatment?

3. How has the king wronged the colonists?

4. What changes will the colonists make after the break-up?

ALL ABOUT ROCKS

WORD BANK

sedimentary

metamorphic

igneous

cementation

compaction

deposition

erosion

lithification

magma

melting

metamorphism

sediment

pressure

transportation

uplift

weathering

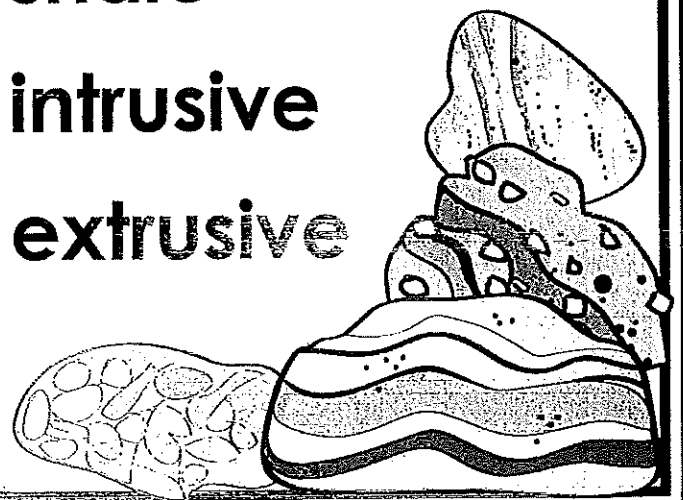
granite

marble

shale

intrusive

extrusive



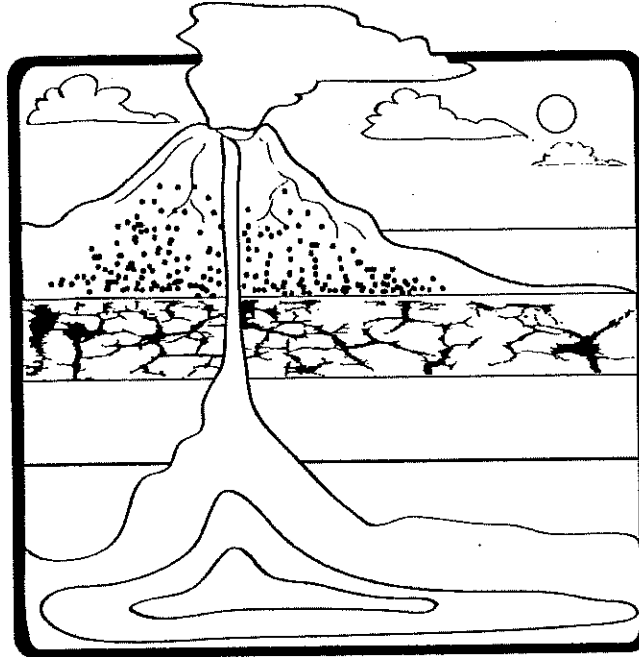
Rocks Vocabulary *Complete* Word Search *This Page*

Name:
Date:

W Y F K U B V O C N M A R A N T V I V A X G F
 Q B I O K I O W D O I N Z O W L M C M P T N D
 I I H N K V L I T H I F I C A T I O N Z C R M
 Y Y G H T J F R Z V N T E F Q E S H A L E G E
 N L D J W R W K O U A I S I M U D Q D R J G T
 P G S K P S U Q W T E M P Q V E H E U T U N A
 K N X B W L J S R J J L E H L T L S P E E G M
 G O J K G T H O I W V M H R M H S T L M O U O
 L L E E S W P D R V A Q E C L E R B I L K H R
 Q P A S X S A Y M E E M N R R N R D F N Y Y P
 D P F U N C S V E F J E U P O A E R T S G R H
 T M I A M B O G T H C P R I M S S S O B P F I
 X V R P Z U Q R A X C E T T T U I N G T F L C
 S T J R E K M A M Z T I M S O P Y O X I T F I
 G M O V X G H N O L S Q S E D I M E N T A R Y
 O C K U T E N I R O K F N V N A A Z B U Q U J
 Q P X Z R B W T P J R G N F W T X H W Y F K U
 B V O C U N M E H A I R C O M P A C T I O N A
 T V I V S A D X I G F Q B O K A I T O W D O I
 N Z W L I M C M S P T N D I I H G K I V Z C R
 Y Y G H V J F R M Z V N E F Q E G M N O L D J
 W W K O E U I S I U D Q D J G P G S A K N P S
 Q W E M P Q V H W E A T H E R I N G E T U K N

- | | | | |
|-------------|---------------|----------------|-----------|
| sedimentary | erosion | sediment | granite |
| metamorphic | lithification | pressure | marble |
| igneous | magma | transportation | shale |
| cementation | melting | uplift | intrusive |
| compaction | metamorphism | weathering | extrusive |
| deposition | | | |

Vocabulary Words



cementation	The process by which clastic sediment is lithified by precipitation of mineral cement, such as calcite cement, among the grains of the sediment.
compaction	Tighter packing of sedimentary grains causing weak lithification and a decrease in porosity, usually from the weight of overlying sediment.
deposition	The settling of materials out of a transporting medium.
erosion	The processes that loosen sediment and move it from one place to another on Earth's surface. Agents include water, ice, wind, and gravity.
lithification	The processes by which sediment is converted into sedimentary rock. These processes include cementation and compaction.
magma	Molten rock, generally a silicate melt with suspended crystals and dissolved gases.

Types of Rocks and the Rock Cycle

Name:

Date:

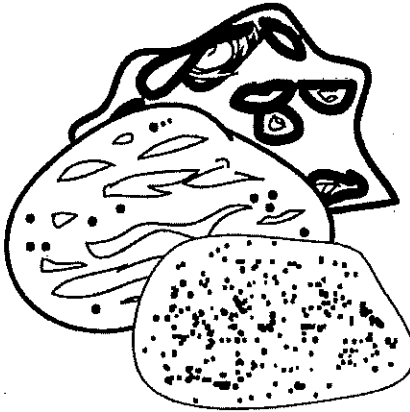
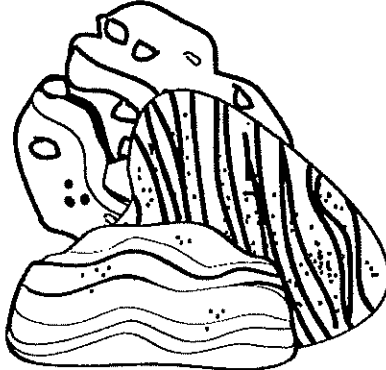
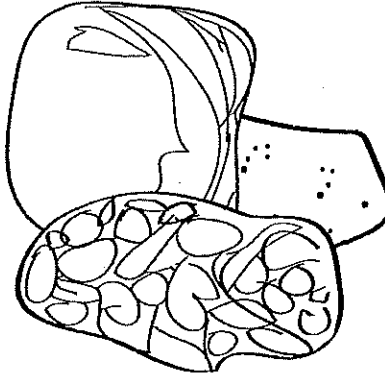
Vocabulary Words Continued

melting	To go from a solid state to a liquid state.
metamorphism	Alteration of the minerals and textures of a rock by changes in temperature and pressure, and/or by a gain or loss of chemical components.
pressure	The force per unit of area exerted upon something, such as on a surface.
sediment	Material (such as gravel, sand, mud, and lime) that is transported and deposited by wind, water, ice, or gravity; material that is precipitated from solution; deposits of organic origin (such as coal and coral reefs).
transportation	The processes that carry sediment or other materials away from their point of origin. Media includes wind, water and mantle convection currents.
uplift	A structurally high area in the crust, produced by movements that raise the rocks, as in a broad dome or arch.
weathering	The processes by which rocks are chemically altered or physically broken into fragments because of exposure to atmospheric agents and the pressures and temperatures at or near Earth's surface, with little or no transportation of the loosened or altered materials.

Types of Rocks and the Rock Cycle

Name:

Date:

Types of Rocks	Definition	Examples
<p>1. Igneous</p> 	<p>Intrusive: Form when magma cools and hardens within the Earth; large crystal sizes due to slow cooling process</p> <p>Extrusive: Form by the crystallization of magma at the surface of the Earth; fine grained textures due to rapid cooling</p>	<p>Intrusive: diorite, gabbro, <u>granite</u>, pegmatite, peridotite</p> <p>Extrusive: andesite, basalt, <u>pumice</u>, <u>obsidian</u>, rhyolite, scoria, tuff</p>
<p>2. Metamorphic</p> 	<p>Form under the surface of the earth due to intense heat and pressure; ribbon-like layers and shiny crystals</p>	<p><u>gneiss</u>, <u>marble</u>, <u>schist</u>, quartzite, slate, phyllite,</p>
<p>3. Sedimentary</p> 	<p>Form from particles of sand, shells, pebbles and other fragments; fairly soft and may break easily; contains fossils</p>	<p><u>conglomerate</u>, breccia, <u>sandstone</u>, <u>siltstone</u>, <u>shale</u></p>

**Types of Rocks
and the Rock Cycle**

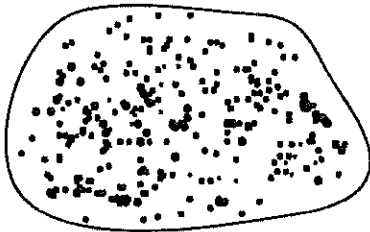
Name:
Date:

Types of Rocks

**Complete
This Page**

**Label the three main types of rocks:
Sedimentary, Igneous and Metamorphic**

1.



granite

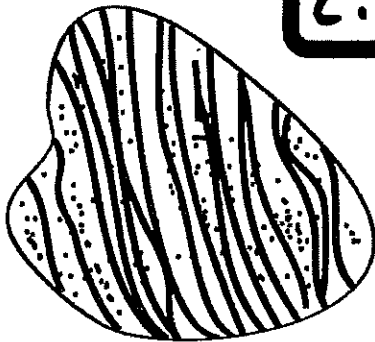


pumice

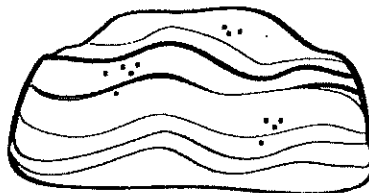


obsidian

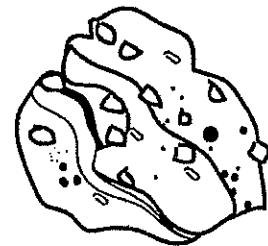
2.



gneiss

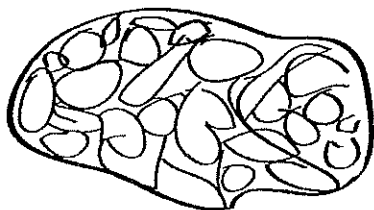


marble

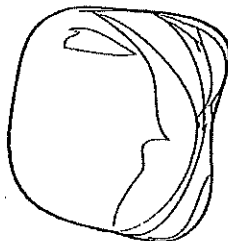


schist

3.



conglomerate



shale



sandstone

Types of Rocks and the Rock Cycle

Name:

Date:

Types of Rocks Complete this page

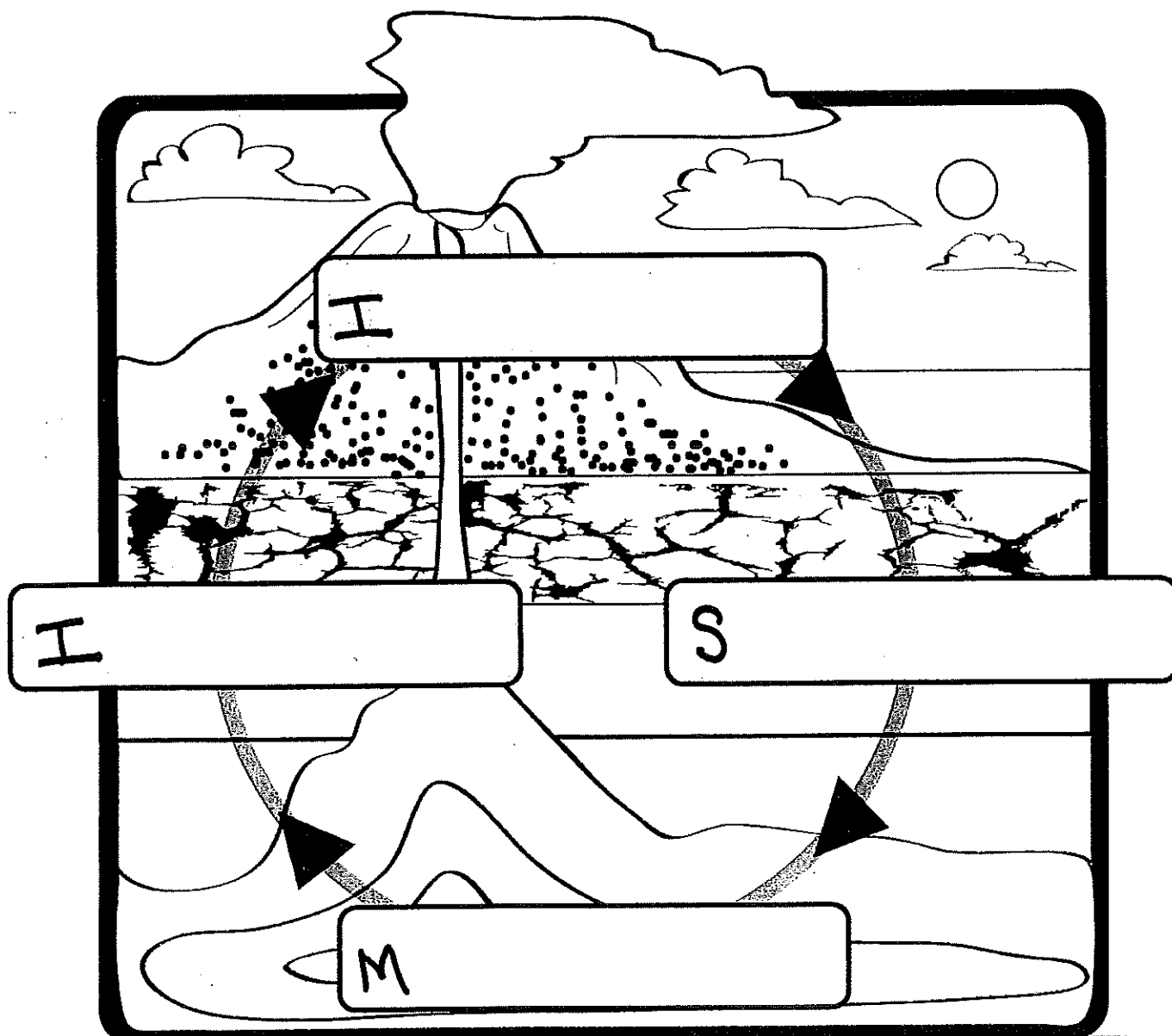
Label the boxes in the diagram with the following types of rocks:

Sedimentary: Form from particles of sand, shells, pebbles and other fragments; fairly soft and may break easily; contains fossils

Metamorphic: Form under the surface of the earth due to intense heat and pressure; ribbon-like layers and shiny crystals

Igneous (Intrusive): Form when magma cools and hardens within the Earth; large crystal sizes due to slow cooling process

Igneous (Extrusive): Form by the crystallization of magna at the surface of the Earth; fine grained textures due to rapid cooling



Types of Rocks
and the Rock Cycle

Complete
This Page

Name:

Date:

Vocabulary Matching – Set A

___ 1. weathering

___ 2. sediment

___ 3. melting

___ 4. cementation

___ 5. erosion

___ 6. lithification

___ 7. uplift

A. The process by which clastic sediment is lithified by precipitation of mineral cement, such as calcite cement, among the grains of the sediment.

B. To go from a solid state to a liquid state.

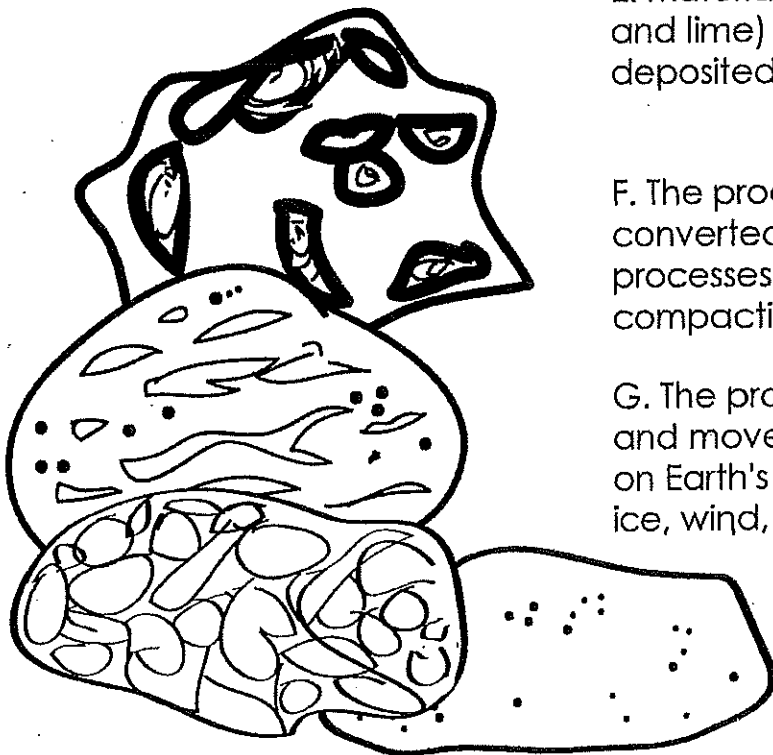
C. The processes by which rocks are chemically altered or physically broken into fragments as a result of exposure to atmospheric agents and the pressures and temperatures at or near Earth's surface

D. A structurally high area in the crust, produced by movements that raise the rocks, as in a broad dome or arch.

E. Material (such as gravel, sand, mud, and lime) that is transported and deposited by wind, water, ice, or gravity

F. The processes by which sediment is converted into sedimentary rock. These processes include cementation and compaction.

G. The processes that loosen sediment and move it from one place to another on Earth's surface. Agents include water, ice, wind, and gravity.



Types of Rocks and the Rock Cycle

Complete
This Page

Name:

Date:

Vocabulary Matching – Set B

___ 1. metamorphism

___ 2. compaction

___ 3. transportation

___ 4. pressure

___ 5. magma

___ 6. deposition

A. The force per unit of area exerted upon something, such as on a surface.

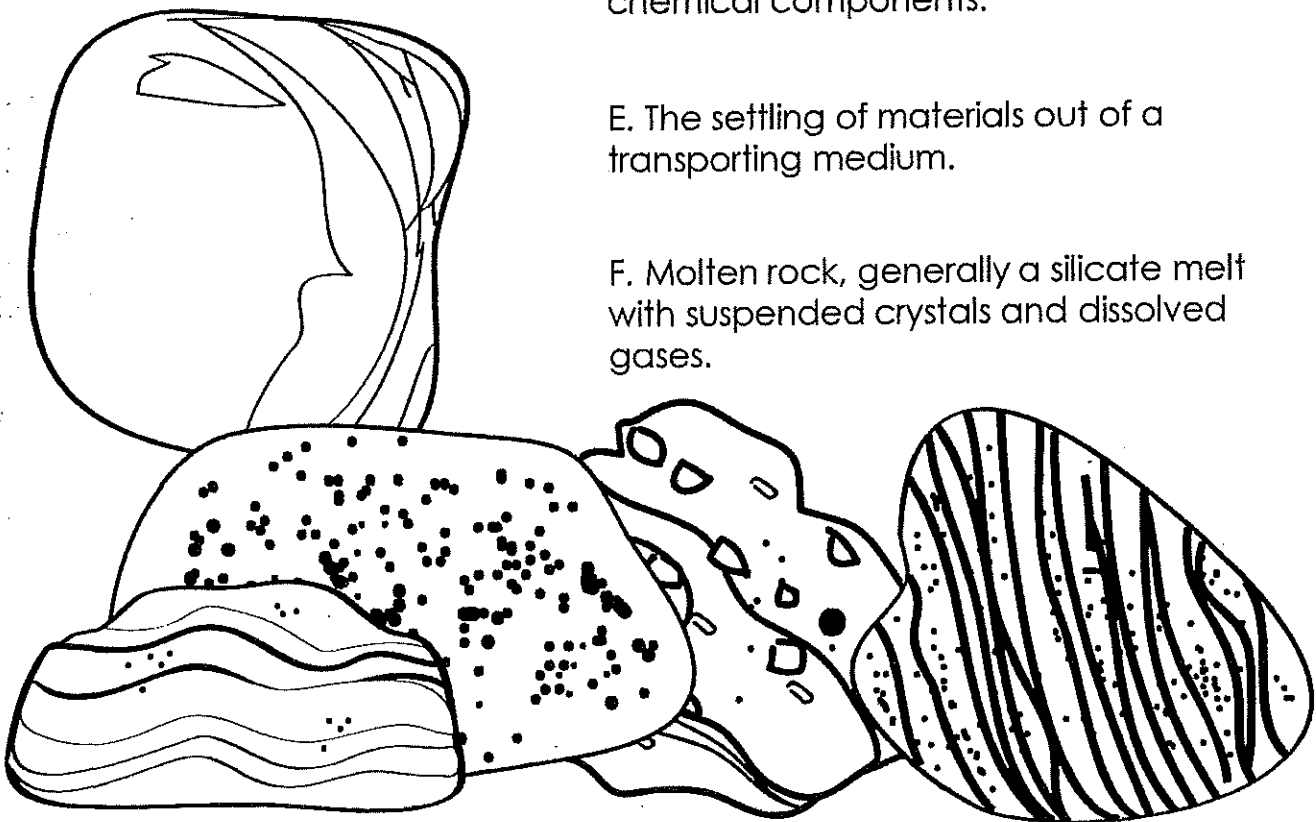
B. Tighter packing of sedimentary grains causing weak lithification and a decrease in porosity, usually from the weight of overlying sediment.

C. The processes that carry sediment or other materials away from their point of origin. Includes wind, water and mantle convection currents.

D. Alteration of the minerals and textures of a rock by changes in temperature and pressure, and/or by a gain or loss of chemical components.

E. The settling of materials out of a transporting medium.

F. Molten rock, generally a silicate melt with suspended crystals and dissolved gases.



Types of Rocks and the Rock Cycle

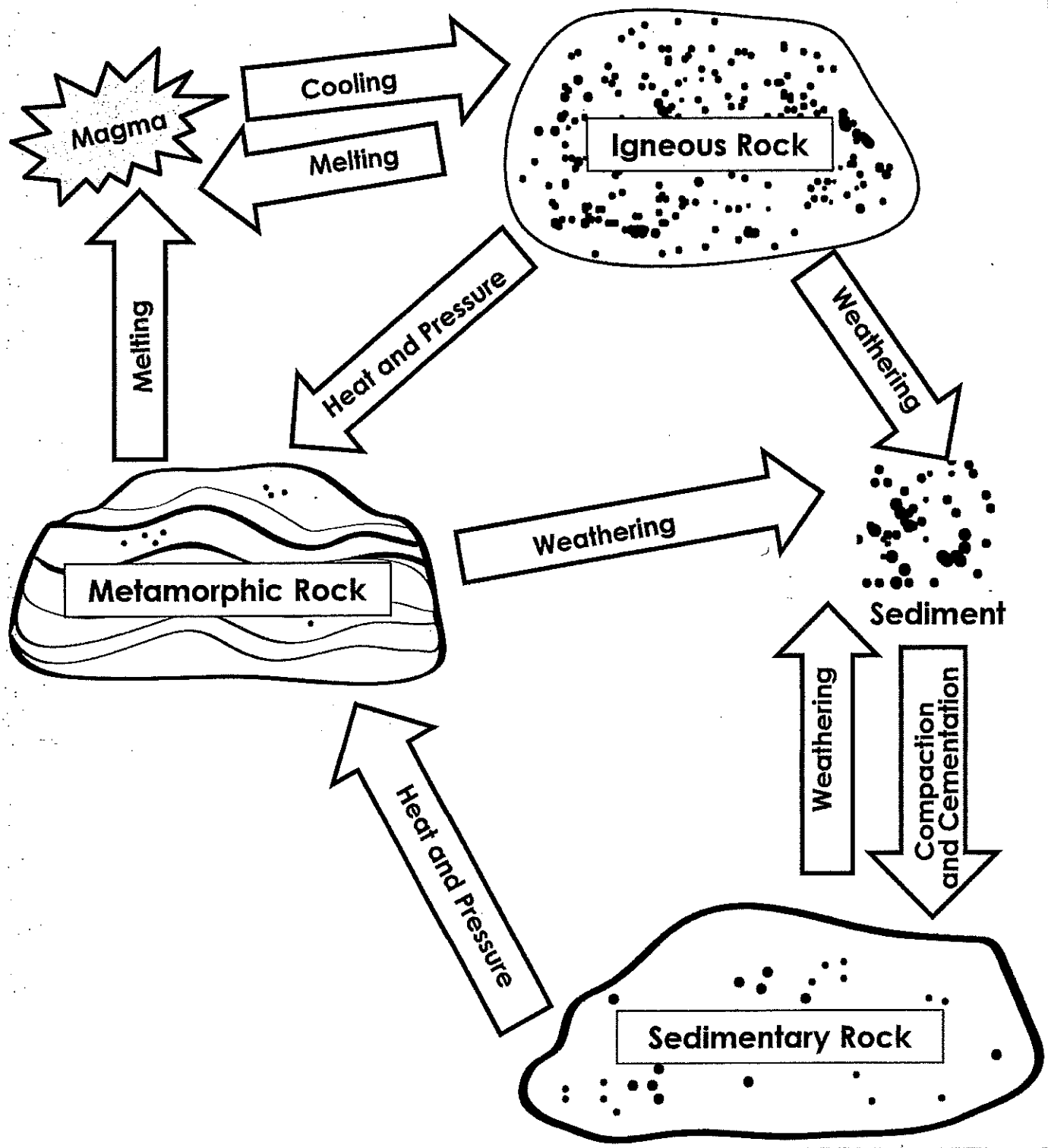
Name:

Date:

Stages of the Rock Cycle (Version 1)

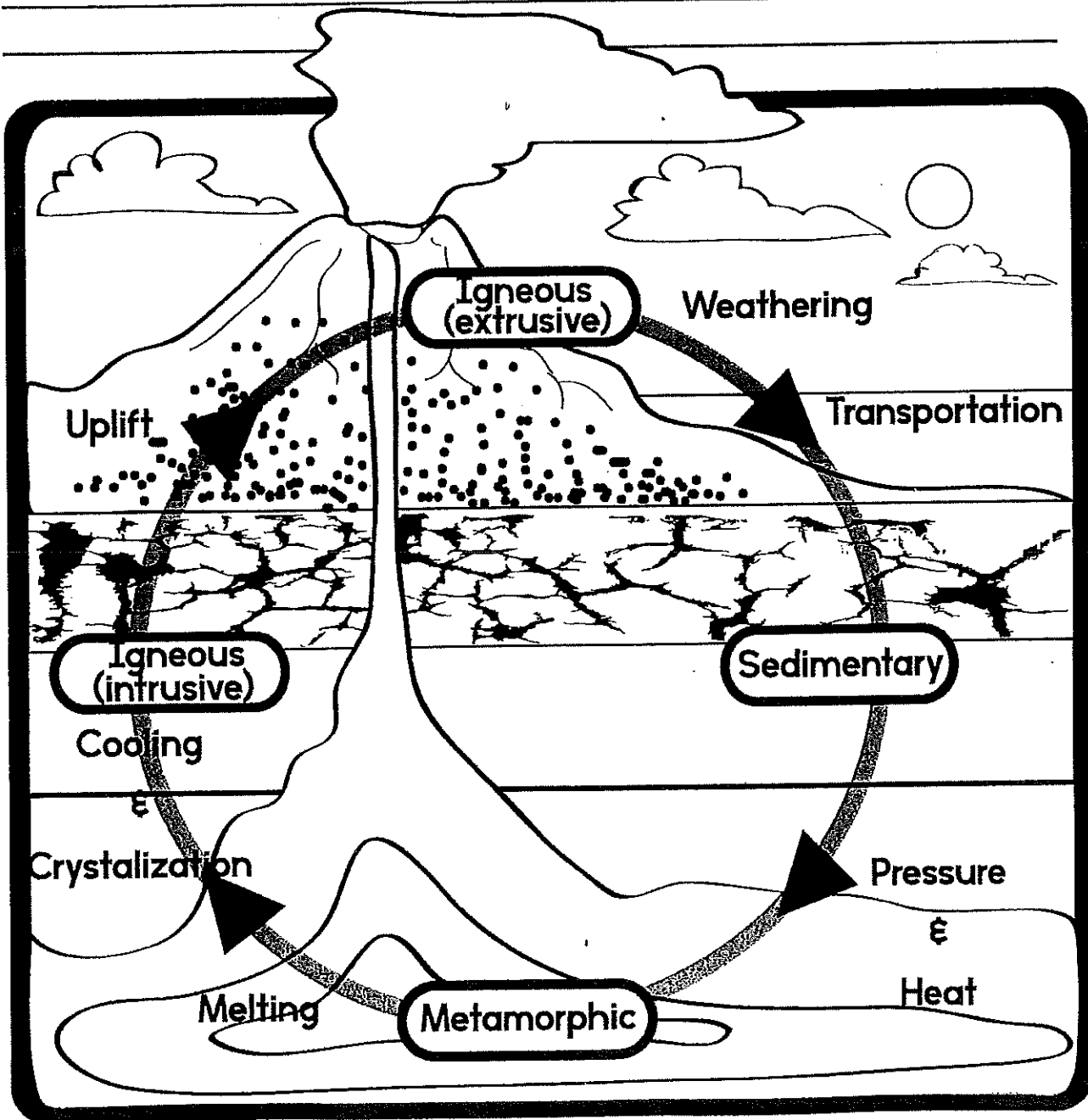
Weather and Erosion	Rocks are constantly broken down by wind and water. Weathering: When particles of a rock are broken off but stay in the same area. Erosion: When particles of a rock are carried elsewhere.
Transportation	Eroded rock particles are transported (carried away) by wind or by rain, streams, rivers and oceans.
Deposition	As rivers get deeper or flow into the ocean, their current slows down, and the rock particles (mixed with soil) sink and become a layer of sediment. Often the sediment builds up faster than it can be washed away, creating little islands and forcing the river to break up into many channels in a delta.
Compaction and Cementation	As the layers of sediment stack up (above water or below), the weight and pressure compacts the bottom layers. (Try making a stack of catalogs and watch how the bottom one gets squished as you add more on top - this is the same idea as the compaction of layers of sediment.) Dissolved minerals fill in the small gaps between particles and then solidify, acting as cement. After years of compaction and cementation, the sediment turns into sedimentary rock.
Metamorphism	Over very long periods of time, sedimentary or igneous rocks end up buried deep underground, usually because of the movement of tectonic plates. While underground, these rocks are exposed to high heat and pressure, which changes them into metamorphic rock. This tends to happen where tectonic plates come together: the pressure of the plates squish the rock that is heated from hot magma below.
Rock Melting	Metamorphic rocks underground melt to become magma. When a volcano erupts, magma flows out of it. (When magma is on the earth's surface, it is called lava.) As the lava cools it hardens and becomes igneous rock. As soon as new igneous rock is formed, the processes of weathering and erosion begin, starting the whole cycle over again.

Stages of the Rock Cycle (Version 1)



Types of Rocks

According to this diagram, what are the **three (or four)** main types of rocks?



**Types of Rocks
and the Rock Cycle**

Name:

Date:

Six Stages of the Rock Cycle (Version 2)

Label the six stages of the rock life cycle in the diagram.

- Cooling and Crystallization
- Transportation
- Uplift
- Pressure and Heat
- Melting
- Weathering (and Erosion)

Complete This Page

