

**AMI WORK
MONDAY,
MARCH 30TH**

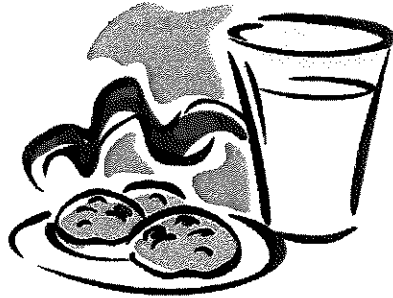
Name _____
Wednesday, March 25



Ann and Kirsten Share Ideas

By Colleen Messina

Kirsten has been learning about how to deal with bullies. One day, a bully bothered a girl named Ann in the cafeteria. Kirsten had watched, but she didn't know what to do. She ended up doing nothing, and this made Kirsten feel bad. Kirsten called Ann that night to see how Ann was feeling.



"I feel better because I talked to my mom about the mean girl who teased me about my freckles. I like my freckles. My mom has freckles, too," said Ann.

"I am glad you feel better," said Kirsten. "I wish I had done something to help you. I didn't know what to do, and I am sorry."

"That's OK," said Ann. "I don't think anyone knew what to do."

"I talked to my mom, too," said Kirsten. "I have some ideas to share. Why don't you come over after school tomorrow? We can talk and eat cookies," said Kirsten.

"That sounds fun. I'll ask my mom," said Ann. She sounded excited to be making a new friend after being teased by the cafeteria bully.

Ann went to Kirsten's house the next day. They talked about math and social studies. They piled fresh chocolate chip cookies on a plate and poured two glasses of cold milk. Kirsten had baked the cookies the day before. Kirsten carried the cookies, and Ann carried the milk up to Kirsten's room.

"I thought of some things to do if anyone is bullied in the cafeteria again," said Kirsten.

"Tell me about it," said Ann. Her red freckles spread across her fair skin like sprinkles on vanilla ice cream.

"Well, I could have invited you to my table to eat with me. I could have been your buddy instead of ignoring the problem. Let's eat a cookie for each new idea," said Kirsten.

"That is a good idea. I wouldn't have felt so alone if you had invited me to your table," said Ann thoughtfully.

The girls each ate one cookie. Goopy chocolate chips exploded with sweetness in their mouths.

"I could have told the cafeteria helpers. They would have helped," said Kirsten.

"That is a good idea, too. It is worth another cookie," said Ann. "The cafeteria helpers might have sent that girl to the principal."

"That's right," said Kirsten.

The girls each ate another cookie.

"My mom had some other ideas about handling bullies," said Kirsten.

"I hope she had a lot of ideas so we can eat more cookies," said Ann cheerfully.

"She said to stand tall, which might make you look more confident. She thinks that a bully is less likely to bother someone who looks confident. She also said another way to deal with the bully is to walk away from the situation," said Kirsten.

"I like the idea of standing tall and the idea of walking away sometimes. Those are two good ideas. Now we can eat two cookies," said Ann gleefully.

The girls ate two more cookies each. They talked and talked. They realized they were very full of cookies and good ideas about dealing with bullies, too!

Just the Earth Facts!

By Trista L. Pollard

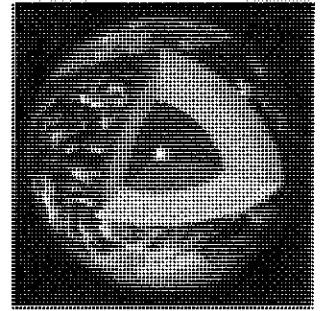


1

Name: Planet Earth

Birth Date: a very, very, very, long time ago

Vitals: Only planet in our solar system that has liquid water on surface, an atmosphere with mostly oxygen, and supports life...



2 It would be very easy to learn about the earth if scientists could locate a ready-made biographical sketch of our planet. However, it takes many scientists and numerous years of study to provide the information that we have and will continue to acquire about the earth. Let us examine some of the basic information about our planet's structure.

3 Positioned as the third planet from the sun, scientists believe that earth was formed about 4.6 billion years ago. It is made mostly of rock, and about 70% of its surface is covered with a thin layer of water called a **global ocean**. Our planet from space looks like a blue sphere with cloud cover. However, Earth is actually an **oblate spheroid** or a slightly flattened sphere. (I guess those classroom globes made you think earth was a perfect sphere!) The Earth's oblate spheroid appearance is the result of it spinning on its axis. This spinning or rotation causes our planet's **polar regions** to flatten and our **equatorial zone** to bulge out. Our planet's circumference from **pole to pole** is 40,007 kilometers. Our **equatorial circumference** is 40,074 kilometers. You may not believe this, but the surface of our planet is relatively smooth. This means that the distances between our highest points (mountains) and our lowest points (ocean trenches) are small compared to our planet's size. In fact, the distance is about 20 kilometers. The average diameter of the earth is 12,756 kilometers. Now that we have looked at the surface, let us journey to the interior.

4 To find out about what is inside our earth, scientists have used different methods. Scientists have been able to learn about the upper sections (few kilometers) of the Earth by drilling. However, since we do not have the ability to travel to the center of the Earth like Jules Verne's characters, scientists have used seismic waves to learn about our planet's interior. Based on how these waves travel, scientists have learned that our planet has three **compositional zones** and five **structural zones**. The earth's three compositional zones are the **crust** (outermost zone), the **mantle** (layer under the crust), and the **core** (the earth's center). The Earth's crust, which makes up 1% of the Earth's mass, is thin and solid. The **oceanic crust** is found beneath our planet's oceans, and it is only about five to 10 kilometers thick. Our continents rest on a **continental crust** that is about 15 to 80 kilometers thick. The thickest continental crust is found beneath our highest mountain ranges. The lower portion of our Earth's crust is called the **Mohorovicic discontinuity** or **Moho**. Our planet's mantle measures about 2,900 kilometers thick and accounts for about 2/3 of our planet's mass. The last compositional zone is the core. Scientists believe that its radius is about 3,500 kilometers and that it is made up of mostly nickel and iron.

5 Our planet's compositional zones are divided into five structural zones: the **lithosphere**, the **asthenosphere**, the **mesosphere**, the **outer core**, and the **inner core**. The lithosphere contains the crust and the upper part of the mantle. It is about 15 to 300 kilometers thick and rigid. The asthenosphere, which is about 200 kilometers thick, lies beneath the lithosphere. It is able to flow due to the tremendous amount of heat and pressure it has to withstand. The mesosphere is a solid layer of mantle rock below the asthenosphere. Scientists believe the outer core, which is about 2,900 kilometers below the Earth's surface, is a dense liquid. They also believe that the Earth's inner core is a solid area that is dense and rigid. The outer core begins 5,150 kilometers below the Earth's surface, and it makes up about 1/3 of our planet's mass.

6 Our planet also acts like a magnet. The Earth's two magnetic poles have lines of force that extend

or lie between the **North geomagnetic pole** and the **South geomagnetic pole**. This magnetic field also travels out into space and reaches the **magnetosphere**. The magnetosphere is the region of space that surrounds the Earth. Scientists believe the earth's magnetism is provided by the liquid iron located in the Earth's outer core.

7 The last important feature of Earth is its **gravity**. Our planet produces a **gravitational force** that pulls objects toward its center. Sir Isaac Newton's law of gravitation states that the force of attraction between two objects depends on the objects' masses and their distance from each other. The greater the masses of the two objects and the closer these objects are to each other, the greater the force of attraction or gravity between them. As an object moves farther away from the center of the Earth, the force of gravity becomes weaker. However, the mass of the object does not change. The neat fact about gravity is that it is affected by weight and location. Weight is the measure of the strength of the pull of gravity on an object. Our weight varies depending on our location on the Earth. Since the distance between the equator and the center of the Earth is greater than the distance from the center to our poles, you would weigh differently in each location. Simply put, you would weigh about 0.3% less at the equator than you would at the North or South Pole.

8 These few basic facts about our planet have helped scientists as they learn more about the Earth's forces and structure. The third blue sphere from the sun is one fascinating orb!

Name _____



Date _____

Just the Earth Facts!

<p>1. The Earth has an equatorial circumference of _____.</p> <p><input type="radio"/> A About 12,756 kilometers</p> <p><input type="radio"/> B About 40,007 kilometers</p> <p><input type="radio"/> C About 40,074 kilometers</p> <p><input type="radio"/> D None of the above</p>	<p>2. Use the following terms to create a concept map: crust, mantle, core, lithosphere, asthenosphere, mesosphere, inner core, and outer core.</p> <p>_____</p> <p>_____</p>
<p>3. What does the difference between your weight at the equator and your weight at the poles tell you about the shape of the Earth?</p> <p>_____</p> <p>_____</p>	<p>4. Scientists believe the Earth's magnetism comes from _____.</p> <p><input type="radio"/> A Igneous rock in its outer core</p> <p><input type="radio"/> B Liquid iron in its inner core</p> <p><input type="radio"/> C Liquid iron in its outer core</p> <p><input type="radio"/> D Metamorphic rock in its outer core</p>
<p>5. Complete the sentence: The Mohorovicic discontinuity is the _____.</p> <p>_____</p> <p>_____</p>	<p>6. Compare the mesosphere with the asthenosphere.</p> <p>_____</p> <p>_____</p>

Name _____



Date _____

Just the Earth Facts!

<p>7. Jules Verne, author of <u>Journey to the Center of the Earth</u>, sent his characters on a voyage through the Earth's crust and mantle to its core. Do you believe this is possible, why or why not?</p> <p>_____</p> <p>_____</p>	<p>8. How have scientists learned about the Earth's interior?</p> <p>_____</p> <p>_____</p>
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Name _____



Date _____ (Answer ID # 0731730)

Main Idea

Read the paragraph and then select the main idea for the paragraph.

1. Tim Cordes went blind as a teen. He did not let his blindness stop him. He learned how to water ski and how to canoe. He learned how to compose music. He became a black belt in martial arts. He carried the Olympic torch in 2002. He went to school and became a doctor!

The main idea in this passage is:

- A It's easy to compose music without seeing it.
- B Tim Cordes went to the Olympic Games.
- C It is possible to water ski without sight.
- D A blind person can do many things.

2. Jane was asked to write a poem. It would be in their class paper. Since April is "Keep America Beautiful" month, Jane wrote a poem about trash. She wanted people to stop throwing trash on the ground. Every day, she saw litter on the side of the road. She even saw bags of trash dumped into a stream near her house. She hated seeing all of it. She hoped her poem would get people excited about cleaning up. It got her excited!

The main idea in this passage is:

- A Jane saw litter every day.
- B April is "Keep America Beautiful" month.
- C Jane wrote a poem about trash.
- D Jane wanted readers to become excited about cleaning up.

3. Monica was a quiet girl. She stayed to herself. She loved to read. She read books nearly every minute. She even enjoyed reading more than watching television. She had many shelves of books in her room at home. She liked all kinds of books. Mysteries were her favorite. Her idea of a great afternoon was to stay home with a good book. Her friends sometimes teased her. They could not understand why she liked books so much. Monica didn't care. She was happy. Books were her friends.

The main idea in this passage is:

- A Books make great friends.
- B Monica should not read so much.
- C Monica loves books.
- D Friends should not tease each other.


LESSON
3

Salaries and Job Benefits

What should you think about when you're considering a job? Two things are extremely important: the salary and the job benefits. Your *salary* is the money your employer pays you for your work. *Job benefits* are another form of payment. They include things such as paid vacations, sick leave, and health insurance. Others might be the use of a company car or discounts on the company's products. After working many years, you may receive a pension from your employer. This is an income to live on after you retire.

Health insurance is very expensive to purchase on your own. Many people can't afford it at all. What happens if they have an accident or illness? They must pay for all of their doctor's visits, lab tests, hospital stays, and medications. That's why health insurance is such an important job benefit. You might accept a lower salary rather than take a job where health care insurance is *not* provided. This benefit could well save you thousands of dollars.

Remember to take a look at the *whole* job package. First, figure out how much money you will need each month for your housing, food, transportation, insurance, and other basic expenses. This amount is your *cost of living*. Then, look at how much income you'll have from your job *and* what benefits are included.



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KEYWORD SEARCH

 **POSTAL INSPECTORS**
Preserving the Trust

We consider our employees our most important assets.

All USPS employees are chosen with care. Once they've become part of our organization, we offer them outstanding compensation packages and advancement opportunities.

Career Development—The USPS offers a variety of programs to prepare employees for future skill levels.

Compensation & Benefits—The USPS offers a full array of highly competitive benefits.

Employment Requirements—These are eligibility requirements used to determine employment.

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When Jessica graduated from high school, she was offered a job in the office of a large automobile repair shop. She knew she would learn a lot there. There would be a variety of job duties, and she liked the people she met at her interview.

But Jessica had also taken the required test to get a job at the post office. She was surprised when she compared the two salaries and job benefits. The salaries would be nearly the same, but the post office offered much better benefits.

Jessica's older brother is a car salesman. He earns a commission or percentage of each sale he makes. Since Jessica's brother is a good salesman, his commissions are usually high. But he doesn't have paid vacations, sick leave, or company-paid health insurance.

Security is important to Jessica. She'd rather have a fixed income she can count on to cover her cost of living. After thinking it over, she decides that the post office job would be the best choice for her.

► **Thinking It Over: Write T for true or F for false.**

1. ____ A job benefit is something a company offers its employees besides a salary.
2. ____ A sales commission is always the same, month after month.
3. ____ Some companies pay for employees' health insurance.
4. ____ It's always better to take the job with the highest salary.

► **Key Vocabulary**

1. A *salary* is money an employer pays you for your
 - a. benefits.
 - b. work.
 - c. insurance.
2. A *pension* is
 - a. income to use when you retire.
 - b. a place for criminals.
 - c. a small commission.
3. An *hourly wage* is
 - a. always 8 dollars.
 - b. a certain rate of pay for each hour worked.
 - c. equal to health insurance.
4. A *commission* is
 - a. a percentage paid for sales or services.
 - b. an old church.
 - c. the same thing as a pension.

► **Cause and Effect**

1. Suppose you take a job with no health insurance. If you get in an accident or become ill, you will have to _____.
2. Suppose you are working on a sales commission and you don't sell anything. Your commission will be _____.
3. If your company has a pension plan, you will have _____.

► **Everyday Math**

1. Jan works for Gary's Gutters. She earns \$12 an hour for an 8-hour shift. There are no job benefits. Jan's friend works at Ace Roofing. He earns \$10.50 an hour for an 8-hour shift, and the company pays for benefits worth about \$300 a month. What is Jan's salary for working a 5-day week? \$ _____
2. What is her friend's salary for working a 5-day week? \$ _____
3. Which employer offers the best job package?

► **On Your Own**

List three expenses that make up your cost of living (example: gas for car).

Name: _____

edHelper

The Assassination of Archduke Francis Ferdinand

Archduke Francis Ferdinand was next in line to be the leader of his country, Austria-Hungary, but not everyone in his country was happy about that. The Serbians living in Bosnia, which had been taken over and made a part of Austria-Hungary, did not want him to be in charge. Nevertheless, Archduke Ferdinand planned a trip to Sarajevo, the capital of Bosnia, for the feast day of Saint Vitus. He was warned in advance that this could be a dangerous trip.

Archduke Ferdinand decided to go anyway. His fourteenth wedding anniversary would take place during the trip, and his wife, Sophie, went with him. Together, they would ride in a royal motorcade through the city of Sarajevo on their way to a reception at City Hall.

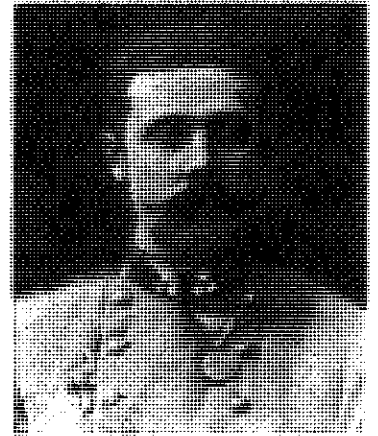
They arrived in Sarajevo on June 28, 1914, with a motorcade of four cars. The Archduke and his wife rode in an open car, the second one in line. Crowds of people lined the streets to see them pass by.

Seven members of a terrorist organization were hidden within the crowd. Each of the seven members carried a bomb or a gun, and they waited for an opportunity to attack the Archduke's car. One of the assassins saw his chance and threw a bomb at the Archduke's car. The car's chauffeur saw what was happening and sped up, trying to avoid the bomb. He wasn't fast enough. The bomb hit the car but bounced off and destroyed the next car in line behind the Archduke's. The assassin was caught, and the Archduke and Sophie continued on their way to attend the reception.

After the reception, people urged the Archduke and Sophie to take the quickest route out of town. As they left town, crowds again lined the route, and the assassins waited, hidden within the crowd. When the Archduke's car had to slow down and nearly stop at a sharp turn, one assassin made his move. Gavrilo Princip shot Archduke Ferdinand and Sophie. Sophie died immediately, and it was reported that Archduke Ferdinand only had time to say his wife's name, "Sophie-" before he died too. Gavrilo Princip was captured.

Gavrilo Princip was only 19 years old. He had joined a group of young Serbian nationalists who had been trained to use terrorist methods to fight for what they believed in. All seven of the terrorists who had waited for the Archduke's car to pass were members of this group. All of them were young men, and in fact, several of them were teenagers; their ages ranged from 17 to 27. The two who attacked the cars were tried and sentenced to 20 years each. Of the seven, six were captured.

The captured terrorists were interrogated about who had trained them. Was it the government of Serbia or an outside group? They said that their group did not have any ties with the government of Serbia, but many people believed that it did.



Name: _____

edHelper

The incident stirred up the anger between the countries of Austria-Hungary and Serbia, and it renewed the conflicts between the two nations. Austria-Hungary blamed the incident on Serbia. On July 28, 1914, exactly one month after Archduke Ferdinand and his wife Sophie had been shot, Austria-Hungary declared war on Serbia. World War I began.

The Assassination of Archduke Francis Ferdinand

Questions

- _____ 1. The incident that started World War I was the assassination of _____.
 - A. Archduke Ferdinand
 - B. the King of Austria Hungary
 - C. Gavrilo Princip
 - D. Sophie

- _____ 2. The Serbians were unhappy because Austria-Hungary had taken over _____.
 - A. Hungary
 - B. Bosnia
 - C. Serbia
 - D. Austria

- _____ 3. Austria-Hungary blamed the assassination on _____.
 - A. Bosnia
 - B. Austria
 - C. Hungary
 - D. Serbia

- _____ 4. Archduke Ferdinand was assassinated while he was _____.
 - A. attending a reception
 - B. making a speech
 - C. sailing in a ship
 - D. riding in a car

- _____ 5. The war began _____ after the assassination.
 - A. one week
 - B. one month
 - C. the next day
 - D. two years

- _____ 6. The assassin was _____.
 - A. acting alone
 - B. part of a group
 - C. a teenager
 - D. both b and c

Name: _____

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- _____ 7. Sarajevo was a dangerous place for the Archduke to visit because of _____.
- A. the conflict between Austria-Hungary and the Serbian nationalists
 - B. a battle that had just occurred there
 - C. the high rate of violent crime there
 - D. none of the above
- _____ 8. A person who is a nationalist would _____.
- A. support a peace treaty between his country and another country
 - B. work on a compromise
 - C. plan attacks
 - D. always put his own nation's interests first

What is the sum of 10 and 132?

Draw a small clock that shows 10 minutes past 9:00.

Is 37 a composite or a prime number?

If you exchange 70 dimes for dollars, then how many dollars would you get?

12, 24, 36, 48, 60,
_____, 84, 96, 108, 120

Name the shape with five sides and five angles.

double 30 =

Amanda has 28 nickels. How much money is that?

Write the number that has exactly 15 ones.

How many total legs are on 23 elephants.

Write the number that is one ten more than 6,279.

Draw a small clock that shows 20 minutes to 6:00.

word root **dure** can mean **lasting or to last**

endure

>

Name _____



Date _____

Whole Numbers

Add or subtract.

1. $441 + 998$	2. $819,887 - 2,030$
3. $8,442,202 - 4,494,113$	4. $48,317 + 48,358$
5. $1,869 + 24,436 + 3,430$	6. $2,393,554 + 2,393,635$
7. $270,032 - 55,217$	8. $277 + 401$
9. $869 - 858$	10. $766,731 + 7,738,840$
11. $19,691 - 1,917$	12. $86,551 + 86,615$
13. $4,987 + 28,460 + 8,405$	14. $644,233 - 355,248$
15. $8,240,035 + 8,473$	16. $667 + 759$
17. $479,097 - 43,723$	18. $7,123 - 5,945$
19. $5,306,495 - 5,306,475$	20. $3,645 + 18,311 + 4,104$
21. $942 - 276$	22. $2,168,174 + 21,652$
23. $6,746 + 13,808 + 3,532$	24. $5,496,211 + 86,621$
25. $641 - 297$	26. $5,447 - 5,412$
27. $539,147 + 539,221$	28. $5,140 + 3,366$
29. $227 + 51,165$	30. $9,442,932 - 8,097,452$
31. $482,453 + 691,735$	32. $36,200 - 255$
33. $9,970 + 97,768 + 7,253$	34. $1,701 - 1,681$
35. $779,518 + 779,560$	36. $188,328 + 5,557$
37. $7,828,976 - 7,828,924$	38. $76,554 - 644$
39. $922 - 330$	40. $955 + 4,680 + 925$

**AMI WORK
TUESDAY,
MARCH 31ST**

Name _____
Thursday, March 19



Checkmate

By Jane Runyon

Have you ever read stories about King Arthur and his Knights of the Round Table? Does living in that time period sound exciting to you? Do you know what life was like at that time? Chess is a game that can give you an idea about life centuries ago.



Chess was actually played first in China, India, and Persia. Historians aren't quite sure where the game began. Chess can be tracked back to the eighth century. The Moors invaded Persia at that time. The Persians taught their conquerors the game. The Moors later invaded Spain. They took the game of chess with them. From Spain, it spread all over Europe.

It was the Europeans who gave the pieces in chess the names we know today. They took the game that the Moors had given them and made it their own. They used the names they gave to the pieces to show the way they lived. The lives of early Europeans were very structured. There were different classes in European society. Some classes were at the top of the ranking. They were privileged in many areas of life. There were also the very low classes. They were expected to do all the work for the upper classes. Their lives were not worth much to the privileged classes.

Let's take a look at the pieces used in chess. Maybe that will help you to see how their lives were lived. There are more pawns on a chess board than any other piece. The pawns represented the laborers who were called serfs. Serfs were considered to be the property of the rich land owners. Their lives were very hard. The masters worked them to death sometimes. They could be traded or sold to other landowners. Many lost their lives for the landowner's comfort. In chess, the pawn can be sacrificed to protect the king and queen.

Chess has a castle for each opponent. This castle is called a rook. It represents the home of the king and queen.

The finest soldiers in medieval times were called knights. They protected the king and queen. In chess, you will find two knights on each side. Knights are more important than the pawns in a chess game as they were in real life. Knights are often sacrificed in a chess game much like the pawns. The knight is represented by a horse in most chess sets.

The church of medieval times is represented on the chess board by a bishop. The church was very important in those days. Each player begins a chess game with two bishops. The mitered hat of a bishop is the feature of the chess piece.

Women are represented on a chess board by only one piece. She is the queen. There may be only one queen, but she is the most powerful piece on the board. It is often said that in medieval times that the queen was the power behind the throne. It may have looked like the king was making all of the decisions. The queen often had the king's ear. She let her feelings be known through him. In many cases, the queen was so good at what she did, the king never realized that his wife was really ruling the kingdom.

The queen may be the most powerful chess piece, but the king is the most important. It is also the tallest chess piece. It is the job of every other chess piece to protect the king at all costs. That is just exactly how life went in medieval days. Common people, soldiers, and the church sacrificed themselves to keep the kingdom from being conquered. Chess pieces all work together to protect their royal family. If the king is defeated, the whole kingdom is lost.

A chess game is set up to show the struggle between two kingdoms to keep from being conquered. Early Europeans used their skills of strategy and decision making to wage imaginary wars on the chess board. Playing chess today takes the use of those same skills. The next time you play, try to imagine that it is your kingdom you are protecting. Look at each of the pieces as part of your kingdom.

Name _____
Thursday, March 19



Checkmate

Questions

_____ 1. Chess has been played for centuries.
A. True
B. False

_____ 2. What is the most important piece on a chess board?
A. King
B. Bishop
C. Knight
D. Queen

_____ 3. What group of people brought chess to Europe?
A. Moors
B. Chinese
C. Indians
D. Persians

4. How do chess pieces show what kind of people lived long ago?

5. What skills are important to anyone playing chess?

_____ 6. What does the chess piece representing the knight look like?
A. A helmet
B. A horse
C. A castle
D. A suit of armor

_____ 7. What is another name for the castle?
A. Home
B. Bishop
C. Rook
D. Pawn

_____ 8. What piece represents the church?
A. Bishop
B. Rook
C. Knight
D. King

_____ 9. Which of the following is an idiom?
A. The queen often had the king's ear.
B. The finest soldiers in medieval times were called knights.
C. Some classes were at the top of the ranking.
D. The pawn can be sacrificed to protect the king and queen.

_____ 10. Find an example of personification from the story.
A. It was the Europeans who gave the pieces in chess the names we know today.
B. Chess is a game that can give you an idea about life centuries ago.
C. The church was very important in those days.
D. Chess pieces all work together to protect their royal family.

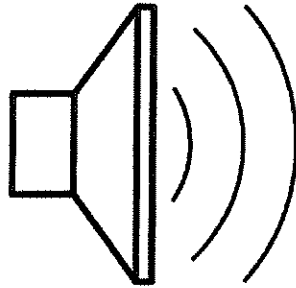
Name _____
Friday, March 20



There's a Magnet in My Speaker

By Kathleen W. Redman

Magnets have many uses. Some of them are very obvious. Magnets can hold paper to a refrigerator. Magnets on a purse or a laptop computer can hold them shut. A magnet on the end of a string can help recover a dropped tool or key. There are many places magnets aren't obvious. Did you know there are magnets in cars? Did you know magnets are used in your television? They are used in speakers and microwave ovens. Magnets are everywhere!



Magnets are a very important part of speakers. The speakers in your computer, television, and headphones have magnets in them. Without magnets, they wouldn't work at all.

Speakers have only a few parts. There's the cone, the voice coil, and a magnet. The cone is the part of the speaker where the sound comes from. Many cones are made of paper or plastic. Some are made of metal. They look like really wide, flat ice cream cones.

The voice coil is attached to the center of the cone. The voice coil is wrapped up wire. The wire is formed into a cylinder. This cylinder of wire fits into a round gap in the magnet. In some speakers, the magnet is big and heavy. In other speakers, like the ones in headphones, the magnet is tiny.

The coil inside the magnet has alternating current running through it. Sound reaches the coil as electricity. The coil acts as an electromagnet and pulls itself up or pushes itself down in response to the magnet inside the speaker. Its motion moves the cone of the speaker.

When the cone of the speaker moves, it creates sound waves in the air in front of it. The sound waves travel through the air to your ears, and you hear the music!

If there were no magnets in the speakers, the electricity wouldn't cause the voice coil to vibrate. If the voice coil didn't vibrate, the cone wouldn't move. If the cone didn't move, there would be no sound from the speaker. That's why a speaker is one of the many places you'll find a magnet!

There's a Magnet in My Speaker

Questions

1. The main purpose the writer has for this article is to:
 - A. persuade the reader to buy one brand of speaker
 - B. inform the reader about why speakers have magnets in them
 - C. describe to the reader the many different kinds of magnets that exist
 - D. entertain the reader
2. Which sentence in paragraph 1 is hyperbole?
 - A. Magnets can hold a purse or a laptop computer shut.
 - B. Magnets have many uses.
 - C. Magnets are everywhere!
 - D. Magnets can hold paper to a refrigerator.
3. Name three parts of a speaker.

4. Sound reaches the voice coil as _____.
 - A. electricity
 - B. noise
 - C. Morse code
 - D. garbled speech

Name: _____

System Earth, Part 1

Our planet is an important member of the solar system. However, did you know that the Earth is also a **system**? A system is an organized group of related objects or components that work independently and interact to create a whole. The sizes of systems vary; however, all systems have boundaries. Most systems, like the Earth system, have **matter** and **energy** that flow freely through the system. Our Earth system runs smoothly due to the combination of smaller components that link our planet together. To understand our system, we need to start with matter and energy.

Matter, which is anything that has mass and takes up space, is one of the two most basic components of our universe. Matter can be in the form of atoms, molecules, or larger objects both living and nonliving. Energy, the other basic component, is the ability to do work. The transfer of energy comes in many forms like heat, light, or electromagnetic waves. Scientists, to describe systems, can use these two components, specifically how matter and energy are transferred within a system. How matter and energy are transferred determines whether the system is closed or open. A **closed system** is a system where only energy is transferred or exchanged with its surroundings. Matter is not part of this exchange. An **open system** includes the transfer and exchange of both matter and energy with the system's surroundings. All of the systems on Earth are classified as open systems. However, the Earth system as a whole is considered a closed system because there is a limit to how much matter is exchanged.

Our Earth system has four spheres: the **atmosphere**, the **biosphere**, the **hydrosphere**, and the **geosphere**. Our atmosphere is made of gases that surround our surface. The breakdown of gases is 78% nitrogen, 21% oxygen, and 1% other gases. Without it, our air supply would be nonexistent. Our atmosphere also shields us from the harmful ultraviolet rays that are given off by the sun. The hydrosphere, which covers about 70% of our surface, includes our planet's water supply. About 97% of our surface water is found in our oceans and 3% is considered fresh water. The only water not included in this sphere is the water that is found in our atmosphere. As you may have guessed, our geosphere is the solid part of earth that we stand on each day. This sphere includes all of the rock and soil on our planet's surface and on its ocean floor. It also contains the interior parts of Earth both solid and molten. The interior of our planet accounts for the largest volume of matter on Earth. The last sphere, the biosphere, includes all life on our planet, which exist in the geosphere, hydrosphere, and atmosphere. It also contains organic matter that has not been decomposed. When this matter decomposes, it becomes part of the other three spheres in the system. The biosphere's boundaries extend from the ocean depths to a few kilometers above our planet's surface.

The Earth has access to two sources of energy- internal and external. Internal sources of energy include the heat that is produced from the Earth's core. Our external energy source (and the most important) is the sun. Since the Earth's birth, the sun has provided a major source of energy for our planet. We also receive energy from the gravitational energy of the moon and sun. This pull of the sun and moon on our oceans, produces tides and currents that mix our ocean waters. In addition to energy sources, our planet has **cycles** that are important to the

Name: _____

survival of all life on Earth.

The **nitrogen cycle**, the **carbon cycle**, the **phosphorous cycle**, and the **water cycle** rely on the Earth's energy sources to work effectively. Cycles are processes where matter and energy move repeatedly through a series of reservoirs or storehouses. The nitrogen cycle helps organisms to build the necessary protein to build cells. The Earth's carbon cycle provides the fuel that organisms need to perform life processes. Some living organisms need phosphorous to help build cells. The phosphorous cycle sends phosphorous through all of the Earth's spheres except our atmosphere. Finally, our water cycle is responsible for the regeneration of our water supply over time. Water moves continuously from our atmosphere to our surface and back to the atmosphere. In *System Earth, Part 2*, we will move through these cycles in more detail.

System Earth, Part 1

Questions

1. Why is the Earth considered a system?

2. In a closed system, _____.

- A. Energy is removed from the system's surroundings
- B. Energy is transferred or exchanged with the system's surroundings
- C. Energy and matter are transferred or exchanged with the system's surroundings
- D. Energy and matter are removed from the system's surroundings

3. Identify the two main sources of energy in the Earth's system.

4. Fresh water makes up _____ of our planet's water supply.

- A. 3%
- B. 2%
- C. 15%
- D. 97%

5. What are the four main cycles that exist within the Earth system?

Name: _____

- _____ 6. The element nitrogen makes up the _____.
- A. Largest percent of our geosphere
 - B. Largest percent of our atmosphere
 - C. Smallest percent of our geosphere
 - D. Smallest percent of our atmosphere

7. Explain how the meanings of these words differ: *biosphere* and *geosphere*.

8. Explain how the meanings of these words differ: *hydrosphere* and *atmosphere*.

Name _____



Date _____
(Answer ID # 0703551)

Cause and Effect

Match the cause with its effect.

Cause

Effect

- | | |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------|
| 1. _____ The iron shoe flew from the horse's hoof as the animal galloped down the road. | a. The blacksmith came and nailed another one in place. |
| 2. _____ My friend Millie and I went to a picnic today. | b. The weeds grew and took over. |
| 3. _____ Sidney forgot to tune his violin before he played. | c. We brought a cooler full of food. |
| 4. _____ Someone removed the bookmark from between the pages. | d. A new oak tree germinated from it and grew. |
| 5. _____ Bob brushes his teeth after every meal. | e. His dentist was pleased that he had no cavities. |
| 6. _____ The tiny acorn tumbled from the tree into the rich soil. | f. He made an awful face as he spat it out. |
| 7. _____ The formal flower garden was neglected. | g. It sounded awful. |
| 8. _____ Joe wasn't paying attention and drank a big mouthful of sour milk. | h. The blaze was soon under control. |
| 9. _____ Nobody emptied the sharpener. | i. The reader couldn't find his place. |
| 10. _____ The fireman turned on the hose. | j. Pencil shavings fell to the floor. |

LESSON
4

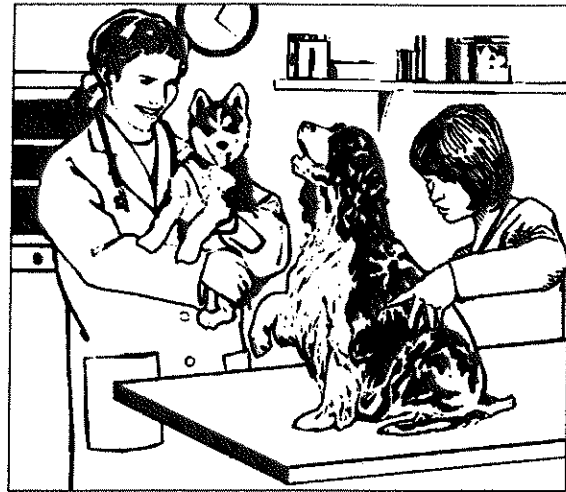
On-the-Job Training

Erica has many interests, but her first love has always been building things. She thought she'd like construction work, but she didn't know how to get started. Her woodshop teacher said, "Go downtown to the carpenters' union office. They have a program for apprentices. They'll train you and put you to work with an experienced carpenter. And since it's union work, you'll be getting good pay, health insurance, and other great benefits while you learn."

Erica's friend Joe went with her to check it out. The carpenters' union was in the same building as the Central Labor Council. There, Joe learned there were union programs for apprentices in many other trades as well—plumbing, plastering, roofing, welding, sheet metal work, and more. Apprentices in each program attended classes. And they were also trained on the job by skilled workers called *journeymen*. Journeymen got paid high wages.

The secretary of the labor council told Joe and Erica to look for "Labor Organizations" in the yellow pages of the phone book. Or they could find information on the Internet. They soon discovered that almost all the programs require an apprentice candidate to have a high school diploma or to have passed the GED (General Educational Development) test. (A GED is the equivalent of a high school diploma.)

After passing entry-level tests,



Erica went into the carpentry program, and Joe became a plumber's apprentice. Both of them appreciated that they were earning wages as they learned their jobs. That made them feel capable and independent.

The school guidance counselor told Erica's sister, Kelly, that there were internship programs for many different kinds of jobs. These positions included all kinds of computer work, landscaping, and veterinary assistance. Since Kelly was an animal lover, she was excited about getting an internship with a veterinarian. She was eager to learn how to take care of all kinds of ill and injured animals. Soon she was taking classroom courses half of the day and getting on-the-job training at a veterinary hospital the other half.

Both internship programs and apprenticeships offer a clear path toward success. A combination of course work plus training on the job is one of the very best ways to get started.

► **Thinking It Over**

1. Some trades are
 - a. plumbing, carpentry, and welding.
 - b. skipping, hammering, and climbing.
 - c. woodshop, singing, telephoning.
2. Unions have special programs for
 - a. only six people at one time.
 - b. apprentices.
 - c. veterinarians.
3. A journeyman gets paid
 - a. once a year.
 - b. less than an apprentice.
 - c. high wages.
4. Coursework plus training on the job can be
 - a. a great way to get started.
 - b. boring for good students.
 - c. better for older people rather than younger ones.

► **Recalling Details**

1. Where did Erica's woodshop teacher send her to find out about construction work?

2. If you don't have a high school diploma, you need to get a

3. To locate information about apprentice programs, Erica and Joe looked in the phone book yellow pages under

4. If you belong to a union, you usually get health insurance and

► **Key Vocabulary:** Write a letter to match each **boldface** word with its meaning.

1. ____ **skilled work**
2. ____ **skilled worker**
3. ____ **benefit**
4. ____ **intern**
 - a. journeyman
 - b. trade
 - c. health insurance
 - d. a worker who acts as an assistant to a professional

► **Everyday Math**

When Erica went to work as an apprentice, she was paid \$12.40 an hour. The first week, she worked 20 hours. How much did she make that week? \$ _____

► **On Your Own**

If you had the opportunity to be an apprentice in one of the trades, which trade would you pick? Why?

Name: _____

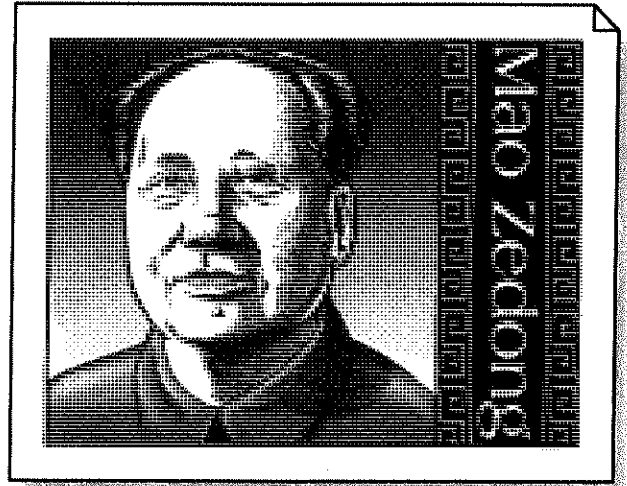
Date: _____



Communism Comes to China

In October of 1949, after years of civil war, Mao Zedong and the Communists gained control of China. They set up a totalitarian state called the People's Republic of China. Mao promised to build a new, strong China and to end foreign control of Chinese industries.

Mao believed in a communist economic system called Marxism. Under this system, all lands, mines, factories, and businesses would be owned by all the people. There would be no private property, and all goods and services would be shared equally. People who believed in this type of system thought that if the government controlled industry, poverty would end and everyone would be equal.



Chinese society always had been made up mostly of peasants who worked on farms. However, before Mao's rule, Chinese farmers owned no land. Instead, landlords owned the land. Mao's forces took the land from the landlords and split it up among the peasants. Any landlords who argued with this policy were killed.

The Communists wanted to turn China into a modern, industrial nation. The government brought all private companies under government ownership. It made a five-year plan to improve industry. By 1957, China's businesses, including the coal, electric, and steel businesses, had improved drastically.

After this success, Mao planned another program called the Great Leap Forward. Under this plan, farmers would work together on large farms called communes. Each commune was made up of thousands of acres of land and had about 25,000 people working on it. The people worked the land together. They ate together in large communal dining rooms and slept in dormitories.

However, peasants had no reason to work hard when they could not profit from their work. The commune system slowed down farming, and bad weather added to the problems. Soon, there was not enough food to feed all the people. A great famine took place, and between 1959 and 1961, millions of Chinese people starved to death. The Great Leap Forward had failed, and the government got rid of the program.

Mistakes like the Great Leap Forward left many Chinese unhappy with communism. Mao made several major errors during the time he led China. However, many saw him as the revolutionary leader who saved their country. Today, although it is still a communist nation, China has more moderate leadership and has taken on more capitalistic ideas.

Name: _____

Date: _____

Communism Comes to China

Multiple Choice

Circle the best answer, and write the letter in the box.

1. Mao Zedong believed in a communist economic system called _____.

- A. Marxism
- B. capitalism
- C. socialism
- D. fascism

2. The Communists wanted to turn China into a/an _____ nation.

- A. agricultural, peasant
- B. modern, industrial
- C. old-fashioned, traditional
- D. modern, capitalistic

3. Under Mao's plan, called the Great Leap Forward, _____.

- A. farmers worked together in communes
- B. peasants had no reason to work hard
- C. millions of Chinese people starved to death
- D. all of the above

4. In a Marxist economic system, there is no _____.

- A. land
- B. industry
- C. private property
- D. all of the above

5. Each commune had about _____ people working on it.

- A. 2
- B. 25
- C. 250
- D. 25,000

Name: _____

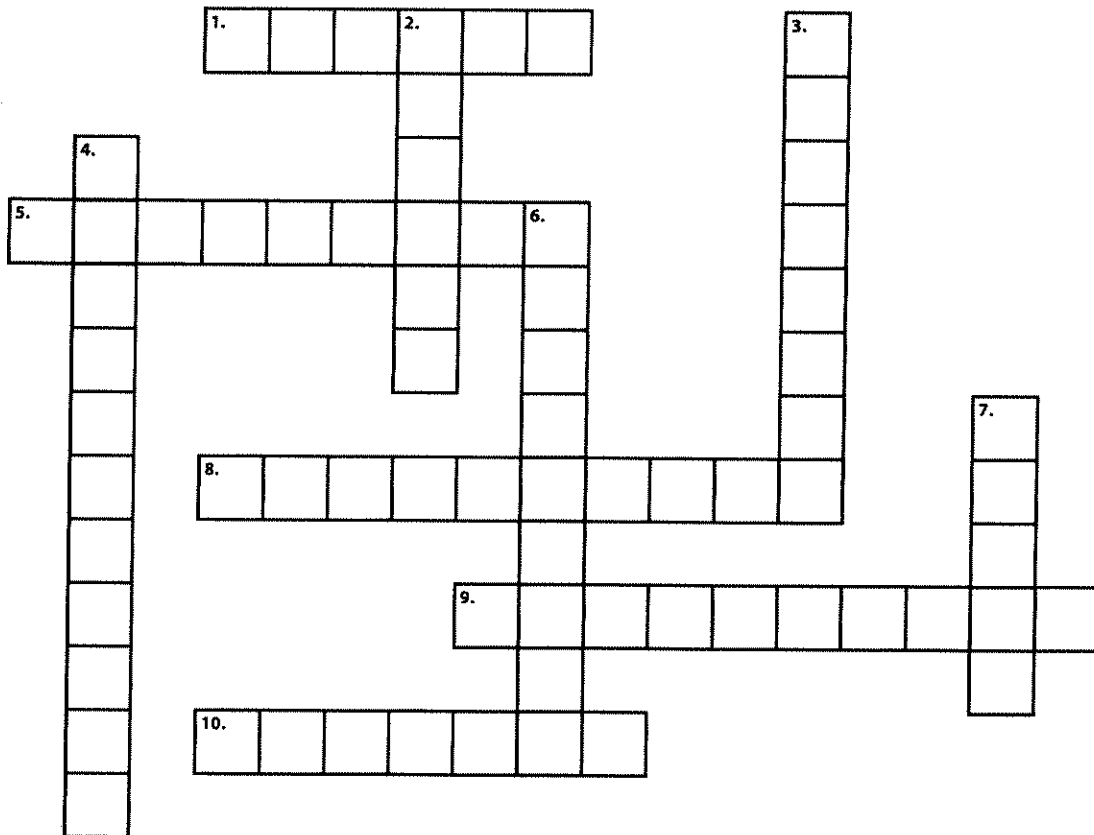
Date: _____



Communism Comes to China

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

1. Peasants had no reason to work hard when they could not _____ from their work.
5. Mistakes like the Great Leap Forward left many Chinese unhappy with _____.
8. China's coal, electric, and steel _____ improved drastically.
9. People who believed in Marxism thought that if the _____ controlled industry, poverty would end and everyone would be equal.
10. Mao promised to end _____ control of Chinese industries.

DOWN

2. In the great _____, millions of Chinese people starved to death.
3. Mao's forces took land from the landlords and split it among the _____.
4. In communes, people ate together in large dining rooms and slept in _____.
6. After years of civil war, _____ and the Communists gained control of China.
7. Mao Zedong set up a totalitarian state called the People's Republic of _____.



Communism Comes to China

Time Line – China Under Mao Zedong

Use the time line to answer the following questions. Write the answers in complete sentences.

1949	• Mao Zedong announces the birth of the People’s Republic of China and pledges that China will be “independent ... prosperous, and strong.”
1958	• Mao launches the Great Leap Forward, a communal farming system.
1959–1961	• A great famine hits China, and 30 million people starve to death.
1966	• Mao starts the Cultural Revolution, which is supposed to renew the revolutionary spirit in China. Mao thinks young Chinese should experience revolution as his generation did. Thousands of people are killed, and China’s economy is hurt.
1976	• Mao Zedong dies. China is ruled by more moderate leaders.

1. What was the Cultural Revolution?

2. How many years did Mao Zedong rule China?

3. What happened in 1949?

Name: _____

Date: _____

Quiz: Communism Comes to China

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. Mao Zedong set up a totalitarian state called the People's Republic of China.
- _____ 2. Mistakes like the Great Leap Forward left many Chinese unhappy with capitalism.
- _____ 3. Mao took land from the peasants and gave it to landlords.
- _____ 4. Mao believed that if the government controlled industry, poverty would end and everyone would be equal.
- _____ 5. In communes, people worked together in large factories.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. Under Mao Zedong, China's _____ business improved drastically.

A. coal
B. electric
C. steel
D. all of the above

7. In the great famine, _____ of Chinese people starved to death.

A. hundreds
B. thousands
C. millions
D. billions

Short Answer

Answer the following question in complete sentences.

8. What was the Great Leap Forward?

>

Name _____



Date _____

Order of Operations

Simplify.

1. $55 + 30 - 53$	2. $46 \div 2 \times 4 \times 2$	3. $36 \div 4 - 4$
4. $94 \times 3 - 42$	5. $56 \div 8 + 4$	6. $78 - 36 \div 6$
7. $8 - 5 + 4$	8. $9 \times 1 - 4 + 3$	9. $26 \div 2 \times 32$
10. $48 \div 4 - 2$	11. $64 + 68 \div 2$	12. $7 + 2 \times 18$
13. $60 \div 5 - 5$	14. $5 + 12 + 1 - 3$	15. $85 \times 77 \div 7$
16. $7 + 24 \times 54$	17. $9 + 43 - 3$	18. $85 \times 50 + 36 \times 5$
19. $59 - 31 - 1$	20. $7 \times 2 + 42 \times 4$	21. $8 + 2 + 5$
22. $35 \div 5 \times 36$	23. $90 \div 6 - 1$	24. $9 \times 5 - 37 + 3$
25. $16 \div 4 - 3$	26. $96 \div 8 \times 30$	27. $5 + 36 \div 9$
28. $7 \times 5 + 1$	29. $57 \times 27 \div 9$	30. $83 + 3 - 24$
31. $69 - 16 \div 8$	32. $6 \times 40 - 1$	33. $9 \times 10 + 49$
34. $60 \div 5 \times 3 \times 1$	35. $74 + 28 \times 5$	36. $72 - 2 - 46$
37. $58 \div 2 + 5$	38. $9 + 23 + 54$	39. $82 \times 3 + 5$
40. $49 \div 7 - 4$	41. $8 - 54 + 42 \times 25$	42. $68 - 1 \times 41$
43. $84 \div 6 + 42 - 52$	44. $72 \div 6 \times 10$	45. $9 + 2 + 38 \times 1$

**AMI WORK
WEDNESDAY,
APRIL 1ST**

Name _____
Tuesday, March 24



Stickers and Bananas

By Phyllis Naegeli

Melissa sat on a bench outside school watching the buses pull up to the curb. The door of the first bus opened, and her friend Caroline stepped off. Caroline walked over and stopped in front of her. Melissa looked down at the ground and pouted.

Caroline put her hands on her hips. "What's your problem?"

"I'm just having a bad day," said Melissa in a grumpy voice.

"You don't remember, do you?" asked Caroline as she sat down next to Melissa.

"Remember what?" Melissa asked puzzled.

"Today is The Great American Grump Out. Don't you remember? We talked about it last week," said Caroline.

"Oh, I forgot!" said Melissa, putting her hand to her mouth.

Caroline frowned. "You just can't be grumpy today! We're supposed to pass out smiley face stickers and encourage everyone to be cheerful. You're going to ruin it if you can't smile."

Melissa giggled. "Now you're the one who's grumpy."

Caroline let out a yell and then started laughing. "It's all your fault!"

The two girls laughed together for a few minutes.

"I feel better now," said Melissa. "I guess I just got up on the wrong side of the bed today."

"What does that mean, anyway?" said Caroline, chuckling a little more.



"Oh, I don't know. Maybe it's like getting off on the wrong foot," said Melissa, giggling.

Caroline reached into her backpack and pulled out a small package. "Here are your stickers. Let's go over what we're going to do. Give everyone you can a smiley face sticker and say 'SMILE.'" She reached into her backpack again. "Here. I brought you something," she said as she handed a banana to Melissa.

Melissa looked puzzled. "A banana?"

"Yup, according to the website, it's the official fruit for today. Hold it up sideways."

Melissa held the banana up sideways with the ends pointing down.

"Not that way! Turn it over so the ends point up," said Caroline, reaching for the banana and helping Melissa turn it over.

"See? It makes a smile," said Caroline, holding another banana the same way.

"Cute," said Melissa. "Come on, we need to get to class. Let's see how many stickers we can give away before the bell rings."

The girls stood up and headed into school. Caroline took her jacket off as they walked into the building. She was wearing a t-shirt with a big smiley face on the front. Across the bottom of her shirt under the face was the word "SMILE."

"Great t-shirt," Melissa said sadly. "I'm sorry I forgot about today."

"It's O.K.," said Caroline, putting her arm around her friend's shoulder. "Let's just make it the best day ever!"

"We will!" Melissa said brightly.

As they walked down the hall toward their classroom, the girls took stickers and put them on their friends' shirts, books, or anywhere they could reach quickly.

"It's The Great American Grump Out," said Melissa as she stuck a smiley face sticker on Jacob's shirt. "Smile!"

Jacob looked at the sticker and smiled hesitantly. "Thanks."

Name _____
Tuesday, March 24



"Hey, Todd! It's The Great American Grump Out! Have a banana! And a sticker!" Caroline said as she reached out and stuck a sticker on Todd's shirtsleeve.

Todd stopped in front of Caroline and peeled the sticker off. He looked at it and laughed. "What's The Great American Grump Out?"

"It's today," said Melissa.

"I figured that," Todd said sarcastically. "But WHAT is it?"

Caroline explained, "It's a day to stop being grumpy. The world is too grumpy. Everybody is so busy and stressed that no one takes the time to smile or try to make someone happy. I read about it online and I thought it would be fun to help people lighten up a little. So I bought smiley face stickers and bananas to hand out."

"Why bananas?" asked Todd.

"When you point the ends up, it makes a smile!" said Melissa, holding a banana with the ends pointing up. "See?"

"Oh, right," said Todd, rolling his eyes.

"Do you want to help us?" asked Melissa.

"I don't know," said Todd, grimacing and shaking his head back and forth.

"Oh, come on. It'll be fun!" said Caroline. "Here are some stickers. Just smile and stick these on people. Tell them it's The Great American Grump Out," said Caroline.

"Oh, alright. I'll do it," said Todd a bit reluctantly.

Caroline explained a little more about the day to encourage Todd. "You know, stress can cause us to get sick. When we laugh, it can help us to feel better. We relax and look at things a lot differently when we have some humor in our lives. So if you know a good joke or two, go ahead and tell them to people. Just help your friends to get

rid of their grumpiness!"

"Tell jokes, huh?" Todd said, tapping his finger on his temple. "I'm sure I can come up with a couple."

"I'm sure you can," said Melissa, rolling her eyes.

"We better get to class; the bell is going to ring any second. See you later, Todd," said Caroline.

"Yeah, and thanks. I feel a joke coming on already," said Todd, waving to the girls as he walked away.

"Do you think he'll pass out the stickers?" asked Melissa.

"I think he will. You know how Todd loves to joke around," said Caroline.

"I guess you're right. He is a jokester. This is the perfect day for him," said Melissa.

"And us," said Caroline with a wink.

Stickers and Bananas

Questions

- _____ 1. Where were Caroline and Melissa?
 - A. at home
 - B. at the park
 - C. on the school bus
 - D. at school

- _____ 2. Which of the following happened first?
 - A. Caroline gave Melissa a banana.
 - B. Caroline gave Todd a sticker.
 - C. Caroline got off the bus.
 - D. Melissa cheered up.

Name _____
Tuesday, March 24



- _____ 3. Which of the following did not happen in the story?
- A. Todd took some stickers to pass out.
 - B. Todd ate the banana.
 - C. Melissa put a sticker on Jacob's shirt.
 - D. Caroline sat down with Melissa.
- _____ 4. Which of the following are reasons Caroline gave for The Great American Grump Out?
- A. to help people lighten up
 - B. to try to make people smile
 - C. to help people get rid of grumpiness
 - D. all of the above
 - E. a and b only
5. What do you think "getting up on the wrong side of the bed" means?
- _____
- _____
- _____
- _____ 6. What did Caroline give Todd?
- A. a banana
 - B. a sticker
 - C. a banana and a sticker
 - D. none of the above
- _____ 7. Melissa forgot about the plans she and Caroline had made for the Great American Grump Out.
- A. false
 - B. true
- _____ 8. Caroline wore a bright red sweater to celebrate the day.
- A. true
 - B. false

Name _____
Tuesday, March 24



If You Happen on a Hobbit

By Kathleen W. Redman

If you happen on a hobbit
On a fine summer's day,
Be careful of his feet.
They may be in your way.



A hobbit's feet are big, you see
And hairy on the top.

If you happen on a hobbit
On a fine winter's day,
His clothes of red, green, yellow, and gold
Will take your breath away.

A hobbit's clothes are bright, you see
And worn with simple pride.

If you happen on a hobbit
On a fine autumn day,
He will run all the way home
Into his hobbit hole to stay.

A hobbit's home is safe, you see
Behind its door so round.

If you happen on a hobbit
On a fine springtime day,
Say, "I greet you well, my friend,"
And send him on his way.

A hobbit is a merry sort, you see
And loves to meet a friend.

If You Happen on a Hobbit

Questions

_____ 1. What does a hobbit have?

- A. short feet
- B. small feet
- C. three feet
- D. large feet

2. What is different about a hobbit's feet?

3. What colors does a hobbit wear?

Name _____



Date _____
(Answer ID # 0983771)

Main Idea

Read the paragraph and then select the main idea for the paragraph.

1. Melody and Jessica lay on the cool grass. It was just before Easter. Spring had arrived. Birds were singing. The flowers were blooming around them, and the grass tickled their bare feet. However, they were paying more attention to the sky. They were looking at clouds and pretending they were pictures.

The main idea in this passage is:

- A Birds were singing.
- B Grass tickled their feet.
- C Melody and Jessica were cold.
- D Melody and Jessica were looking at clouds and pretending they were pictures.

2. Jane was asked to write a poem. It would be in their class paper. Since April is "Keep America Beautiful" month, Jane wrote a poem about trash. She wanted people to stop throwing trash on the ground. Every day, she saw litter on the side of the road. She even saw bags of trash dumped into a stream near her house. She hated seeing all of it. She hoped her poem would get people excited about cleaning up. It got her excited!

The main idea in this passage is:

- A Jane saw litter every day.
- B Jane wrote a poem about trash.
- C Jane wanted readers to become excited about cleaning up.
- D April is "Keep America Beautiful" month.

3. Tara and Tammy planned a tea party. The theme would be the letter T. They invited three friends. Tracy, Tori, and Trina would come at two o'clock. Tara and Tammy made ten tiny sandwiches. They also put out twelve thin mint cookies. They laid out a teal tablecloth. They put out two dishes per person. Each also got a tea cup and tea spoon.

The main idea in this passage is:

- A Three friends were invited to the party.
- B Tea parties are the most fun parties of all.
- C Mint cookies would be shared at the party.
- D Tara and Tammy planned a tea party.

LESSON
2

Agencies: Private and State

Mario couldn't find a good job in the classified ads, so he looked up "Employment Agencies" in the yellow pages. He was surprised at how many there were! Several agencies specialized in listing full-time professional, financial, or administrative jobs. Another agency focused on construction and manual labor. But a few agencies featured temporary jobs, which is what Mario wanted. Some of these temporary assignments even provided benefits such as health plans and vacations.

So, Mario went job hunting at a temporary agency. He thought he might have to pay a fee to use their services. But it turned out that employers of various companies paid the agency to find dependable workers for them.

First, Mario was thoroughly evaluated. His interview with the agency staff worker included an aptitude test and a personal history check. After discussing the results, Mario and the staff worker agreed that he would be best at office tasks. One of the forms he filled out became his résumé. (A *résumé* is a brief, written account of personal, educational, and professional information.) The next day, Mario was hired after his first job interview! Now he would be working in the mailroom of a nearby high-tech firm.

Mario's neighbor, Susan, got job help from the state Department of Employment Development. The EDD, as it was called, offered a huge

<p>JOB FINDERS</p> <p>Never a fee to our applicants! PLACEMENTS AVAILABLE IN THE FOLLOWING FIELDS:</p> <ul style="list-style-type: none"> •Accounting •Assembly •Clerical •Construction •Data Entry •Industrial •Medical •Office Work •and many more! <p>1111 8th St. 555-0303 420 Carson Dr. 555-0202 340 Walker. 555-0101</p> <p>Serving our Clients since 1972</p> <p>www.jobfinders.com</p>	<p>The Office Professionals 16 Harrier Lane 555-4321</p> <p>Particular Personnel 654 Orderly Way 555-9876</p> <p>Placements 'R' Us 35 Success Ave 555-8243</p> <p>Rapid Workforce 82 Speedy Way 555-9456</p> <p>SOS Staffing Services 911 Helper Ave. 555-9111</p>
<p>Johnson's Employment Services 1700 Old County Road 555-3222</p> <p>Landmark Personnel 321 Airport Blvd. 555-2333</p> <p>Larson Accountemps 18 Numbers Road 555-1234</p>	<p>ARE YOU READY TO GO TO WORK NOW?</p> <p>CALL</p> <p>VELOCITY PERSONNEL</p> <p>WE'LL HAVE YOU WORKING AT THE PERFECT JOB IN RECORD TIME!</p> <p>321 Lifford Way 555-1098 654 Landing Road ... 555-7654</p> <p>www.velocity.com</p>

list of jobs and job descriptions on the Internet. Free to the public, the job search program was available at career centers all around the state. At these centers, users could search for local, state, or national jobs. The program also offered easy-to-use electronic résumé forms. Making a résumé was as simple as answering the questions the computer asked.

Susan was able to make an instant document about her work experience and interests. Then, if she found a good listing, the computer could instantly e-mail her new résumé to that employer.

Job-seekers who lived miles from an EDD career center were helped to find jobs, too. They could use their own computers—or the ones at their local library—to connect with the job listings.

► **Thinking It Over:** Write T for *true* or F for *false*.

1. ____ Employment agencies are listed in the yellow pages of the phone book.
2. ____ The last place to look for a job is the classified ads.
3. ____ Employment agencies have listings for part-time jobs.
4. ____ State-supported employment offices help people find work.
5. ____ Computers in public libraries can be used to do job searches.
6. ____ State employment departments charge job-seekers high fees.

► **Key Vocabulary**

1. To *evaluate* someone for a job is to
 - a. judge whether the person is able and willing to do the job.
 - b. recommend the person to an employer.
 - c. elevate the person to a higher position.
2. A *résumé* is a
 - a. type of receptionist.
 - b. written account of personal, educational, and professional information.
 - c. complete account of your family history.
3. Typical *job benefits* are
 - a. health plans and vacations.
 - b. tests and interviews.
 - c. free lunches.

► **Recalling Details**

1. Some employment agencies focus on jobs
 - a. that are done only at night.
 - b. involving construction and manual labor.
 - c. that offer work experience but no salary.
2. An interview at an employment agency will
 - a. take a week or even longer.
 - b. help the staff worker find out what type of work a person is suited for.
 - c. be a lot like a history test.
3. Your personal history includes information about your
 - a. height and weight.
 - b. education and work experience.
 - c. brothers and sisters.

► **Everyday Math**

Jonah was certified as a lifeguard. There were two lifeguard jobs available at the city swimming pool. A lifeguard was needed from 1 to 6 P.M., five days a week. A swimming teacher was also needed to teach from 9 to 11 A.M. three days a week and 2 to 4 P.M. two afternoons a week. Which position offers the most hours—teacher or lifeguard?

How many more? _____ hours

► **On Your Own**

What's the most important thing you'd want an employment agency to know about you?

>

Name _____



Date _____

Whole Numbers

Compare. Write $<$, $>$, or $=$.

1. 398 _____ 358	2. 6,713 _____ 6,173
3. 4,887,674,000 _____ 4,887,672,937	4. 56,312 _____ 56,132
5. 1,040,644 _____ 1,010,950	6. 23,731 _____ 24,330
7. 58,260 _____ 82,284	8. 42 _____ 42
9. 6,583,884 _____ 66,011,315	10. 283 _____ 293
11. 305 _____ 114	12. 62,957 _____ 69,257
13. 27,621,166 _____ 27,622,000	14. 5,714 _____ 5,720
15. 91,087 _____ 56,218	16. 10,945 _____ 10,985
17. 40,259,619 _____ 4,108,712	18. 9,258 _____ 9,528
19. 335,619 _____ 336,184	20. 742 _____ 712
21. 3,385,721 _____ 3,386,121	22. 4,889 _____ 6,835
23. 75 _____ 79	24. 50,267,843 _____ 50,276,843
25. 94,684 _____ 9,379	26. 432,758 _____ 472,358
27. 5,233 _____ 5,189	28. 1,966,100 _____ 1,966,076
29. 982,164 _____ 912,864	30. 775,630 _____ 775,966

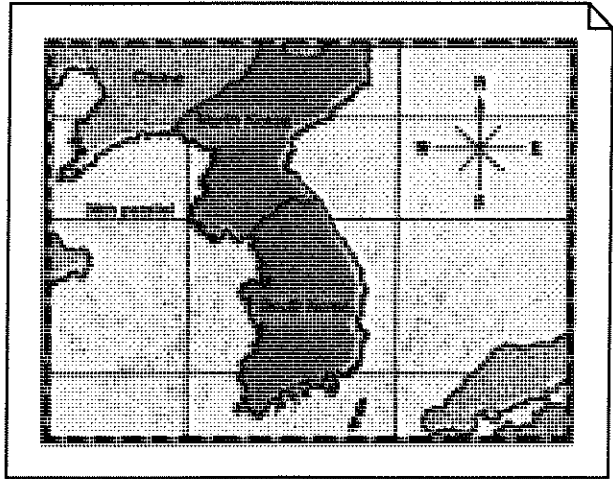
Name:

Date:

THE KOREAN WAR

Japan ruled Korea from 1910 until 1945. After World War II, Korea was freed from Japanese control and divided into two zones. The 38th parallel of north latitude was the border between the two zones. The Soviet Union occupied North Korea, and the United States occupied South Korea. The plan was to have both sides come together again with national elections.

The Cold War changed everything. Because of tension between the United States and the Soviet Union, it became impossible to peacefully reunite Korea. By 1949, Soviet and American troops had left Korea, but the country stayed divided. The two sides threatened to attack each other.



In 1950, the North Korean army invaded South Korea. American leaders quickly decided that the United States needed to step in. North Korea is a communist nation, and American leaders did not want communism to spread. In June 1950, President Harry S. Truman sent troops and weapons to help South Korea. Truman asked the United Nations (UN) to help push the North Korean army out of South Korea. The UN is an organization of countries created to promote world peace and cooperation. The UN army was mostly made up of Americans and South Koreans.

General Douglas MacArthur of the United States led the UN army. It pushed the North Korean army out of South Korea. Instead of stopping there, though, General MacArthur got permission from President Truman to invade North Korea. The UN troops moved north and got too close to the border between North Korea and China. China entered the war.

Americans became unsure of what the goal was in Korea. The UN troops had been sent to stop the spread of communism, so why did the troops keep going after they had pushed the North Korean army out of South Korea? Americans did not want to enter a war with China.

Dwight D. Eisenhower was elected President in 1952. He went to Korea to see what was happening there. During his visit, he saw that there was no way to win the war. There was no point in fighting anymore.

An armistice agreement was signed in July 1953. The agreement said there would be a 2.5-mile-wide buffer zone across Korea. There could be no troops or weapons in this demilitarized zone. The agreement ended the fighting, but North Korea and South Korea never signed a final peace treaty. Today, soldiers still face each other across the demilitarized zone.

Name:

Date:

THE KOREAN WAR

Multiple Choice

Circle the best answer, and write the letter in the box.

1. After World War II, the Soviet Union occupied _____.
- A. North Korea
 - B. South Korea
 - C. East Korea
 - D. West Korea
2. In _____, the North Korean army invaded South Korea.
- A. 1900
 - B. 1950
 - C. 1975
 - D. 2000
3. The UN army was mostly made up of South Koreans and _____.
- A. Chinese
 - B. North Koreans
 - C. Americans
 - D. all of the above
4. President _____ went to Korea to see what was happening and decided to stop the fighting.
- A. Truman
 - B. Hoover
 - C. Roosevelt
 - D. Eisenhower
5. North and South Korea never _____.
- A. stopped fighting
 - B. agreed to a 2.5-mile-wide buffer zone across Korea
 - C. signed a final peace treaty
 - D. none of the above

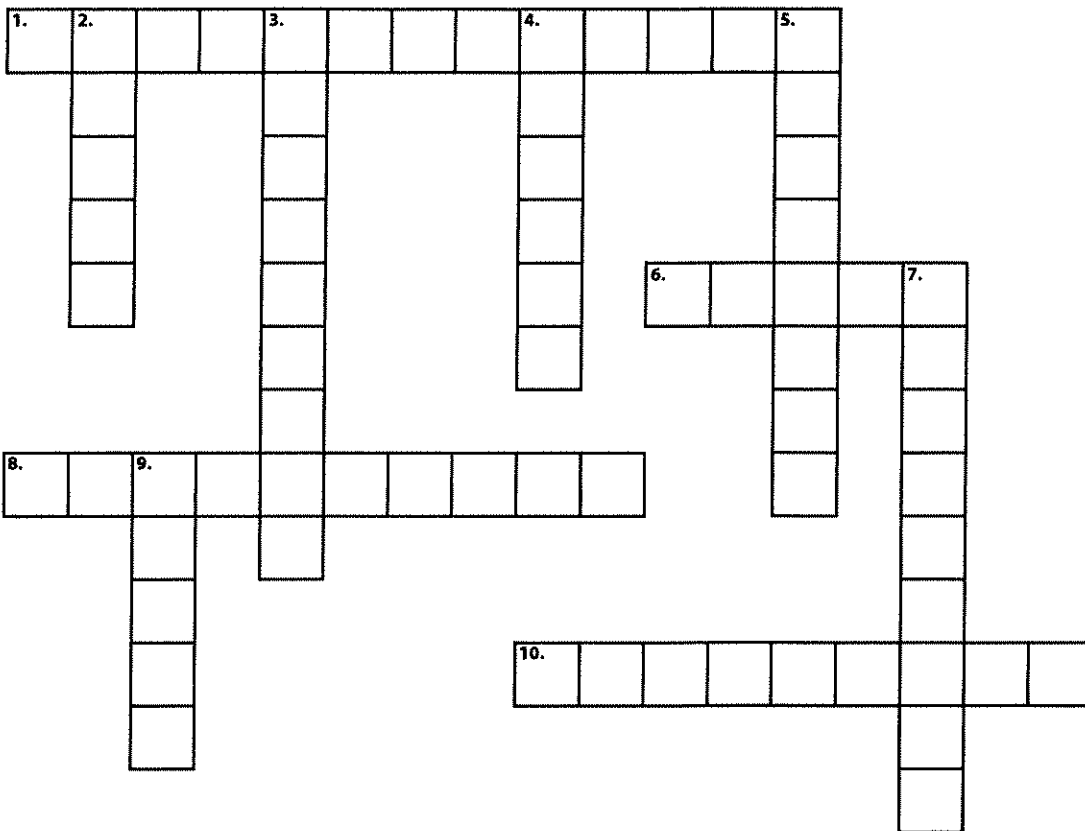
Name:

Date:

THE KOREAN WAR

Crossword Puzzle

Write the best answer in each blank, and complete the crossword puzzle.



ACROSS

- The _____ is an organization of countries created to promote world peace and cooperation.
- The UN troops got too close to the border between North Korea and _____, so China entered the war.
- _____ was elected President in 1952.
- Americans helped South Korea because the United States did not want _____ to spread.

DOWN

- _____ Korea has a communist government.
- The original plan was to have North and South Korea come together again with national _____.
- UN _____ were sent to stop the spread of communism.
- Today, _____ still face each other across the demilitarized zone.
- A/an _____ agreement says there can be no troops or weapons in the demilitarized zone.
- After World War II, the United States occupied _____ Korea.

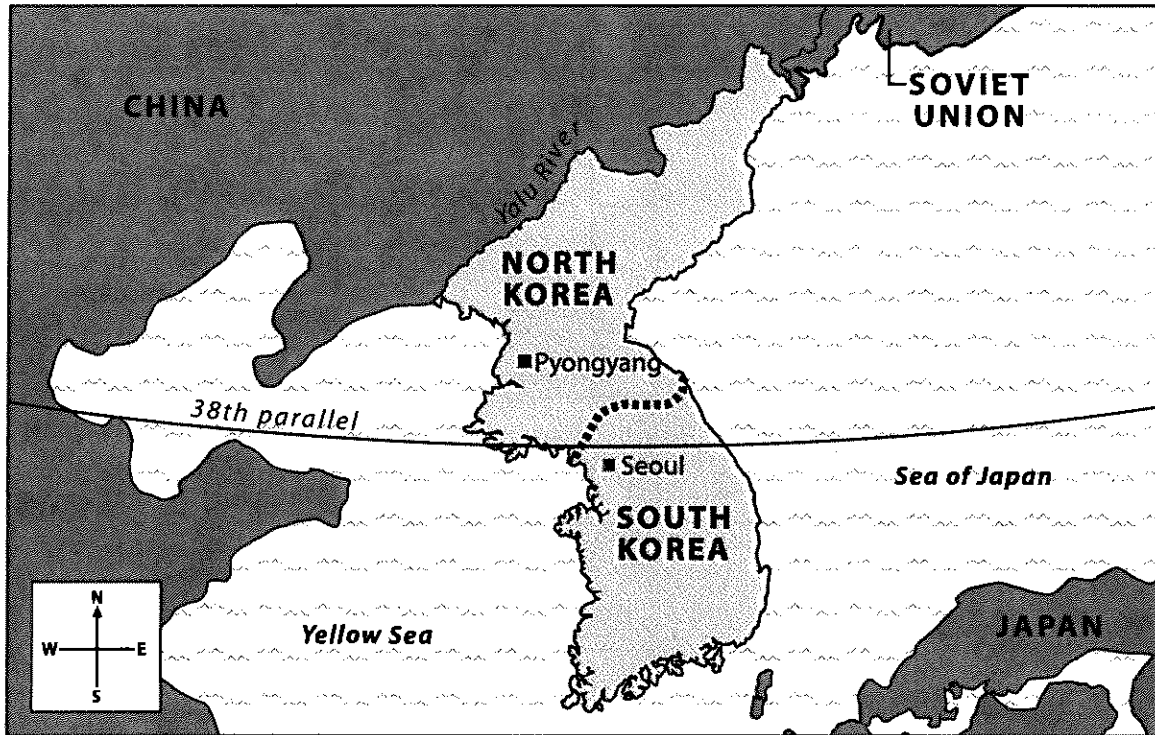
Name:

Date:

THE KOREAN WAR

Map – North and South Korea

Use the map to answer the following questions. Write the answers in complete sentences.



1. How does North Korea's location make it seem more likely than South Korea to be a communist nation?

2. What river separates China from North Korea?

3. What boundary separates North Korea from South Korea?

Name:

Date:

THE KOREAN WAR

Extension Activities

Choose one of the following activities to complete. Write the answer in complete sentences.

1. General Douglas MacArthur was removed from command of the UN army in Korea. Look on the Internet or at the library to find out why he was removed from command.

2. Look on the Internet or at the library to find out three facts about today's North Korea.

3. What do you think would happen if either North Korea or South Korea crossed the demilitarized zone? Explain your answer.

Name:

Date:

QUIZ: THE KOREAN WAR

True/False

Decide if each statement is true or false, and write "true" or "false" in the blank.

- _____ 1. The United Nations is an organization created to promote world peace and cooperation.
- _____ 2. South Korea had a communist government.
- _____ 3. UN troops were sent to help North and South Korea come together again.
- _____ 4. North Korea fought against China in the Korean War.
- _____ 5. North and South Korea never signed a final peace treaty.

Multiple Choice

Circle the best answer, and write the letter in the box.

6. The United States helped _____ in the Korean War.
- A. North Korea
 - B. South Korea
 - C. China
 - D. Vietnam
7. After _____, the Soviet Union occupied North Korea.
- A. the Spanish-American War
 - B. the Great Depression
 - C. World War I
 - D. World War II

Short Answer

Answer the following question in complete sentences.

8. What is located at the 38th parallel of north latitude?

The Nature of Science, Part 2

By Trista L. Pollard



¹ In *The Nature of Science, Part 1*, we discussed the early steps of the scientific method. After conducting the experiment, you need to begin your analysis. Scientific analysis includes measurement. Remember, when you measure, you compare an aspect of an object or event with a standard unit. Scientists worldwide use the *International System of Measurements* or **SI** which is based on intervals of 10 (metric system). This system includes the standard measurement for length, mass, temperature, and volume. Scientists look for **accuracy** and **precision** in their measurements. Accuracy represents how close a measurement is to the true value of the object or event being measured. Precision is the exactness of a measurement. For example, measuring the amount of nonfat lasagna eaten by the freshmen in pounds may be less precise than measuring that same amount in ounces. French fries may be another story!

² Scientific measurement also focuses on **error** of measurements and **models** to help obtain those measurements. Error is the expression of the amount of imprecision or change in a set of measurements. This is usually written as **percentage error** or **confidence interval**. The confidence interval describes a range of values for a specific percentage of measurements. Percentage error is calculated using the following equation:

$$\text{percent error} = [(\text{accepted value} - \text{experimental value}) / \text{accepted value}] * 100$$

Models are used to simulate conditions in nature. They can be a description, representation, or imitation of objects, systems, and events in nature. There are five types of models: conceptual models, mathematical models, computer models, physical models, and graphical models.

³ After scientists finish their research, they present their findings to a **peer review**. A peer review includes scientists who are knowledgeable about the presenting scientist's field. They examine the scientist's results and conclusions to determine their validity. The panel can offer suggestions for improvement; state that the conclusions are faulty and recommend they not be published; or determine that the results are valid and should be published.

⁴ Once scientific results are published, this paves the way for other scientists to conduct experiments to expand on these results. This experimentation could continue for many years. Once an idea has been tested numerous times and its results have become the accepted standard, a **theory** may be born. Theories are explanations that are consistent with all existing results of experiments and observations. They are usually based on scientific laws, which are general statements that explain how nature behaves under certain circumstances. Scientific laws are free from exceptions. Theories and scientific laws are not set in stone. Scientists may change theories and scientific laws in the future, if they find information that conflicts with previous research results.

⁵ All of the scientific laws and theories help us to gain more knowledge about our world. The increase in our scientific knowledge has a tremendous impact on our society. During the last twenty years, technology has advanced with amazing speed. Technology that was initially designed for use in space exploration and the military has been adapted to use in everyday life. GPS tracking systems (satellite tracking) once used only by aircraft have been adapted for use in automobiles. With the increase in technology, there has been an increase in problems associated with the technology. The internet has allowed us to access information twenty-four hours a day, seven days a week. Unfortunately, for all of the positive and necessary information we acquire, there is also negative information that is available. The use of computers to track natural resources has become an issue. As we locate more resources like oil, we disrupt natural habitats to seek this resource. Is it worth affecting natural habitats to get more oil resources? Scientists must think about that question. As they research and create new technology, scientists must think about the benefits, risks, and costs (human and monetary) to having this technology. Keep in mind; it has only been about twenty years since we got up to turn our televisions to different channels.

Name _____



Date _____

The Nature of Science, Part 2

<p>1. A peer review is a process where experts from a scientific field _____.</p> <p><input type="radio"/> A Vote on whether a scientist's results should be studied before publication</p> <p><input type="radio"/> B Research the area of science related to a scientist's study before publication</p> <p><input type="radio"/> C Examine the results of a scientist's study before it is accepted for publication</p> <p><input type="radio"/> D None of the above</p>	<p>2. Compare theory and scientific law.</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<p>3. If the accepted value for one gallon of water is 3.8 liters and the measured value is 3.2 liters for one gallon of water, what is the percentage error for the measurement? (round to the nearest tenth)</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>4. Compare the following terms: accuracy and precision</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<p>5. Why do you think scientists worldwide use the International System of Measurements during their experiments?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<p>6. The Earth's accepted average pole-to-pole circumference is 40,007 km. If a scientist measures the circumference at 39,989 km, what is the measurement's percentage error?</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>

Name _____



Date _____

The Nature of Science, Part 2

<p>7. About twenty years ago, people purchased their music at music stores. New technology has made purchasing music from computers a normal activity. What has been the positive and negative impact of downloading music from computers and burning compact discs on society?</p> <p>_____</p> <p>_____</p>	<p>8. Use the following terms to create a concept map: control group, accuracy, precision, variable, technology, measurement, experiment, error, and peer review.</p> <p>_____</p> <p>_____</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**AMI WORK
THURSDAY,
APRIL 2ND**

Name _____
Monday, March 23



Forms about Me

By Beth Beutler

"I hate filling out these things," Caroline thought as she sat at her desk, staring at a form her teacher had requested that all students complete. There were several questions on it, such as:

"What is your favorite color?"

"Tell us about your hobbies and interests."

"Do you have any siblings?"

Caroline was an only child, and she had lots of interests. She never could settle on what hobby she enjoyed the most. She was more of a dabbler - like a jack of all trades but master of none - or at least that's how she felt a majority of the time. So she never knew what to put on forms like this.

Mrs. Jones, her teacher, walked quietly through the room as the students worked on the project. She stopped at Caroline's desk.

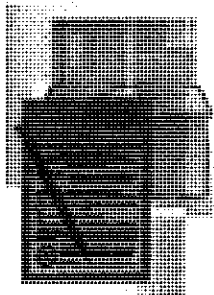
"Do you need some help, Caroline?"

Caroline looked up. "Not really. I am interested in so many things; I don't know what to write."

Mrs. Jones smiled. She knew Caroline was bright but sometimes had a hard time focusing. "How about if you just list three?"

Caroline seemed to relax. "Okay, that's what I'll do."

Caroline liked having some guidance so she could direct her scattered thoughts. It was much easier to fill out the form that way.



Forms about Me

Questions

1. What was Caroline's main problem?
 - A. The question wanted her to list only one interest, and she couldn't decide which one she liked best.
 - B. The forms were too challenging for Caroline to fill out.
 - C. Her teacher wanted her to hurry to fill out the forms.
 - D. She had lots of interests and couldn't decide what to write down.
2. What is the genre of this story?
 - A. fiction
 - B. biography
 - C. poetry
 - D. historical fiction
3. How did Caroline feel after the teacher gave her some direction?

4. We can be sure Caroline did not like school.
 - A. true
 - B. false
5. What topic is not mentioned as having been on the form?
 - A. brothers or sisters
 - B. hobbies
 - C. pets
 - D. favorite color

Name _____
Monday, March 23



Justin Is a Ring Bearer

By Phyllis Naegeli

"Beep, beep, beep, beep."

Andrea reached over and shut off the alarm clock. Then she jumped on her sister Michelle's bed and shook her. "Wake up! Wake up! It's finally here! Are you ready for today?"

"Yes, I am," said Michelle, sitting up and grabbing Andrea to tickle her. "After all these months of planning and waiting, it's finally here."

Andrea giggled as Michelle tickled her. "Come on, let's go have some breakfast," said Michelle.

The girls hopped off the bed and went downstairs to the kitchen. Mom and Dad were at the table having coffee.

"Good morning, ladies," said Mom, putting her coffee cup down and reaching out to hug Andrea.

Andrea giggled. "I'm not a lady; I'm just a flower girl."

"Well, today you're going to look like a princess," said Dad, pulling Andrea from Mom's arms into his lap.

Michelle sat down at an empty chair at the table, and a half-asleep little boy walked into the kitchen.

"Good morning, Mr. Ring Bearer," said Michelle.

"Is that today?" said Justin, wiping the sleep from his eyes.

"Yes," said Andrea, jumping off Dad's lap and walking over to face Justin. "Aren't you excited? You get to wear that nice black tuxedo. You'll look so handsome!" Andrea batted her eyes at her brother.



Justin frowned. "Do I really have to do this?"

"Come on, Justin. You said you were okay with all this," said Michelle in a pleading tone.

"I know," said Justin, groggily. "Can I have breakfast first?"

"I think we should all have breakfast," said Mom, as she got up and helped Justin sit down at the table.

Mom went to the counter and grabbed a tray of muffins and a bowl of fruit. As she put them on the table, Dad, Andrea, and Michelle took a muffin and filled a bowl with fruit. Mom helped Justin with his breakfast.

As the family ate, Mom went over the schedule for the day. "The bridesmaids should arrive by twelve-thirty. The photographer will be here at one o'clock to start taking pictures. Finally, the limo comes at two."

"I have to have my picture taken in the monkey suit!" Justin exclaimed, suddenly wide awake.

"Yes, you do. But then you get to ride in the limo," said Michelle.

"Well, at least that will be cool," said Justin, rolling his eyes. "I guess I'll just have to get through the pictures."

Michelle looked at her parents and shook her head. "He's going to be all right, isn't he?"

"He'll be fine," Mom whispered.

The next few hours flew by as everyone prepared for the day ahead. By one o'clock the bridesmaids and photographer had arrived. Mom, Dad, and Justin were dressed and waiting in the living room for Andrea and Michelle to come down from upstairs. When Andrea appeared on the stairs, Justin took one look at her and turned to Dad. "What happened to her?"

"She had her hair done for the wedding," said Dad. "Doesn't she look beautiful?"

"I guess," said Justin, grimacing. "I don't understand girls."

Name _____
Monday, March 23



Dad grinned and turned to see Michelle appear. As she came down the stairs, Mom and Dad both had tears in their eyes.

Justin looked at his parents. "What's wrong with you? What's wrong with everybody?" he cried in frustration as he looked at the misty-eyed bridesmaids.

Mom walked over to her son and put her arm on his shoulder. "It's a very special day today. Your sister is getting married. We're all dressing up special to celebrate. Sometimes people get emotional on days like today. Someday you'll understand," said Mom with a wink.

"I don't think so!" said Justin, pouting.

During pictures, Justin did his best to smile and look natural. "That was the hardest thing I've ever had to do," he said as he threw himself on the couch after all the pictures were taken.

Michelle came over to her brother as he lay on the couch. "The limo is here."

Justin jumped off the couch and ran to the front window. "Wow! Look at that car - it's awesome," said Justin.

"Do you want to ride in the front?" asked Michelle.

Justin's eyes lit up. "Can I?" he asked, turning to his dad.

"Yes, you can," said Dad.

"Way cool!" said Justin. "Thanks." Then he ran out the door and jumped in the front seat.

The rest of the party followed, and the limo drove them to the church.

Justin was the last to get out of the long white car. "Do we get to ride in the limo again?" Justin asked.

"No," said Dad. "Michelle and Josh will be taking it to the airport after the reception. Our car is parked in the parking lot out back."

"Too bad," said Justin. "That was fun."

Within a few minutes, it was time for the ceremony to begin. The guests turned to watch the bridal party enter. First, Mom was escorted to her seat. Next, the bridesmaids walked down the aisle. Then it was Justin's turn. He was nervous as he walked down the aisle. When he got to the front, he started up the stairs, but he tripped and fell flat on his face. A gasp went through the audience. Mom got up from her seat, walked over, picked him up, and helped him to his place on the platform. As she returned to her seat, a sigh went through the audience as they realized Justin was okay.

Again, everyone's attention turned to the back of the church as Andrea began her walk down the aisle. She dropped rose petals along the way. When she reached the steps to the platform, she stopped and turned to Mom, who nodded for her to continue. Justin came over and reached his hand down to help her up. She took his hand, walked up the stairs, and took her place with the others.

Finally, Dad and Michelle came down the aisle. Michelle's fiancé, Josh, walked over to the platform to meet his bride. When they reached the front, Dad kissed his daughter and put her hand in Josh's. With a tear in his eye, he turned, took his seat next to Mom, and the ceremony started.

When the ceremony was over, the guests made their way to the church's hall for the reception. The bridal party took more pictures and headed to the reception to be introduced. Justin balked at having to walk arm and arm with his sister. Mom reached back and helped him to comply.

At the end of the evening, Michelle and Josh got ready to leave. The guests met them in the parking lot. Justin and Andrea stood with Mom and Dad to see them leave. Mom, Dad, and Andrea welled up with tears as the young couple came to say goodbye. When Michelle leaned down to say goodbye to Justin, he grabbed her around the neck and started to cry.

"I love you, too," said Michelle, as she turned to leave.

Justin turned away and composed himself.

Andrea leaned over and whispered, "I'm going to miss her, too."

Justin looked at his sister. "Yeah. I guess someday we'll understand."

Name _____
Monday, March 23



"I guess so," said Andrea.

Justin Is a Ring Bearer

Questions

- _____ 1. Dad said Andrea was going to look like a _____.
A. bride
B. flower girl
C. princess
D. queen
- _____ 2. What was Andrea doing in the wedding?
A. She was a bridesmaid.
B. She was the maid of honor.
C. She was the ring bearer.
D. She was the flower girl.
- _____ 3. What did Justin mean by "monkey suit"?
A. his pajamas
B. his sister's dress
C. his tuxedo
D. his costume for the wedding
- _____ 4. What was Justin excited about doing?
A. being the ring bearer
B. walking down the aisle
C. riding in a limo
D. going to the reception
- _____ 5. Which of the following events happened first?
A. Mom and Dad were having coffee.
B. Justin came into the kitchen for breakfast.
C. The photographer arrived.
D. Andrea and Michelle got dressed for the wedding.
- _____ 6. Who walked down the aisle last?
A. Mom and Dad
B. Dad and Michelle
C. Justin and Andrea
D. the guests
- _____ 7. Justin dropped rose petals as he walked down the aisle.
A. true
B. false
- _____ 8. Mom helped Justin get up after he tripped on the stairs.
A. false
B. true

Name _____



Date _____ (Answer ID # 0947671)

Main Idea

Read the paragraph and then select the main idea for the paragraph.

1. The world's first postage stamp was called the Penny Black. It was introduced on May 1, 1840. It cost only a penny! It was a black and white stamp. It had a picture of the British queen on it. A blue two-penny stamp came out a few days later. It had the same picture of the queen. The blue stamp was for mail that weighed more.

The main idea in this passage is:

- A The Penny Black was worth a penny.
- B The stamp was black and cost one penny.
- C The Penny Black was the world's first postage stamp.
- D The Penny Black came out on May 1, 1840.

2. The frog sat on the side of the pond. He was very still. His green color made him hard to see. A bug flew near him. His tongue zipped out, and he gobbled it up. Then the frog was still again. He waited for the next bug.

The main idea in this passage is:

- A Frogs are green.
- B Frogs eat bugs.
- C Frogs do not move.
- D Frogs live in ponds.

3. My favorite food is macaroni and cheese. I really like macaroni and cheese that comes in a box. We boil water and drop the shells into it. After several minutes, the shells are soft. We drain the water out of the pot. Then, we mix milk, butter, and the cheese powder into the macaroni. Then, we eat it. It is so good!

The main idea in this passage is:

- A Your favorite food should be macaroni and cheese.
- B This is a recipe for macaroni and cheese.
- C The writer gives a list of his/her favorite foods.
- D You should cook macaroni shells for seven minutes.

4. What is a pyramid? It is a huge building built of heavy stone. Each pyramid has triangle-shaped sides. It is pointed at the top and flat on the bottom. The sides are flat, and there are no windows. Pyramids were built long ago. They were built in the desert. They were used as tombs for the kings and queens of Egypt.

The main idea in this passage is:

- A a description of a pyramid
- B why kings were buried in pyramids
- C pyramids were built of sand
- D the size of a pyramid



Classified "Help Wanted" Ads

One of the best places to look for a job is in the classified pages of the newspaper. Jobs are listed there under "Employment," "Help Wanted," or a similar heading. Look at the ads below. Notice that they're in alphabetical order. Read each one carefully. Do any of the job listings describe a position that interests *you*?

CLASSIFIED ADVERTISEMENTS		
HELP WANTED		
<p>BAKERY Counter Positions. Jessie's is looking for energetic, happy people to sell our good things to eat. No. exp. nec. Apply 120 Basin St. No phone calls.</p>	<p>CUSTOMER SERVICE Leading kennel seeks fun, friendly animal lover for PT work, avail weekends. Fax resume 555-5555 or e-mail judy@kennel.com.</p>	<p>RESTAURANT cooks, exp'd day/night. Great place to work. Must be dependable, have a great attitude, and be a team player. Apply in person at Cathy's Cafe, 606 B Street.</p>
<p>COUNTER HELP For fast-paced dry cleaners. PT, will train. Call 777-7777.</p>	<p>DRIVER/WAREHOUSE WORK Must be able to lift 75 lbs. Bring clean DMV printout to 111 Eli Street.</p>	<p>RETAIL SALES Resp. exp. energetic persons for busy clothing store in Vantorville. PT/flex hrs. Fax resume 888-8888.</p>
<p>CUSTODIAN PT, \$12.17 hr. Apply to TBR Unified School District, 1765 Hwy 2, Greenville.</p>	<p>OFFICE ASST/AUTO SHOP FT Must be good communicator, able to multi-task, self-motivated. Call Jeff at 444-4444.</p>	

Can you interpret the abbreviations often used in job ads? Here are some common ones and their meanings: FT: full-time; PT: part-time; exp: experience; exp'd: experienced; avail: available; nec: necessary; DMV: Department of Motor Vehicles; flex: flexible (work hours that are not the same every day); asst: assistant.

The first ad says, "No phone calls." That means you must go to the business and apply in person. The OFFICE ASST ad asks for a person who can "multi-task." That means someone who is able to handle several different responsibilities at the same time.

What should you do if you don't understand an abbreviation in an ad? For help, you can ask a teacher or call the classified department of the newspaper.

► **Thinking It Over**

1. In what section of the newspaper will you find job listings?
 - a. Home and Garden
 - b. Classifieds
 - c. Local news
2. Most ads for jobs contain
 - a. the wages offered.
 - b. ages of people wanted.
 - c. abbreviated words.
3. Are you looking for a job that would give you a chance to do more than one thing? Answer the ads that require someone to
 - a. multi-task.
 - b. drive.
 - c. work weekends.
4. Jobs ads are listed
 - a. in mixed-up order.
 - b. in alphabetical order.
 - c. according to the salary.

► **Key Vocabulary: Abbreviations**

Draw a line to match each **boldface** abbreviation with the word it represents.

- | | |
|-----------------|----------------|
| 1. exp'd | a. part-time |
| 2. PT | b. experienced |
| 3. nec | c. full-time |
| 4. ASST | d. necessary |
| 5. FT | e. assistant |
| 6. flex | f. flexible |

► **Recalling Details**

1. When applying for a job, you can call on the phone or contact the employer by regular mail, e-mail, or _____.
2. If the ad tells you *not* to call or write, then you would apply by going _____.
3. Which job listing is for a full-time position?

4. Which job requires someone who could lift 75 lbs.? _____
5. Which job requires someone to work on weekends?

6. Which ad offers job training?

7. What job requires an applicant to have a clean driving record (printout)?

► **Everyday Math**

Reread the ad for the *custodian*. What would be the weekly wages for a custodian working 5 hours a day, 5 days a week? \$_____

► **On Your Own**

Look at the job ads in a current newspaper. List three jobs you would like to apply for.

>

Name _____



Date _____

Whole Numbers

Compare. Write $<$, $>$, or $=$.

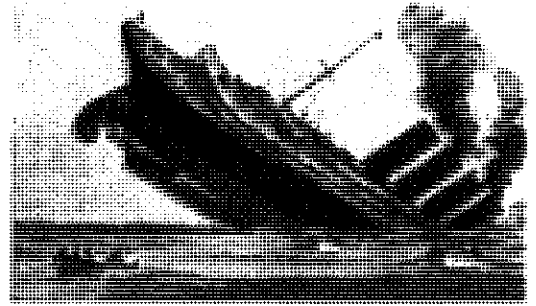
1.	12	_____	12	2.	484	_____	999
3.	1,046	_____	4,046	4.	713,692	_____	763,192
5.	29,030,352	_____	2,902,938	6.	39,402	_____	39,492
7.	9,707,136	_____	9,707,233	8.	71,546,100	_____	71,546,070
9.	46,371	_____	43,671	10.	7,800	_____	7,780
11.	56,864,860	_____	56,064,860	12.	9,996	_____	3,823
13.	2,067	_____	2,066	14.	6,384	_____	6,834
15.	72,931	_____	79,231	16.	3,546,413	_____	3,545,540
17.	930	_____	295	18.	174,540,100	_____	174,540,026
19.	130	_____	210	20.	701,450	_____	70,243
21.	6,485	_____	6,845	22.	4,700,864	_____	4,707,864
23.	81,595	_____	84,595	24.	1,795,742	_____	179,546
25.	5,978	_____	5,798	26.	75	_____	110
27.	622,994	_____	622,636	28.	6,386	_____	6,958
29.	2,665,421,492	_____	2,665,423,000	30.	5,719	_____	5,769

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The United States Enters World War I

When World War I began in 1914, it seemed like something far away. The war was between nations on the other side of the world, and the people of the United States were glad that it was so far away. We were content with things the way they were here and had no wish to become involved in Europe's war.



Gradually that feeling of isolationism began to change. As early as 1915, an event occurred that brought the war to the attention of United States' citizens. That event was the sinking of the *Lusitania*. The *Lusitania* was a British ship that carried both cargo and passengers. It made the trip back and forth across the Atlantic Ocean, carrying travelers between Great Britain and the United States. Fast and luxurious, the *Lusitania* was a popular ship; it had been described as a floating palace.

In May 1915, the *Lusitania* was crossing the Atlantic Ocean. In addition to about 2,000 passengers, it was also carrying a cargo of ammunition for the Allies. On May 7, German submarines torpedoed the *Lusitania*. In twenty minutes, the *Lusitania* was gone, sunk to the bottom of the ocean. About 1,200 passengers went down with the ship, including many Americans. After that, U.S. citizens began to think of Germany as a "bully" and to side with the Allies.

Germany made promises not to sink ships without first giving a warning so that passengers could leave the ship. However, this was wartime, and Germany did not always keep its promises. Then, Germany began to blockade Great Britain, attacking more and more ships.

These attacks caused problems for the U.S. economy. It made it difficult for U.S. businesses to make money. Businesses needed to be able to travel freely on the seas to deal with foreign countries, especially Great Britain.

Government officials in the United States began to think that maybe the U.S. would have to enter the war to protect its own interests. They began to try to change people's minds about the war. The government began a propaganda campaign which included parades in support of the Allies and leaflets that pictured the Germans as fierce barbarians. They also began to build up the number of troops in the Army, the Navy, and the Reserves. They began building more Navy ships. A National Security Committee was formed.

While all of this was going on, many Americans still hoped to stay out of the war. President Wilson still hoped for the United States to remain neutral. He did not want the U.S. to be pulled into the war. In a speech, he said, "There is such a thing as a man being too proud to fight."

Then, on January 16, 1917, another event occurred that brought us even closer to war. Great Britain showed the United States a telegram that it had intercepted and decoded. The telegram was from the German Foreign

Name: _____

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Minister, Arthur Zimmerman, to the German Ambassador in the United States. The telegram said that he should invite Mexico to join an alliance with Germany. The telegram said that if Mexico joined the alliance, Germany would help it win back Texas, New Mexico, and Arizona from the United States. The war had come closer to home.

Germany continued its submarine attacks against U.S. ships. Our economy and our independence on the seas were threatened. Finally, President Wilson felt that he had no other choice. He decided that the U.S. should enter the war. Many reasons had led up to his decision, but he wanted to give the American people one good reason to support the war. So he only said, "The world must be made safe for democracy," when he declared war on April 6, 1917.

The United States Enters World War I

Questions

- _____ 1. The United States entered World War I in _____.
 - A. 1914
 - B. 1915
 - C. 1917
 - D. none of the above

- _____ 2. Events that led up to the U.S. entering the war included _____.
 - A. sinking of the *Lusitania*
 - B. German submarine blockade of Great Britain
 - C. the Zimmerman telegram
 - D. all of the above

- _____ 3. President Wilson _____.
 - A. decided to enter the war in 1917
 - B. wanted to support Germany in the war
 - C. wanted the U.S. to enter the war in 1914
 - D. planned a blockade of Great Britain

- _____ 4. The U.S. entered the war on the side of _____.
 - A. Mexico
 - B. Germany
 - C. Texas
 - D. Great Britain

- _____ 5. Which happened last?
 - A. World War I begins
 - B. the U.S. enters the war
 - C. the sinking of the *Lusitania*
 - D. the Zimmerman telegram

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- _____ 6. From the information in this article, you can tell that _____.
- A. There were other people in the U.S. who were more anxious to enter the war than Wilson.
 - B. Wilson was not anxious to enter the war because he could not decide which side to support.
 - C. Mexico decided to support Germany in the war.
 - D. all of the above
- _____ 7. What happened in the German blockade of Great Britain?
- A. Germany invaded Great Britain.
 - B. Germany prevented ships from traveling to Britain.
 - C. Germany joined forces with the British Navy.
 - D. none of the above
- _____ 8. The German submarine blockade affected the U.S. economically by _____.
- A. making it illegal to travel to Europe
 - B. preventing trade with Mexico
 - C. making it illegal to travel by ship
 - D. preventing trade with Great Britain

Name: _____

The Nature of Science, Part 1

Our fascination with nature begins with our first observation of a butterfly gliding freely through air or of our first mud pie standing at attention on the pavement. We are natural-born scientists! Once we enter school, we begin our formal study of science disciplines. Teachers explain the nature of science (observation and experimentation), and we are taught to model the **scientific process** when we conduct our research. Within the model of the scientific process, there are clear logical guidelines for solving scientific problems called the **scientific method**. However, before you go out testing and researching every observation you make in nature, you should know a few scientific terms.

As scientists, you have already made two important assumptions about nature- it is understandable and predictable. You have also figured out that even though this is true, nature also has complex systems. This is why you need those logical and clear steps to conduct research. Take for example, the cafeteria at lunchtime. Everyday, you make careful **observations** about the behavior of your peers during your forty minutes of freedom. If you are bored, you even use your observations to develop questions about your peers' activities. After the simple questions are asked (in your mind of course), you develop a **hypothesis** to explain these questions. Of course, your hypothesis is based on facts you have collected from witnessing these events each day.

If you were to test your hypothesis, you would conduct experiments that include specific factors or variables. **Independent variables** are the factors that you would change during your experiment. When you change your independent variables, you would also expect to see a change in your **dependent variables**. Most experiments only test one independent variable at a time. You would also need a **control group** for your experiment. A control group is a group that represents a standard for comparison to another group. Both groups are identical except for one factor. Experiments on human and animal behavior frequently use control groups. Your experiment would be classified as a **controlled experiment** because it contains a control group.

Let's say your cafeteria is embracing the new nationwide health-kick. On Wednesdays, they serve "Surprise Lasagna" which tastes decent. However, this Wednesday, you find out (from an inside source) that the head cook will be using nonfat (in your mind, cardboard) cheese in one of the two king-size pans they prepare. They have made the decision to try the new recipe on half of the unsuspecting freshmen (you're a sophomore so you're safe). The independent variable is the cheese (nonfat versus regular fat). The dependent variable will be the response of the freshmen to the new recipe. The freshmen who get the same old recipe are the control group. Now, if nature is predictable, the test group will notice the new taste. Their responses may vary, but you may expect to see freshmen throwing away their unfinished meals or making strange facial expressions as they eat the lasagna. The control group should respond normally since their lasagna did not change. Once the experiment concludes, the cooks can analyze the results and draw conclusions: should they forgo healthy living and serve the regular lasagna or try the nonfat version? Their analysis may also lead to other questions about food preparation. Before you are caught up in the suspense of the lasagna question, we will take a break to ponder this portion of the scientific process. In *The Nature of Science, Part 2*, we will discuss scientific measurement and the impact of science on

Name: _____

society.

The Nature of Science, Part 1

Questions

1. Complete the sentence: Scientists' hypotheses are based on _____.

2. Independent variables are the factors that are _____.

- A. Changed after the conclusion of the experiment
- B. Changed in response to dependent variables
- C. Changed during the experiment
- D. None of the above

3. What if scientists did not use clear logical guidelines for solving scientific problems; how would that affect scientific research?

4. What is the purpose of a control group?

5. Your class is researching the evaporation rates of liquids in two different containers. You use the same measurement of water in each container, and both containers are placed in the same area for observation. What are the dependent and independent variables in the experiment?

6. Which statement is not a hypothesis?

- A. Water will evaporate more quickly in open containers with smaller surface areas than in open containers with larger surface areas.
- B. Shorelines where construction of houses has increased will experience a greater amount of erosion than shorelines that have not experienced increased housing construction.
- C. Houseplants given a smaller amount of sunlight will grow slower than plants given a larger amount of sunlight.
- D. Energy is transferred between systems, but it cannot be created or destroyed.

Name: _____

edHelper

7. You are testing the effects of Vitamin E on adolescents (ages 12-14). You would like to study a small group of 12- to 14-year olds over the course of three months to study the effects of daily doses of Vitamin E (one tablet each day). Define your control group and your non-control group.

8. Your group is testing the effects of load on the motion of vehicles. You have built model cars in class and will be using a weight pulley system to move your vehicle. You will be adding one to three blocks to your vehicle to test the effects of the added load. What are your independent and dependent variables?
- A. Number of blocks (independent) and speed of vehicle (dependent)
 - B. The vehicle's speed (independent) and number of blocks (dependent)
 - C. The vehicle weight (independent) and the vehicle's speed (dependent)
 - D. A and C

AMI WORK
FRIDAY,
APRIL 3RD

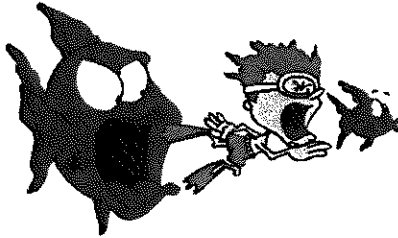
Name _____
Wednesday, March 18



What's for Dinner?

By Kathleen W. Redman

Every time animals (including humans) run, jump, stomp, or even grow, they use energy. All living things must have energy to stay alive. Where do living things get their energy?



Some living things create the energy they use. They are called producers. Plants are producers. They make their own food using sunlight, air, minerals from soil, and water.

Some living things cannot make their own food. They have to get their energy by eating plants or animals or plants and animals. They are consumers. Humans are consumers.

There are three kinds of consumers. Herbivores eat only plants. Cows are herbivores. Animals that eat only animals are known as carnivores. Wolves are carnivores. Omnivores are animals that eat animals and plants. Humans are omnivores.

Omnivores, carnivores, herbivores, producers, and consumers, oh, my! Who eats what? Humans eat herbivores (Who wants a hamburger?), carnivores (How about a tuna sandwich?), and omnivores (Would you like some ham on your sandwich?). Humans also eat producers (Do you want lettuce and tomato on your sandwich?). So how do scientists make sense of all this?

A food chain is one way of organizing all this information. A food chain shows how each living thing gets its energy (food). The food chain also shows how the energy is passed from one living thing to another. Food chains begin with producers (plant life) and end with consumers (animal life).

A simple food chain could start with grass. Grass makes its own food. A deer eats the grass. A wolf eats the deer. The chain does not end

there, though.

Bacteria and fungi eat living things that have died. Bacteria and fungi are decomposers. So when the wolf dies, its body decays from the action of the bacteria and puts nutrients and minerals back into the soil. Plants use the nutrients and minerals to make their own food again. Thus, the food chain goes on and on.

Food chains can be very long. Some are very complicated. Many food chains overlap each other and become food webs. We are not always sure what happens when a food chain is broken.

Each part of a food chain is connected to other parts, just like the links in an iron chain. If even one link is taken out of a food chain, the whole chain might fall apart. Each kind of plant or animal is important in a food chain or food web. Being careless with our environment might have a terrible, unintended outcome.

What's for Dinner?

Questions

1. The writer's main reason for writing this story was to _____.
 - A. entertain the reader with funny animal stories
 - B. convince the reader that large animals are more important than small animals
 - C. frighten the reader
 - D. explain food chains
2. "Each part of a food chain is connected to other parts, just like the links in an iron chain." This is an example of what kind of figurative language?
 - A. hyperbole
 - B. metaphor
 - C. idiom
 - D. simile

Name _____
Thursday, March 19



The Bee and Jupiter

By Brenda B. Covert

The queen bee of Mount Hymettus was proud of her hive. She had loyal workers and a golden treasure trove of honey. What more could a queen bee want?

If only humans would leave her hive and her honey alone, she could be truly happy.

"Men!" she snarled. "How I hate them! How dare they invade my hive! How dare they take my honeycomb! Honey is food fit for the gods. It was never meant for human use!"

The more she thought about it, the angrier she got. She buzzed with fury. That's when an idea came to her.

Honey truly was food fit for the gods. There was no god more powerful than Jupiter. Maybe the queen bee should pay a visit to that most noble of Roman gods. Maybe she would take along a golden gift.

The worker bees collected their best honey and put it into a jar. A giant gold bow was tied around it. Then the worker bees lifted the honey jar and flew behind the queen bee. She led them to Mount Olympus. They flew directly into the presence of Jupiter. He gladly accepted the queen bee's offering of honey.

"This sweet gesture touches my heart," Jupiter said grandly. "I give you my thanks, Queen Bee. What can I do for you in return? Ask me anything, and I will grant your wish."

The queen bee hid a smile as she bowed before Jupiter. Then she said, "You are most generous, your majesty. There is only one thing I desire in the entire world, and that is a sting." She looked up, and her eyes glittered with hatred. "Give me the ability to sting so that I may kill any human who tries to take my honey."



When Jupiter heard the queen bee's request, he was offended. He loved the human race and did not wish to see them suffer. However, a promise is a promise, and a royal promise should never be broken. He could not refuse to give the queen bee the ability to sting. However, he could add a consequence to it.

"You shall have your request," Jupiter told the queen bee, "but only at the risk of your own life. Should you choose to sting a human, your stinger shall detach itself from your body and remain in the wound you make. Its loss shall cause you to die."

The queen bee led her worker bees back to Mount Hymettus. Her wish had come true, but it was not in the way she had expected.

Evil wishes, like chickens, come home to roost.

The Bee and Jupiter

Questions

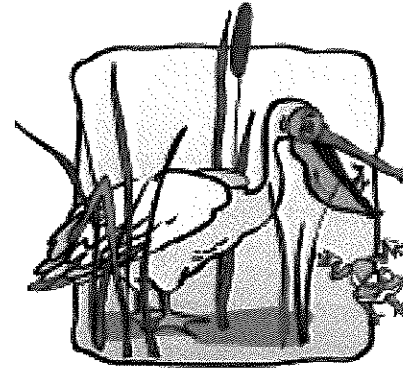
1. What is Jupiter?

2. According to the queen bee, what was never meant for human use?

Name: _____

Another "Ology"

Who would have thought we would become a planet of "ologies"? There's biology, psychology, herpetology, etymology, and geology just to name a few. However, one "ology" truly helps us to understand the most important part of our planet- our environment. **Ecology** (which is filled with **ecologists**) is the study of **ecosystems** and the beings and organisms that inhabit those ecosystems. Just think, in addition to the bees, deer, and other organisms, you are important to ecologists.



Ecosystems are communities that vary in size and location. They can be as small as a patch of grass or as large as the entire biosphere. The many varieties of plants and animals that exist in our planet's ecosystems are important to the survival of our ecosystems. Plants in particular provide the oxygen and nutrients all organisms need to survive. These **producers** have the ability to use the sun's energy to produce food (think photosynthesis). This is where the animals or **consumers** become important. The animals get their energy by eating the plants and other organisms within the ecosystem. Without the producers and consumers, **decomposers** would not have a job. As you may have guessed, decomposers, like bacteria, step in to break down the waste excreted from animals and the remains of dead organisms. Once broken down, the organic materials are absorbed by the soil and gases are sent back into our atmosphere. The whole process is ready to start again through the Earth's natural cycles. There has to be a balance of producers, consumers, and decomposers in order to maintain a balanced ecosystem.

Remember, all organisms need matter and energy to survive. An ecosystem is balanced when matter and energy move efficiently through those ecosystems. Just as your backpack has a limit on the number of huge textbooks it can carry at any given time, all ecosystems have a limit on the populations they can maintain. **Carrying capacity** is the largest population an ecosystem can support at any particular time. The support of this population depends on the amount of resources (matter and energy) that are available and the movement of those resources within that ecosystem. If energy and matter are moving efficiently through an ecosystem, then the current population of plants and animals has not reached beyond the ecosystem's carrying capacity. Once food resources dwindle or animal populations increase dramatically, the ecosystem may not be able to support those populations. Fortunately, nature has three ways to control the balance of ecosystems: ecological responses to change; energy transfer; and **food chains** and **food webs**.

Change is a necessary fact and a major theme in science. An ecosystem's response to environmental changes helps to maintain or restore the balance within that ecosystem. Natural occurrences like floods may appear to affect only a portion of an ecosystem. However, in reality, the flood's impact can affect other parts of the ecosystem in different ways. One thing is certain; a massive flood can damage or alter the flow of an ecosystem. Over time, animals and plants will come back into the damaged areas in predictable patterns. If you were to visit a forest area that was affected by a massive flood, you would first notice the plants and grass growing in those areas. Once the grass and plants have reemerged, small animals would reappear along with small shrubbery. Finally,

Name: _____

larger animals would migrate into the area and larger trees would begin to grow again. Ecosystems have the ability to rebuild a community of organisms to its original state before the environmental change occurred. However, if the physical features of the ecosystem are permanently damaged, then restoration of the community may not be possible.

The sun provides the main source of energy for our planet. As you know, plants need the sun's energy to go through the process of photosynthesis. This energy flows through the Earth's ecosystems, moving from plants to animals and other organisms. You also have matter flowing through the system. Remember, a balanced ecosystem needs the efficient flow of matter and energy. When energy and matter flow through the ecosystem, there are chemical changes, which cause energy to be lost or stored. Ecologists use an energy pyramid to study how energy is lost as it flows through an ecosystem. The base of the pyramid houses the producers; the next level includes the consumers that eat those producers; and the upper levels of the pyramid include those consumers who eat other consumers. Basically, the further you move to the point of the pyramid, the more energy an ecosystem loses. Therefore, consumers at the apex have less energy available to them. So much for being at the top.

The final force that helps to control an ecosystem's balance is food chains and food webs. Food chains show the order in which organisms are consumed by other organisms. An example would be lions in the African veldt eating wildebeest, which in turn eat from the available grasslands. If you thought our ecosystems were made of simple food chains, think again. Animals, like humans, consume more than one type of organism or one type of species. Food webs are used by ecologists to demonstrate the relationships between different food chains. Remember that lion? Well, they also eat gazelles, which also eat grasslands and other plants. In the food web, arrows point to the consumer that eats the animal or plant at the base of the arrow. When one part of this complex web is altered, other areas of the web and ecosystem are also affected.

I mentioned earlier that ecologists are interested in how humans interact with the Earth's ecosystems. Well, our activities like pollution and overuse of natural resources can have a negative impact on our environment. Some of these activities have caused some ecosystems to vanish entirely. Humans need to remember that we are part of the system, the global ecosystem. When you throw that candy wrapper on the ground, you are setting into motion changes that can affect other areas of our environment. To keep our planet healthy, we need to conserve resources and lower the amount of pollution we produce. Healthy ecosystems are balanced ecosystems.

Name: _____

Another "Ology"

Questions

1. What is an ecosystem?

_____ 2. Consumers are organisms that _____.

- A. Get energy by eating producers
- B. Get energy by producing their own food
- C. Break down waste excreted from animals and animal remains
- D. Get energy by eating other consumers and producers

3. Complete the sentence: An ecosystem's carrying capacity is _____.

4. Explain the three balancing forces within an ecosystem.

_____ 5. Ecologists use energy _____ to study the energy loss as the energy flows through the ecosystem.

- A. Pyramids
- B. Flow charts
- C. Ladders
- D. Concept webs

_____ 6. Decomposers are responsible for _____ organic materials in an ecosystem.

- A. Producing
- B. Breaking down
- C. Recycling
- D. Distributing

7. What is the role of producers in the cycling of matter and energy in the Earth's biosphere?

Name: _____

edHelper

8. Explain how an urban area is an ecosystem. Name five types of organisms that usually live in an urban area.

Name _____



Date _____
(Answer ID # 0665283)

Idioms

Complete.

1.

At the Eleventh Hour

Tony's report on dinosaurs was assigned weeks ago. However, Tony didn't start the project until two days before it was due. That meant she had all the research, writing, and artwork to complete. **At the eleventh hour**, she finished the work. Thank goodness!

At the eleventh hour means _____.

- (A) past due
- (B) very early
- (C) at the last minute, almost too late

If your homework is always done way ahead of time, would you say you get things done **at the eleventh hour**?

- (A) No
- (B) Yes

If you finished your club project minutes before it was due, would you say you got it done **at the eleventh hour**?

- (A) No
- (B) Yes

Grace got to her appointment at 5:59 p.m. The appointment was scheduled for exactly 6:00 p.m. Would you say she arrived **at the eleventh hour**?

- (A) Yes
- (B) No

LESSON
3

Community College

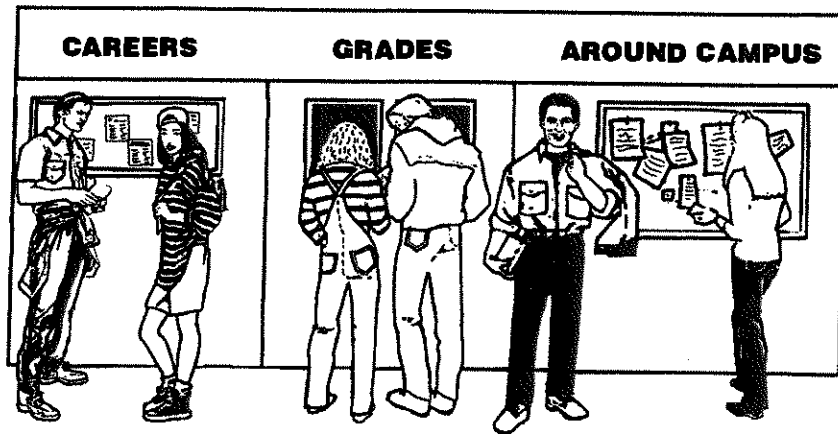
Maya and Sean have been friends since their freshman year in high school. Now that they've graduated, they've been talking about where to go next and what to do. Maya was planning a career in nursing. Sean wanted to be a police officer, but he was puzzled about the fastest way to get qualified for the police academy.

"My cousin Ed is a cop," he told Maya. "He told me to join the army and get into the military police. He says that when I get out, I can cruise right into a police job. But that takes three years—I'll be an old man by then!"

Maya laughed. She knew a quicker way. Sean could go with her to the two-year community college. She was going there to take a class in medical terminology and another class to learn how to do laboratory work, like taking blood samples from patients. That class would qualify her to be a paid medical assistant. Her wages at a clinic would help pay her tuition to nursing school.

Maya showed the college catalog to Sean. There were classes in criminal justice for students who were interested in police work.

"Look, there's a class called *Law Enforcement Skills*," she told Sean. "That will help connect you to the



police reserve. You can get work experience."

Maya went on to explain that the fees at a community college were much lower than those at four-year colleges or universities.

Community colleges do more than just prepare students for jobs. They also offer all the regular academic courses such as math, history, biology, English, and economics. After earning an Associate of Arts (AA) degree, students are prepared to transfer to a college or university at an advanced level.

Maya was right. By taking some of these general education courses, she and Sean could get job training *and* an AA degree. That would give them much better qualifications to move on to better jobs. And they could also develop their other interests as well. They could enroll in special classes such as drama, art, gardening, chorus, or creative writing. The nearby community college offered something useful or fun for everyone!

► **Thinking It Over:** Write T for *true* or F for *false*.

1. ____ Community colleges can help you to prepare for jobs.
2. ____ To be a police officer, you first need to attend a police academy program.
3. ____ It costs more to go to a community college than it does to a university.
4. ____ A school's catalog tells you what classes are offered there.
5. ____ You can take art and drama classes at a community college.
6. ____ Some classes at a community college teach you how to do laboratory work.
7. ____ Criminal justice classes are for students interested in becoming nurses.

► **Key Vocabulary**

1. A *community college* is a
 - a. two-year college.
 - b. four-year university.
 - c. private school.
2. Your *wages* are the same as
 - a. clinics.
 - b. your salary.
 - c. classes at school.
3. When you earn an *AA*, you get
 - a. an Associate of Arts degree.
 - b. an automobile club membership.
 - c. a report card with two A's on it.

► **Everyday Math**

Community college students pay according to the number of units they take. Some classes, such as beginning band and basketball, are worth 1 unit. Other classes, such as photography and business math, are worth 3 units. Sean takes 12 units. His tuition cost is \$150. Maya takes 15 units. Her tuition cost is \$183. Maya's tuition will be how much more than Sean's? \$ _____

► **Cause and Effect**

List two ways an AA degree can help you.

► **On Your Own**

Where do your interests lie? List five classes you would enjoy taking at a community college. After each class, write your purpose: *job preparation, general education, or recreation.*

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The Schlieffen Plan

Long before the first shots were fired in World War I, plans were being made to win the war. In 1904, ten years before the battles began, France, Great Britain, and Russia decided to form an **alliance**. These countries had heard rumblings from Germany that frightened them. They felt threatened by the Germans. Germany was building up its army and hinting at the idea that they would like to take control of smaller countries in Eastern Europe. France and Great Britain made an agreement to help each other in the event of a German attack. They decided to include Russia in their agreement. That would mean that the western border with Germany would be protected by France and Great Britain. The eastern border with Germany would be protected by Russia.



When Germany heard about the agreements made by France, Great Britain, and Russia, they were afraid that they were going to be attacked by these forces. The German Army Chief of Staff, Alfred von Schlieffen, was given the task of coming up with a plan to protect Germany. He believed that if France was quickly and soundly defeated in a war, Great Britain was weak enough that it would drop out of the fight. He had seen the Russian army and knew that it would take it at least six weeks to prepare itself for any kind of war. Because of these **suppositions**, he formed a plan that would defend his country in case of attack by the united forces.

Schlieffen's plan was fairly simple. Ninety percent of the German army would be sent to attack France. There were French forts on their border with Germany. Schlieffen's plan was to bypass these forts and surprise the French from another direction. His plan sent German troops through Holland, Belgium, and Luxembourg. Germany would take control of these small, weak countries in quick attacks. This would lead them to an unprotected section of France. From this point, they would be able to enter France and take control before the troops on the border had time to make their move. The other 10% of the German troops would be sent to the Russian border. The Germans believed that the Russians would take so long to respond to the Germans, that they would have plenty of time to take control of France and then reinforce their troops on the Russian border.

In 1906, von Schlieffen was replaced by Helmuth von Moltke. He changed the Schlieffen plan just slightly. He didn't see a need to send troops through Holland. There would be no resistance from the Dutch, so he didn't want to waste the time. Besides, the Belgians would not give the Germans much resistance. Why not just send them through Belgium?

In 1914, the Schlieffen Plan was finally put into action. On August 2, the German army invaded Luxembourg and Belgium. To the complete surprise of the German officials, Belgium put up a fight. The German army was not able to move through the country as quickly and easily as they had expected. Another surprise became apparent when the Russian army immediately moved into the territory named East Prussia. The six weeks von Schlieffen had counted on was wrong. To top it off, troops from Great Britain swiftly moved into France and

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Belgium as support to their allies.

In September of 1904, the Allied forces were able to divide the German forces by marching into a break in the German lines. Sensing that they needed more help in stopping the Germans, the French army took control of all of the taxi cabs they could find in Paris. They used these taxis to transport 6,000 more troops to the battle. By the 9th of September, the Germans realized that their plan for a swift takeover of France was not going to work. The officers called for a retreat of all German troops back to the east. The Schlieffen Plan had not worked. But the German army had not been defeated. Their plans changed. Now they knew it would not be a short war after all.

The Schlieffen Plan

Questions

_____ 1. Great Britain, France, and Germany joined together in a plan to keep Germany from taking over smaller countries.
A. true
B. false

_____ 2. Why did Alfred von Schlieffen create a plan of attack on France?
A. The Germans wanted to control France.
B. The Germans wanted to scare the countries of western Europe.
C. The Germans were afraid of the United States.
D. The Germans were afraid that the allies would attack them.

3. Why were the Germans not afraid of Great Britain?

_____ 4. What percent of the German army did Schlieffen plan to send to France?
A. 90%
B. 39%
C. 10%
D. 80%

_____ 5. How did von Moltke change Schlieffen's plan?
A. He took Holland out of the plan of attack.
B. He planned to attack Russia.
C. He changed the percentage of troops going to Russia to 50%.
D. He planned to attack Prussia.

6. How did Belgium change the Schlieffen Plan?

>

Name _____



Date _____

Order of Operations

Simplify.

1. $72 \div 3 \times 3$	2. $68 \times 62 \div 2$	3. $94 - 62 \div 2$
4. $69 + 4 - 32$	5. $68 + 2 \times 3 - 12$	6. $95 \div 5 \times 14 - 3$
7. $8 \times 30 + 2$	8. $18 \div 3 + 29 - 1$	9. $6 \times 15 \div 5$
10. $5 + 2 \times 1$	11. $91 \div 7 + 32$	12. $5 + 80 \div 2$
13. $72 - 22 + 2$	14. $92 \div 4 - 1$	15. $91 + 5 - 24$
16. $67 \times 12 + 2 \times 5$	17. $72 \div 8 - 4$	18. $60 \times 35 + 2$
19. $77 \div 7 - 3$	20. $95 \times 5 - 20 + 37$	21. $9 + 54 - 2$
22. $60 \times 72 \div 9$	23. $7 + 4 \times 48$	24. $7 \times 35 + 42$
25. $82 \div 2 + 4 - 19$	26. $75 \times 23 - 2 + 29$	27. $83 \times 1 + 3$
28. $42 \div 7 + 1 \times 3$	29. $90 \div 9 - 4$	30. $76 - 4 + 17 - 44$
31. $62 + 5 - 45$	32. $76 \div 4 \times 4 \times 42$	33. $76 \div 2 + 20 \times 25$
34. $87 \times 51 + 4 - 3$	35. $56 + 75 \div 5$	36. $79 + 2 - 4$
37. $7 + 5 \times 47$	38. $63 + 4 \times 23 + 3$	39. $5 \times 29 - 52$
40. $16 \div 8 + 5$	41. $78 \div 6 - 4$	42. $74 + 2 \times 5$
43. $64 \div 8 \times 4 - 1$	44. $68 \times 14 + 28$	45. $7 \times 5 - 1$