

Cohen Middle School
100 Robinwood Avenue
Elmira Heights, NY 14903
734-5078

Name: _____ Date: November 4th, 2019

Math: Distance on Coordinate Plane.
4/5/16 notes
Parallelogram & Trapezoid - Not Assigned Nov. 13

Social Studies:
- Mummies Tombs and Treasures, Chapters 1 and 2

HW: How did the Egyptians make mummies?

ELA: Warm-up
I Was a Skinny Tamboy Kid
Unit Theme / Figurative Language
Unit Test - Thursday
HW: Article of the Week D&E 1/18/19

Science Complete Step 4 (Engineering Design Process)
- so that we can improve and redesign our model
- Rubric (Warm-up) / Ticket out (video: Crash Course Kids "Engineering Process")
- HW: STUDY TEST THURSDAY 12.2

Computer Apps/ Technology



Name: _____

How Did Ancient Egyptians Make Mummies?

You may have seen mummies in scary movies or as Halloween decorations. Mummies can't walk around and scare people like they do in movies. But mummies are real. In ancient Egypt, great care was taken with a dead body to make a mummy. How did they make mummies?

The mummification process took seventy days to make a mummy. First, the internal organs were removed. An iron hook was passed through the nose into the brain. The brain was thought to be of little use. After it was drained out through the nose, it was thrown away. The belly was cut open. The lungs, stomach, liver, and intestines were taken out. Sometimes, these internal organs were thrown into the river or buried. For important mummies, though, the organs were placed in special jars called canopic jars. The jars were kept near the mummy in the tomb. The heart was thought to be the seat of the soul. It was left inside the body. It would be weighed in the afterlife against the Feather of Truth.



Then the body was washed and filled with herbs and spices. The cut in the belly was sewn shut. Natron, a type of salt, was used to dry it out. The salt absorbed all the fluids from the body. After forty days packed in natron, the skin dried and looked like leather. It was then rubbed with oil. The body cavity was stuffed with sawdust or linen to give it a lifelike shape. Resin or tree sap was melted and poured into the skull. Sometimes the nose and mouth were sealed with beeswax. Then the body was carefully wrapped with strips of linen. Linen is a cloth made from the flax plant. Amulets, or magical charms, were put inside the wrappings. Resin covered the outer layer of wrapping. A mask was placed over the head.

Fine oils were used to scent the finished mummies of important people. Pharaohs were given masks of solid gold. Mummies were placed in coffins. A simple burial might have the mummy placed inside one coffin. Royal burials had several decorated coffins, one inside another. Once the mummy was placed in its coffins, it was ready to be taken to its tomb. Coffins were then placed inside a stone sarcophagus. The tomb was filled with everything the dead person might need in the afterlife.

How Did Ancient Egyptians Make Mummies?

Questions

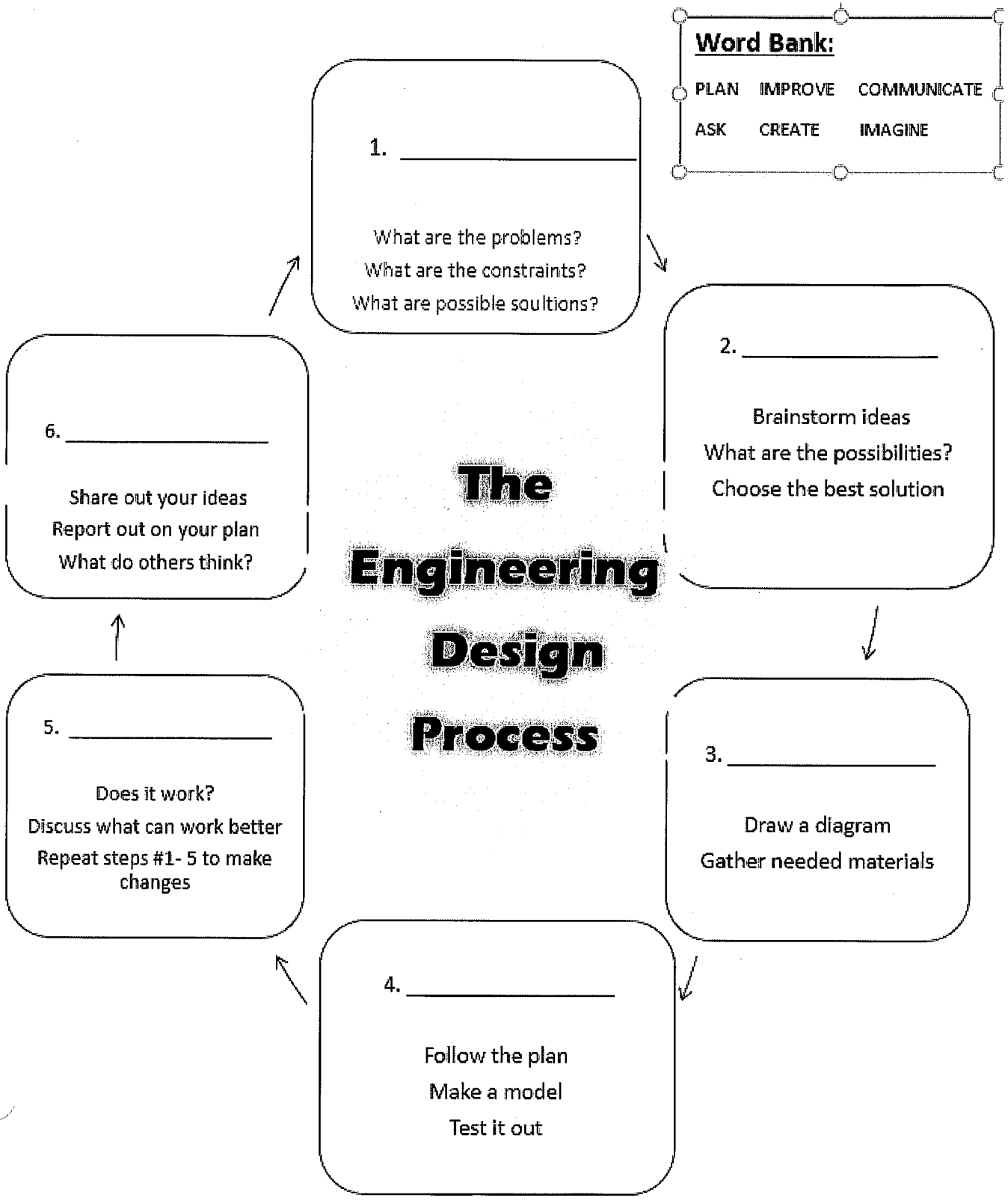
1. How long did it take to make a mummy?

Name: _____

- _____ 2. What was done with the lungs, stomach, liver, and intestines of "important" mummies?
- A. They were thrown into the river.
 - B. They were weighed in the afterlife against the Feather of Truth.
 - C. They were placed in special jars and kept in the tomb near the mummy.
 - D. none of the above
- _____ 3. Was the heart or the brain thought to be more important in the afterlife?
- A. heart
 - B. brain
- _____ 4. _____ was a type of salt that was used to dry out the body.
- A. Resin
 - B. Natron
 - C. Amulet
 - D. Canopic
5. What is linen made from?
- _____
- _____
- _____ 6. What caused the body to dry out?
- A. The desert heat caused the body to dry out.
 - B. Resin covered the outer layer of wrapping, and this caused the body to dry out.
 - C. The body cavity was stuffed with sawdust or linen.
 - D. The salt (natron) absorbed all the fluids from the body.

Warm-up: Review the Engineering Design Process by filling in the steps below.

Today's Goal: To complete Steps 5 & 6 in the Design Process.



Ticket Out: *Would YOU survive on your lifeboat?*

- a. How many trials did you complete? _____
- b. How many passengers did your lifeboat hold before it sank? _____
- c. After today's testing, would you recommend your lifeboat to the "Thomas Moore Boat Company" as the lifeboat of the Titanic? Explain

Participation Category	Score
<p>Responsibility: Quality Job</p> <ul style="list-style-type: none"> • Positive attitude toward project YES NO • Respectful, quiet tone with all YES NO • Note-taking ALL done, neat YES NO 	<p>3 2 1</p>
<p>Citizenship: Follows Rules</p> <ul style="list-style-type: none"> • On time YES NO • Followed our Class contract today YES NO • Followed the Engineering Design Process YES NO 	<p>3 2 1</p>
<p>Respect: Listening & Learning</p> <ul style="list-style-type: none"> • I controlled my impulsive talking and actions YES NO • I was patient with the "share out" YES NO • I stayed on task /did my best work today YES NO 	<p>3 2 1</p>
<p>Trustworthy Individual Effort</p> <ul style="list-style-type: none"> • I complimented other's efforts and designs YES NO • "No Wake Zone: followed all rules YES NO • We used materials / budget wisely, truthfully YES NO 	<p>3 2 1</p>
	<p>Participation Score: _____ / 12</p>

STUDY - SCIENCE 6

TEST
THURS

system	a group/collection of related parts working together
pendulum	A mass hanging from a fixed point that is free to swing to and fro
cycle	the swing the pendulum takes from the starting point and back
hypothesis	A prediction of what will happen in an experiment (I think this will happen)
variable	A factor that can change in an experiment that might affect the outcome.
experiment	an investigation designed to find out how variables affect outcomes
controlled experiment	An experiment in which <i>only</i> ONE variable is changed at a time, so the outcome can be compared to the <i>standard</i> (original experiment)
Independent Variable	The ONE variable changed by the scientist in a controlled experiment
Dependent Variable	The outcome / results of the experiment based on the one change made by the scientist
Standard	The basic procedure used in a controlled experiment, before changing any of the variables.

The Engineering Design Process

1. Ask

Research:

What are the problems?
What are the constraints?
What are possible solutions?

Word Bank:

PLAN IMPROVE COMMUNICATE
ASK CREATE IMAGINE

2. Imagine

Brainstorm ideas
What are the possibilities?
Choose the best solution

3. Plan

Draw a diagram
Gather needed materials

4. Create & Test

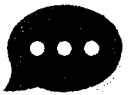
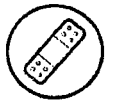
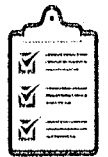
Follow the plan
Make a model (Prototype)
Test it out

5. Communicate

Share out your ideas
Report out on your plan
What do others think?

5. Improve

Does it work?
Discuss what can work better
Repeat steps #1-5 to make changes



Name _____

Class Period _____

ELA 6 WARM UP

Week of 11/4/19

A mistake is success in progress.

Monday Mistakes

Correct the sentence and rewrite it below: The narly not on the old tree looked like a nome's nuckle.
(4 spelling mistakes)

Tuesday Terms

Read the word and definition. Write a sentence that uses the word correctly and draw a quick sketch that will help you remember the word.

Word: respected	Definition: admired; looked up to
Sentence: _____ _____ _____	Sketch:

Wednesday Word Ladder

Flip the paper over and complete the word ladder

Thursday Thoughts

Respect others if you want to be respected. – Philippine proverb

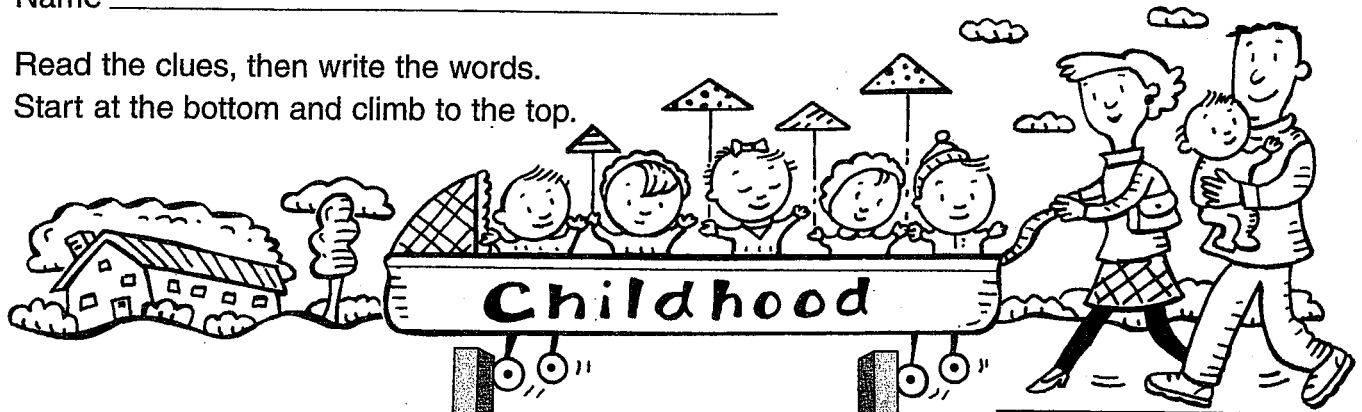
Write 2 to 3 sentences explaining what this proverb means.

Friday Free Write

**Write an example of a simile. (A simile compares two unlike things using like or as.
Example: The lamp was as bright as the sun.)**


Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.




The past tense of *do*.
Change one letter.

Frogs sometimes sit
on lily ____s.
Change one letter.

 The distance between the
supports of a bridge.
Change the vowel.

Used for attaching two
pieces of cloth together.
Change the first letter.

The moving air.
Change one letter.

 Moderate or gentle,
not harsh.
**Take away the first
two letters, then
add one.**

Another word for a child.
Change one letter.

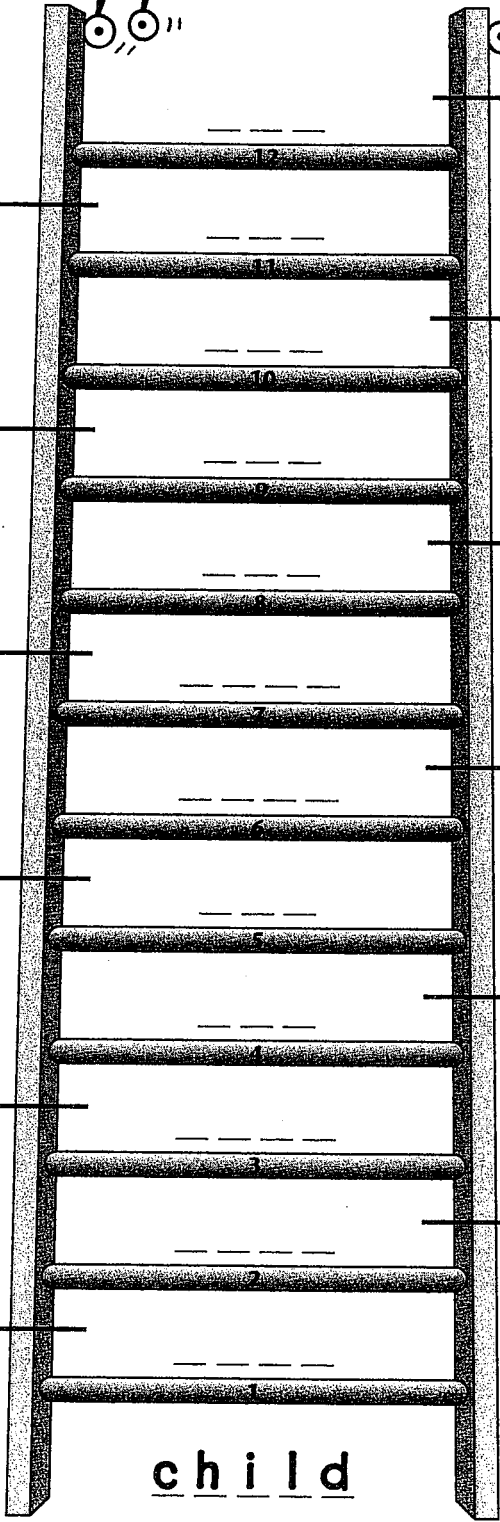
Another name for father.
Change one letter.

A kitchen utensil used
for frying.
Take away one letter.

To turn in circles.
Add one letter.

To defeat others in a game.
Take away one letter.

What you think and
reason with.
Change one letter.



ch i l d

Article of the Week


Name _____

Due: November 8, 2019

Period _____

Directions: After **reading** the attached article, **answer** the following questions. Remember to use the RACE strategy (Restate, Answer, Cite, and Explain) and provide 1 detail from the article.

1. Why did "stormquakes" go unnoticed for so long?
2. Do you think that a "stormquake" is a variable that could affect your lifeboat? Explain your answer.

- R** re-state the question 
- A** answer all parts of the question
- C** cite the text
- E** explain how your citation supports your answer

RACE Rubric for Short Answer Questions

	4	3	2	1
<p>R</p> <p>Restate the Question</p>	Restated the question completely	Restated almost all parts of the question	Attempted to restate the question, but was unsuccessful	Did not restate the question at all
<p>A</p> <p>Answer the Question</p>	Considered all parts of the question and answered each part accurately	Considered all parts of the question but had only partial accuracy	Missed part of the question	Did not answer the question at all
<p>C</p> <p>Cite evidence from the text</p>	Properly cited adequate evidence from the text that supported the answer	Cited evidence loosely related to the answer	Evidence used was either not relate to the question, or not correctly cited	No evidence from the text was used
<p>E</p> <p>Elaborate Make connections Explain further</p>	Made a connection with the text and clearly explained its relationship to the question	Made a connection to the text, but was unable to explain its relationship to the text clearly	Attempted to make a connection to the text, but the relationship was weak	Did not make a connection to the text at all; element was not present

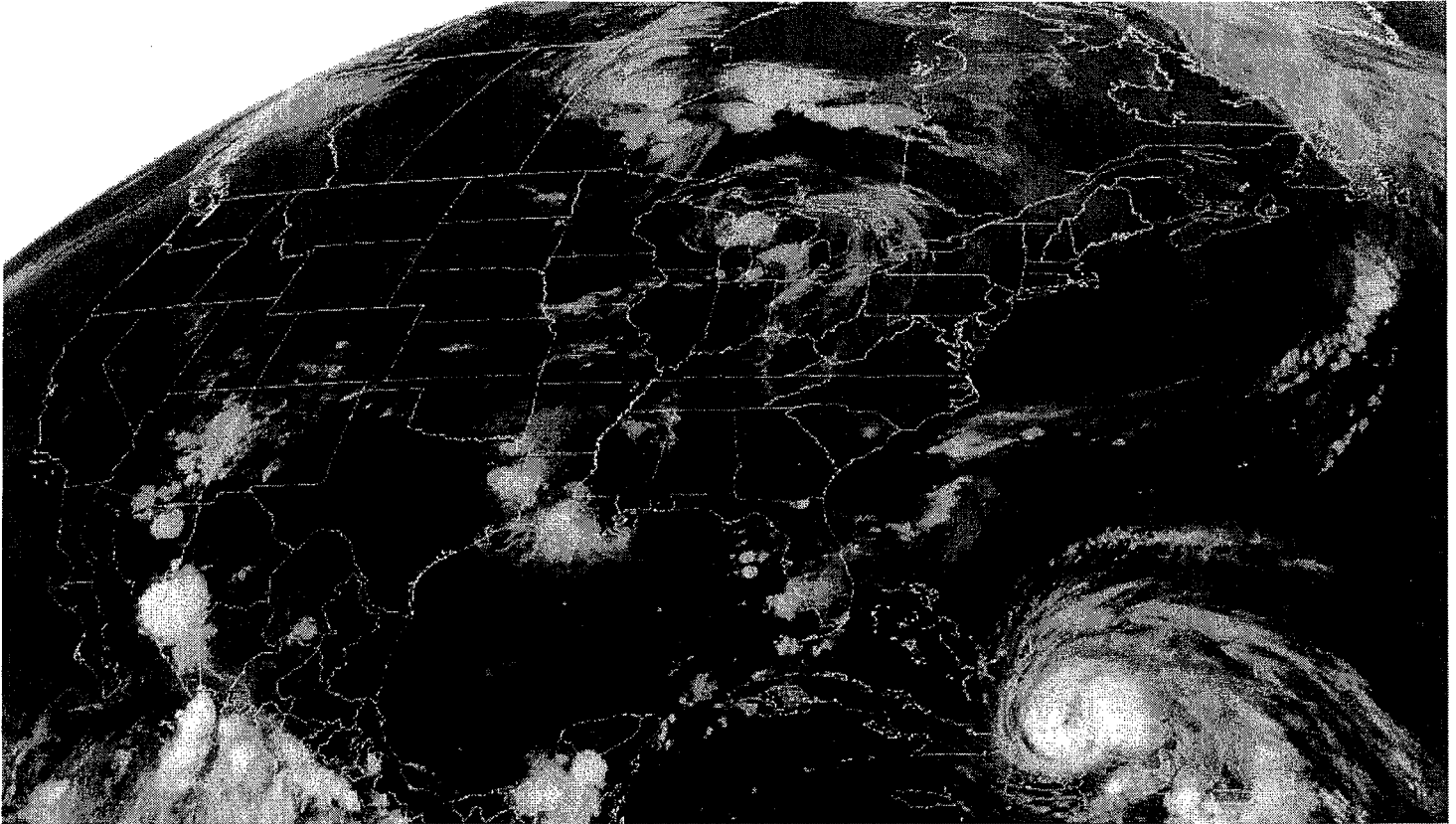
R: _____ A: _____ C: _____ E: _____ Total: _____ / 4 = Final Score: _____

"Stormquakes" happen quite often, but don't worry, you'll never feel one

By Associated Press, adapted by Newsela staff on 10.29.19

Word Count **383**

Level **880L**



Hurricane Irene swirls at the bottom right of this satellite image taken August 24, 2011, by the National Oceanic and Atmospheric Administration. Image from: Weather Underground via AP

It sounds like something out of a movie: "stormquakes." However, scientists say it's no made-up Hollywood event.

Hurricanes and earthquakes are finding ways to come together in a mash-up form.

During hurricanes and nor'easters, a type of cyclone, the seafloor can rumble like a small earthquake — around magnitude 3.5. This shaking can last for days, a study shows in October's journal *Geophysical Research Letters*.

The quakes are fairly common. However, they weren't noticed before. They were considered background noise in the Earth's vibrations.

A stormquake is more an odd event than something that can hurt you, said Wenyuan Fan. He's a Florida State University seismologist, studying earthquakes. He was the study's lead author.

The stormquakes are less dangerous because no one is standing on the seafloor during a hurricane, he says.

The combination of two frightening natural events might bring to mind the movie "Sharknado." Still, stormquakes are real, if not all that threatening.

"This is the last thing you need to worry about," Fan told the Associated Press.

Seismologists Consider Them "Background Noise"

Storms trigger giant waves in the sea, which cause another type of wave. These secondary waves then interact with the seafloor, and that causes the shaking, Fan said. This only happens in places where there's a large continental shelf and shallow flat land. The continental shelf is an area of seabed around a large chunk of land. There, the sea is relatively shallow compared with the open ocean.

Fan's team found 14,077 stormquakes between September 2006 and February 2015. They happened in the Gulf of Mexico and off Florida and New England in the U.S., plus Nova Scotia, Newfoundland, Labrador and British Columbia in Canada. A special type of military sensor is needed to spot them, Fan said.

Hurricane Ike in 2008 and Hurricane Irene in 2011 set off many stormquakes, the study said. The shaking is a type that creates a wave that seismologists don't normally look for when monitoring earthquakes. That's why these have gone unnoticed until now, Fan said.

Ocean-generated seismic waves like this show up on instruments from the U.S. Geological Survey (USGS). It's the government group that researches earthquakes and other natural events. Still, in their mission of "looking for earthquakes, these waves are considered background noise," USGS seismologist Paul Earle said.



Figurative Language

Alliteration

Repeating the same beginning sound in more than two words.

Seven snakes slithered silently.
Crazy kangaroos kissed quietly.

Your own example:

Hyperbole

An obvious exaggeration.

The books were stacked to the sky.
I have told you a million times.

Your own example:

Metaphor

A comparison between two unlike things *without* using "like", "as" or "than".

Laughter is music of the soul.
His face was stone when she said she loved him.

Your own example:

Onomatopoeia

Words that sound like the object or actions they refer to.

The bells clanged and jingled.
Whoosh... the wind blew in and slammed the door.

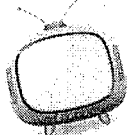


Your own example:

Personification

Giving non-human objects human qualities.

The sun smiled on the angry clouds.
The t.v. talked all night.



Your own example:

Simile

A comparison of two unlike things using "like", "as" or "than".

The water was as smooth as glass.
Tim and his brother fought like cats and dogs.

Your own example:

Name: _____

Date: _____

AUTHOR'S STYLE → **FIGURATIVE LANGUAGE**

Figurative language is language that means something different from what it says. If you say, "The musicians brought the house down," you do not mean that they caused the auditorium to cave in. You mean that the music was so great and the audience responded so enthusiastically that the walls practically shook. **Figures of speech** are a type of figurative language. These are some common figures of speech:

- A **simile** compares two unlike things using the words *like*, *as*, or *as if*.
Example: Her smile was like sunshine.
- A **metaphor** compares two unlike things by describing one thing as if it were the other.
Example: That dancer is a gazelle when she leaps and twirls onstage.
- **Personification** gives human characteristics to a nonhuman subject.
Example: The playful wind teased the girl by snatching her hat.

A. DIRECTIONS: Read each of the following sentences to determine which figure of speech it uses. Then, write the figure of speech on the line.

1. _____ The wind howled and whistled all night.
2. _____ We walked outside into a wall of sunshine.

B. DIRECTIONS: Place an X next to the sentence that is the best example of the figure of speech given.

1. simile

- | | |
|---|--|
| <p>_____ a. Henry's shout shook the room.</p> <p>_____ b. His laugh was like thunder.</p> | <p>_____ c. The sun gleamed brightly.</p> <p>_____ d. He is a bear in the morning.</p> |
|---|--|

2. metaphor

- | | |
|---|--|
| <p>_____ a. The storm was an angry giant coming toward us.</p> <p>_____ b. The cake smelled like a chocolate factory.</p> | <p>_____ c. He looked as if he had just won a million dollars.</p> <p>_____ d. Her voice was as clear as a bell.</p> |
|---|--|

3. personification

- | | |
|---|--|
| <p>_____ a. The car bravely struggled to get up the hill.</p> <p>_____ b. The cat hissed in alarm.</p> <p>_____ c. John ran like the wind.</p> <p>_____ d. The wind blew across the land.</p> | <p>_____ c. John ran like the wind.</p> <p>_____ d. The wind blew across the land.</p> |
|---|--|

Name:

Date:

AUTHOR'S STYLE **FIGURATIVE LANGUAGE**

A. DIRECTIONS: Read the following sentences. Then decide what type of figurative language each sentence contains: **simile**, **metaphor**, or **personification**. Write your answer on the line.

1. _____ He was as clumsy as a bull in a china shop.
2. _____ The summer breeze stroked and caressed my face.
3. _____ Alice was as mad as a hornet.
4. _____ Fluffy snowflakes danced in the sky.
5. _____ We ran through the curtain of rain.
6. _____ My father is a rock.
7. _____ The butterflies were bits of rainbow in the garden.
8. _____ The wind sang a sad song.

B. DIRECTIONS: Give an example of each type of figurative language listed below. Your example may be one you have made up or one you remember from your reading.

1. personification

2. simile

3. metaphor

STUDY GUIDE UNIT 1 ASSESSMENT

THURSDAY, NOVEMBER 7, 2019

Conventions

Common, Proper, and Possessive Nouns A noun names a person, a place, a thing, or an idea. Here are several types of nouns:

- A **common noun** names any one of a class of people, places, things, or ideas. Common nouns are not capitalized.
- A **proper noun** names a specific person, place, thing, or idea. Proper nouns are capitalized. However, a poet may sometimes choose not to capitalize a proper noun, for effect or for style. For example, Jacqueline Woodson doesn't capitalize *brooklyn*, even though it is the name of a specific place.
- A **possessive noun** shows ownership. Possessive nouns function as adjectives by modifying a noun or pronoun in a sentence. Most singular possessive nouns end in an apostrophe and the letter *s* ('*s*). An example is *sister's*. Most plural possessive nouns end in the letter *s* and an apostrophe (*'s*). An example is *sisters'*.

The chart shows examples of common, proper, and possessive nouns from the excerpt from *Brown Girl Dreaming*.

COMMON NOUNS	PROPER NOUNS	POSSESSIVE NOUNS
<i>And my uncle likes the stories I'm making up.</i> ("believing," line 14)	<i>... Robert showing us the steps he learned / at the Far Rockaway parties.</i> ("uncle robert," lines 33–34)	<i>... stories in my head / take me back there, set me down in Daddy's garden. ...</i> ("brooklyn rain," lines 23–24)

Conventions

Pronoun Case Effective writing involves correct usage of pronouns. A **pronoun** is a word that takes the place of one or more nouns or other pronouns. **Pronoun case** is the form a pronoun takes to show whether it is being used as a subject, an object, or a possessive. Writers use pronouns to avoid repetition of nouns in their writing, and the case they use depends on the pronoun's function in a sentence.

There are three pronoun cases, as shown in the chart.

PRONOUN CASE	EXAMPLES
Nominative (or Subjective) Case: names the subject of a verb or is used in the predicate after a linking verb nominative pronouns: I, you, he, she, it, we, you, they	<u>He</u> likes the sound of the train on the tracks. <u>They</u> searched online for the article. The singers of the duet will be <u>she</u> and <u>I</u> .
Objective Case: names the direct object of a verb, the indirect object of a verb, or the object of a preposition objective pronouns: me, you, him, her, it, us, you, them	Domingo sent <u>it</u> to Mel. Please give <u>me</u> the earrings. The cafeteria chefs had prepared a meal for <u>us</u> .
Possessive Case: shows ownership possessive pronouns: my, your, his, her, its, our, their, mine, yours, hers, ours, theirs	After an hour of running, <u>my</u> legs ached. Please stick out <u>your</u> tongue for the doctor. Theo works during <u>his</u> summer breaks.

Adjectives and Adverbs Writers use adjectives and adverbs to make their writing more precise and lively. An **adjective** is a word that describes a noun or pronoun. An adjective answers one of these questions: *What kind? Which one? How many? or How much?* This chart shows examples of adjectives and the questions they answer.

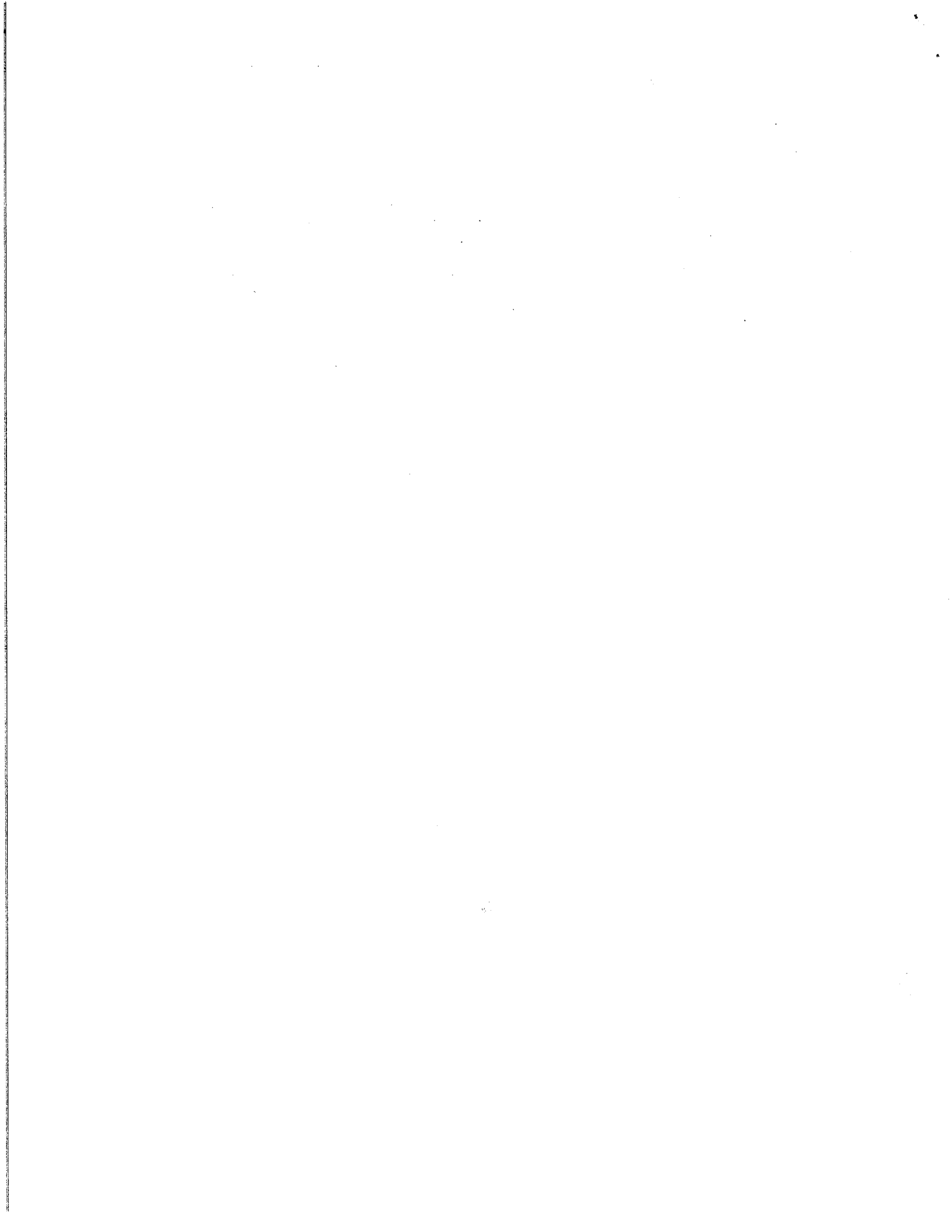
WHAT KIND?	WHICH ONE?	HOW MANY?	HOW MUCH?
<u>brick</u> house	<u>that</u> judge	<u>one</u> lion	<u>no</u> time
<u>white</u> paper	<u>each</u> answer	<u>several</u> roses	<u>enough</u> sugar
<u>American</u> cheese	<u>my</u> sister	<u>both</u> brothers	<u>some</u> milk

An **adverb** is a word that modifies a verb, an adjective, or another adverb. An adverb answers one of these questions: *Where? When? In what way? or To what extent?* This chart shows examples of adverbs and the questions they answer.

WHERE?	WHEN?	IN WHAT WAY?	TO WHAT EXTENT?
pushed <u>down</u>	will leave <u>soon</u>	works <u>carefully</u>	<u>nearly</u> won
stand <u>nearby</u>	went <u>yesterday</u>	smiled <u>happily</u>	<u>fully</u> agrees
will walk <u>there</u>	swims <u>often</u>	chewed <u>noisily</u>	<u>barely</u> ate

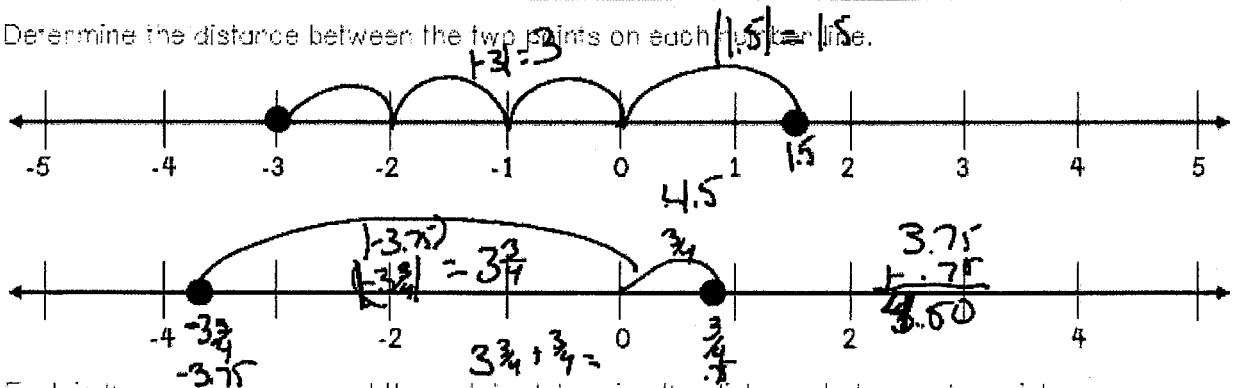
Figurative Language Language that is not meant to be taken literally is called **figurative language**. Figurative language often takes the form of a comparison that represents a fresh, new way of looking at something. The chart shows three types of figurative language, along with examples: simile, metaphor, and personification.

TYPE OF FIGURATIVE LANGUAGE	EXAMPLE
A simile compares two unlike things using a word such as <i>like</i> or <i>as</i> .	He roared through the house <u>like a storm</u> .
A metaphor compares two unlike things without using a word such as <i>like</i> or <i>as</i> .	He <u>was a storm</u> roaring through the house.
Personification involves giving human qualities to nonhuman things.	The ocean waves <u>kissed the shores</u> of the sandy beach.



DISTANCE BETWEEN POINTS

Determine the distance between the two points on each number line.



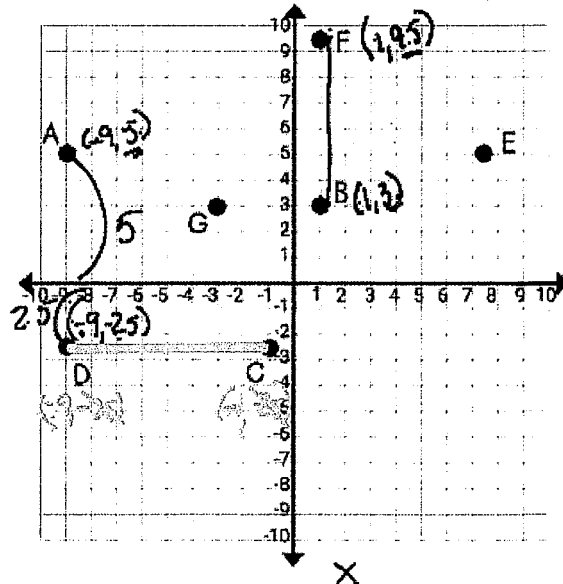
Explain the process you went through to determine the distance between the points.

Found the absolute of each point and added.

The coordinate plane can be used to determine the distance and direction between points.

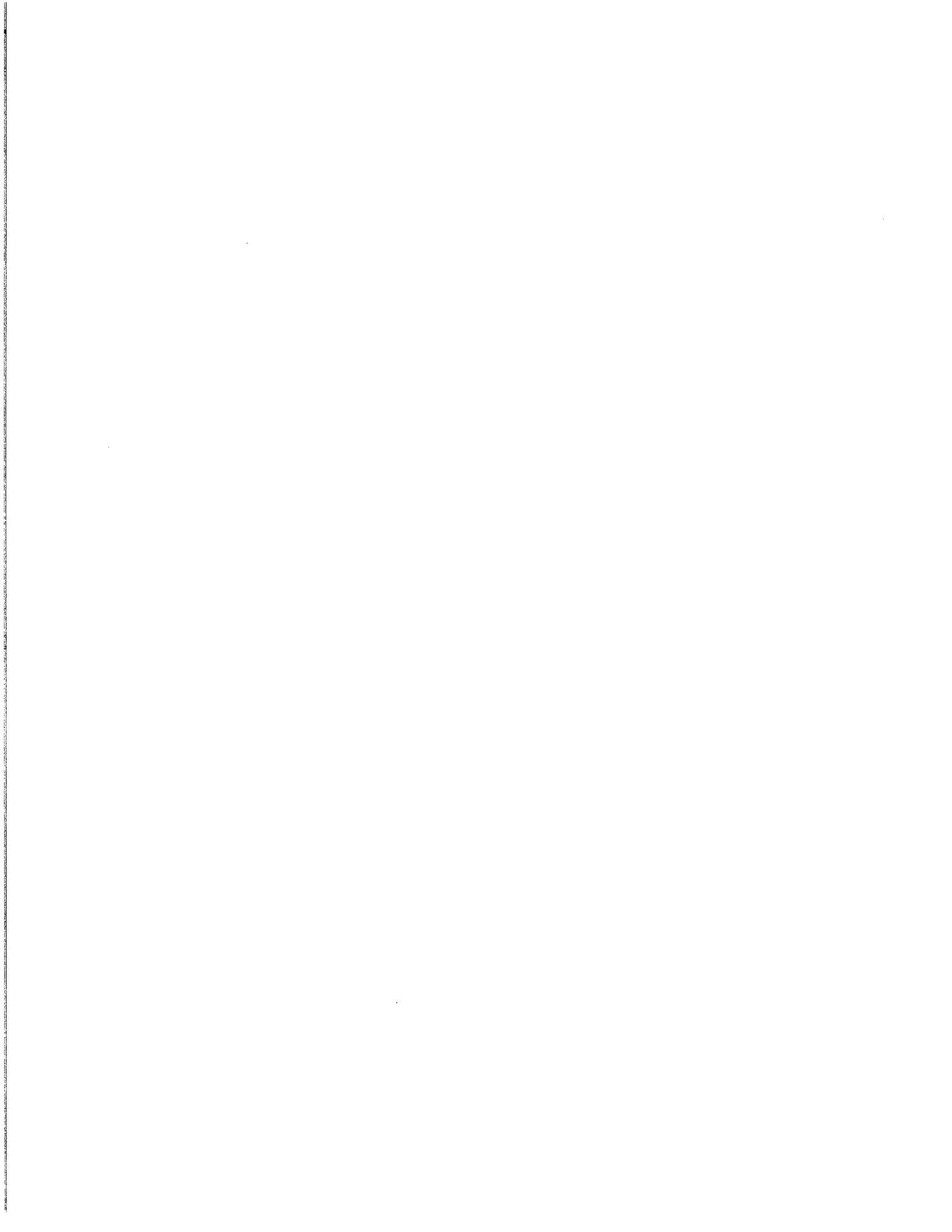
1. Use the coordinate plane to determine the distances and the direction between the points below.

POINTS	DISTANCE	DIRECTION
A & D	7.5 units	Vertical
B & F	6.5 units	Vertical
C & D	8 units	horizontal
E & A		
G & B		



a. Which ordered pair best describes a point that is located 3 units to the left of the origin and 3 units above the x-axis? $(-3, 3)$ G

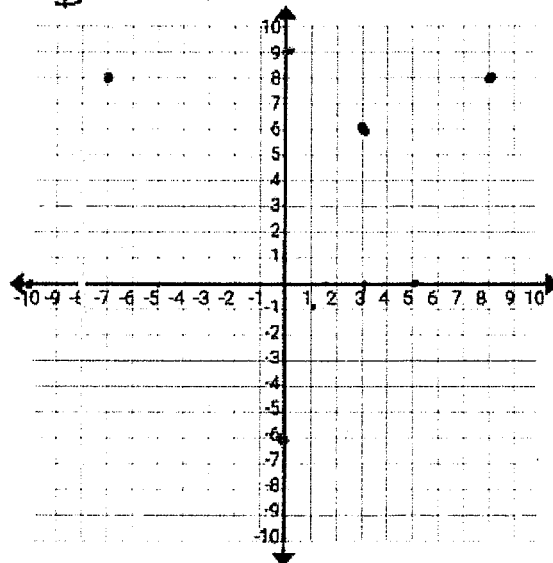
b. Point H is located 3 units away from point B. Could $(4, 3)$ represent point H? yes



If two points have the same X or Y coordinate, then they lie on the same line of the coordinate plane.

2. Use the coordinate plane to help answer the questions in the table below.

POINT 1	POINT 2	WHAT'S IN COMMON?	WHAT'S THE DISTANCE?
$(0, -6)$	$(0, 9)$	X-coordinate	$6 + 9 = 15$ units
$(5, -9)$	$(-4, -9)$	Y-coordinate	$8 + 4 = 12$ units
$(3, 6)$	$(-6, 6)$	y-coordinate	$3 + 6 = 9$ units
	$(-8, -1)$	x-coordinate	6 units
		y-coordinate	15 units



$(-7, 8)$ $(8, 8)$ $(-9, -9)$ $(6, -9)$

3. What observations can be made about finding the distance between two points?

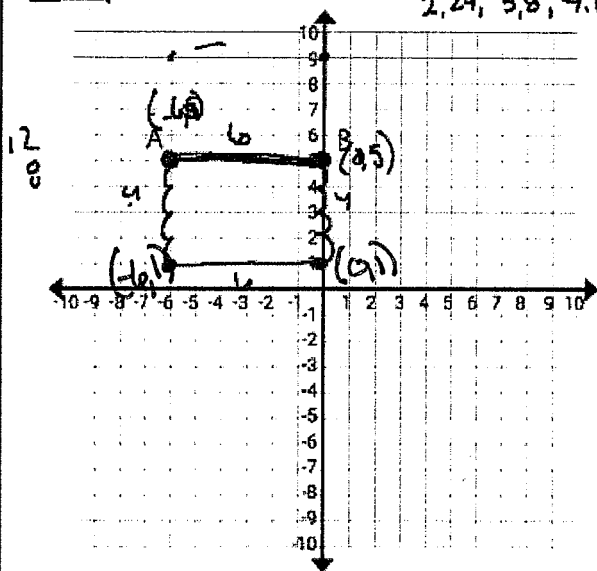
Same X-coordinate makes a vertical line

Same signs subtract

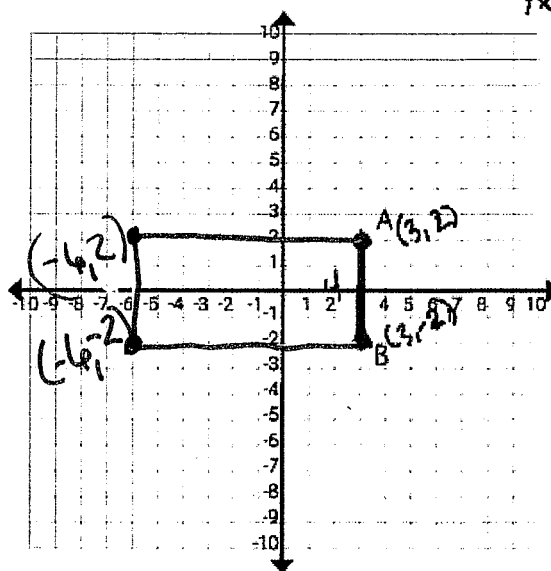
Same y-coordinate makes a horizontal line

different sign add

4. Create a rectangle below with a perimeter of 20 units and an area of 24 units². $A = l \cdot w$
2, 24, 3, 8, 4, 6



5. Create a rectangle below with a perimeter of 26 units and an area of 36 units².



Summarize today's lesson:

