

Whiteriver Unified School District

Sixth Grade Packet

May 4-8

Return May 11th

Name:

Canyon Day Junior High Virtual Lesson Plan

Teacher: Putman, Floro, Catalona, Smith

Class: ELA Date: May 4-8

Week of:	
Standard	<p>6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions and judgements.</p>
Learning Goal	I will determine the theme of the passage.
Success Criteria	I can read the passages and answer comprehension questions about story elements and provide textual evidence in my answers.
Assignments that are to be completed for each day.	
Monday	<p>Read "Amigo Brothers" pp. 4-7</p> <p>Answer questions A-D, A-E</p>
Tuesday	<p>Read "Amigo Brothers" pp. 8-11</p> <p>Answer questions A-E, A-D.</p>
Wednesday	<p>Read "Amigo Brothers" pp. 12-13</p> <p>Answer questions A-D.</p>
Thursday	<p>Read "Amigo Brothers" pp. 14-16</p> <p>Answer questions A-C, A</p>
Friday	5 question test

AMIGO BROTHERS

by Piri Thomas

BACKGROUND

This story is about two friends (*amigos* in Spanish) living on the Lower East Side of New York City. Many boys from the Lower East Side have dreamed of building a better life by winning the New York Golden Gloves, a boxing tournament started in 1927 by Paul Gallico, a newspaper writer. This tournament marks an amateur's entry into the world of big-time boxing.

A LITERARY FOCUS

Underline the names of the two **main characters**. Circle three details that tell how similar, or alike, they are. Why do you think the author wants us to know this?

Antonio Cruz and Felix Vargas were both seventeen years old. They were so together in friendship that they felt themselves to be brothers. They had known each other since childhood, growing up on the Lower East Side of Manhattan in the same tenement¹ building on Fifth Street between Avenue A and Avenue B.

Antonio was fair, lean, and lanky, while Felix was dark, short, and husky. Antonio's hair was always falling over his eyes, while Felix wore his black hair in a natural Afro style.

Each youngster had a dream of someday becoming light-weight champion of the world. Every chance they had, the boys worked out, sometimes at the Boys' Club on 10th Street and Avenue A and sometimes at the pro's gym on 14th Street. Early morning sunrises would find them running along the East River Drive, wrapped in sweat shirts, short towels around their necks, and handkerchiefs Apache style around their foreheads. **A**

While some youngsters were into street negatives, Antonio and Felix slept, ate, rapped, and dreamt positive. Between them, they had a collection of *Fight* magazines second to none, plus

1. **tenement** *n.* used as *adj.*: apartment. Tenement buildings are often cheaply built and poorly maintained.

"Amigo Brothers" from *Stories from El Barrio* by Piri Thomas. Copyright © 1978 by Piri Thomas. Reproduced by permission of the author.

20 a scrapbook filled with torn tickets to every boxing match they had ever attended, and some clippings of their own. If asked a question about any given fighter, they would immediately zip out from their memory banks divisions, weights, records of fights, knockouts, technical knockouts, and draws or losses.

Each had fought many bouts representing their community and had won two gold-plated medals plus a silver and bronze medallion. **B** The difference was in their style. Antonio's lean form and long reach made him the better boxer, while Felix's short and muscular frame made him the better slugger. Whenever they had met in the ring for sparring sessions,² it had
30 always been hot and heavy. **C**

Now, after a series of elimination bouts, they had been informed that they were to meet each other in the division finals that were scheduled for the seventh of August, two weeks away—the winner to represent the Boys' Club in the Golden Gloves Championship Tournament. **D**

The two boys continued to run together along the East River Drive. But even when joking with each other, they both sensed a wall rising between them.



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2. **sparring sessions:** practice matches in which boxers use light punches.

B VOCABULARY

Selection Vocabulary

In boxing, a competition between two boxers is called a *bout*, just as a competition between two baseball teams is called a *game*. Why do you think different terms are used to label competitions in different sports?

C READING FOCUS

Underline the details in this paragraph that describe each youngster's fighting style. How does the author **contrast** the two boxers' styles?

D READ AND DISCUSS

Comprehension

Knowing what you do about Felix and Antonio, what do you think they might feel about having the opportunity to fight in the Golden Gloves Championship Tournament?

A VOCABULARY

Word Study

What might the word *ace-boon* mean here? Use context clues to help you.

B READ AND DISCUSS

Comprehension

What is happening between the boys now?

40 One morning less than a week before their bout, they met as usual for their daily workout. They fooled around with a few jabs at the air, slapped skin, and then took off, running lightly along the dirty East River's edge.

Antonio glanced at Felix, who kept his eyes purposely straight ahead, pausing from time to time to do some fancy leg work while throwing one-twos followed by uppercuts to an imaginary jaw. Antonio then beat the air with a barrage of body blows and short devastating lefts with an overhead jaw-breaking right.

After a mile or so, Felix puffed and said, "Let's stop a while, bro. I think we both got something to say to each other."

50 Antonio nodded. It was not natural to be acting as though nothing unusual was happening when two ace-boon buddies were going to be blasting each other within a few short days. **A**

They rested their elbows on the railing separating them from the river. Antonio wiped his face with his short towel. The sunrise was now creating day.

Felix leaned heavily on the river's railing and stared across to the shores of Brooklyn. Finally, he broke the silence.

"Man. I don't know how to come out with it."

Antonio helped. "It's about our fight, right?"

60 "Yeah, right." Felix's eyes squinted at the rising orange sun.

"I've been thinking about it too, panin.³ In fact, since we found out it was going to be me and you, I've been awake at night, pulling punches on you, trying not to hurt you."

"Same here. It ain't natural not to think about the fight. I mean, we both are cheverote⁴ fighters and we both want to win. But only one of us can win. There ain't no draws in the eliminations." **B**

70 Felix tapped Antonio gently on the shoulder. "I don't mean to sound like I'm bragging, bro. But I wanna win, fair and square."

3. **panin** (PAH NEEN) *n.*: Puerto Rican Spanish slang for "pal" or "buddy."

4. **cheverote** (CHEH VEH RO TEH) *adj.*: Puerto Rican Spanish slang for "the greatest."

Antonio nodded quietly. “Yeah. We both know that in the ring the better man wins. Friend or no friend, brother or no ...”

Felix finished it for him. “Brother. Tony, let’s promise something right here. OK?”

“If it’s fair, hermano,⁵ I’m for it.” Antonio admired the courage of a tugboat pulling a barge five times its welter-weight size.

“It’s fair, Tony. When we get into the ring, it’s gotta be like we never met. We gotta be like two heavy strangers that want the same thing and only one can have it. You understand, don’t cha?”

80 “Sí, I know.” Tony smiled. “No pulling punches. We go all the way.”

“Yeah, that’s right. Listen, Tony. Don’t you think it’s a good idea if we don’t see each other until the day of the fight? I’m going to stay with my Aunt Lucy in the Bronx. I can use Gleason’s Gym for working out. My manager says he got some sparring partners with more or less your style.” **C**

Tony scratched his nose pensively. “Yeah, it would be better for our heads.” He held out his hand, palm upward. “Deal?”

“Deal.” Felix lightly slapped open skin. **D**

90 “Ready for some more running?” Tony asked lamely. **E**

“Naw, bro. Let’s cut it here. You go on. I kinda like to get things together in my head.”

“You ain’t worried, are you?” Tony asked.

“No way, man.” Felix laughed out loud. “I got too much smarts for that. I just think it’s cooler if we split right here. After the fight, we can get it together again like nothing ever happened.”

The amigo brothers were not ashamed to hug each other tightly.

100 “Guess you’re right. Watch yourself, Felix. I hear there’s some pretty heavy dudes up in the Bronx. Suavecito,⁶ OK?”

“OK. You watch yourself too, sabe?”⁷

C VOCABULARY

Academic Vocabulary

In this paragraph, Felix tells Antonio that he plans to train alone. What *impact*, or effect, do you think this will have on their friendship?

D READ AND DISCUSS

What is happening between the boys here?

E LANGUAGE COACH

The suffix *-ly* usually turns adjectives into adverbs. Rewrite this sentence using the adjective *lame* rather than the adverb *lamely*.

5. **hermano**: (EHR MAH NOH) *n.*: Spanish for “brother.”

6. **suavecito** (SWAH VEH SEE TOH) *adj.*: Puerto Rican Spanish slang for “cool.”

7. **sabe** (SAH BEH) *v.*: Spanish for “you know.”

A READ AND DISCUSS

Comprehension

How does the boys' decision to train separately add to what you know about Felix and Antonio?

Tony jogged away. Felix watched his friend disappear from view, throwing rights and lefts. Both fighters had a lot of psyching up to do before the big fight. **A**

The days in training passed much too slowly. Although they kept out of each other's way, they were aware of each other's progress via the ghetto grapevine.

110 The evening before the big fight, Tony made his way to the roof of his tenement. In the quiet early dark, he peered over the ledge. Six stories below, the lights of the city blinked and the sounds of cars mingled with the curses and the laughter of children in the street. He tried not to think of Felix, feeling he had succeeded in psyching his mind. But only in the ring would he really know. To spare Felix hurt, he would have to knock him out, early and quick.

120 Up in the South Bronx, Felix decided to take in a movie in an effort to keep Antonio's face away from his fists. The flick was *The Champion* with Kirk Douglas, the third time Felix was seeing it.

The champion was getting beaten, his face being pounded into raw, wet hamburger. His eyes were cut, jagged, bleeding, one eye swollen, the other almost shut. He was saved only by the sound of the bell.

Felix became the champ and Tony the challenger.

130 The movie audience was going out of its head, roaring in blood lust at the butchery going on. The champ hunched his shoulders, grunting and sniffing red blood back into his broken nose. The challenger, confident that he had the championship in the bag, threw a left. The champ countered with a dynamite right that exploded into the challenger's brains.

Felix's right arm felt the shock. Antonio's face, superimposed on the screen, was shattered and split apart by the awesome force of the killer blow. Felix saw himself in the ring, blasting Antonio against the ropes. The champ had to be forcibly restrained. The challenger was allowed to crumble slowly to the canvas, a broken bloody mess.

When Felix finally left the theater, he had figured out how to psych himself for tomorrow's fight. It was Felix the Champion vs. Antonio the Challenger. **B**

140

He walked up some dark streets, deserted except for small pockets of wary-looking kids wearing gang colors. Despite the fact that he was Puerto Rican like them, they eyed him as a stranger to their turf. Felix did a fast shuffle, bobbing and weaving, while letting loose a torrent of blows that would demolish whatever got in its way. **C** It seemed to impress the brothers, who went about their own business.

Finding no takers, Felix decided to split to his aunt's. Walking the streets had not relaxed him; neither had the fight flick. All it had done was to stir him up. He let himself quietly into his Aunt Lucy's apartment and went straight to bed, falling into a fitful sleep with sounds of the gong for Round One.

150

Antonio was passing some heavy time on his rooftop. How would the fight tomorrow affect his relationship with Felix? After all, fighting was like any other profession. Friendship had nothing to do with it. A gnawing doubt crept in. He cut negative thinking real quick by doing some speedy fancy dance steps, bobbing and weaving like mercury. The night air was blurred with perpetual motions of left hooks and right crosses. Felix, his amigo brother, was not going to be Felix at all in the ring. Just an opponent with another face. Antonio went to sleep, hearing the opening bell for the first round. Like his friend in the South Bronx, he prayed for victory via a quick clean knockout in the first round. **D**

160

Large posters plastered all over the walls of local shops announced the fight between Antonio Cruz and Felix Vargas as the main bout.

The fight had created great interest in the neighborhood. Antonio and Felix were well liked and respected. Each had his own loyal following. Betting fever was high and ranged from a bottle of Coke to cold hard cash on the line.

170

Antonio's fans bet with unbridled faith in his boxing skills. On the other side, Felix's admirers bet on his dynamite-packed fists.

B LITERARY FOCUS

How does Felix deal with his internal **conflict** by watching the movie?

C VOCABULARY**Selection Vocabulary**

The word *torrent* means "flood" or "rush." Why does Felix release a torrent of punches here?

D READ AND DISCUSS**Comprehension**

What is going on with the boys now?

A LITERARY FOCUS

Has Felix completely resolved his internal **conflict** about fighting Antonio? How do you know?

B VOCABULARY

Word Study

Yesteryear is a term that is not in common use today. Draw a line between "yes-ter" and "year." What might this word mean?

C READ AND DISCUSS

Comprehension

What picture is the author painting for us?

Felix had returned to his apartment early in the morning of August 7th and stayed there, hoping to avoid seeing Antonio. He turned the radio on to salsa⁸ music sounds and then tried to read while waiting for word from his manager. **A**

180 The fight was scheduled to take place in Tompkins Square Park. It had been decided that the gymnasium of the Boys' Club was not large enough to hold all the people who were sure to attend. In Tompkins Square Park, everyone who wanted could view the fight, whether from ringside or window fire escapes or tenement rooftops.

The morning of the fight Tompkins Square was a beehive of activity with numerous workers setting up the ring, the seats, and the guest speakers' stand. The scheduled bouts began shortly after noon and the park had begun filling up even earlier.

190 The local junior high school across from Tompkins Square Park served as the dressing room for all the fighters. Each was given a separate classroom with desk tops, covered with mats, serving as resting tables. Antonio thought he caught a glimpse of Felix waving to him from a room at the far end of the corridor. He waved back just in case it had been him.

The fighters changed from their street clothes into fighting gear. Antonio wore white trunks, black socks, and black shoes. Felix wore sky-blue trunks, red socks, and white boxing shoes. They had dressing gowns to match their fighting trunks with their names neatly stitched on the back.

200 The loudspeakers blared into the open windows of the school. There were speeches by dignitaries, community leaders, and great boxers of yesteryear. **B** Some were well prepared; some improvised on the spot. They all carried the same message of great pleasure and honor at being part of such a historic event. This great day was in the tradition of champions emerging from the streets of the Lower East Side. **C**

Interwoven with the speeches were the sounds of the other boxing events. After the sixth bout, Felix was much relieved

8. **salsa** (SAHL SAH) *n.* used as *adj.*: Latin American dance music, usually played at fast tempos.

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D READING FOCUS

Compare Felix's and Antonio's actions as they enter the ring and greet each other.

when his trainer, Charlie, said, "Time change. Quick knockout. This is it. We're on."

210 Waiting time was over. Felix was escorted from the classroom by a dozen fans in white T-shirts with the word **FELIX** across their fronts.

Antonio was escorted down a different stairwell and guided through a roped-off path.

As the two climbed into the ring, the crowd exploded with a roar. Antonio and Felix both bowed gracefully and then raised their arms in acknowledgment.

220 Antonio tried to be cool, but even as the roar was in its first birth, he turned slowly to meet Felix's eyes looking directly into his. Felix nodded his head and Antonio responded. And both as one, just as quickly, turned away to face his own corner. **D**

Bong—bong—bong. The roar turned to stillness.

"Ladies and Gentlemen, Señores y Señoras."

The announcer spoke slowly, pleased at his bilingual efforts.

"Now the moment we have all been waiting for—the main event between two fine young Puerto Rican fighters, products of our Lower East Side."

"Loisaida,"⁹ called out a member of the audience.

9. **Loisaida** (LO EE SY DAH) *n.*: Puerto Rican English dialect for "Lower East Side."

A READ AND DISCUSS

How has the **conflict** between the two friends changed?

230 “In this corner, weighing 134 pounds, Felix Vargas. And in this corner, weighing 133 pounds, Antonio Cruz. The winner will represent the Boys’ Club in the tournament of champions, the Golden Gloves. There will be no draw. May the best man win.” **A**

The cheering of the crowd shook the window panes of the old buildings surrounding Tompkins Square Park. At the center of the ring, the referee was giving instructions to the youngsters.

“Keep your punches up. No low blows. No punching on the back of the head. Keep your heads up. Understand? Let’s have a clean fight. Now shake hands and come out fighting.”

240 Both youngsters touched gloves and nodded. They turned and danced quickly to their corners. Their head towels and dressing gowns were lifted neatly from their shoulders by their trainers’ nimble fingers. Antonio crossed himself. Felix did the same.

BONG! BONG! ROUND ONE. Felix and Antonio turned and faced each other squarely in a fighting pose. Felix wasted no time. He came in fast, head low, half-hunched toward his right shoulder, and lashed out with a straight left. He missed a right cross as Antonio slipped the punch and countered with one-two-three lefts that snapped Felix’s head back, sending a 250 mild shock coursing through him. If Felix had any small doubt about their friendship affecting their fight, it was being neatly dispelled.

Antonio danced, a joy to behold. His left hand was like a piston pumping jabs one right after another with seeming ease. Felix bobbed and weaved and never stopped boring in. He knew that at long range he was at a disadvantage. Antonio had too much reach on him. Only by coming in close could Felix hope to achieve the dreamed-of knockout.

260 Antonio knew the dynamite that was stored in his amigo brother’s fist. He ducked a short right and missed a left hook. Felix trapped him against the ropes just long enough to pour some punishing rights and lefts to Antonio’s hard midsection. Antonio slipped away from Felix, crashing two lefts to his head, which set Felix’s right ear to ringing.

Bong! Both amigos froze a punch well on its way, sending up a roar of approval for good sportsmanship.

Felix walked briskly back to his corner. His right ear had not stopped ringing. Antonio gracefully danced his way toward his stool none the worse, except for glowing glove burns showing
270 angry red against the whiteness of his midribs. **B**

“Watch that right, Tony.” His trainer talked into his ear. “Remember Felix always goes to the body. He’ll want you to drop your hands for his overhand left or right. Got it?”

Antonio nodded, spraying water out between his teeth. He felt better as his sore midsection was being firmly rubbed.

Felix’s corner was also busy.

“You gotta get in there, fella.” Felix’s trainer poured water over his curly Afro locks. “Get in there or he’s gonna chop you up from way back.” **C**

280 *Bong! Bong!* Round two. Felix was off his stool and rushed Antonio like a bull, sending a hard right to his head. Beads of water exploded from Antonio’s long hair.

Antonio, hurt, sent back a blurring barrage of lefts and rights that only meant pain to Felix, who returned with a short left to the head followed by a looping right to the body. Antonio countered with his own flurry, forcing Felix to give ground. But not for long.

Felix bobbed and weaved, bobbed and weaved, occasionally punching his two gloves together.

290 Antonio waited for the rush that was sure to come. Felix closed in and fainted with his left shoulder and threw a right instead. Lights suddenly exploded inside Felix’s head as Antonio slipped the blow and hit him with a pistonlike left, catching him flush on the point of his chin.

Bedlam broke loose as Felix’s legs momentarily buckled. He fought off a series of rights and lefts and came back with a strong right that taught Antonio respect.

Antonio danced in carefully. He knew Felix had the habit of playing possum when hurt, to sucker an opponent within reach
300 of the powerful bombs he carried in each fist. **D**

B READING FOCUS

Compare and contrast the boys’ actions. In lines 239–271 underline Antonio’s actions. Circle Felix’s actions. How are they similar and different?

C READ AND DISCUSS

Comprehension

What do you learn from the advice of the two trainers?

D VOCABULARY

Word Study

The author states that Felix had the habit of “playing possum when hurt”. Possums (short for opossums) are animals that pretend to be asleep, ill, or dead when in danger. Why might Felix choose to “play possum” when boxing?

A VOCABULARY

Selection Vocabulary

Frenzied means “wild.” Why do you think the use of this word is appropriate in this scene?

B READ AND DISCUSS

Comprehension

How is the match going so far?

A right to the head slowed Antonio’s pretty dancing. He answered with his own left at Felix’s right eye that began puffing up within three seconds.

Antonio, a bit too eager, moved in too close, and Felix had him entangled into a rip-roaring, punching toe-to-toe slugfest that brought the whole Tompkins Square Park screaming to its feet.

310 Rights to the body. Lefts to the head. Neither fighter was giving an inch. Suddenly a short right caught Antonio squarely on the chin. His long legs turned to jelly and his arms flailed out desperately. Felix, grunting like a bull, threw wild punches from every direction. Antonio, groggy, bobbed and weaved, evading most of the blows. Suddenly his head cleared. His left flashed out hard and straight, catching Felix on the bridge of his nose.

Felix lashed back with a haymaker, right off the ghetto streets. At the same instant, his eye caught another left hook from Antonio. Felix swung out, trying to clear the pain. Only the frenzied screaming of those along ringside let him know that he had dropped Antonio. **A** Fighting off the growing haze, Antonio
320 struggled to his feet, got up, ducked, and threw a smashing right that dropped Felix flat on his back.

Felix got up as fast as he could in his own corner, groggy but still game. He didn’t even hear the count. In a fog, he heard the roaring of the crowd, who seemed to have gone insane. His head cleared to hear the bell sound at the end of the round. He was glad. His trainer sat him down on the stool. **B**

In his corner, Antonio was doing what all fighters do when they are hurt. They sit and smile at everyone.

330 The referee signaled the ring doctor to check the fighters out. He did so and then gave his OK. The cold-water sponges brought clarity to both amigo brothers. They were rubbed until their circulation ran free.

Bong! Round three—the final round. Up to now it had been tic-tac-toe, pretty much even. But everyone knew there could be no draw and that this round would decide the winner.



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C READ AND DISCUSS

Comprehension

How does round three connect to the boys' fears of fighting their best fights?

This time, to Felix's surprise, it was Antonio who came out fast, charging across the ring. Felix braced himself but couldn't ward off the barrage of punches. Antonio drove Felix hard against the ropes.

340 The crowd ate it up. Thus far the two had fought with mucho corazón.¹⁰ Felix tapped his gloves and commenced his attack anew. Antonio, throwing boxer's caution to the winds, jumped in to meet him.

Both pounded away. Neither gave an inch and neither fell to the canvas. Felix's left eye was tightly closed. Claret-red blood poured from Antonio's nose. They fought toe-to-toe.

The sounds of their blows were loud in contrast to the silence of a crowd gone completely mute. The referee was stunned by their savagery.

350 *Bong! Bong! Bong!* The bell sounded over and over again. Felix and Antonio were past hearing. Their blows continued to pound on each other like hailstones.

Finally the referee and the two trainers pried Felix and Antonio apart. Cold water was poured over them to bring them back to their senses. C

They looked around and then rushed toward each other. A cry of alarm surged through Tompkins Square Park. Was this a fight to the death instead of a boxing match?

10. **mucho corazón** (MOO CHO KO RA SOHN): Spanish for "a lot of heart."

A LITERARY FOCUS

Underline details that build suspense right up to the **climax** of the story. Circle the **resolution** that shows whether Antonio and Felix can still be friends. What do you think of what has happened here?

360 The fear soon gave way to wave upon wave of cheering as the two amigos embraced.

No matter what the decision, they knew they would always be champions to each other.

BONG! BONG! BONG! “Ladies and Gentlemen. Señores and Señoras. The winner and representative to the Golden Gloves Tournament of Champions is ...”

The announcer turned to point to the winner and found himself alone. Arm in arm the champions had already left the ring. **A**

5 Question Test

1. Once a farmer and a potter jointly hired a camel, and each filled one side of the saddle with his goods. As he went along the road, the camel took a mouthful every now and then from the farmer's bag of vegetables. This provoked a laugh from the potter, who thought he had the best of the bargain. But the time came for the camel to sit, and he naturally sat on the heavier side, bearing down on the pots. This caused the pots to break in the bag, and then the farmer had all the laughs to himself.

What is the theme of this passage?

- A. It is important to prepare for the future.
- B. Greediness doesn't pay off in the end.
- C. A fool and his money are soon parted.
- D. He who laughs last, laughs best.

Echo and Narkissos

A Greek Myth

There was once a youth named Narkissos who hailed from Thespieae in a land called Boeotia. He was reported to be the most handsome man in all history. Women were so taken by his beauty that they threw themselves at him and sought to marry him. But Narkissos was known for being notoriously cruel to the women who loved him. He ignored their affections and cast them away harshly without kindness or politeness.

One day, the nymph Echo saw Narkissos walking through the woods, and she fell completely in love with him. She followed him, hoping to speak to him, but Echo was cursed. She could not speak first without being spoken to and, then, she could only repeat what was said to her. So Echo followed Narkissos through the woods, and when the youth heard footsteps behind him, he turned and asked, "Who is there?" Echo responded, as she only could repeat what was said, "Who is there?" Narkissos turned and continued walking. After a while, Echo grew tired of following Narkissos and rushed to embrace him. As Narkissos had always before, he pushed her away and refused to return her affections.

Echo was heartbroken and fled into the woods to wander until she wasted away.

Nemesis, the goddess of revenge, heard the tale of what happened to Echo, and she decided to punish Narkissos. She cast a spell and forced the youth to fall in love with himself. As Narkissos was wandering through the woods, he caught sight of his own reflection in the pond. He was so in love with his own face that he could not look away, and so he sat there on the bank of the pond. He could not turn away. Eventually, he died because he could do nothing else but stare at his own beauty. The goddess Hera took pity on him and turned him into a water lily so that he may lean over the water and see his reflection forever.

2. What is the **theme** of the story?

- A. Some spurned girls can cause a lot of problems.
 - B. It is wrong for mortals to anger the gods.
 - C. It is easier to be successful if you are beautiful.
 - D. It is wrong to love yourself above others.
-

The Jungle of Justice

CHARACTERS:

CROW

PEACOCK

SETTING: *A dense forest during spring. Peacock is dancing about. Crow slowly descends from the sky to the ground.*

CROW: *(as loud as he can)* How did you get to be so colorful?

PEACOCK: *(first, looks around and then sees the crow at his feet)* Are you asking me?

CROW: Why, of course. Who else is so bright around here?

PEACOCK: Why do you want to know?

CROW: I am tired of having just one color all over me.

PEACOCK: I used to be like that a long time ago.

CROW: What happened then?

PEACOCK: *(admires his feathers, as he talks)* I was resting on top of a green hill. I saw an arch fall from the sky. It started dropping colors.

CROW: So, you drank it?

PEACOCK: No, I stopped the color from bleeding from the arch. It was the rainbow. She blessed me with colors for saving her life.

3. What is the **best** way to describe the theme in this drama?

- A. If you ask questions, you will get the answers.

- B. Everyone wants to be interesting and colorful.
 - C. Everybody needs some help when facing trouble.
 - D. If you do a good deed, you will be rewarded.
-

My Mother's Amulet

It wasn't just the way she left a kiss
On my forehead —
the tiny smack,
and the cherry lipstick,
and how she pushed my hair,
but gently held my face.
She watched how long I waited
before I wiped the color from my skin,
if I even dared.
She wanted all the evil eyes in the world
to know how I was guarded by a spell—
One mixed with love and strength
And the cherry red.

4. What is the **best** way to describe the theme of the poem?
- A. A mother's love can protect you from evil.
 - B. Cherry lipstick can scare away evil beings.
 - C. Friends and family are important in life.
 - D. You are sometimes your own worst enemy.
-

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PEACOCK: *(admires his feathers, as he talks)* I was resting on top of a green hill. I saw an arch fall from the sky. It started dropping colors.

CROW: So, you drank it?

PEACOCK: No, I stopped the color from bleeding from the arch. It was the rainbow. She blessed me with colors for saving her life.

5. What does the peacock have that the crow wants?

- A. his strong beak
 - B. his dancing skills
 - C. his colorful feathers
 - D. his story of the rainbow
-

Name:

Date Accomplished:

Lesson 1.1 Positive Rational Numbers

Objective: Fluently Add and Subtract Decimals

You annex one or more zeros in the following addition or subtraction problems.

$$\begin{array}{r} 1.450 \\ + 3.589 \\ \hline 5.039 \end{array}$$

$$\begin{array}{r} 27,779.700 \\ - 18,998.925 \\ \hline 8,780.775 \end{array}$$

$$\begin{array}{r} 4.1111 \\ + 0.6000 \\ \hline 4.7111 \end{array}$$

To add decimals, line up place values and add.

To subtract decimals, line up place values and subtract. Regroup is needed.

1. $5.9 + 2.7$

2. $4.01 - 2.95$

3. $6.8 - 1.45$

4. $9.62 - 0.3$

5. $2.57 + 7.706$

6. $15 - 6.108$

Name:

Date Accomplished:

Lesson 1.1 Positive Rational Numbers

Objective: Multiply Decimals

Place value is important in multiplying decimals.

To multiply decimals, multiply as you would with whole numbers. Then use the number of decimal places in the factors to place the decimal point in the product.

$$\begin{array}{r} 1.35 \text{ ----- number of decimal places: 2} \\ \times 4.6 \text{ ----- number of decimal places: 1} \\ \hline 810 \\ + 5400 \\ \hline 6.210 \text{ ----- number of decimal places: } 2 + 1 = 3 \end{array}$$

1. $4 \times 0.94 =$

2. $5 \times 0.487 =$

3. $3.4 \times 6.8 =$

4. $3.9 \times 0.08 =$

5. $5.3 \times 2.7 =$

6. $8 \times 0.2 =$

Name:

Date Accomplished:

Lesson 1.2 Positive Rational Numbers

Objective: Fluently Divide Whole Numbers and Decimals

To divide by a decimal, **rewrite** the decimal so that you are dividing by a **whole number**. Multiply Both the divisor and the dividend by the same power of 10. Then divide as you would with whole numbers.

$$\begin{array}{r} 35.5 \div 0.16 = \\ \begin{array}{r} 100 \\ \times 35.2 \\ \hline 200 \\ 5000 \\ + 30000 \\ \hline 3,520.0 \end{array} \end{array}$$

$$\begin{array}{r} 220 \\ 16 \overline{)3,520} \\ \underline{- 32} \\ 32 \\ \underline{- 32} \\ 0 \end{array}$$

1. $2,789 \div 36$

2. $153 \div 2$

3. $34.75 \div 5$

4. $215.25 \div 5$

5. $5.3 \div 0.2$

6. $215 \div 2$

Name:

Date Accomplished:

Lesson 1.3 Positive Rational Numbers

Objective: Multiply Fractions

Find the product of $\frac{3}{4} \cdot \frac{1}{2} \cdot \frac{1}{2} =$

Step 1. Multiply numerators and denominators together

- a. Multiply all numerators $3 \cdot 1 \cdot 1 = 3$
- b. Multiply all denominators $4 \cdot 2 \cdot 2 = 24$

Step 2. Reduced by canceling out common factors

- a. $3 = 1 \cdot 3$
- b. $24 = 8 \cdot 3$
- c. Cancel out the common factor 3.

Final answer is $\frac{1}{8}$

1. $\frac{2}{3} \times \frac{1}{2} =$

2. $\frac{7}{10} \times \frac{3}{4} =$

3. $\frac{5}{6} \times \frac{3}{7} =$

4. $\frac{5}{9} \times \frac{1}{9} =$

5. $\frac{4}{11} \times \frac{2}{5} =$

6. $\frac{1}{3} \times \frac{1}{4} =$

Name:

Date Accomplished:

Lesson 1.3 Positive Rational Numbers

Objective: Multiply Mixed Fractions

Multiply the two mixed fractions $6 \frac{3}{7}$ and $1 \frac{4}{5}$

Step 1. Convert to improper fractions

- a. Multiply the whole number by the denominator and add the numerator $6 \frac{3}{7} = \frac{(6 \times 7) + 3}{7} = \frac{45}{7}$
- b. Multiply the whole number by the denominator and add the numerator $1 \frac{4}{5} = \frac{(1 \times 5) + 4}{5} = \frac{9}{5}$

Step 2. Multiply the improper fractions

$$\frac{45}{7} \cdot \frac{9}{5} = \frac{405}{35}$$

Step 3. Reduce the fraction

Since 405 and 35 are divisible by 5. Divide both by 5

$$\frac{405}{35} \div \frac{5}{5} = \frac{81}{7}$$

Step 4. Convert back into a mixed number.

81 divided by 7 is 11 and remainder 4 and retain the denominator 7

Final answer is $11 \frac{4}{7}$

1. $3 \frac{1}{2} \times 2 \frac{1}{3} =$

2. $5 \frac{1}{4} \times 2 \frac{2}{3} =$

3. $7 \frac{3}{4} \times 1 \frac{1}{2} =$

4. $3 \frac{3}{4} \times 1 \frac{1}{4} =$

5. Edward had a lump of play doh that was $2\frac{1}{2}$ inches long. If he stretched it out to 3 times its current length how long would it be?

6. Robin bought a bunch of packages of gum at the gas station and ate $\frac{1}{7}$ of a package each week. How much would she have eaten after 4 weeks?

7. Maria had 4 full cement blocks and one that was $\frac{5}{9}$ the normal size. If each full block weighed $3\frac{8}{9}$ pounds, what is the weight of the blocks Maria has?

8. A bag of pistachios is $2\frac{1}{4}$ ounces. If you have $\frac{4}{5}$ of a bag, how many ounces does it weigh?

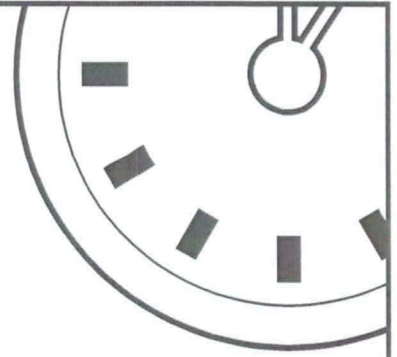
9. A glass of lemonade took $2\frac{1}{2}$ scoops of sugar to make. If you wanted to make 3 glasses, how many scoops of sugar would you need?

10. An old wooden post was $3\frac{3}{4}$ feet long. If you were to cut off $\frac{2}{6}$ of it, how much would you have cut off?




NAME: _____



MINUTE 21



1. A state lottery might give out ten _____ dollars as a top prize.
a. million b. billion c. trillion

2. Which of the following shapes has only two right angles?
a.  b.  c. 

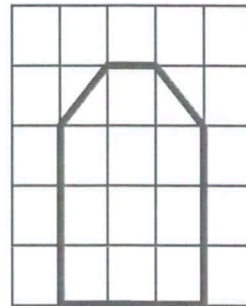
3. $\frac{1}{2}$ of 40 =

4. $\frac{1}{3} \times \frac{1}{8} =$

5. $\frac{5+3+4}{6} =$

6. Describe the rule for this pattern: 2, 7, 6, 11, 10, 15. . . . _____

7. Find the area of the hexagon. _____



8. $2 \cdot 3 \cdot \square = 30$

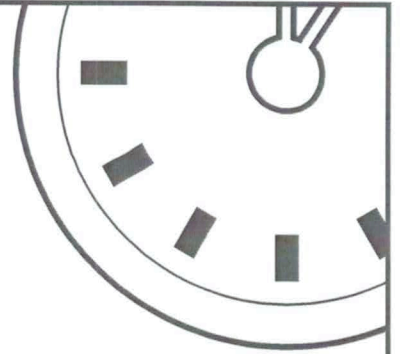
9.
$$\begin{array}{r} 6,000 \\ - 5,386 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 4,508 \\ - 1,207 \\ \hline \end{array}$$

NAME: _____



MINUTE 22



1. If it is 5:12 now, what time was it 24 minutes ago? _____

2. Which of the following letters has one line of symmetry? E F N

3. $\frac{1}{3}$ of 9 =

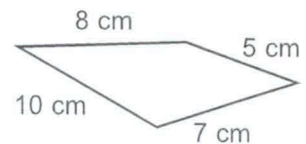
4. $\frac{1}{5} \cdot \frac{4}{7} =$

5. $4(5 + 11) =$

6. The third number in each of these rows is found by _____.

1	1	2
2	3	5
5	10	15
10	10	20

7. Find the perimeter of the shape to the right. _____



8. Find the sum of the second (shaded) column. _____

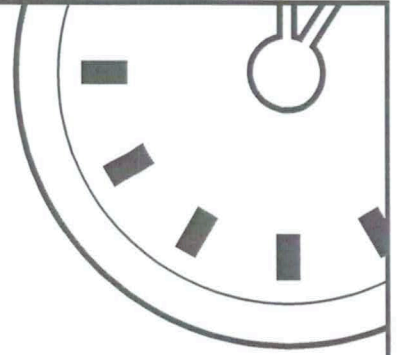
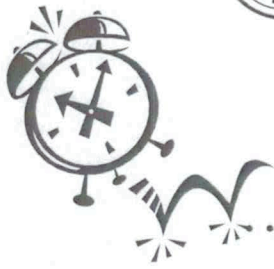
1	2	9
5	8	6
4	3	7

9. $16 \div 4 =$ $18 \div 3 =$ $15 \div 5 =$

10.
$$\begin{array}{r} 34 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 4 \\ \hline \end{array}$$

NAME: _____



MINUTE 23

1. Round each number to the nearest 1,000.

1,238 = _____ 1,850 = _____ 3,320 = _____

2. Which of the following letters has two lines of symmetry? H W L V

3. $\frac{1}{4}$ of 12 =

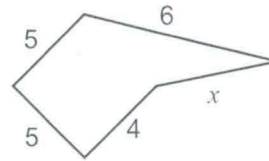
4. If $\frac{1}{5} + \frac{1}{5} = \frac{a}{5}$, then $a =$ _____.

5. $3 + 4 \cdot 2 + 6 =$

6. Complete the pattern box.

2	5	8	12
10	25		

7. If the perimeter of this shape is 25, then $x =$ _____.



8. The sum of the third (shaded) column is _____.

1	2	9
5	8	6
4	3	7

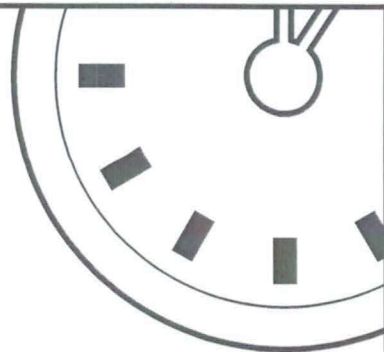
9. $9 \times 6 =$ $9 \cdot 8 =$ $(9)(9) =$

10. $\square \div 4 = 9$ $\square \div 6 = 8$ $\square \div 5 = 7$

NAME: _____



MINUTE 24



1. What is the value in cents of 10 quarters and 2 dimes? _____

2. Which of the following represents a line?



3. Which fraction represents $15 \div 2$?

- a. $\frac{2}{15}$ b. $\frac{15}{2}$ c. $\frac{15}{15}$ d. $\frac{2}{2}$

4. $\frac{2}{7} + \frac{3}{7} =$

5. $4 + 7 + \square = 32$

6. Fill in the empty square to the right by following the pattern given.

3	8		6
9	24	30	18

7. The width of a rectangle is 4 feet. If the area is 36 ft.^2 , then the length = _____.

8. Find the sum of the first column. _____

1	2	9
5	8	6
4	3	7

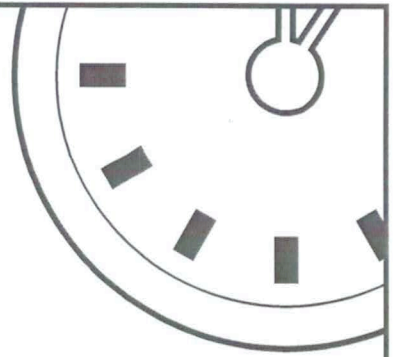
9.
$$\begin{array}{r} 86 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 10 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 50 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 60 \\ \hline \end{array}$$

NAME: _____



MINUTE 25

1. Kelly has \$10, which is \$2 more than Tina has. How much money does Tina have?

2. Which of the following represents a ray?

a.



b.



c.



3. Which of the following represents the division problem $16 \div 9$ as a fraction?

a. $\frac{9}{16}$

b. $\frac{16}{16}$

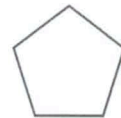
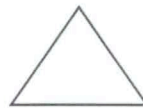
c. $\frac{16}{9}$

d. $\frac{6}{19}$

4. $\frac{5}{7} + \frac{6}{7} =$

5. Use +, -, \times , or \div to complete. $7 \square 5 = 35$

6. How many sides should the next shape in the pattern have? _____



7. If every side of an octagon is 6 inches, what is the perimeter? _____

8. What is the product of the first (shaded) row? _____

1	2	9
5	8	6
4	3	7

9. Find the remainders for $3\overline{)14}$ and $5\overline{)17}$. _____

10. $\frac{1}{2}$ of 12 =

$\frac{1}{2}$ of 18 =

Canyon Day Junior High Virtual Lesson Plan

Teacher: Putman, Floro, Catalona, Smith

Class: Social Studies Date: May 4-8

Week of:	
Standard	<p>SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</p> <p>C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.</p> <p>G1: The use of geographic representations and tools helps individuals understand their world.</p>
Learning Goal	I will explore technology changed the way people lived.
Success Criteria	I can read the passages and answer questions, and cite by underlining in the text where I go the answer from.
Assignments that are to be completed for each day.	
Monday	<p>Read "Lesson 1"</p> <p>Answer questions in words and phrases. Underline where in the text you found this information</p>
Tuesday	<p>Read "Lesson 1"</p> <p>Answer questions in words and phrases. Underline where in the text you found this information</p>
Wednesday	<p>Read "Lesson 2"</p> <p>Answer questions in words and phrases. Underline where in the text you found this information</p>
Thursday	<p>Read "Lesson 2"</p> <p>Answer questions in words and phrases. Underline where in the text you found this information</p>
Friday	

Age of Exploration and Trade

Lesson 1 The Age of Exploration

ESSENTIAL QUESTION

How does technology change the way people live?

GUIDING QUESTIONS

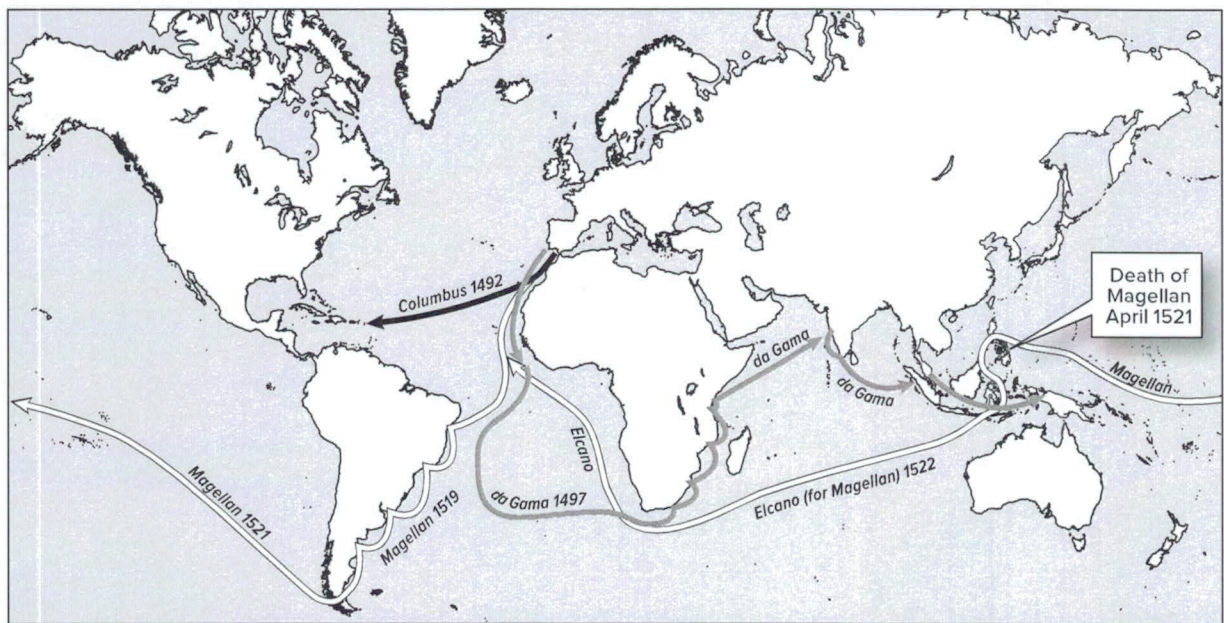
1. *Why did Europeans begin to explore the world?*
2. *Which leaders were responsible for European exploration of the world?*

Terms to Know

conquistadors Spanish soldiers who conquered people in other lands

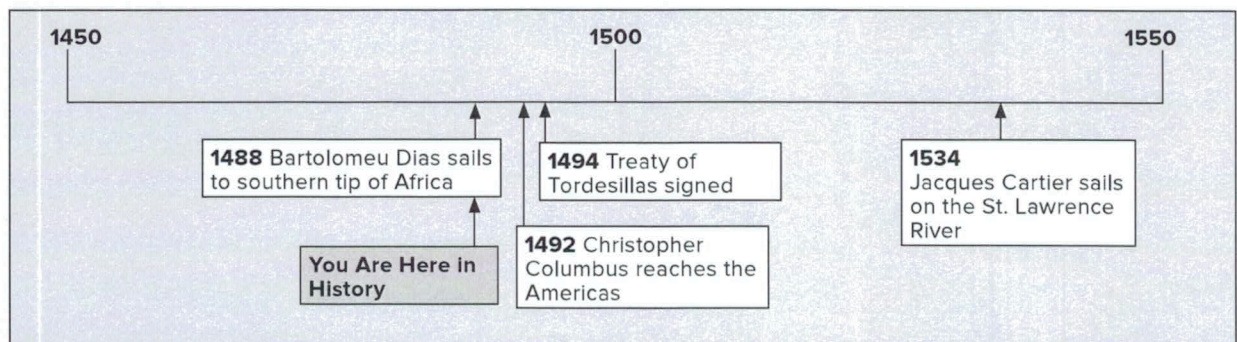
circumnavigate to go completely around something, such as the world

Where in the world?



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When did it happen?



Age of Exploration and Trade

Lesson 1 The Age of Exploration, *Continued*

Europe Gets Ready to Explore

In the 1400s and 1500s, countries in Western Europe began exploring the world. They wanted spices, silk, and other goods from Asia.

Political change in the countries between Europe and Asia made it more difficult and expensive to trade goods by land. If European traders could not get there by land, maybe they could get there by sea. Their ships, however, were not equipped to travel the Atlantic Ocean.

By the 1400s, they had the tools they needed. From the Arabs, they learned about the astrolabe and the compass. The astrolabe was an ancient Greek tool used to find latitude. The compass was a tool that sailors used to figure out which direction they were going.

European shipbuilders made better ships. They used sails invented by the Arabs that were shaped like triangles. These sails let a ship go in any direction. No longer did they have to go just where the wind blew.

By the 1400s, many people in Europe knew the world was round. However, they had maps of only Europe and the Mediterranean region. Sailors began to study ancient maps and books.

What Europeans Needed to Find Asia

- astrolabe and compass for directions
- sails for ships
- maps from Ptolemy and al-Idrisi

A Greek geographer named Claudius Ptolemy had drawn maps of the world. He wrote down the latitude and longitude of over 8,000 places. Europeans began studying his maps. Sailors and explorers were able to get copies of the maps because of the invention of the printing press.

Sailors also studied the works of an Arab geographer named al-Idrisi. Europeans learned about the Indian Ocean. They decided that sailing around Africa was the best way to get to Asia.

Even though the Europeans had new tools, exploration was still dangerous and costly. During this time, towns and trade also grew. This made Europe's governments stronger. By the 1400s, four kingdoms were looking for a sea route to Asia. All of them had ports on the Atlantic Ocean. The race was on between England, Portugal, Spain, and France.

 **Marking the Text**

1. Underline the reason Europeans decided to sail to Asia.

 **Describing**

2. What improvements did Europeans make to their ships?

 **Identifying**

3. Who were Ptolemy and al-Idrisi?

 **Reading Check**

4. How did new technology make it possible for Europeans to make long ocean voyages?

Age of Exploration and Trade

Lesson 1 The Age of Exploration, *Continued*

FOLDABLES®



Describing

5. Place a two-tab Foldable along the dotted line to cover the text *Early Voyages of Discovery*. Cut the tabs in half to form four tabs. Title the anchor tab *Explorers*. Label the four tabs *Portugal*, *Spain*, *England*, and *France*.

Identify the explorers of each country and briefly describe their travels in the new world.



Drawing Conclusions

6. Why was Portugal able to begin exploring before other countries?



Marking the Text

7. Circle the names of explorers who came to the Americas.

Early Voyages of Discovery

In the early 1400s, England and France were still fighting each other, and Spain was battling the Muslims. Portugal was free to lead the way to explore new trade routes to Asia. Prince Henry of Portugal paid for many voyages of exploration. About 1420, his sailors traveled along Africa's west coast. They made maps of what they found.

In 1488 Bartolomeu Dias reached the southern tip of Africa. Nine years later, Vasco da Gama rounded the tip of Africa. He raced across the Indian Ocean to the southwest coast of India. He had found a water route to East Asia.

An Italian navigator then came up with a different plan to get to Asia. His name was Christopher Columbus. He decided to sail west, not east, across the Atlantic Ocean.

Columbus had three ships: the *Santa María*, the *Niña*, and the *Pinta*. They left Spain in 1492 and headed west. After many weeks, they finally saw land. Columbus thought he was in Asia. He did not realize he was in the Americas.

He made several more trips. He brought **conquistadors**, or Spanish soldier-explorers, with him to conquer the people of the new lands. Europeans eventually realized they had found new continents.

Major explorers:

- Bartolomeu Dias
- Vasco da Gama
- Christopher Columbus
- Ferdinand Magellan
- John Cabot
- Giovanni da Verrazano

The English heard about Columbus's trip. They also wanted to find a route to Asia. In 1497 John Cabot headed across the Atlantic Ocean. Cabot came to the coast of Canada. He did not find a path to Asia. Cabot was lost at sea on his second trip. He was never heard from again.

In 1520 Ferdinand Magellan sailed south along the coast of South America. He found a way around the continent. He then went west. His sailors almost starved. After four months at sea, they reached the present-day Philippines. There, Magellan died

Age of Exploration and Trade

Lesson 1 The Age of Exploration, *Continued*

in a battle between local groups. His crew then went west across the Indian Ocean. They went around Africa and back to Spain. They were the first known people to **circumnavigate**, or sail around, the world.

In 1524 France sent Giovanni da Verrazano to find a northern route to Asia. He drew maps of the east coast of America, but he did not find a way to Asia. Ten years later, Jacques Cartier entered the St. Lawrence River. He claimed much of eastern Canada for France.

After these early trips, France stopped exploring for a time. By the mid-1500s, France and England were involved in religious conflicts and civil wars. It wasn't until the early 1600s that these countries began exploring again. Spain and Portugal had territories in South America, Mexico, and the Caribbean. So France and England began to establish their colonies in North America.

Check for Understanding

List five things Europeans needed to find a new route to Asia.

1. _____
2. _____
3. _____
4. _____
5. _____

List two explorers who reached Asia from different directions.

6. _____
7. _____

Defining

8. What does it mean to circumnavigate something?

Reading Check

9. Why was it important for the explorers of the Americas to use information they learned from earlier explorers?

FOLDABLES®

10. Place a two-tab Foldable along the dotted line. Title the anchor tab *Technology & Exploration*. Label the two tabs *Advances in Ships and Sailing* and *Explorers Try to Reach Asia*.

On both sides of the tabs, write five or more words that you remember about technology and exploration.

Glue Foldable here