Subject/ Date	Monday 5/4	Tuesday 5/5	Wednesday 5/6	Thursday 5/7	Friday 5/8
Language Arts	- QW: If you could be any age right now, how old would you be, and why?	- Lesson 1.11 - Lesson 1.1-1.11 Review	- QW: What qualities do you have that make you a good student? What qualities do you wish you had?	- Lesson 1.12 - Lesson 1.13	- QW: If you could turn the school cafeteria into a restaurant, what kind of food would it serve?
Math	- M3: 124-125	- M3: 126-127	- M3: 128-129	- M3: 130-131	- Commutative Property
Science	- Workbook 126		- Workbook 127		- Wrkbk 128
Social Studies		- Text 7.3.1 “A Demanding Journey”		- Text 7.3.2 “Goods”	
Study Skills	- Work Completion	- Work Completion	- Work Completion	- Work Completion	- Work Completion

Ms. Aguilera’s Information:

- Office Hours: 10am-12pm
- Email: aaguilera@tusd.net
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- Phone: 209-337-4386

Información de la Sra. Aguilera:

- Horario de atención: 10 am-12pm
- Correo electrónico: aaguilera@tusd.net
    - En la línea de asunto, escriba "Ayuda a distancia".
- Teléfono: 209-337-4386

Aguilera, Room 17

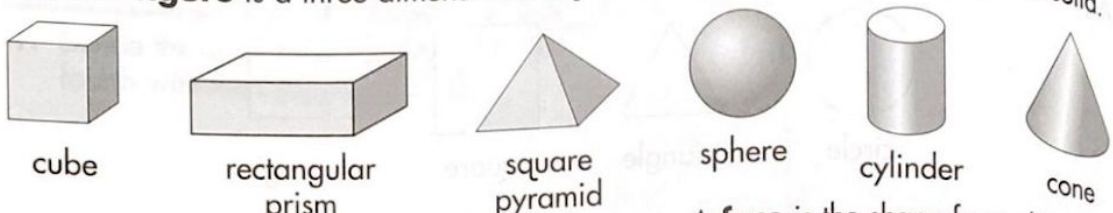
MONDAY 5/4/20

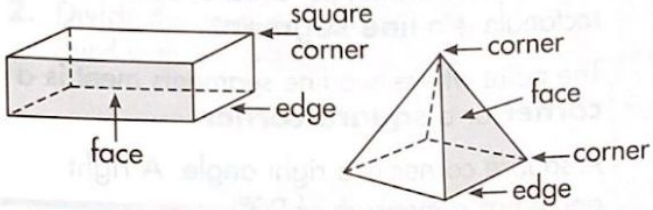
Quickwrite: If you could be any age right now, how old would you be, and why?

NAME _____

Lesson 9.2 Solid Figures

A **solid figure** is a three-dimensional object. Solid figures may be hollow or solid.





A **face** is the shape formed by the edges of a solid figure.

An **edge** is where 2 faces intersect.

A **vertex** or **corner** is the point where 3 or more edges come together.

Complete the table.

	Solid Figure	Number of Square Faces	Number of Rectangle Faces	Number of Triangle Faces
1.	cube			0
2.	rectangular prism			
3.	square pyramid	1		

4. How many edges does a sphere have? _____ edges
5. How many edges does a square pyramid have? _____ edges
6. How many edges does a cube have? _____ edges
7. How many edges does a rectangular prism have? _____ edges
8. How many corners does a square pyramid have? _____ corners

Give a physical example of each of the following plane figures.

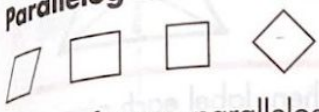
	a	b	c
9.	cube sugar cube	rectangular prism	square pyramid
10.	sphere	cylinder	cone

NAME _____

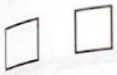
Lesson 9.3 Classifying Quadrilaterals

Quadrilaterals are four-sided shapes. To be a quadrilateral, all four sides must be connected.

Parallelograms are quadrilaterals with two sets of parallel sides.

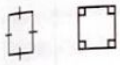


Rectangles are parallelograms with four right angles.



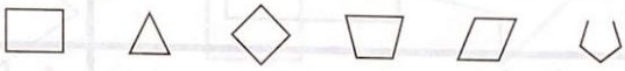
Rhombuses are parallelograms with four sides of equal length.

Squares are rectangles with four equal sides. They are also rhombuses with four right angles.



Circle the shapes named. Then, answer the question.

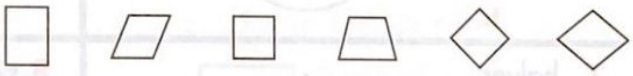
1. Circle the quadrilaterals.



2. Circle the parallelograms.

3. Circle the rectangles.

4. Circle the rhombuses.



5. Circle the squares.

6. Which of the shapes defined above fits into all five categories?

_____

Name _____ Date _____ Class _____

Winds (pages 282–288)

What Is Wind? (page 283)

Key Concept: **Winds are caused by differences in air pressure.**

- **Wind** is the sideways movement of air. Air moves from an area of high pressure to an area of low pressure.
- Differences in air pressure are caused by differences in how places are heated by the sun. Warm air is less dense and has lower pressure than cooler air.
- The name of a wind tells you where the wind is coming from. For example, a west wind blows from the west.
- Wind speed is measured with an **anemometer** (an uh MAHM uh tur).
- The increased cooling you feel when a cold wind blows over your skin is called the **wind-chill factor**.

Answer the following questions. Use your textbook and the ideas above.

1. Read each word in the box. In each sentence below, fill in the correct word or words.

wind	anemometer	air pressure

a. Wind speed is measured with a(an) _____.

b. The sideways movement of air is called _____.

2. Is the following sentence true or false? Air moves from an area of high pressure to an area of low pressure.

_____

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TUESDAY 5/5/20

NAME _____

Lesson 1.11 Subject-Verb Agreement

Verbs must agree in number with the subject of the sentence. If the subject is singular, use a singular verb. If the subject is plural, make sure to use a plural verb.

The shirt *fits* just right. The movies *were* sold out.

If the subject is a **compound subject**, two or more subjects, connected by the word *and*, then a plural verb is needed.

Erika and Chris *photograph* the birds. Erika *photographs* the birds.

If the subject is a compound subject connected by the words *or* or *nor*, then the verb will agree with the subject that is closer to the verb.

Neither Wanita nor Susan *likes* chocolate pie. (Susan likes)
Do Wanita or her sisters *like* chocolate pie? (sisters like)

If the subject and the verb are separated by a word or words, be sure that the verb still agrees with the subject.

Susan, as well as her coworkers, *wants* to complete the project. (Susan wants)

If the subject is a **collective noun**, a singular word that represents a group, like *family* and *team*, then a singular verb is generally used.

The family *is* ready to go. The team *runs* one mile every day.

When using the phrases *there is, there are, here is,* and *here are,* make sure that the subjects and verbs agree.

There is one piece of pizza left. Here is the right path to take.
There are many pieces left. Here are the bikes we're supposed to use.

Complete It

Circle the correct verb for each sentence.

1. Troy (help, helps) his sister with her homework after school.
2. Troy and Billy (help, helps) their sister with her homework after school.
3. Do Sally or her brothers (bike, bikes) to school?
4. There (is, are) one store that I like at that mall.
5. Here (is, are) the books on that subject.

NAME _____

Review Chapter 1 Lessons 1–11

Review: Common Nouns, Proper Nouns, Regular Plurals, Irregular Plurals, Subject Pronouns, Object Pronouns, Pronoun Agreement

Putting It Together

Answer the following questions by circling the letter of the best answer.

1. Which sentence contains a common noun?
   a. I visited Yellowstone National Park.
   b. I liked seeing the animals.
   c. I heard that you went to Everglades National Park.

2. Which sentence contains a proper noun?
   a. The U.S. Capitol is in Washington, D.C.
   b. History is one of my favorite subjects.
   c. I like to study science.

3. Which sentence contains a regular plural noun?
   a. I liked seeing the moose at the park.
   b. The geese were in the pond and then they flew overhead.
   c. The cats liked playing together.

4. Which sentence contains an irregular plural noun?
   a. The dogs loved playing in the water.
   b. Rabbits make great pets.
   c. The mice scurried under the floorboards.

5. Which sentence contains a subject pronoun?
   a. Ava went on a science field trip.
   b. She went on a science field trip.
   c. Aaron went on a science field trip.

6. Which sentence contains an object pronoun?
   a. The team captain picked me.
   b. The team captain picked Sandy to play.
   c. He picked the best player to be on his side.

7. Which sentence has an incorrect use of pronoun agreement?
   a. The brothers left his jackets on the field.
   b. Diane picked up her books at the library.
   c. Jason forgot his books at the library.

NAME _____

Review Chapter 1 Lessons 1–11

Review: Regular Past Tense Verbs, Irregular Past Tense Verbs, Action Verbs, Helping Verbs, Linking Verbs, Perfect Tense, Verb Shifts, Verb Agreement

Draw a line from the word or phrase in Column A with the word or phrase that it describes in Column B.

Column A	Column B
1. sound	Past Tense Regular Verb
2. The books are heavy.	Past Tense Irregular Verb
3. should	Helping Verb
4. taught	Linking Verb
5. whispered	Subject/Verb Agreement

Read each sentence. If the underlined verb is in the past perfect tense, write **PP** on the line. If it is in the present perfect, write **PR**, and if it is in the future perfect, write **FP**.

1. _____ Lola had dreamed the same dream three nights last week.
2. _____ By the end of our trip, we will have visited more than ten state parks.
3. _____ Emilio has been getting his hair cut here for his entire life.
4. _____ Austin will have made twelve new paintings at the end of this semester.
5. _____ Dr. Mohammed had thought that Mom had shingles before the examination.

In the following paragraph, there are four shifts in verb tense. Circle each one you find.

After college, Molly plans to join the Peace Corps. She applies last year and was accepted. Mom and Dad knew how important it was to her, so they throw her a big party. It will be strange to have my big sister go so far away, and I know I missed her a lot. I am looking forward to hearing about all her experiences in Africa. I saved all her letters to me.

NAME _____

Lesson 9.4 Dividing Shapes

Halves = 2 equal pieces

Thirds = 3 equal pieces

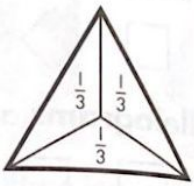
Fourths = 4 equal pieces

Fifths = 5 equal pieces

and so on . . .

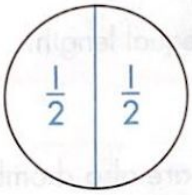
Divide this shape into thirds.

Label each third.

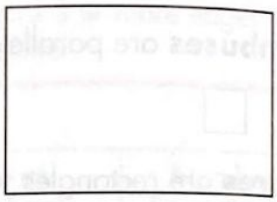


Divide each shape into the given amount of equal parts. Then, label each piece with the appropriate fraction.

1. halves

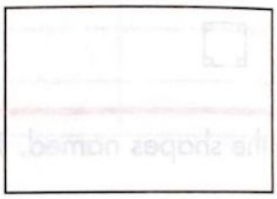


2. thirds



3. thirds

4. halves



5. fourths

6. fifths

7. halves

8. fourths

NAME _____

Check What You Learned

Geometry

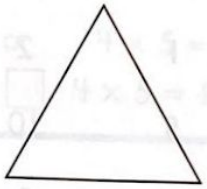
Divide each shape into the given amount of equal parts. Then, label each piece with the appropriate fraction.

1. fifths

a

thirds

b



2. halves

fourths

Name each four-sided figure.

3.

a

_____

b

_____

c

_____

d

_____

How many sides or edges are there on these figures?

4.

a

_____

b

_____

c

_____

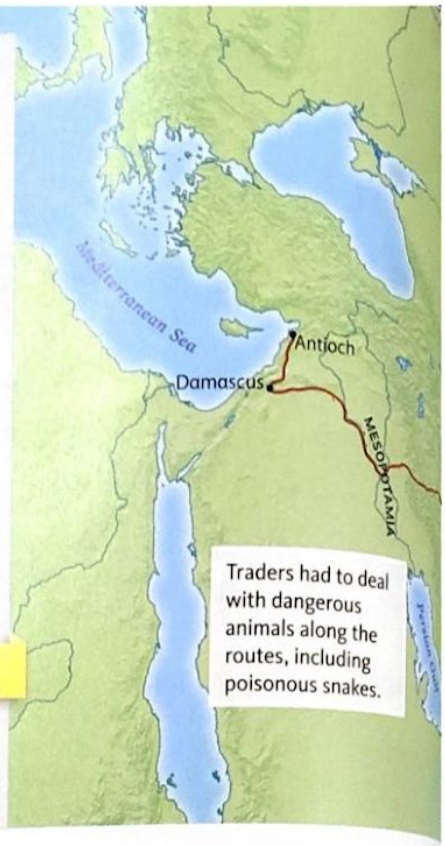
d

_____

CHAPTER 9 POSTTEST

3.1 The Silk Roads

The desert sun beats down on your back as you trudge wearily across the sand. Peering ahead, all you see is a long line of camels, each loaded with bundles of silk. Still, you know that the profit you'll make from trading these goods will make your journey worthwhile.



Traders had to deal with dangerous animals along the routes, including poisonous snakes.

MAIN IDEA

The Silk Roads were some of the world's most important international trade routes.

CAMELS

Camels sometimes bite and spit, but they're terrific on a long journey—like one along the Silk Roads. They can store fat in their humps and survive without eating or drinking for days. When they get a chance to drink, however, they can take in as much as 25 gallons of water at one time.

ROUTES ACROSS ASIA

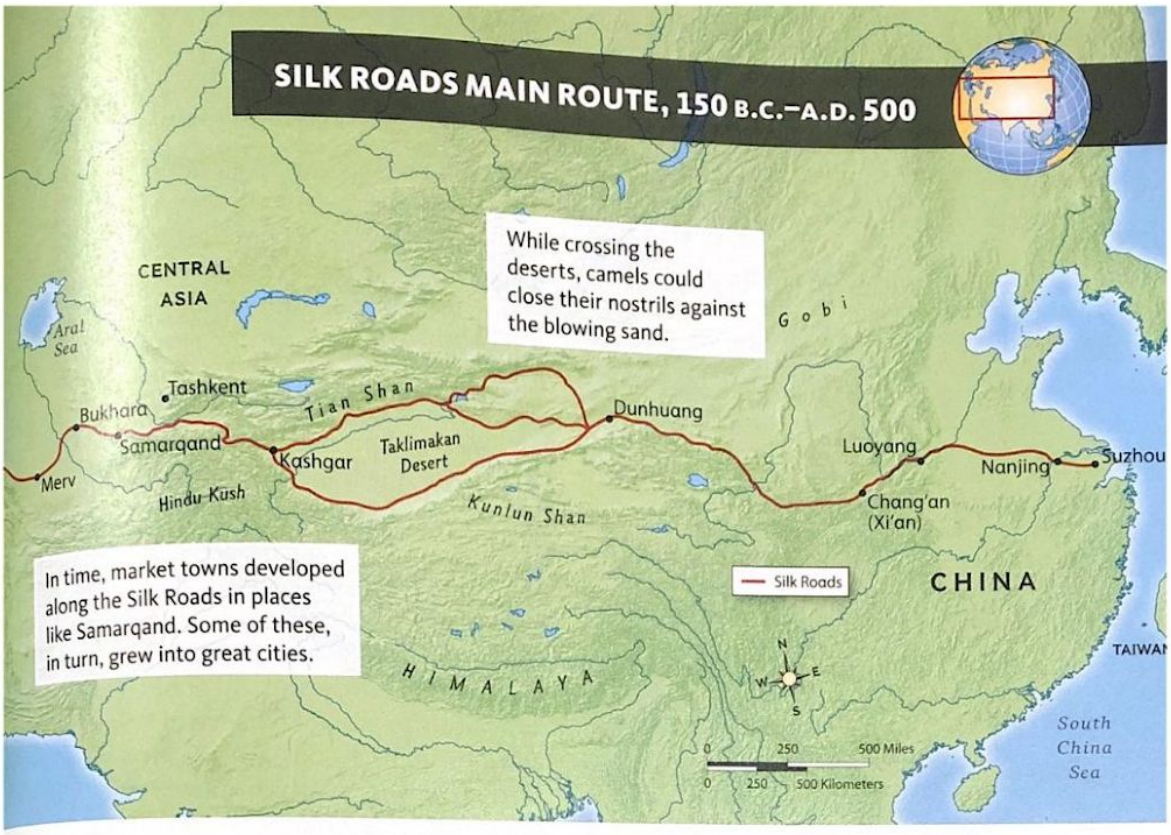
You have learned about ancient China's legacy of inventions, culture, and ideas. However, a series of international trade routes called the **Silk Roads** is also one of China's great legacies. The Silk Roads had been well established by 100 B.C., but the name for the routes was coined many centuries later. A German geographer came up with the name because silk was the main good China traded on the routes. The Silk Roads brought great wealth to China and its trading partners.

The Silk Roads began as a network of local overland routes. These eventually joined to form a huge network that connected China with the rest of Asia, Europe, and Africa. The main route stretched more than 4,000 miles and ran from China through Central Asia and Mesopotamia. Other land routes branched off the main road. Some of these routes brought traders to northern India.

The Silk Roads also included **maritime**, or sea, routes. Traders could sail along these routes to the Mediterranean Sea and to Europe. Other maritime routes led across the Indian Ocean to East Africa and across the Pacific Ocean to Korea, Japan, and Southeast Asia.

A DEMANDING JOURNEY

Chinese goods might have traveled thousands of miles, but Chinese traders did not. They traded their goods somewhere around Kashgar, near China's western border. They may have passed



their goods along to Central Asian nomads. The nomads, in turn, may have gone on to trade the goods with other merchants from Asia, Africa, and Europe. The goods probably changed hands so many times that no one knew where they originated.

Actually, few traders made the entire journey from one end of the main Silk Roads route to the other. The trip over the rugged terrain would have taken at least six months. At best, traders followed rough paths or tracks. At worst, they scaled ice-covered mountain passes or encountered sandstorms as they crossed scorching-hot deserts.

These difficult conditions made camels the ideal pack animals because they were strong, sure-footed, and tough. They could carry huge loads—about 400 to 500 pounds of goods—for long distances in the driest, hottest weather.

The traders on the Silk Roads usually walked alongside the camels and traveled in groups called caravans. They found safety in numbers. The valuable caravans created a tempting target for the bandits and thieves who often lay in wait along the routes. After all, a single camel carried more wealth than most people could possibly imagine.

REVIEW & ASSESS

1. **READING CHECK** What continents were connected by the Silk Roads?
2. **INTERPRET MAPS** Why do you think the main route of the Silk Roads divided in two between the cities of Dunhuang and Kashgar?
3. **MAKE INFERENCES** What impact do you think the Silk Roads had on China's economy?

6.6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations; CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Textbook page 184-185

A Demanding Journey

1. Did traders travel along with the Chinese goods?
    a. Yes
    b. No
2. Goods were sold to
    a. Nomads
    b. Tradesmen
3. Who did nomads sell their goods to?
    a. Other merchants
    b. Other nomads
4. True or False
    a. All traders made the trip on the main silk road.
5. How long would it take to travel the entire road?
    a. 3 months
    b. 4 months
    c. 5 months
    d. 6 months
6. What would traders follow?
    a. _____
    b. _____
7. At worst, they would face
    a. Ice-covered mountains
    b. Sandstorms
    c. Scorching hot-deserts
8. What animals would they use to travel the silk roads?
    a. Elephants
    b. Donkeys
    c. Camels
    d. Tigers
    a. _____
9. Why were they good animals to use?
    a. _____
    b. _____
    c. _____
    d. _____
10. Would the traders ride the camels or walk alongside them?
    a. Ride
    b. Walk alongside
11. Why did they walk in groups?
    a. To have fun
    b. For protection
12. Who could possibly attack them along the route?
    a. Assassins
    b. Bandits
    c. Thieves
    d. B and C
13. Were the items on the camels back expensive?
    a. Yes
    b. No

Camels

14. Camels were great for the journey on the silk road?
    a. Yes
    b. No
15. Where can they store fat for energy?
    a. _____
16. How long can they go without food or water?
    a. _____
17. How much water can a camel drink?

Aguilera, Room 17

WEDNESDAY 5/6/20

Quickwrite: What makes you a good student?

CHAPTER 10 PRETEST

NAME _____

Check What You Know

Preparing for Algebra

Complete the pattern by using addition or subtraction.

				a	b	c	d
1.	30	26	22	____	____	____	____
2.	1	2	3	____	____	____	____
3.	5	10	15	____	____	____	____
4.	4	8	16	____	____	____	____
5.	1	3	5	____	____	____	____
6.	10	9	8	____	____	____	____

Write the number sentence. For the missing part, use a box (☐). Solve each number sentence.

7. Thirty-six divided by a number equals six. _____

The number is _____.

8. The product of five and four equals what number? _____

The product of five and four is _____.

9. This number divided by three equals seven. _____

This number is _____.

10. This number times four equals twenty-four. _____

This number is _____.

11. Thirty-five divided by five equals what number? _____

Fourteen divided by 5 is _____.

12. The product of nine and this number equals eighteen. _____

This number is _____.

13. This number divided by three equals six. _____

This number is _____.

Check What You Know

Preparing for Algebra

Complete the following.

	a	b	c	d
14.	$3 + \square = 3$	$5 + 0 = \square$	$7 \times 1 = \square$	$\square \times 1 = 6$
15.	$5 + 4 = 9$ or $5 + 4 = 2 + \square$	$6 + 9 = 15$ or $6 + 9 = 10 + \square$	$2 \times 9 = 18$ or $2 \times 9 = 6 \times \square$	$4 \times 5 = 20$ or $4 \times 5 = 10 \times \square$

Complete the following.

	a	b	c
16.	$3 \times 5 \times 2 = x$ $5 \times 2 = 10$ $10 \times 3 =$ ____ $x =$ ____	$4 \times 4 \times 3 = z$ $4 \times 3 = 12$ $12 \times 4 =$ ____ $z =$ ____	$5 \times 2 \times 1 = y$ $5 \times 1 = 5$ $5 \times 2 =$ ____ $y =$ ____
17.	$7 \times 1 \times 2 = n$ ____ $\times 1 = 7$ $7 \times$ ____ $= 14$ $x = 14$	$8 \times 2 \times 3 = b$ $2 \times 3 = 6$ $8 \times 6 =$ ____ $b =$ ____	$2 \times 4 \times 5 = m$ ____ $\times$ ____ $=$ ____ ____ $\times$ ____ $=$ ____ $m =$ ____

Complete the following.

18. $14 \times 2 = (10 \times 2) + ($____ $\times 2)$

____ + ____ = ____

19. $17 \times 6 = (10 \times 6) + ($____ $\times 6)$

____ + ____ = ____

20. $15 \times 7 = (10 \times 7) + ($____ $\times 7)$

____ + ____ = ____

CHAPTER 10 PRETEST

Name _____ Date _____ Class _____

Local Winds (page 284)

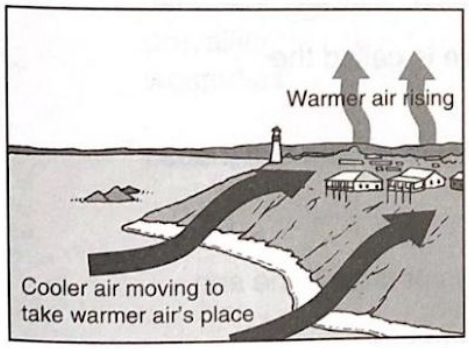
Key Concept: **Local winds are caused by the unequal heating of Earth's surface within a small area.**

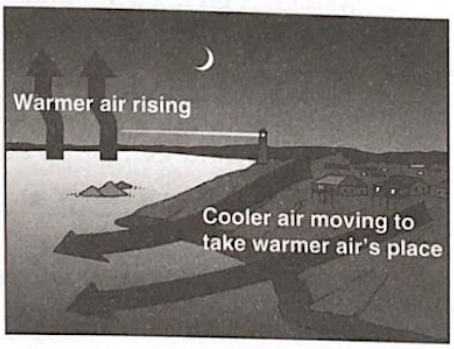
- **Local winds** are winds that blow over a short distance. A cool breeze blowing in from the water over a beach is an example of a local wind.
- Unequal heating often happens near large lakes and ocean coasts.
- A **sea breeze** is a local wind that blows from an ocean. A lake breeze is a local wind that blows from a lake. A sea breeze or lake breeze usually happens during the day.
- A **land breeze** is a local wind that blows from the land over a lake or ocean. A land breeze usually happens at night.

Answer the following questions. Use your textbook and the ideas above.

3. Winds that blow over a short distance are called _____.

4. The pictures show two types of local winds. Label the pictures to tell which shows a land breeze and which shows a sea breeze.





a. _____ **b.** _____

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THURSDAY 5/7/20

NAME _____

Lesson 1.12 Adjectives

Rewrite It

Add an adjective that describes each noun in bold. Remember, adjectives can come before or after the noun they describe.

Candice and Danny were 12-year-old twins. They wanted a _____ **pet** for their birthday.

"Do you want a **dog** that is _____ or a **cat** that is _____?" asked their mother.

"You must understand," their mother continued, "pets are a _____ **responsibility**. Are you ready for this responsibility?"

Candice and Danny were ready. They were always kind to animals, and they were ready for this _____ **job**.

On their birthday, Candice and Danny's _____ **parents** took them to their local animal shelter. There, they found a **dog** that was _____ and a _____ **cat**.

Try It

Write a paragraph about your favorite movie using ten different adjectives.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME _____

Lesson 1.13 Adverbs

Adverbs are words used to describe a verb, an adjective, or another adverb. An adverb tells *how, why, when, where, how often,* and *how much.* Adverbs often end in **ly** (but not always).

How? **Where?**
John drove *carefully* on the slick road. The weather *outside* was rainy. It seemed

How often? **When?** **How?**
like it would *never* stop raining. *Tomorrow, hopefully* the weather will be better.

Identify It

Circle the letter of the sentence that contains an adverb. Remember, adverbs modify verbs, adjectives, and other adverbs.

1. a. Lisa quickly finished work so she could go to dinner.
   b. Lisa finished work so she could go to dinner.
   c. Lisa did not finish her work.
2. a. Rachel cooked as if for a feast.
   b. Rachel didn't cook.
   c. Rachel cooked the meal today so it would be ready for the feast.
3. a. Fruit makes a delicious dessert.
   b. Fruit often makes a delicious dessert.
   c. Fruit is dessert.
4. a. The kittens purr very loudly when they are sleeping.
   b. The kittens purr.
   c. The kittens purr when they sleep.
5. a. Birds eat seeds.
   b. Birds eat tiny seeds from a feeder.
   c. Birds eat many tiny seeds from the feeder in the winter.
6. a. The snow falling outside is beautiful.
   b. The snow is beautiful.
   c. The snowballs are cold and sticky.
7. a. Please ask the clerk if they have more berries.
   b. Please politely ask the clerk if they have more berries.
   c. Please ask the clerk if they have more fresh berries.

NAME _____

Lesson 10.1 Number Patterns

A number pattern can be developed by addition or subtraction.

Complete this pattern by subtraction.

25 − 5 = 20 20 − 5 = 15 15 − 5 = 10 10 − 5 = 5 5 − 5 = 0

25 20 15 10 5 0

Complete the pattern by using addition or subtraction.

				a	b	c
1.	2	4	6	8	10	12
2.	1	3	5			
3.	20	18	16			
4.	21	15	10			
5.	13	12	11			
6.	5	10	15			
7.	3	6	9			
8.	20	40	70			
9.	16	13	10			
10.	10	9	8			

NAME _____

Lesson 10.2 Number Sentences

A **number sentence** is an equation with numbers.

Identity Property

for addition: $0 + 3 = 3$

for multiplication: $1 \times 3 = 3$

Commutative Property

for addition: $3 + 2 = 2 + 3$

for multiplication: $4 \times 2 = 2 \times 4$

A number sentence can change its look but not change its value.

$3 + 5 = 8$ or $3 + 5 = 4 + 4$ $\quad$ $3 \times 8 = 24$ or $3 \times 8 = 6 \times 4$

Complete each number sentence.

	a	b	c	d
1.	$0 + 4 = \boxed{4}$	$0 + 6 = \square$	$\square + 2 = 2$	$\square + 7 = 7$
2.	$1 \times 2 = \square$	$1 \times 5 = \square$	$\square \times 4 = 4$	$\square \times 9 = 9$
3.	$7 + 2 = \square + 7$	$3 + 4 = \square + 3$	$1 + 2 = 2 + \square$	$\square + 5 = 5 + 4$
4.	$5 \times 7 = 7 \times \square$	$4 \times \square = 3 \times 4$	$\square \times 3 = 3 \times 5$	$9 \times 4 = \square \times 9$

Complete the following.

	a	b	c	d
5.	$2 + 7 = 9$ or $2 + 7 = 5 + \boxed{4}$	$5 + 7 = 12$ or $5 + 7 = 6 + \square$	$4 + 3 = 7$ or $4 + 3 = 5 + \square$	$6 + 9 = 15$ or $6 + 9 = 10 + \square$
6.	$6 + 4 = 10$ or $6 + 4 = 5 + \square$	$6 + 7 = 13$ or $6 + 7 = 8 + \square$	$5 + 3 = 8$ or $5 + 3 = 6 + \square$	$9 + 2 = 11$ or $9 + 2 = 5 + \square$
7.	$5 \times 6 = 30$ or $5 \times 6 = 10 \times \square$	$4 \times 3 = 12$ or $4 \times 3 = 2 \times \square$	$6 \times 3 = 18$ or $6 \times 3 = 9 \times \square$	$6 \times 2 = 12$ or $6 \times 2 = 4 \times \square$

3.2 Trade on the Silk Roads

In the late 1930s, archaeologists discovered two sealed rooms in Begram, Afghanistan, an ancient city on the Silk Roads. Inside they found decorative bowls from China, ivory statues from India, and glassware from Europe. Stored away about 2,000 years ago, the objects illustrate the worldwide trade that flowed along the Silk Roads.

MAIN IDEA

Many different goods and ideas from three continents were traded on the Silk Roads.

GOODS

As you have learned, silk was China's chief trade good. Production of the fabric was not easy, though. Silk is made from the cocoons, or protective coverings, of silkworms, which live only on mulberry trees. Chinese workers had to remove strands of silk from the cocoons by hand and spin them into thread. Even so, the process was worth the trouble. Demand for the rare fabric allowed Chinese merchants to charge high prices for it. In fact, silk was so valuable that the Chinese government sometimes used it to pay its soldiers.

In addition to silk, China traded paper, highly polished decorative items called lacquerware, and objects made of iron or bronze. In return for these goods, Chinese merchants often sought gold, silver, and olive oil. One of the items the Chinese especially valued was Central Asian horses.

Market towns sprang up all along the Silk Roads. Major market towns in China included Chang'an, where the main route began, and Kashgar. A dazzling variety of items, including Central Asian rugs, Indian spices, and European wool, landed in the stalls in these towns. Traders from these and many other places used different currencies. Many had no money at all. As a result, the traders often **bartered**, or exchanged, items for other goods.

INVENTIONS AND IDEAS

Goods were not all that passed along the Silk Roads. With so many traders from so many parts of the world, the routes served as a network for the exchange of inventions and ideas as well. You have already learned that the process by which ideas spread from one culture to another is called **cultural diffusion**. By this process, Chinese ideas about papermaking, metalwork, and farming techniques began to spread beyond China's borders. In time, these ideas and inventions reached as far as Western Europe.

China also absorbed new ideas. Chief among these was Buddhism. You might remember that Buddhism began in India around 500 B.C. Indian merchants introduced Buddhist ideas to Chinese traders and even established Buddhist shrines along the Silk Roads.

Buddhism's ideas about ending suffering appealed to the Chinese, and eventually the religion became an important part of Chinese life. Many Chinese blended its practices with Confucianism. From China, Buddhism would spread throughout East Asia. Other ideas also reached China, including Greek and Indian styles in sculpture, painting, and temple building. All of these ideas enriched Chinese culture and civilization.

Aguilera, Room 17

Textbook page 186

<u>Goods</u>

1. What was China's chief trade good?
    a. Fish
    b. Bricks
    c. Silk
2. Where does silk come from?
    a. Earthworms
    b. Silkworms
    c. Spiders
3. Where do they live?
    a. Apple trees
    b. Orange trees
    c. Almond trees
    d. Mulberry trees
4. True or false
    a. Silk is made by machine.
5. True or false
    a. Silk was not that expensive
6. Silk was used to pay who?
    a. Artists
    b. Peasants
    c. Prisoners
    d. Soldier
7. Besides silk, what else did China trade?
    a. _____
    b. _____
    c. _____
8. What did Chinese traders hope to get in exchange for silk?
    a. Olive oil
    b. Gold
    c. Silver
    d. All of the above
9. True or false
    a. Traders from the many places all paid with the same currency, or money.
10. When traders didn't have money for the goods, they would _____, or exchange items.

FRIDAY 5/8/20

Quickwrite: If you could turn the school cafeteria into a restaurant, what kind of food would it serve?

Name _____ Date _____

Commutative Property

The **commutative property** of multiplication means that when you multiply two numbers, it doesn't matter which one comes first; the product is the same.

For example: $2 \times 6 = 6 \times 2$ $2 \times 6 = 12$ and $6 \times 2 = 12$

Complete each number sentence.

1. $3 \times 2 = 2 \times$ _____ $4 \times 5 =$ _____ $\times 4$ $2 \times 7 = 7 \times$ _____
2. $8 \times 1 = 1 \times$ _____ $0 \times 3 =$ _____ $\times 0$ $3 \times 4 = 4 \times$ _____

Fill in the blanks to complete each number sentence. The first one has been done for you.

3. 5 $\times 2 = 2 \times 5$
   $5 \times 2 =$ 10
   $2 \times$ 5 $=$ 10
4. _____ $\times 3 = 3 \times 8$
   $8 \times 3 =$ _____
   $3 \times$ _____ $=$ _____
5. $1 \times$ _____ $= 9 \times 1$
   $1 \times 9 =$ _____
   $9 \times$ ____ $=$ ____
6. $9 \times 2 = 2 \times$ _____
   ____ $\times$ ____ $=$ ____
   ____ $\times$ ____ $=$ ____
7. $4 \times 6 =$ _____ $\times 4$
   ____ $\times$ ____ $=$ ____
   ____ $\times$ ____ $=$ ____
8. _____ $\times 3 = 3 \times 7$
   ____ $\times$ ____ $=$ ____
   ____ $\times$ ____ $=$ ____

9. Olivia has 3 shelves in her room. On each shelf there are 8 stuffed animals. How many stuffed animals does Olivia have altogether? Write the problem, and find the answer.

   _____

10. What if Olivia had 8 shelves in her room and 3 stuffed animals on each shelf. Would the answer be the same? Why or why not?

   _____

   _____

   _____

Name _____ Date _____ Class _____

Global Winds (page 285)

Key Concept: **Like local winds, global winds are created by the unequal heating of Earth's surface. But unlike local winds, global winds occur over a large area.**

- A **global wind** is a wind that blows steadily over long distances. A global wind blows from the same direction for a long time.
- The sun heats Earth unequally. For example, the sun shines most directly over the equator. The sun shines at more of an angle at the poles.
- Earth rotates from east to west. Earth's rotation makes global winds curve. The way that winds curve is called the **Coriolis** (kawr ee OH lis) **effect**.
- The Coriolis effect makes winds in the Northern Hemisphere curve to the right. It makes winds in the Southern Hemisphere curve to the left.

Answer the following questions. Use your textbook and the ideas above.

5. Read the words in the box. In each sentence below, fill in the correct words.

global wind	local wind	Coriolis effect

a. The way that winds curve is called the _____.

b. A wind that blows steadily over long distances is called a _____.

6. Is the following sentence true or false? The sun heats Earth unequally. _____

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