

Day 3

Reading- Technology is helping students with autism prepare for real life

Language- Using A and An

Math- Coordinate Grids

Science- What happens if you swallow gum?
Pages 21, 22, 23

Social Studies- Egyptian Pharaohs and Their Achievements

Technology is helping students with autism prepare for real life

By Education Week, adapted by Newsela staff on 11.07.19

Word Count 573

Level 610L



Image 1. Student Logan Patterson (center), 18 years old, gets a high-five after using a virtual reality headset at the Technical College High School - Pennock's Bridge Campus in West Grove, Pennsylvania. The manufacturer of the device aims to help people with autism prepare for real-life encounters. Photo by: Hannah Yoon/Education Week

Dealing with the police can be scary for any teenager. For a student with autism, it can be dangerous.

People with autism have different abilities. Some can talk, while others cannot. Many of them are uncomfortable with noise. Some have trouble looking other people in the eye. Some are very good at art or music.

People with autism, though, might not be able to respond to questions from the police. They might avoid eye contact. Police might see these actions as disrespectful. Or, the police might feel in danger.

Virtual Reality Can Help In A Big Way

Some autism activists have created guides to keep kids safe. One company called Floreo, is using virtual reality (VR). Virtual reality lets people enter new worlds. The worlds are created by computers. Putting on goggles allows you to step into these places.

In this case, using VR tries to prepare kids to deal with the police. It teaches students social skills and how to solve problems.

Not everyone agrees. Some say the police should be trained, not children. They also say lessons that work for white teens might not work for black teens. Many young, unarmed black men have been shot by police.

Still, educators say VR can be a powerful tool. It allows students with autism to practice behavior to keep them safe.

Preparation Is Helpful To Everyone

Zoe Gross works at a disability rights organization. She said there is a real use for these programs.

It is not the solution to police violence, though, Gross said. Police should know not to hurt people.

Laurie Reyes agrees. She is a police officer in Maryland. She thinks the police should be better prepared.

One solution is to teach police about people with autism.

"Experience Autism" Is One Step

Studies show that students with disabilities are likely to deal with the police. Studies found that they are stopped and questioned by police often. Sometimes they are arrested. Sometimes police use physical force with them.



Emily Iland is an autism researcher. Her son has autism. She created a training program for police. It is called Experience Autism.

Police training is still rare, though. Training does not mean officers will change how they behave. She decided that a program for people with autism was needed.

That program is called Be Safe. It uses videos to teach teens how to follow police instructions. They learn how to give information to a 911 operator.

Practice For Real Life

Floreo uses VR to put kids in real-life settings. They learn skills such as showing identification cards and keeping their hands where they can be seen. A handful of schools use the program.

Julia Parish-Morris said VR could have more benefits than other programs. She teaches and does research on autism. Parish-Morris is helping to figure out if Floreo's program works.

With VR, children can be put in many different situations. They can practice them over and over again, she said. That means they can get to know the steps and learn behaviors

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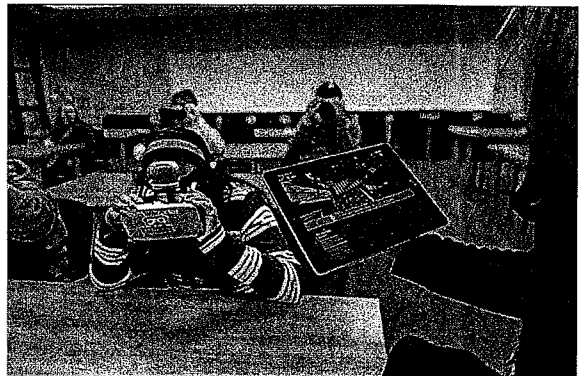
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Some families don't think that virtual reality works. They do not think it can prepare kids for real life, Parish-Morris said. She said some police are also worried.

Quiz

- 1 What is the MAIN idea of the section "Preparation Is Helpful To Everyone"?
- (A) Police should be better prepared to interact with people with autism.
 - (B) It is most important for students with autism to be prepared to deal with police.
 - (C) VR teaches students social skills by practicing certain behaviors.
 - (D) Laurie Reyes is a police officer in Maryland.
- 2 What is one MAIN idea of the article?
- (A) People with disabilities are often stopped by police who sometimes use physical force.
 - (B) A new virtual reality program aims to help students with autism interact with police.
 - (C) More research needs to be done on how police respond to students with autism.
 - (D) Some people do not think Floreo's virtual reality program prepares students with autism for real life.
- 3 How does having autism affect a person's interactions with others?
- (A) People with autism are often more talkative during conversations but struggle to listen.
 - (B) People with autism can have difficulty talking, making eye contact or responding to questions from others.
 - (C) Autism often does not significantly affect how a person interacts with others.
 - (D) People with autism have different abilities but most can easily respond to police officers.
- 4 Why do people with autism need to practice talking to police?
- (A) because they enjoy playing with virtual reality games
 - (B) because they always look people in the eyes when they talk
 - (C) because their natural behavior might be mistaken as rude or threatening
 - (D) because they cannot talk and are only good at art and music

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Determine if you should use 'A' or 'An' in the following sentences.

Answers

Remember:

- 'A' is used when the next word starts with a consonant sound.

We're going to a store after school.

- 'An' is used the next word starts with a vowel sound.

I brought our teacher an apple.

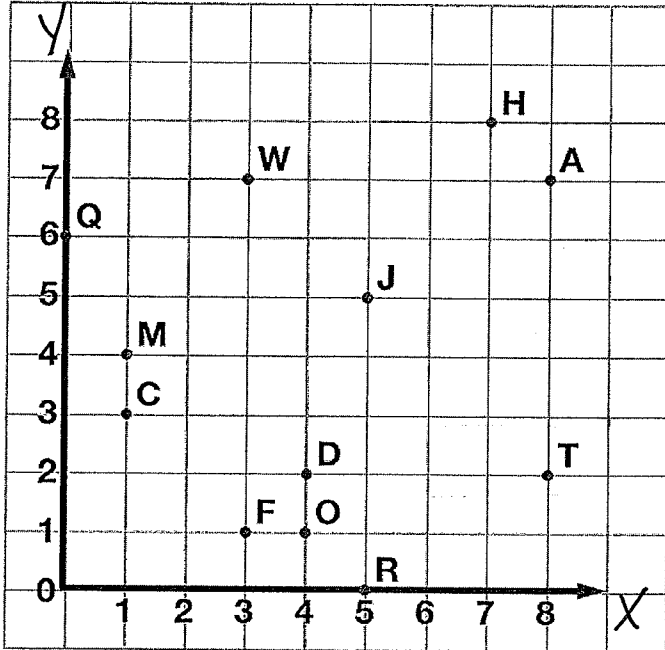
- 1) My father works in _____ office building downtown.
- 2) I had to buy _____ mechanical pencil after I lost my last one.
- 3) At the zoo we saw _____ otter cracking shells on its stomach.
- 4) During the snow storm we saw _____ abandoned car on the side of the road.
- 5) I lost _____ dollar on the playground.
- 6) There was _____ equal number of boys and girls at the skating rink.
- 7) I left out _____ ingredient while baking my cake.
- 8) I bought _____ new pair of shoes for my sister's wedding.
- 9) At the carnival I saw the strong man lift _____ oil drum over his head.
- 10) Last winter when it snowed we tried to build _____ igloo.
- 11) We keep all of our coins in _____ mason jar.
- 12) For the movie we popped _____ bag of popcorn.
- 13) _____ glue bottle spilled in my desk
- 14) My dog went to _____ obedience school and now he acts great!
- 15) I walked for _____ hour last night.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Name: _____

Day 3

Coordinate Grid - Ordered Pairs



Tell what point is located at each ordered pair.

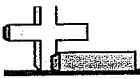
- (3,1) F
- (7,8) _____
- (1,4) _____
- (5,0) _____
- (8,7) _____
- (4,2) _____
- (5,5) _____
- (1,3) _____

Write the ordered pair for each given point.

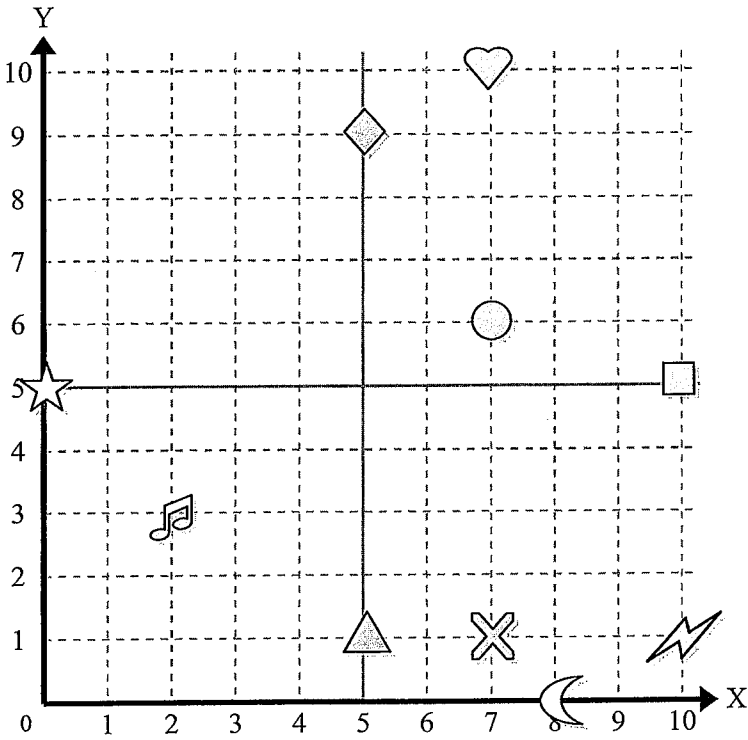
- A (8,7)
- T _____
- W _____
- O _____
- Q _____

Plot the following points on the coordinate grid.

- B (2,8)
- E (0,7)
- X (6,3)
- S (8,5)
- P (2,1)
- G (7,7)
- Start at point (0,0). Go right three spaces. Then, go up seven spaces. What point do you land on? _____
- Start at point C. Go right seven spaces. Then, go down one space. What point do you land on? _____



Use the grid below to determine the coordinates where each figure is located.



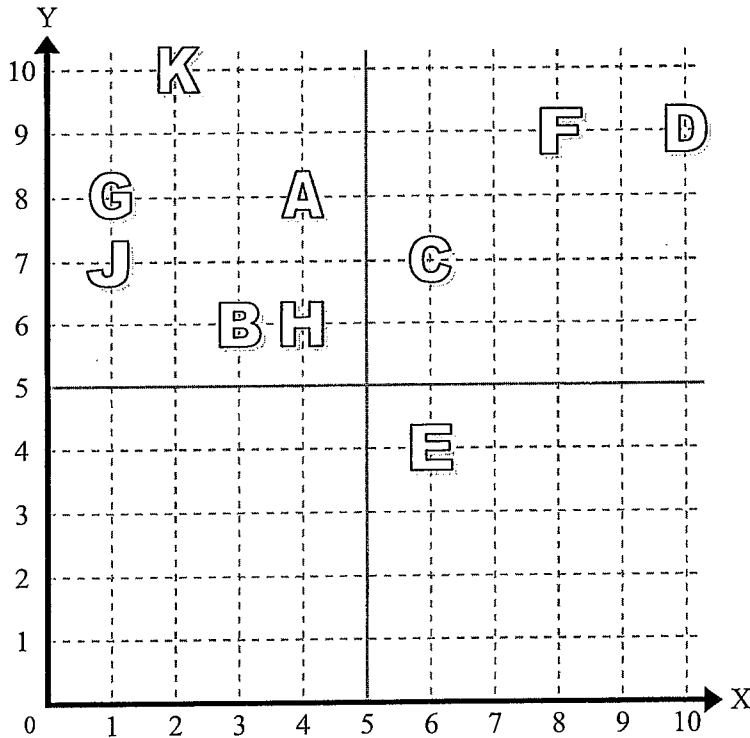
- 1) Star _____
- 2) Lightning _____
- 3) Circle _____
- 4) Heart _____
- 5) Cross _____
- 6) Triangle _____
- 7) Moon _____
- 8) Square _____
- ~~9) Diamond _____~~
- ~~10) Music Note _____~~

Answers

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

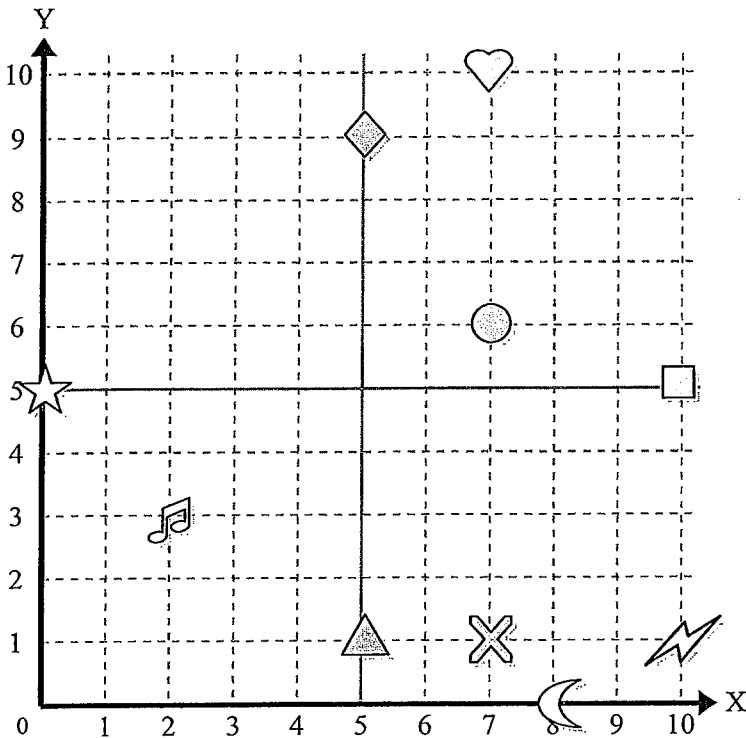
Determine which letter is at each coordinate using the grid below.

- 11) (4, 8) _____
- 12) (6, 7) _____
- 13) (2, 10) _____
- 14) (1, 7) _____
- 15) (8, 9) _____
- 16) (4, 6) _____
- 17) (3, 6) _____
- 18) (1, 8) _____
- ~~19) (10, 9) _____~~
- ~~20) (6, 4) _____~~



- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____
- 20. _____

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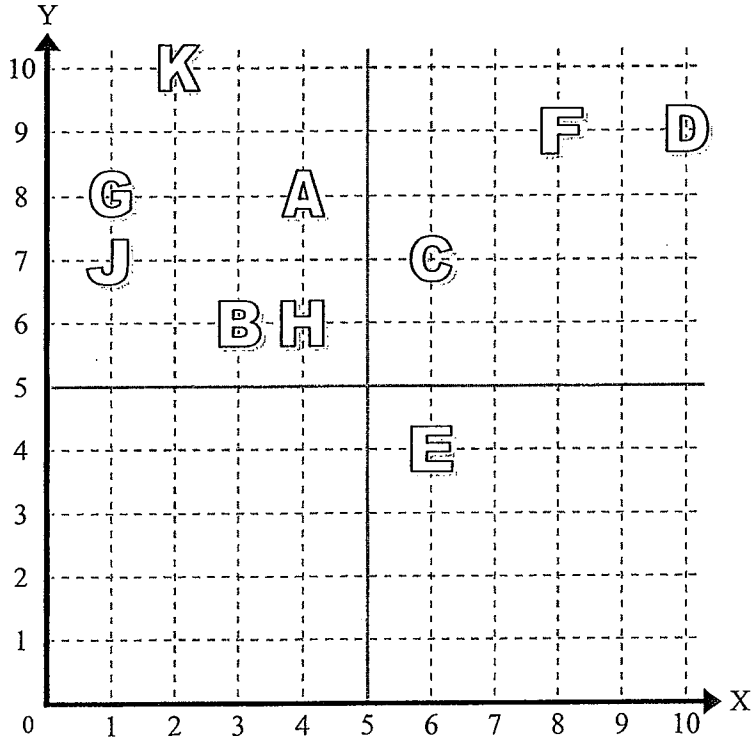
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Answers

- 1. _____
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- 19) ~~(10, 9)~~ _____
- 20) ~~(6, 4)~~ _____



| | | | | | | | | | | |
|-------|----|----|----|----|----|----|----|----|----|----|
| 1-10 | 95 | 90 | 85 | 80 | 75 | 70 | 65 | 60 | 55 | 50 |
| 11-20 | 45 | 40 | 35 | 30 | 25 | 20 | 15 | 10 | 5 | 0 |

Name _____



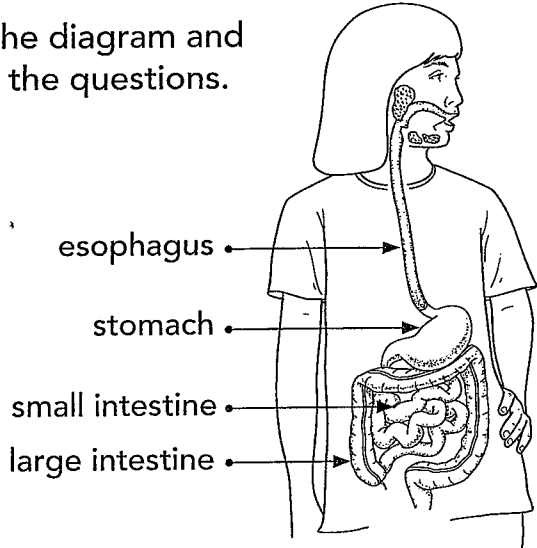
Day 1

Weekly Question
What happens if you swallow gum?

Have you ever been warned not to swallow gum? Maybe you've been told that gum sticks to your intestines, or that it takes seven years to digest! These stories about gum are so widespread that they have been discussed in actual science articles. But are they true? No, not really. Gum is made from a chewy, rubber-like material that is largely not digestible. However, gum is able to pass through the body because of the body's **digestive system**.

The digestive system is an example of an organ system in which different organs of the body cooperate to perform a function. It is composed of organs such as the **esophagus**, stomach, and small and large **intestines**. These organs work together to break down food, absorb nutrients from food, and expel waste.

Use information from the diagram and the passage to answer the questions.



Vocabulary

digestive system
 dy-JESS-tiv
 SISS-tum
 a group of organs that work together in the body to digest food

esophagus
 ih-SAH-fuh-gus
 a tube that connects the mouth and the stomach

intestines
 in-TESS-tinz
 a set of tube-like organs that form part of the digestive track

1. Which organ receives food first, the esophagus or the stomach? _____
2. Which organ is between the stomach and large intestine? _____
3. What are the three functions of the digestive system?

Name _____

**Day
2**

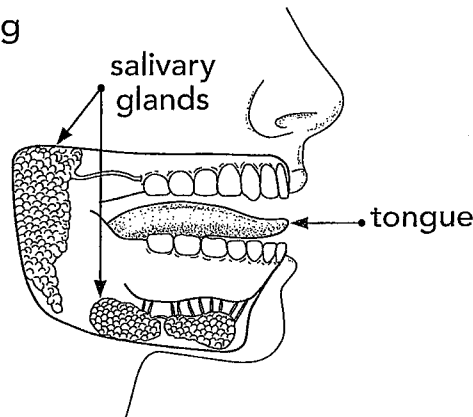
Weekly Question

What happens if you swallow gum?

Your digestive system starts with your mouth. When you chew food, you break it up into smaller pieces. As you chew, your **salivary glands** secrete saliva. Saliva moistens the food, and **enzymes** in the saliva start to break down the food's nutrients so that your body can absorb them more easily. When you swallow, muscles move the food down your esophagus to your stomach.

However, when you chew on gum, something different happens. Saliva and enzymes break down the sweeteners in the gum, but the rest of the gum stays in one wad. If you happen to swallow it, it will move to the stomach in one piece.

- A.** Write a caption for the diagram, explaining the role that chewing and saliva play in digestion.



- B.** Answer the questions.

1. How are enzymes similar to chewing, and how are they different?

2. What are two possible problems with swallowing food before you chew it properly?

a. _____

b. _____



Vocabulary

enzymes

EN-zymz
chemicals that aid reactions in the body

salivary glands

SAL-ih-VAIR-ee
glandz
glands that secrete saliva enzymes

Name _____



Day 2

Weekly Question What happens if you swallow gum?

Your digestive system starts with your mouth. When you chew food, you break it up into smaller pieces. As you chew, your salivary glands secrete saliva. Saliva moistens the food, and enzymes in the saliva start to break down the food's nutrients so that your body can absorb them more easily. When you swallow, muscles move the food down your esophagus to your stomach.

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Vocabulary

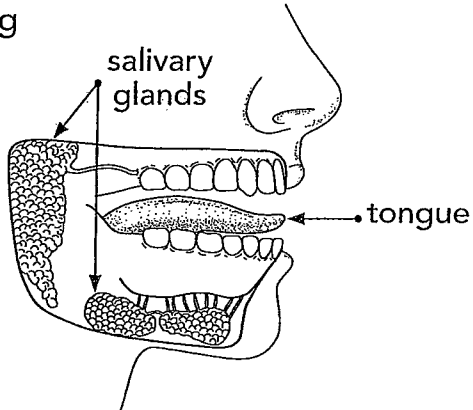
enzymes

EN-zymz chemicals that aid reactions in the body

salivary glands

SAL-ih-VAIR-ee glandz glands that secrete saliva enzymes

A. Write a caption for the diagram, explaining the role that chewing and saliva play in digestion.



Three horizontal lines for writing a caption.

B. Answer the questions.

1. How are enzymes similar to chewing, and how are they different?

Two horizontal lines for writing an answer.

2. What are two possible problems with swallowing food before you chew it properly?

Two sub-questions 'a.' and 'b.' with horizontal lines for answers.

Name _____

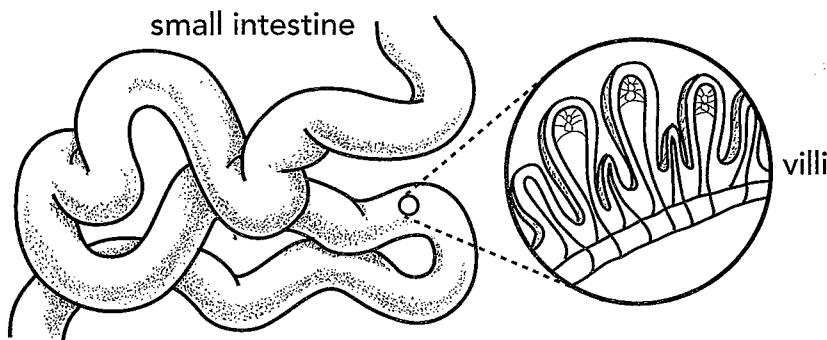
Day
3

Weekly Question

What happens if you swallow gum?

After food passes through your esophagus, it enters the stomach. Here, strong muscles that form the stomach wall churn up the food. The stomach secretes acids and enzymes that help further break down the food. However, a wad of gum remains mostly intact. Even so, it doesn't stay in your stomach for seven years! Usually within hours, the wad of gum gets pushed into the small intestine along with the rest of the stomach contents.

Digestion is completed in the small intestine. The inside of the small intestine is lined with small, finger-like bumps called **villi**. Nutrients from the digested food are absorbed through the villi and passed into the bloodstream. The blood then carries the nutrients to cells throughout the body.

**Vocabulary****villi**

VIL-eye
finger-like bumps
in the small
intestine that help
move nutrients into
the bloodstream

A. Complete the sentences below, using words from the passage.

1. Enzymes and _____ break down food in the stomach.
2. Nutrients enter the bloodstream with the help of _____.
3. Digestion is completed in the _____.

B. Sometimes when you are ill or eat something spoiled, your brain sends a signal to your stomach to force its contents out of your body. What works in your stomach to make this happen?

Day 3

Name: _____

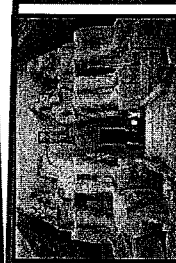
Egyptian Pharaohs & Their Achievements

Ahmosé (1550 BCE - 1525 BCE)

Ahmosé became pharaoh at the age of 10 after his brother died fighting the Hyksos. Once he became pharaoh he marched his men to Avaris and defeated the Hyksos and freed the people of Egypt. Ahmosé also conquered the Nubians to the south of Egypt to gain a wealth of gold. Ahmosé expanded his empire to the north and south by defeating the Hyksos and the Nubians. He reunified Egypt and ruled for 25 years until his death.

Amenhotep III (1390 BCE - 1352 BCE)

Instead of conquering lands like previous pharaohs Amenhotep III decided to make treaties with foreign countries. These were called the Amarna Letters. He also built two very large temples in Nubia the kingdom to the south of Egypt where most of the gold was mined. Instead of marrying one of his family members, Amenhotep III married a commoner named, Tiy. Near the end of his reign, Amenhotep III was getting upset of the wealth that the priests were bringing in and stopped worshipping Ra (Amen) and began worshipping Aten.



Ramses II (1279 BCE - 1212 BCE)

Ramses II was born as a commoner and was able to become pharaoh, because of his family's great military strength. He fought many battles with the Hittites, and he eventually realized he could not win and signed a peace treaty to keep Egypt from collapsing. He built the Ramesseum which was a temple to talk about his greatness. Inside there was a library with over 10,000 papyrus scrolls glorifying Ramses II. He also built a village called Deir el Medineh where craftsmen built two magnificent tombs into the mountains. These tombs were for Ramses II and his wife Nefertari. Ramses II had 80 sons and 60 daughters. The reason he had so many children was to make sure that his family stayed in power after his death. Ramses II lived to be 93 and outlived many of his children. He is the only pharaoh to have the name "Great" following his name as he is commonly called Ramses the Great.

Hatshepsut (1479 BCE - 1458 BCE)



Hatshepsut became a co-regent when her father Tutmosis II died. She then claimed herself as pharaoh. Hatshepsut was one of the only female pharaohs. In order to get the support of her citizens she dressed up as a man. She was able trade with Punt and bring back exotic goods. After her death her step son, Tutmosis III tried to erase her from history by removing her name from temples, tombs, and shrines.

Akhenaten (1352 BCE - 1336 BCE)

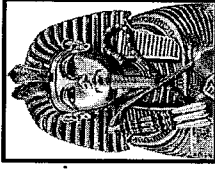
Akhenaten became the pharaoh after his father, Amenhotep III, died. Akhenaten was originally named Amenhotep IV. He changed his name, because he began worshipping the sun god, Aten. His name means "Living in the spirit of Aten". He was the first pharaoh to practice monotheism, or belief in one god. Akhenaten removed everything that talked about Ra (Amen) from temples, cities, and tombs. He moved his capital city from Thebes to Amarna and told all the people he had to move as well. Akhenaten almost caused Egypt to fall into bankruptcy.

Tutmosis III (1458 BCE - 1425 BCE)

Tutmosis III became pharaoh after his mother Hatshepsut died. He was so upset that she declared herself pharaoh that he tried to remove her from history by erasing her name from temples, tombs, and shrines. Tutmosis III conquered more land than any other pharaoh. He was able to conquer the rich city of Megiddo after some very long battles and made Thebes one of the richest cities in the ancient world.

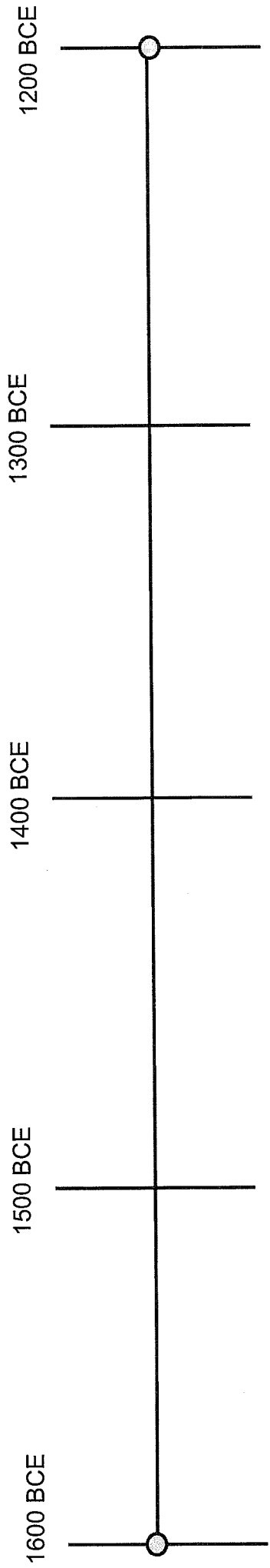
Tutankhamun (1336 BCE - 1327 BCE)

Tutankhamun took the throne after his father Akhenaten died. He was only 9 years old at the time so priests and military leaders used Tutankhamun as a puppet to do what they wanted. Tutankhamun was originally named Tutankhaten. Tutankhamun eventually moved the capital city back to Thebes. When Tutankhamun turned 19 he died suddenly and many think he was murdered. He is also called King Tut. His tomb was discovered in 1922 to Howard Carter with all of the treasure and gold still in the tomb.



Name: _____ Period: _____ Egyptian Pharaohs & Their Achievements Timeline

Directions: Plot the beginning and end of each pharaoh's reign. Make sure to fill in the key at the bottom so readers know what they are looking at.



1. Which pharaoh ruled for the longest time period?
2. Which pharaoh ruled for the shortest time period?
3. Which pharaoh(s) stopped worshipping Ra (Amen) and began worshipping Aten?
4. Using the information on the other side, which pharaoh accomplished the most when they were in power? (Cite 2 pieces of evidence & explain)

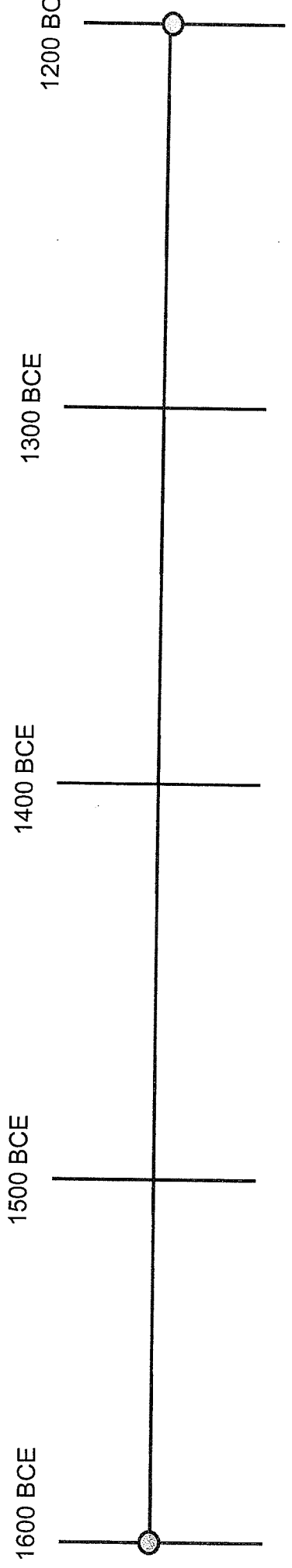
Key

- Ahmose
- Hatshepsut
- Tuthmosis III
- Amenhotep III
- Akhenaten / Amenhotep IV
- Tutankhamun / Tutankhaten
- Ramses II

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