ACCESS MIDDLE SCHOOL

Grades 6, 7, & 8

WEEK 8

MONDAY - FRIDAY
MAY 18-22, 2020

Help Sessions are available via
Remind, Teams, & Email

Contact Information:
Ms. Watson – watsons2@leonschools.net
Ms. Pope – popev@leonschools.net

ACCESS MIDDLE SCHOOL

Grades 6, 7, & 8

WEEK 8
LANGUAGE ARTS

MONDAY - FRIDAY
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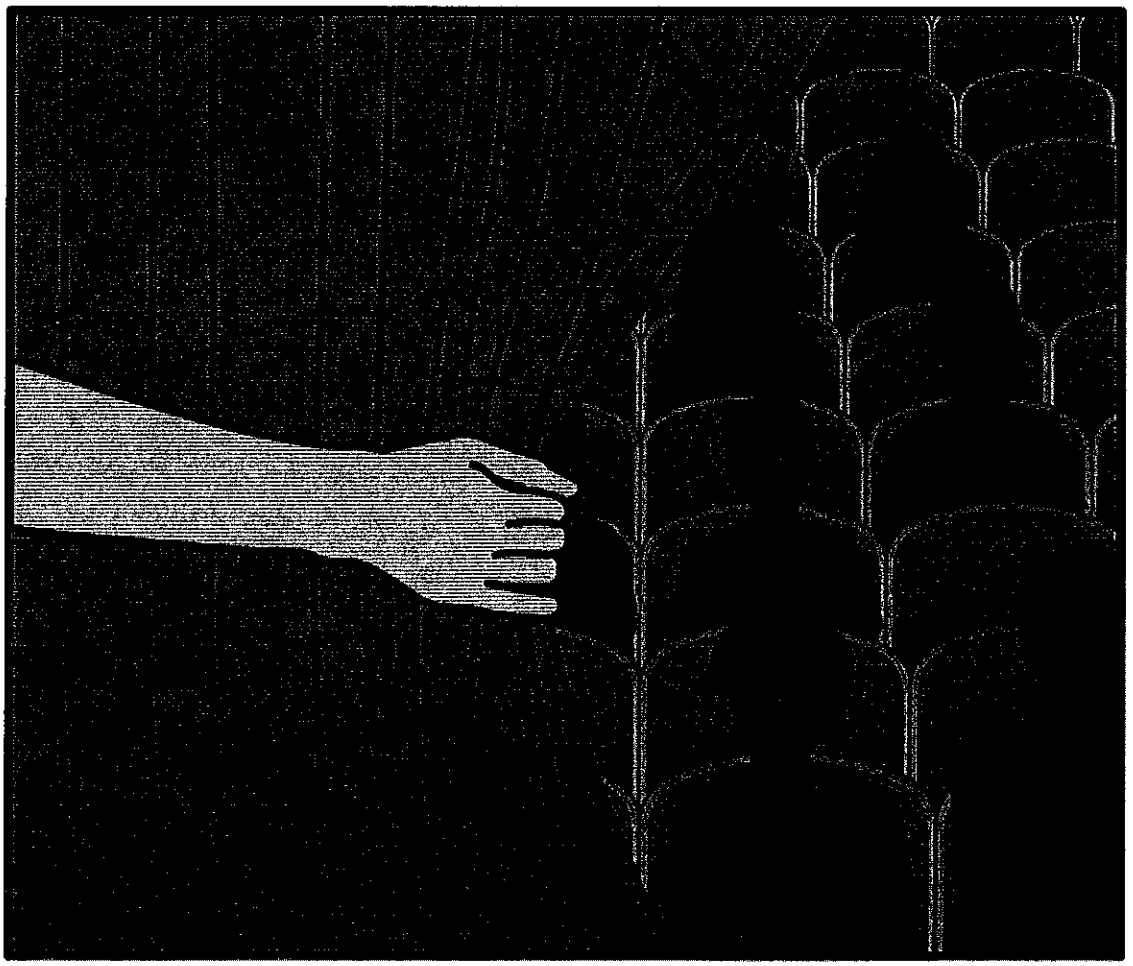
Chapter 6: Testing Lights and Sound



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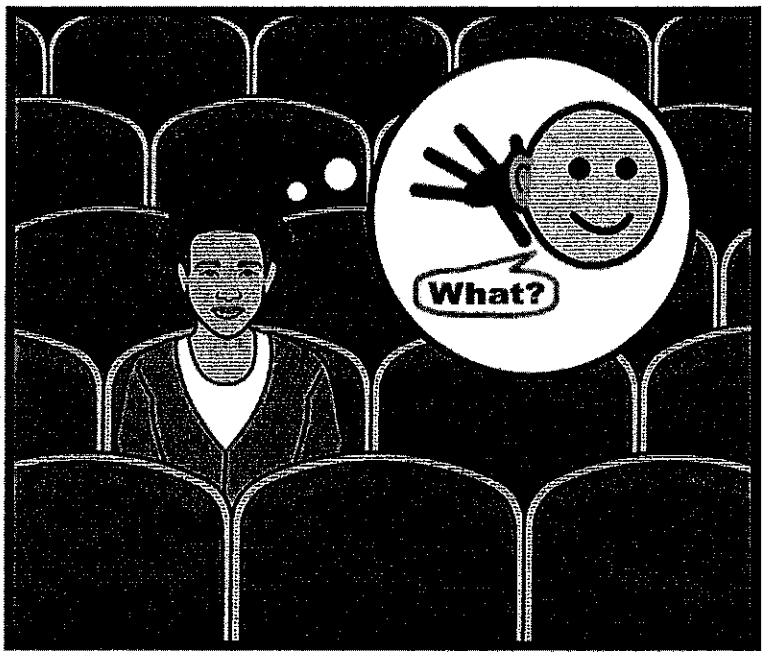
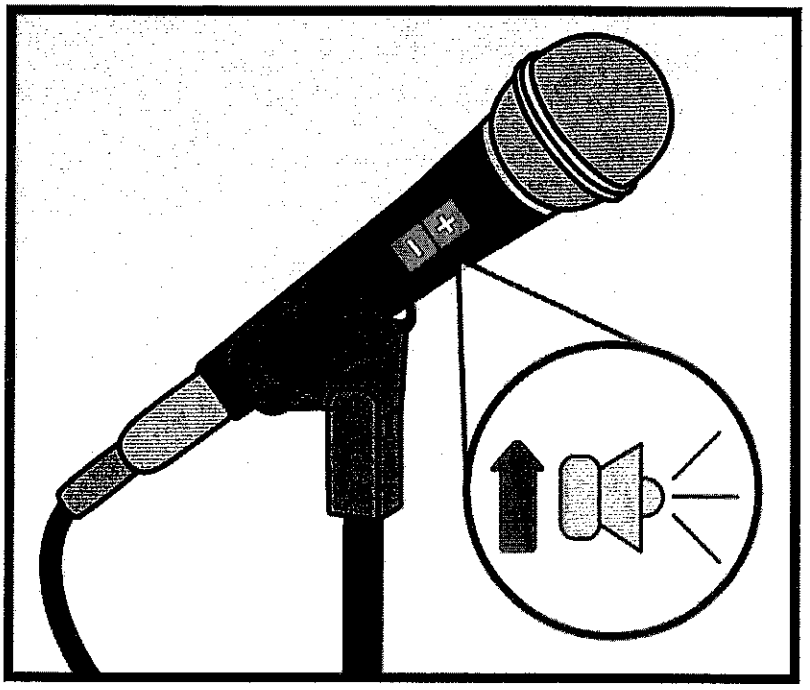


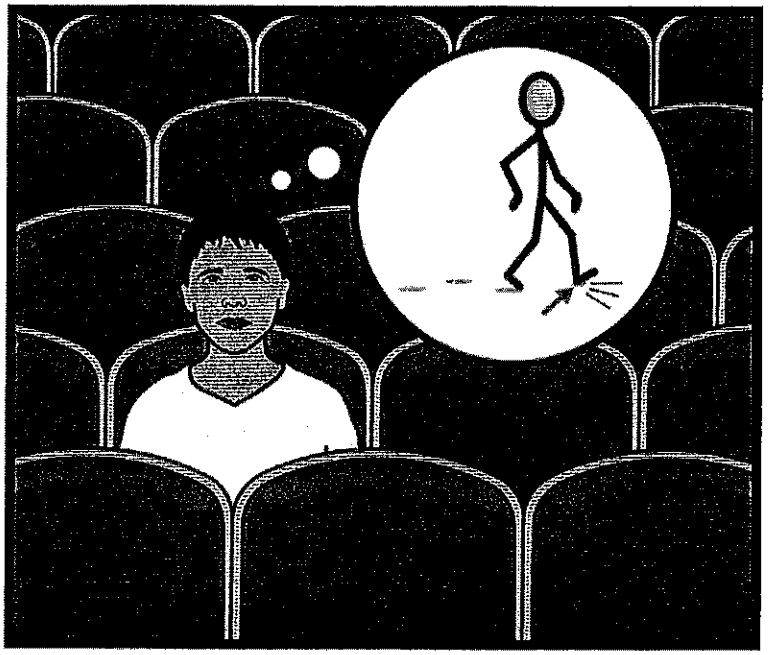
The next day, the students practice for the play. Kara is practicing her lines. Gavin and Dale are testing the lights and sound. Dale sits in the audience and watches the play. She cannot hear Kara very well as she says her lines. The audience won't be able to hear Kara during the play.

What problem does Dale notice?

Mrs. Thomas asks the students what they should do. "Kara should turn up the volume on her microphone," says Gavin. "The sound waves will be taller as the sound gets louder. The sound waves will have more energy." They turn up the volume. Kara says her lines. Now, Dale can hear her.



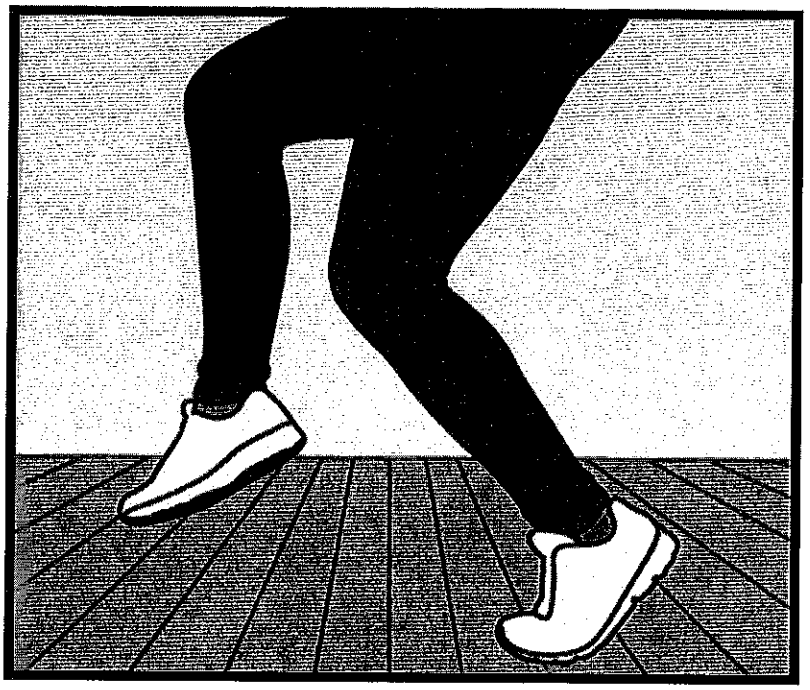
How do the students make Kara sound louder?



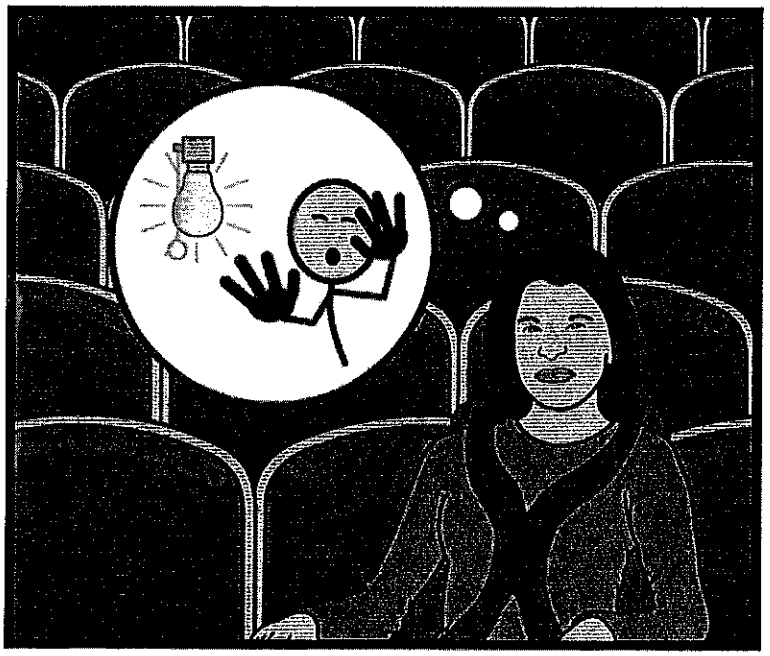
Then, Gavin sits in the audience. He can hear Dale's footsteps when she is moving props. He can hear her moving them on and off the stage. This does not sound good. It makes it hard to hear some of the singing. The audience does not need to hear Dale moving props.

What problem does Gavin notice?

Mrs. Thomas asks the students what they should do. Dale says that she can walk softer. This way she will not make a loud noise. It will give the sound waves less energy. The sound waves will be shorter. This will make the sound quieter. Dale tries to walk softer. Now, Gavin cannot hear her walking.



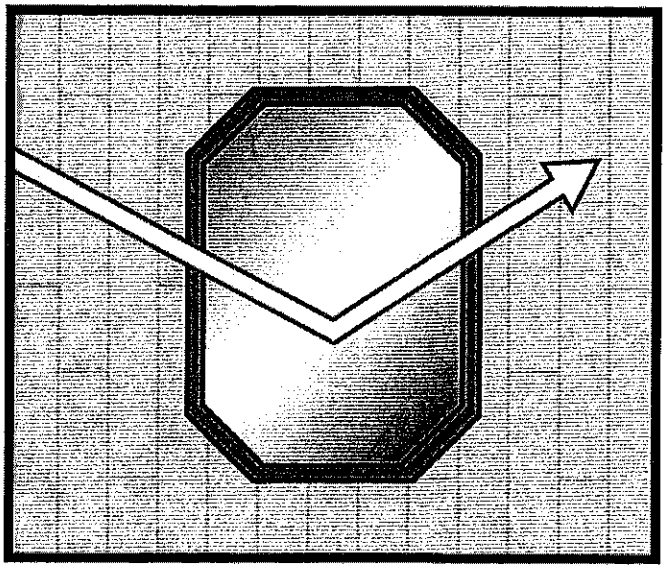
How can Dale make less sound when she walks?



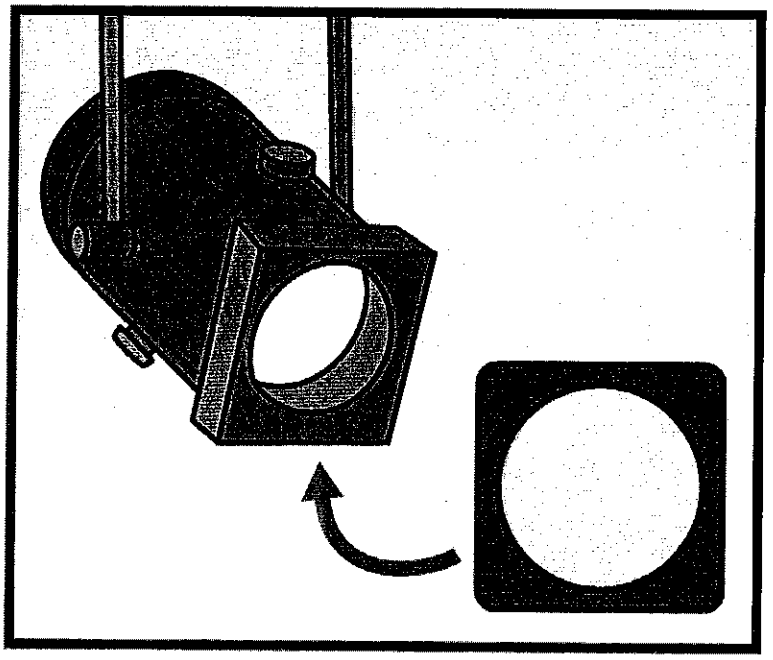
Next, Kara sits in the audience. She sees a big bright shining light. It is too bright. The light is reflecting off something. It is shining too much light into the audience. She cannot see the actors on stage. The audience will have trouble seeing the actors during the play.

What problem does Kara notice?

Mrs. Thomas asks the students what they should do. Gavin sees a mirror on one of the background pieces. “I think we need to move the mirror,” says Gavin. "It must be reflecting the light waves into the audience.” Mrs. Thomas says they cannot move the mirror because they need it for the play.

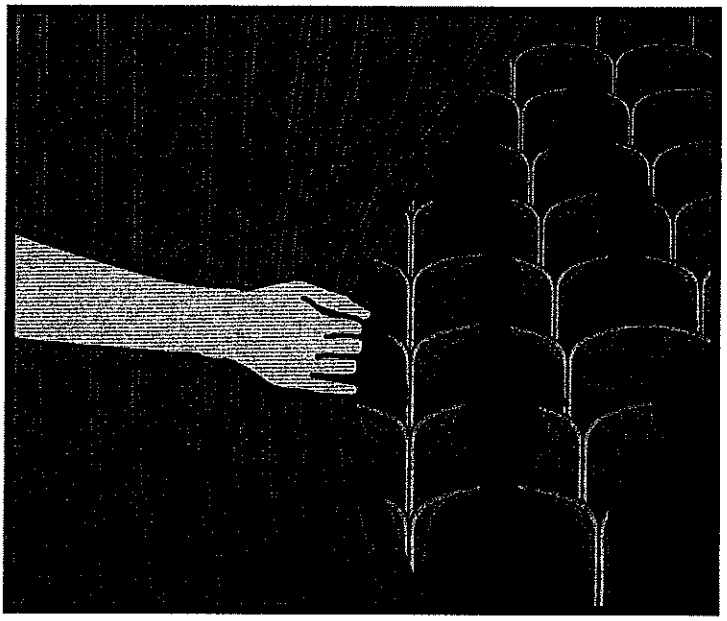


What is causing the bright light to shine into the audience?



"What if we take away some of the light?" asks Dale. "The thin curtain was translucent. It blocked some of the light. We could put something over the light. It could block some of the light." Gavin puts a lens cover over the stage light. Kara says she can see the actors now.

How do the students fix the bright light problem?

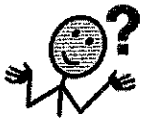


Finally, the students are ready for the play. Mrs. Thomas is proud of them. Everyone has worked hard. The students used what they learned about light waves and sound waves. Now, the lights and sound are perfect for the play. Lights! Sound! Action!

How did the students use what they learned about light and sound to make the play better?

What is the title of this chapter?

What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction

Nonfiction

What is the chapter topic?

Biography

Social Studies

Science

Compare this book to a Chapter Book that has been read recently.

What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

See Chapter

Name: _____

1. Dale is testing the [ ] and sound.

2. Kara needs to turn up the [ ] on the microphone.

3. The light is bouncing off of the [ ] .

4. The [ ] blocks some of the light.

5. The students made the lights and [ ] perfect.

See Chapter

Name: _____

1. What is this chapter about?

a. lights and sound

b. plants and animals

c. solids and liquids

2. What does Kara need to turn up the volume on?

a. lens cover

b. microphone

c. prop

3. What is the light bouncing off of?

a. mirror

b. pillow

c. curtain

4. What blocks some of the light?

a. speaker

b. microphone

c. lens cover

5. What is important to know about this chapter?

◯ a. It was good that Dale couldn't hear Kara.

◯ b. The students made the lights and sound perfect.

◯ c. Mirrors shouldn't be used in plays.

See Chapter

Name: _____

Use your chapter book to help you fill in the blank.

1. **The students _____ for the play.**

2. **The audience won't be able to _____ Kara during the play.**

3. **Kara should turn up the volume on her _____ .**

4. **The _____ will be taller as the sound gets louder.**

5. **The sound waves will have more _____ .**

See Chapter

Name: _____

These questions may have more than one correct answer:

6. What does Gavin hear while watching the play?

- ◯ a. car horns
- ◯ b. commercials
- ◯ c. footsteps

7. What happens to the sound waves when Dale walks softer?

- ◯ a. get taller
- ◯ b. have less energy
- ◯ c. get shorter

8. Why does Gavin want to move the mirror?

- ◯ a. reflecting light
- ◯ b. absorbing light
- ◯ c. changing colors

9. How does Gavin get rid of the bright light?

- ◯ a. He moves the mirror.
- ◯ b. He walks softer.
- ◯ c. He uses a lens cover.

10. Why are the students ready for the play?

- ◯ a. They learned about light waves and sound waves.
- ◯ b. They made the lights and sound perfect for the play.
- ◯ c. They worked hard.

ACCESS MIDDLE SCHOOL

Grades 6, 7, & 8

WEEK 8
SOCIAL STUDIES

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Maya Angelou

Name _____ Reading Comprehension

Read the passage below and answer the questions

Originally Marguerite Johnson, Maya Angelou was born on April 4, 1928 in St. Louis, Missouri. She was raised in Stamps, Arkansas during the 1930s and 1940s, where racial discrimination was common.

Maya was raised by her paternal grandmother, Mrs. Annie Henderson. Maya learned her values, or her beliefs about what is right or wrong, from her grandmother. Mrs. Annie Henderson began a business of selling hot meals to workers. This eventually led to her opening the Johnson Grocery store which served both blacks and whites.

Her love for the arts won her a scholarship to study drama and dance at San Francisco's Labor School. She dropped out when she was 14 to become San Francisco's first African American female cable car conductor. She went on to finish high school and gave birth to her son, Guy, a few weeks later. She supported her son by working as a waitress and cook. However, her true passions were still music, dance, and poetry.

Maya overcame poverty and sought higher education. She participated in the civil rights movement, that brought awareness to unfair treatment of others based on the color of their skin. In later years, she worked with rappers, poets, filmmakers, and musicians. She has over 50 honorary degrees and is a celebrated poet, educator, actress, and civil rights activist.

Maya Angelou

Name _____ Reading Comprehension

1. Where was Maya Angelou born? _____

2. What was her original name? _____

3. Who raised Maya? _____

4. What do you think that *values* are? _____

_____

5. What kind of values do you think that Maya learned from her grandmother? _____

_____

Why do you think that? _____

_____

6. What do you think that a *scholarship* is? _____

_____

7. What did she become when she was 14? _____

_____

8. What did the *Civil Rights Movement* try to do? _____

_____

_____

9. Name four things that Maya became.

_____

_____

Name _____

Ruby Bridges

Reading Comprehension

Read the passage below and answer the questions

Ruby Bridges was born on September 8, 1954 in Tylertown, Mississippi. Her parents were sharecroppers. That means that they farmed land and gave the landowners part of the profit in return. Ruby and her family moved to New Orleans when she was four years old. Her mother worked jobs at night and her father worked at a gas station. Ruby and her friends enjoyed climbing trees, jumping rope, and playing softball.

Schools in New Orleans were segregated, meaning that black students and white students did not attend the same schools. In 1960, New Orleans decided to integrate the schools and allow black students to attend school with white students. Ruby passed a test that allowed her to attend a white school. She became the first black student to attend the white school. Her father worried that it would be dangerous because many people did not like the idea of integrating schools. However, her mother believed that it was a good opportunity for Ruby to get a better education.

When Ruby arrived for her first day at the white school, many people were protesting and trying to stop Ruby from attending. Ruby was surrounded by Federal Marshalls on her way into school for protection. Even though the school was integrated, the classrooms were not. Ruby was the only student in her class with her teacher, Mrs. Henry. Ruby and Mrs. Henry became friends. After that first year, things became more normal for Ruby. She had students of all colors in her classes. Ruby continues to work for the rights of all people.

Name _____

Ruby Bridges

Reading Comprehension

1. Where was Ruby born? _____

2. What happened to Ruby when she was four? _____

_____

3. What does it mean to be a *sharecropper*? _____

_____

4. What activities did Ruby and her friends enjoy doing? _____

_____

5. Schools were *segregated*, what does *segregated* mean? _____

_____

_____

6. Why was her father worried about Ruby attending the white school? _____

_____

7. Describe her first year at the white school. _____

_____

_____

8. How can you tell that Ruby is a strong person? _____

_____

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MATH

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Name: _____

Make a schedule for Danielle. She is working at her job at the nursing home.

- Danielle gets on the bus at 6:30 a.m.
- At 7:30 a.m., she starts to help prepare breakfast.
- After 45 minutes, Danielle finishes helping to prepare breakfast.
- Danielle helps serve breakfast at 8:30 a.m.
- She visits with the residents at 9:00 a.m.
- At 11:15 a.m., Danielle gets on the bus to go home.
- It takes Danielle 30 minutes to get home.

Plan a schedule for Danielle.

_____ Danielle gets on the bus.

_____ Danielle starts to help prepare breakfast.

_____ Danielle finishes helping to prepare breakfast.

_____ Danielle helps serve breakfast.

_____ Danielle visits with the residents.

_____ Danielle gets on the bus to go home.

_____ Danielle gets home.

Name: _____

Make a schedule for Brent. He is working at his job at the bakery.

- At 11:30 a.m., Brent arrives at the bakery.
- At 12:15 p.m., Brent preheats the oven.
- He waits for the oven to preheat for 15 minutes.
- At 12:45 p.m., Brent puts cookies in the oven.
- 30 minutes later, Brent takes the cookies out of the oven.
- At 2:30 p.m., Brent puts the cookies in the display case.
- Brent works at the bakery for another hour before he goes home.

Plan a schedule for Brent.

_____ Brent arrives at the bakery.

_____ Brent preheats the oven.

_____ The oven finishes preheating.

_____ Brent puts cookies in the oven.

_____ Brent takes the cookies out of the oven.

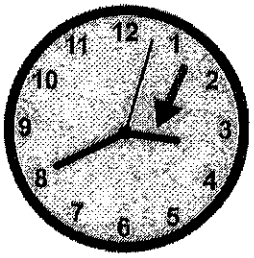
_____ Brent puts the cookies in the display case.

_____ Brent goes home.

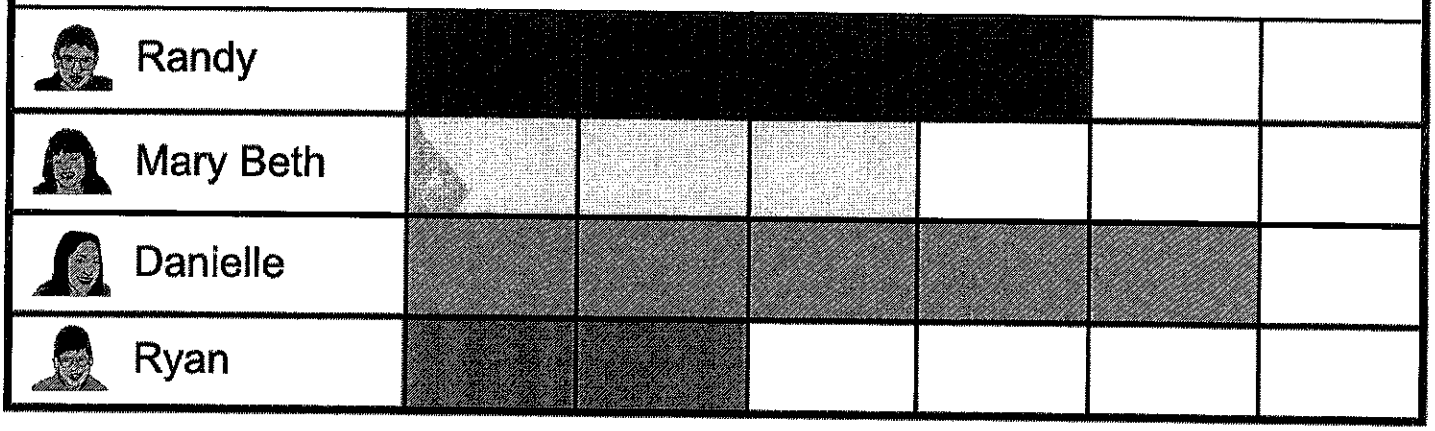
Analyzing Bar Graphs

Name: _____

Look at this graph. Use it to solve these problems.



Mrs. B's class is graphing the number of hours they work per shift at their jobs. Look at the graph and see how many hours each student works for their shift.



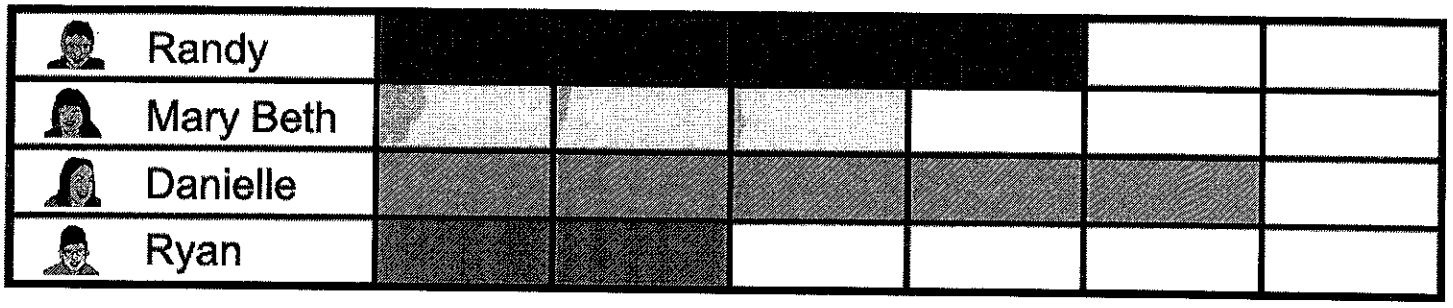
Which student works the most hours in their shift? _____

Which student works the least hours in their shift? _____

Analyzing Bar Graphs

Thr

Name: _____



Write an equation.

How many hours do Randy and Danielle work for their shifts altogether?

R		D	=	C

Write an equation.

How many more hours is Danielle's shift than Ryan's shift?

D		R	=	C

Write an equation.

How many more hours is Randy's shift than Mary Beth's shift?

R		M	=	C

Analyzing Bar Graphs

Name: _____

Randy						
Mary Beth						
Danielle						
Ryan						

Use the graph to write an equation and solve this problem.

Ryan says that he will soon have the same amount of hours in his shift as Mary Beth.

M How many hours is Mary Beth's shift? _____

R How many hours is Ryan's shift? _____

C How many more hours will Ryan's shift be?

Write an equation.

M		*R*	=	*C*
_____	_____	_____	=	_____

Solve the equation.

_____	=	_____

Check your work. Fill in the numbers for all variables. Solve.

_____	_____	_____	=	_____
_____			=	_____

Is the equation true?	**Yes**	**No**

Since _____ = _____ , Ryan's shift will be _____ more hours.

Analyzing Bar Graphs

Name: _____

Randy						
Mary Beth						
Danielle						
Ryan						

Use the graph to write an equation and solve this problem.

Brent is not on the graph. His shift is 1 hour long.
How many hours will the graph show altogether with Brent's shift?

A How many hours does the graph show altogether without Brent's shift? _____

B How many hours is Brent's shift? _____

C How many hours altogether with Brent's shift?

Write an equation.

A		*B*	=	*C*
_____	_____	_____	=	_____

Solve the equation.

_____	=	_____

Check your work. Fill in the numbers for all variables. Solve.

_____	_____	_____	=	_____
_____			=	_____

Is the equation true? **Yes** **No**

Since _____ = _____, the graph will show _____ hours altogether.