

Cover Page AMI Day 2 Assignments

Reading:

- Read self-selected novel for 30 minutes. Parent Signature

- Complete Reading Response
- Read the fluency passage for 1 minute, marking the spot that you finish and record the number of words read in the blank that is provided.
- Complete the writing prompt

Math: Complete the attached pages

Social Studies: Read the article and answer the questions.

Science: Read the article and answer the questions.

Name _____ Date _____

The Eyes of El Greco

El Greco was a great painter. Born in 1541, El Greco developed an unusual painting style. All the people in his paintings are long and thin. This gives his paintings a strange beauty. Was El Greco's style a result of a problem with his eyesight?

People first suggested that El Greco's style was nothing more than a vision problem in 1913. Although healthy eyeballs are round and shaped like basketballs, El Greco's eyes were shaped like footballs. The shape of El Greco's eyes affected the way he saw the world. Because of this, everything that he saw appeared to be long and thin. This suggests that El Greco painted things the way he actually saw them.

Many experts, though, reject this idea. They agree that El Greco might have seen objects as long. But they believe he would have known their actual shapes. He could have drawn them as they really were if he wanted to.

To understand this argument, imagine that you are colorblind. You see red as blue. Through your eyes, a ripe tomato appears blue. But you know that tomatoes are really red. When you paint one, you use red paint. In any case, art experts point out that, in many cases, El Greco painted figures that looked normal. This suggests that El Greco used his unique style because he liked the way it looked.

1. What did people first think about El Greco's style of painting?
2. Why does the author include the reference to colorblindness in the passage?

_____ words per minute

Day 2

Fraction Word Problems

<p>#1 Jessica bought $\frac{8}{9}$ of a pound of chocolates and ate $\frac{1}{3}$ of a pound. How much was left?</p>	<p>#2 Tom bought a board that was $\frac{7}{8}$ of a yard long. He cut off $\frac{1}{2}$ of a yard. How much was left?</p>
<p>#3 Sam rode his bike $\frac{2}{5}$ of a mile and walked another $\frac{3}{4}$ of a mile. How far did he travel?</p>	<p>#4 Sally walked $\frac{3}{4}$ of a mile before lunch and $\frac{1}{2}$ of a mile after lunch. How far did she walk in all?</p>
<p>#5 Don bought $\frac{3}{4}$ of a pound of jellybeans and $\frac{5}{8}$ pound of gummy bears. How much candy did he buy?</p>	<p>#6 The track is $\frac{3}{5}$ of a mile long. If Tyrone jogged around it twice, how far did he run?</p>
<p>#7 Which apple weighs more, one that weighs $\frac{2}{3}$ of a pound or one that weighs $\frac{5}{6}$ of a pound?</p>	<p>#8 Stanley ordered two pizzas cut into eighths. If he ate $\frac{5}{8}$ of a pizza, how much was left?</p>
<p>#9 Sandra bought $2\frac{3}{4}$ yards of red fabric and $1\frac{1}{4}$ of blue. How much cloth did she buy in all?</p>	<p>#10 An equilateral triangle measures $3\frac{1}{2}$ inches on one side. What is the perimeter of the triangle?</p>

Ancient Rome Part Two: The Roman Empire

By History.com, adapted by Newsela staff on 01.23.17

Word Count **873**



Statue of Augustus Caesar in front of the bell tower (9th century) of the Basilica of St Apollinaris in Classe (UNESCO World Heritage List, 1996), in Ravenna, Emilia-Romagna, Italy. DeAgostini/Getty Images

The second in a two-part series

Ancient Roman civilization began as a small town on central Italy's Tiber River in the eighth century B.C. Over hundreds of years, it grew into a vast empire. At its peak, it controlled most of continental Europe, Britain, much of western Asia, northern Africa and the Mediterranean islands.

The impact of ancient Rome can still be felt today throughout the world. The widespread use of the Romance languages (Italian, French, Spanish, Portuguese and Romanian) derived from Latin is one example of Rome's lasting influence. The dominance of the empire was also responsible for spreading the modern Western alphabet and calendar, as well as Christianity as a major world religion.

After 450 years as a republic, Rome became an empire in the first century B.C. The long and triumphant reign of its first emperor, Augustus, began a golden age of peace and prosperity. By contrast, the empire's decline and fall by the fifth century A.D. was one of the most dramatic implosions in history.

Age of the emperors

Augustus' 56-year rule restored morale in Rome after a century of disagreement and corruption. He ushered two full centuries of peace and prosperity. He instituted various social reforms, won numerous military victories and allowed Roman literature, art, architecture and religion to flourish. When he died, the Senate elevated him to the status of a god, beginning a long-running tradition of deification for popular emperors.

Augustus' descendants included some less popular emperors. The line ended with Nero, who ruled from A.D. 54 to 68, and whose excesses drained the Roman treasury and led to his downfall and eventual suicide. Four emperors took the throne in the tumultuous year after Nero's death. The fourth, Vespasian, who ruled from 69 to 79, and his sons and successors, Titus and Domitian, were known as the Flavians. They attempted to temper the excesses of the Roman court, restore Senate authority and promote public welfare. Titus, who ruled from 79 to 81, earned his people's devotion with his handling of recovery efforts after the eruption of Vesuvius, which destroyed the towns of Herculaneum and Pompeii.

Nerva, who ruled from 96 to 98, was selected by the Senate to succeed Domitian. This began another golden age in Roman history, during which four emperors took the throne peacefully. One expanded Rome's borders to the greatest extent in history. The next solidified the empire's frontiers and continued establishing internal stability and setting up administrative reforms.

The reign of Marcus Aurelius, from 161 to 180, was dominated by conflict, including war and the invasion of Germanic tribes from the north. Marcus fell ill and died near the battlefield at Vindobona (Vienna). He named his 19-year-old son Commodus as his successor.

Decline and disintegration

The greediness and incompetence of Commodus, who ruled from 180 to 192, brought the golden age of the Roman emperors to a disappointing end. He was killed by his own ministers, which sparked another period of civil war. During the third century, Rome suffered from a cycle of near-constant conflict. Twenty-two emperors took the throne, many of them meeting violent ends at the hands of the same soldiers who had lifted them into power. Meanwhile, threats from outside plagued the empire and depleted its riches, including continuing aggression from peoples such as the Germans and the Goths.

The reign of Diocletian, from 284 to 305, temporarily restored peace and prosperity in Rome, but at a high cost to the unity of the empire. Diocletian divided power into the tetrarchy (rule of four). He shared the office with a man named Maximian, and they had two assistants, Galerius and Constantius. These two were meant to be the next emperors. Diocletian and Galerius ruled the eastern Roman Empire, while Maximian and Constantius took power in the west.

The stability of this system suffered greatly after Diocletian and Maximian retired from office. Constantine (the son of Constantius) emerged from the ensuing power struggles as sole emperor of a reunified Rome in 324. He moved the Roman capital to the Greek city of Byzantium, which he renamed Constantinople. At the Council of Nicaea in 325, Constantine made Christianity (once a small Jewish sect) Rome's official religion.

The inevitable collapse

Roman unity did not last. Thirty years after Constantine's death, the eastern and western empires were again divided. Despite its continuing battle against Persian forces, the eastern Roman Empire – later known as the Byzantine Empire – would remain largely intact for centuries to come. An entirely different story played out in the west, where the empire was wracked by internal conflict as well as threats from abroad – particularly from the Germanic tribes now established within the empire's frontiers – and was steadily losing money due to constant warfare.

Rome eventually collapsed under the weight of its own bloated empire, losing its provinces one by one: Britain around 410; Spain and northern Africa by 430. Attila and his Huns invaded Gaul and Italy around 450, further shaking the foundations of the empire. In September 476, a Germanic prince named Odovacar won control of the Roman army in Italy. After deposing the last western emperor, Romulus Augustus, Odovacar's troops proclaimed him king of Italy, bringing a sad end to the long, tumultuous history of Ancient Rome.

Quiz

- 1 Which sentence from the section "Age of the emperors" provides the BEST evidence that the leadership of the Roman Empire was marked by instability?
- (A) Augustus' 56-year rule restored morale in Rome after a century of disagreement and corruption.
 - (B) Augustus' descendants included some less popular emperors.
 - (C) Four emperors took the throne in the tumultuous year after Nero's death.
 - (D) This began another golden age in Roman history, during which four emperors took the throne peacefully.

- 2 Read the paragraph from the section "Decline and disintegration."

The greediness and incompetence of Commodus, who ruled from 180 to 192, brought the golden age of the Roman emperors to a disappointing end. He was killed by his own ministers, which sparked another period of civil war. During the third century, Rome suffered from a cycle of near-constant conflict. Twenty-two emperors took the throne, many of them meeting violent ends at the hands of the same soldiers who had lifted them into power. Meanwhile, threats from outside plagued the empire and depleted its riches, including continuing aggression from peoples such as the Germans and the Goths.

Which conclusion is BEST supported by the paragraph?

- (A) The golden age of the Roman Empire ended only because the empire was depleted of its riches.
- (B) The majority of the emperors who ruled the Roman Empire lost power due to incompetence.
- (C) The main reason the Roman Empire suffered was attacks from the Germans and Goths.
- (D) The Roman Empire declined as a result of both internal and external conflicts.

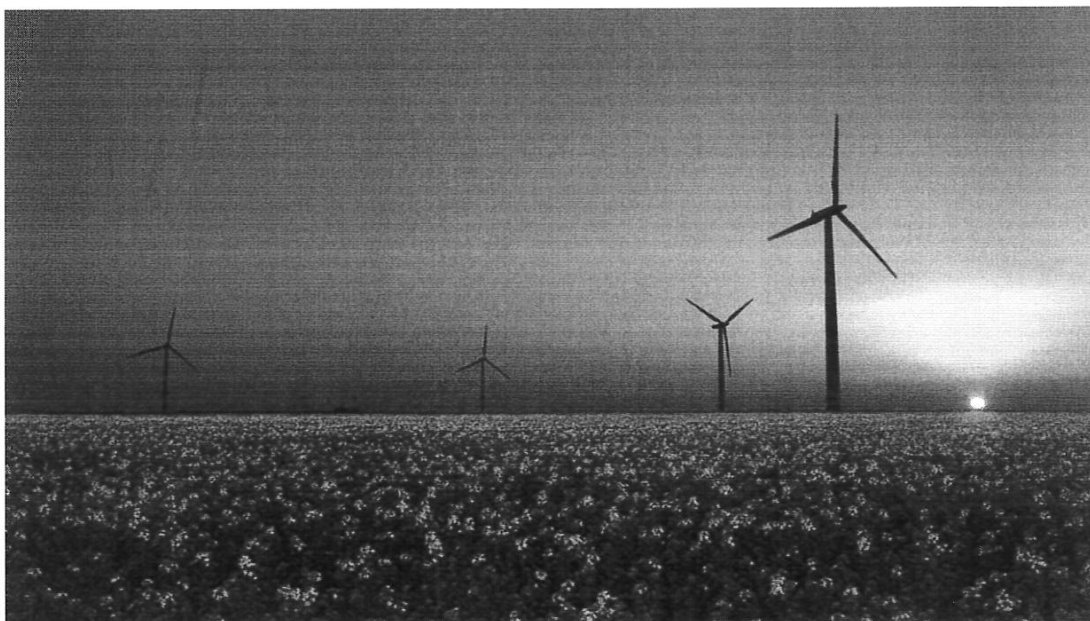
- 3 Which of these emperors described in the article would MOST likely agree that governments should be ruled by several emperors working together?
- (A) Augustus
 - (B) Nero
 - (C) Diocletian
 - (D) Constantine
- 4 How does the author indicate the MOST significant difference between the eastern Roman Empire and the western Roman Empire?
- (A) The author explains that the eastern Roman Empire was also known by a different name.
 - (B) The author contrasts the fates of the two empires after the death of Constantine.
 - (C) The author gives examples of the various internal conflicts suffered by each of the empires.
 - (D) The author notes that the reunified Roman capital was renamed Constantinople.

Matter and Energy: What is energy?

By Encyclopaedia Britannica, adapted by Newsela staff on 04.18.17

Word Count **805**

Level **MAX**



Wind is a source of energy. Turbines like these capture the wind's energy and turn it into another form of energy, such as electricity. Photo from: Wikimedia Commons.

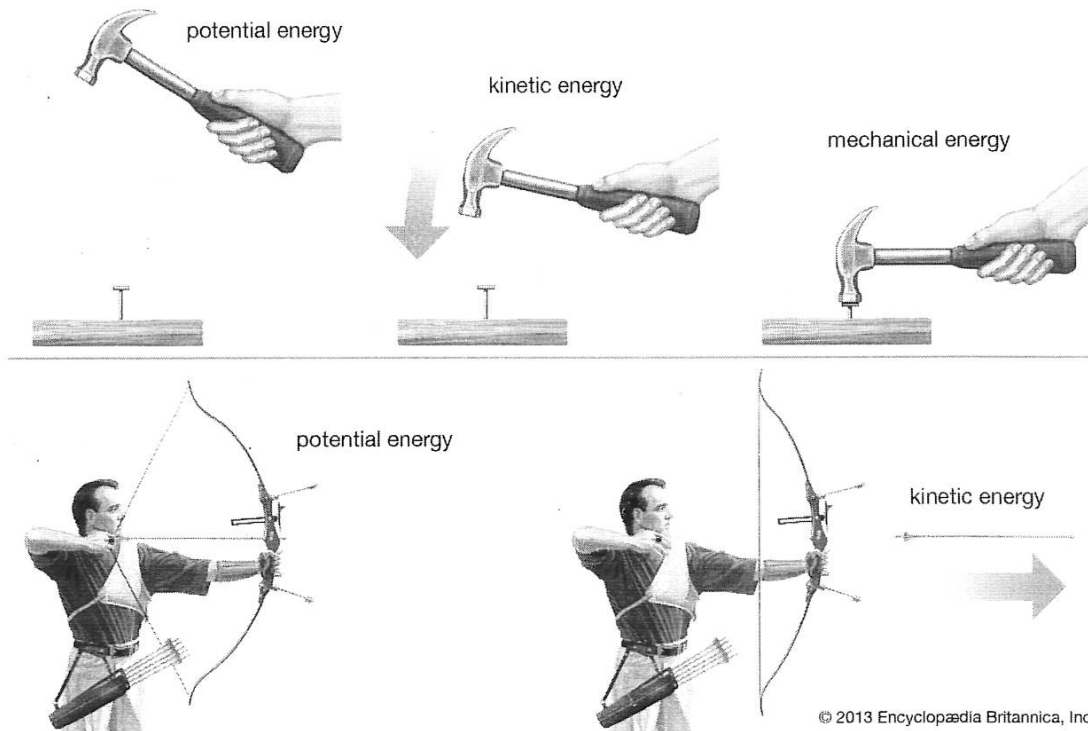
Energy is another word for power. Energy makes things move. It makes machines work and makes living things grow.

Types And Forms Of Energy

Energy exists in many different forms. Animals get energy from eating food. Electrical energy is associated with the tiny units called atoms that make up everything in the universe. The energy is created when particles called electrons move from one atom to another. Heat and light are also forms of energy.

One form of energy can also be transferred into another. Through a battery stored chemical energy changes into electric energy, and in a lightbulb electrical energy changes to light and heat.

Potential And Kinetic Energy



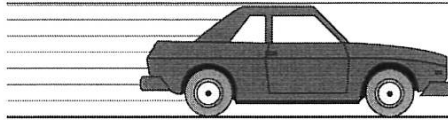
Each of the different forms of energy can be described as either potential energy or kinetic energy. Potential energy is stored energy. For example, the chemical energy of food is stored energy. When people eat, their bodies change the stored energy into moving energy such as heat energy or mechanical energy.

Potential energy can also come from the position of an object. An object with potential energy because of its position has the ability, or potential, to move. For example, potential energy is stored in a rock perched on a cliff and in an arrow stretched back on a bowstring. If the cliff crumbles under the rock, the rock falls. If the string is let go, it moves forward and pushes the arrow through the air.

As the rock and the arrow move, they gain kinetic energy, or moving energy. All moving objects have kinetic energy, even atoms. The total random moving energy of all of the atoms and molecules in an object is called heat energy (or thermal energy). The moving energy of a rock rolling down a hill is called mechanical energy.

Law Of Conservation Of Energy

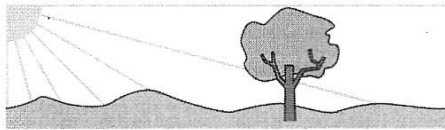
Changing forms of energy



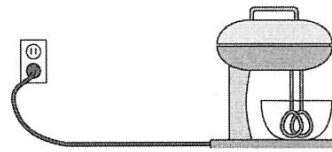
An automobile engine changes chemical energy to mechanical and heat energy.



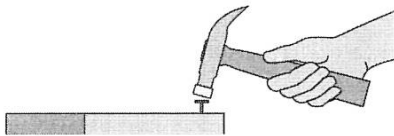
A thermonuclear reaction changes nuclear energy to radiant and heat energy.



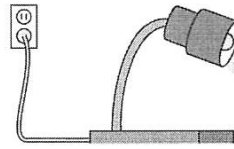
A tree changes radiant energy to chemical energy.



An electric mixer changes electrical energy to mechanical and heat energy.



Hammering a nail changes mechanical energy to deformation and heat energy.



A lamp changes electrical energy to radiant and heat energy.

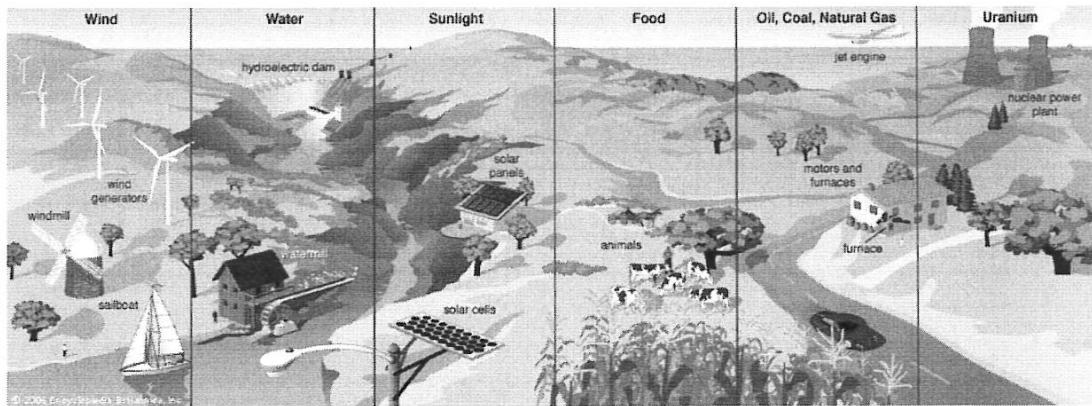
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A scientific law is something that describes a wide range of observations and results from experiments. One basic law about energy is called the law of conservation of energy. This law states that energy cannot be created or destroyed. It also states that energy can neither appear out of nowhere nor vanish into nowhere.

When we say that energy is being “used” to power something, we do not mean that energy is being used up. Instead what is meant is that the energy is being changed from one form of energy into another form. For example, when people eat, their bodies change the chemical energy of food into heat energy and mechanical energy to keep warm and to move around.

Sources Of Energy

The sun is the source of almost all energy on Earth. The sun makes plants grow. When animals eat the plants they gain energy from the chemicals that make up the plants. When plants die they decay, or break down, and over millions of years this process creates what are called fossil fuels. Fossil fuels include petroleum, natural gas and coal. These are used to run factories, heat homes and power automobiles.



Fossil fuels pollute the atmosphere when they are used. They are also being used up very quickly. Scientists therefore have tried to find other sources of energy to replace the fossil fuels. Some of these sources have been used directly for many years. These include wind, water and heat from Earth. Sailboats harness the power of the wind to move them along. Water mills use water flowing through rivers to turn wheels that grind grain. In ancient times some people used hot water and gases from Earth to heat their houses. They ran the hot air in pipes underneath their floors to provide heat.

Scientists gradually learned to use these natural sources to create new forms of energy. These new forms include electricity and nuclear energy. For example, the energy of wind is now used to turn machines that create electricity. On many rivers people have built dams, which use the energy of the flowing river to operate machines that also create electricity. In sunny areas devices collect the heat of the sun and store it. That heat can be used to heat water and houses. Other devices convert the sun's rays into electricity. This is known as solar energy. Scientists have also learned how to use certain atoms to make nuclear energy. Nuclear power in turn can be used to create electricity.

Quiz

- 1 Read the section "Sources Of Energy." Select the paragraph that explains how fossil fuels are made.

- 2 Which section highlights the idea that energy is able to change, but is not able to be created?
 - (A) "Types And Forms Of Energy"
 - (B) "Potential And Kinetic Energy"
 - (C) "Law Of Conservation Of Energy"
 - (D) "Sources Of Energy"

- 3 Complete the sentence. The author MAINLY explains the importance of wind, nuclear and solar energy by...
 - (A) emphasizing that these energy sources can only be created over millions of years.
 - (B) explaining how these energy sources are in danger of running out quickly.
 - (C) highlighting that these energy sources have been used since ancient times.
 - (D) suggesting that these energy sources can be used instead of burning fossil fuels.

- 4 Read the section "Potential And Kinetic Energy."
What is MOST likely the reason the author included examples of potential and kinetic energy?
 - (A) to help the reader understand why people need stored and moving energy to live
 - (B) to show how objects like rocks, cliffs, bowstrings and arrows have random energy
 - (C) to help the reader understand the difference between two forms of energy
 - (D) to show how energy cannot appear out of nowhere or vanish into nowhere