

# Taylor County Schools

## Day 4

Sixth Grade



1. Complete this packet on the fourth ICE Day.
2. Write your name on the booklet.
3. Return this completed packet after the ICE Pack Day. You will keep the others in the envelope for future ICE Pack Days.

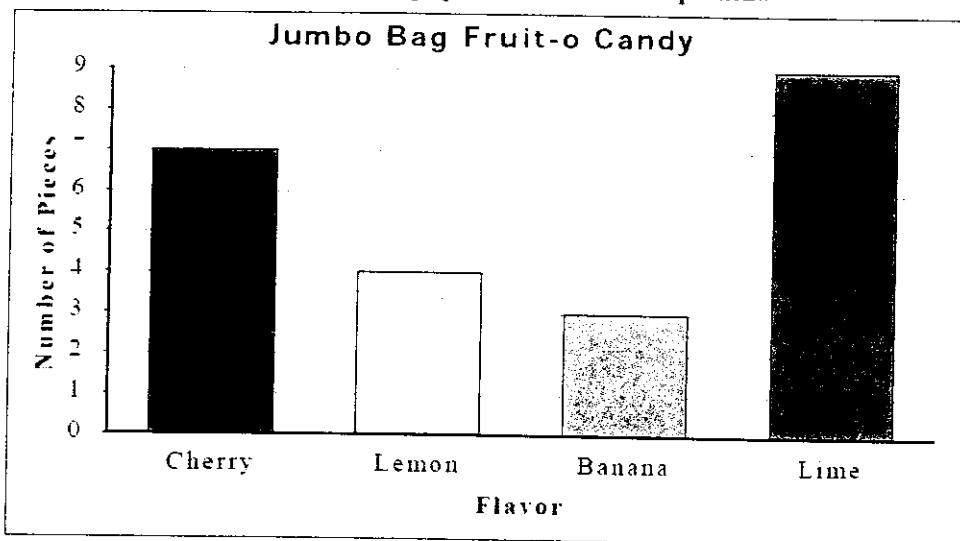
Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_



Reading a Bar Graph

Will bought a jumbo bag of Fruit-o candy. Before chowing down, he decided to see how many pieces of each flavor there were. Use his graph below to answer the questions.



Answers

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

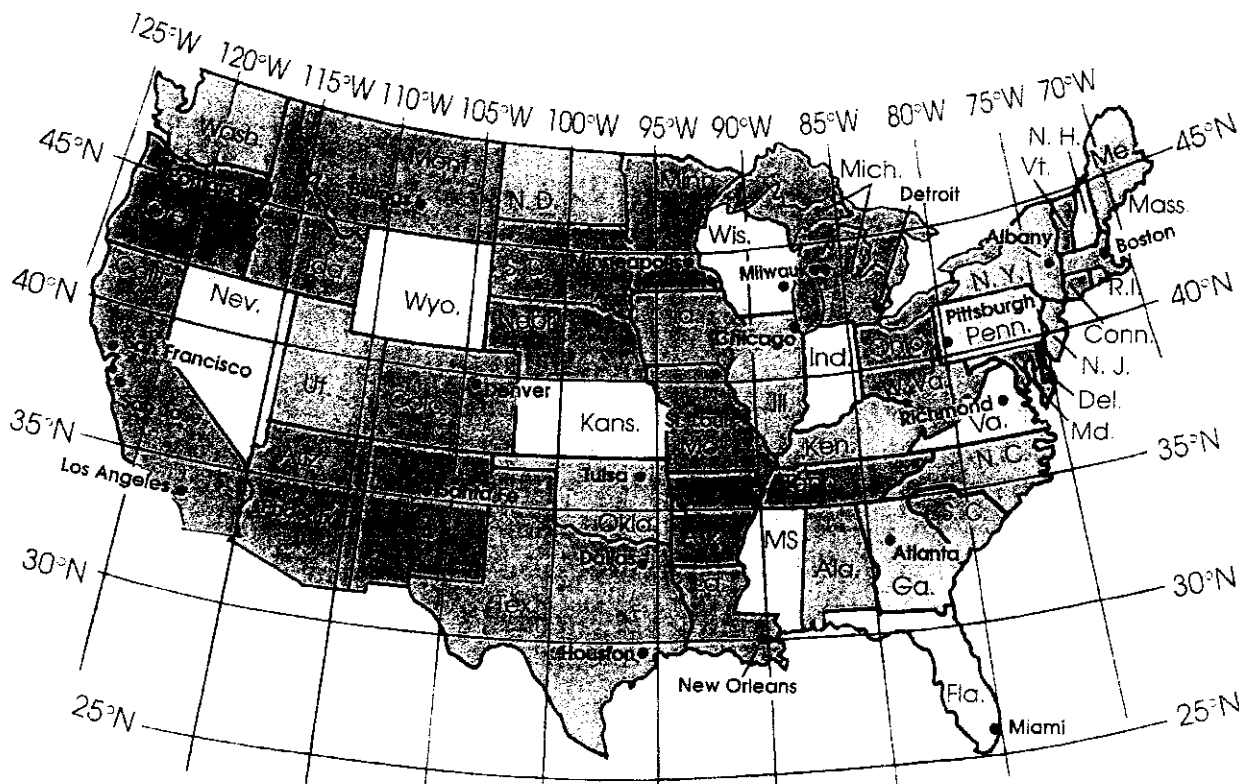
- 1) How many pieces were Lime?
- 2) Were there more Cherry pieces or Lime pieces?
- 3) Which flavor had exactly 9 pieces in the bag?
- 4) What is the difference in the number of Banana pieces and the number of Lemon pieces?
- 5) What is the combined number of Banana and Lime pieces?
- 6) Which flavor had the most pieces in the bag?
- 7) Which flavor had the fewest pieces in the bag?
- 8) How many more Lime pieces were there than Cherry pieces?
- 9) How many fewer Cherry pieces were there than Lime pieces?
- 10) Were there fewer Lemon pieces or Banana pieces?

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Latitude and Longitude

# See the U.S.A.

Use the coordinates to plan a trip across the U.S.A.



**Directions:** Write the name of the city closest to the intersection.

1. Your trip begins at 40°N / 105°W, the Mile-High City. \_\_\_\_\_
2. You fly over the Rocky Mountains to 45°N / 125°W. \_\_\_\_\_
3. Now, to 35°N / 105°W in New Mexico. \_\_\_\_\_
4. Next, stop is Texas, the city of . . . 30°N / 95°W. \_\_\_\_\_
5. It's Mardi Gras time at 30°N / 90°W. \_\_\_\_\_
6. Then, fun in the sun and the Atlantic Ocean 25°N / 80°W. \_\_\_\_\_
7. To the Gateway Arch in the city of . . . 40°N / 90°W. \_\_\_\_\_
8. The Steelers play football here—40°N / 80°W. \_\_\_\_\_
9. Next, to the capital of New York—40°N / 75°W. \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

# What's the difference between weather and climate?

By NASA, adapted by Newsela staff on 03.30.17

The difference between weather and climate is a measure of time. Weather is what conditions of the atmosphere are over a short period of time. Climate is how the atmosphere "behaves" over longer periods of time.

Climate change is long-term averages of daily weather. Children hear stories from their parents and grandparents about how snow was always piled up to their waists when they were young. But most children today have not experienced those kinds of snow-packed winters. The change in recent winter snows shows that the climate has changed.

If summers seem hotter lately, then the recent climate may have changed. In some places in the world, springtime comes earlier now than it did 30 years ago. This is indicative of a possible change in the climate.

In addition to long-term climate change, there are shorter-term climate variations. This is called climate variability. It can be represented by periodic changes. The changes may be related to weather events like El Niño and La Niña, where ocean temperatures have a huge effect on the weather. They may also be caused by changes in the Earth, like volcanic eruptions, which release ash into the air and can lower regional and even global temperatures.

## Atmospheric Behavior

Weather is basically the way the atmosphere is behaving. Weather consists of the short-term changes in the atmosphere. Most people think of weather in terms of temperature, humidity, precipitation, cloudiness, brightness, visibility and wind. They may also consider atmospheric pressure.

In most places, weather can change from minute to minute, hour to hour, day to day and season to season.

Climate is the average of weather over time and space. An easy way to remember the difference is that climate is what you expect, like a very hot summer. Weather is what you get, like a hot day with pop-up thunderstorms.

## What's In Your Weather?

There are many different things that make up the weather. Weather includes all kinds of precipitation from rain to hail to snow. It also includes sunshine, heat waves and more.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

### Finding Long-Term Patterns In Weather

In short, climate is the description of the long-term pattern of weather in a particular area.

Some scientists define climate as the average weather for a particular region and time period. It is usually taken over 30 years.

Scientists look at different measurements of weather. They can include precipitation, temperature, humidity, sunshine and wind velocity. They can also include phenomena such as fog, frost and hail storms.

To tell if an area was drier than average, scientists would look at multiple sources. They may look at rain gauge data, lake and reservoir levels and satellite data. If it continues to be drier than normal over the course of many years, then it would likely indicate a change in the climate.

### Tracking How Climate Change Affects Us All

Studying climate and climate change is important because it will affect people around the world. Rising global temperatures are expected to raise sea levels and change precipitation and other climate conditions. Changing climates could alter forests, crops and water supplies. It could also affect human health, animals and many types of ecosystems. Deserts may expand into areas that are used for grazing, and features of some of our national parks and national forests may be permanently altered.

The National Academy of Sciences is a leading scientific body in the U.S. It determined that the Earth's surface temperature has risen by about 1 degree Fahrenheit in the past century. There has been particularly accelerated warming during the past 20 years. There is new and stronger evidence that most of the warming over the last 50 years is caused by human activities. Yet, there is still some debate about the role of natural cycles and processes.

Human activities have changed what elements make up the Earth's atmosphere. They have caused a buildup of greenhouse gases – primarily carbon dioxide, methane and nitrous oxide. All scientists agree that these greenhouse gases trap heat. However, some scientists and politicians disagree about exactly how Earth's climate responds to them. According to the U.S. Climate Change Science Program, things like aerosols — particles that cool the air such as hairsprays or some cleaners — or changes in land use may play important roles in climate change. Still, their influence is unclear.

NASA has been using satellites to study Earth's changing climate. Thanks to satellite and computer model technology, NASA has been able to use math to estimate surface temperatures around the world and measure how they've been warming.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

The satellites measure the sun's radiation reflected and absorbed by the land and oceans. NASA satellites keep eyes on the ozone hole, El Nino's warm waters in the Pacific Ocean, volcanoes, melting ice sheets and glaciers. It also watches changes in global wind and pressure systems and much more.

## Quiz

- 1 Which paragraph in the introduction [paragraphs 1-4] gives examples of things that can cause the climate to change?
  
- 2 Which detail from the article BEST supports the idea that humans contribute to climate change?
  - (A) If summers seem hotter lately, then the recent climate may have changed. In some places in the world, springtime comes earlier now than it did 30 years ago. This is indicative of a possible change in the climate.
  - (B) Studying climate and climate change is important because it will affect people around the world. Rising global temperatures are expected to raise sea levels and change precipitation and other climate conditions.
  - (C) According to the U.S. Climate Change Science Program, things like aerosols — particles that cool the air such as hairsprays or some cleaners — or changes in land use may play important roles in climate change.
  - (D) NASA satellites keep eyes on the ozone hole, El Nino's warm waters in the Pacific Ocean, volcanoes, melting ice sheets and glaciers. It also watches changes in global wind and pressure systems and much more.
  
- 3 How is the structure of the section "Finding Long-Term Patterns In Weather" different from the structure of the section "Tracking How Climate Change Affects Us All"?
  - (A) "Finding Long-Term Patterns In Weather" provides a definition of climate, while "Tracking How Climate Change Affects Us All" explains the causes and effects of climate change.
  - (B) "Finding Long-Term Patterns In Weather" compares climate to weather, while "Tracking How Climate Change Affects Us All" questions whether scientists can reverse climate change.
  - (C) "Finding Long-Term Patterns In Weather" lists different types of weather, while "Tracking How Climate Change Affects Us All" gives tips on how to prevent climate change.
  - (D) "Finding Long-Term Patterns In Weather" explains different types of weather patterns, while "Tracking How Climate Change Affects Us All" describes how scientists measure climate change.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

4 Read the first paragraph of the article.

*The difference between weather and climate is a measure of time. Weather is what conditions of the atmosphere are over a short period of time. Climate is how the atmosphere "behaves" over longer periods of time.*

How does this paragraph contribute to the development of the article's central idea?

- (A) It explains how climate affects the weather over time.
- (B) It summarizes the relationship between climate and weather.
- (C) It makes the claim that weather is more long-term than climate.
- (D) It discusses how the weather and climate make up the atmosphere.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**1 Read and write synonyms for the words in bold. Use the words in the box.**

Edward de Bono proposes that a PMI (Plus, Minus, Interesting) can develop decision-making skills. A PMI checks that an activity is worth doing. **Begin** by drawing a table with three columns. Record the positive effects of the action in the 'Plus' column and the negative effects in the 'Minus' column. Other points go in the 'Interesting' column. Finally, **award** the points a positive or negative score and add them up. A higher positive **total** shows that the action **ought to** be taken and a higher negative total shows that it shouldn't be taken. Below, is a PMI which an Egyptian family used to decide whether to go to Ireland for a holiday.

Plus	Minus	Interesting
speak English (+6)	9 hour flight (-3)	will it be boring? (-2)
lovely countryside (+4)	costly to buy things (-5)	might make new friends (+3)
friendly people (+5)	not many mosques (-2)	
mild temperatures (+2)	lots of rain (-2)	

warm    action    suggest    start    give    expensive improve    beautiful    result    should    write
--

Examples: propose suggest

- |                  |                  |
|------------------|------------------|
| 1 develop _____  | 2 activity _____ |
| 3 record _____   | 4 begin _____    |
| 5 award _____    | 6 total _____    |
| 7 ought to _____ | 8 lovely _____   |
| 9 mild _____     | 10 costly _____  |



Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**2 Write the antonyms.**

Example: It was cloudy and dry (wet)

- 1 It was hot (\_\_\_\_\_) in the classroom.
- 2 The classroom was full and quiet (\_\_\_\_\_).
- 3 It was dark (\_\_\_\_\_) and cool inside.
- 4 There was a normal (\_\_\_\_\_) painting on the wall.
- 5 The test was very simple (\_\_\_\_\_).

**3 Correct the verb in the sentences.**

Example: Ahmed is swimming in the river every day

Ahmed swims in the river every day

- 1 I prayed every day.  
\_\_\_\_\_
- 2 At the moment, Jill watched a football match.  
\_\_\_\_\_
- 3 Fahad goes camping yesterday.  
\_\_\_\_\_
- 4 This morning I get up at 6 o'clock.  
\_\_\_\_\_
- 5 We was lived in Turkey last year.  
\_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

**FITNESS HOMEWORK – Nutrition**

***Why is Proper Nutrition Important?***

Are nutrition and health related? Is healthy eating important? Of course! Like a finely-tuned racing car, your body needs the right fuel (food) and regular maintenance (exercise, lifestyle and mental attitude) to achieve its true health potential. Nothing is more important than healthy eating! Put in the wrong fuel or let it go without regular use and there's no way it can deliver its full power and performance. Without healthy eating, your body's engine will cough, splutter and eventually stall.

**Maintaining a balanced diet by healthy eating can:**

- Give you vitality and energy for life
- Help you stay at a weight that's right for you
- Boost your immune system
- Improve sports performance
- Delay the effects of aging
- Keep you active and fit into old age
- Help beat tiredness and fatigue
- Protect teeth and keep gums healthy
- Enhance your ability to concentrate and possibly alter mood
- Ward off serious illnesses like heart disease, certain cancers, mature-age onset diabetes, and gallbladder disease

*A healthy lifestyle must be reinforced at home as well as at school. That is why it is so important to start positive exercise habits at a young age and that is the main reason we have fitness homework here at Mattawoman. Most fitness homework assignments will be brief but they will be collected and graded every time. All fitness homework must be signed by a parent. Hopefully these fitness home works will be motivating for the entire family and will help every student.*

**Assignment – Physical – 30 min. Muscular Endurance workout. What did you do? \_\_\_\_\_**

**Parent Signature(Required): \_\_\_\_\_**

**I participated with my child: Yes \_\_\_\_\_ (.5 extra credit) No \_\_\_\_\_**

1. Which fact from above stood out to you? And why?

2. What physical muscular endurance activity benefits you the most and why?

3. Why is it so important to eat healthy balanced meals?

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Color the color wheel and the boxes and fill in the blanks to complete the activity.

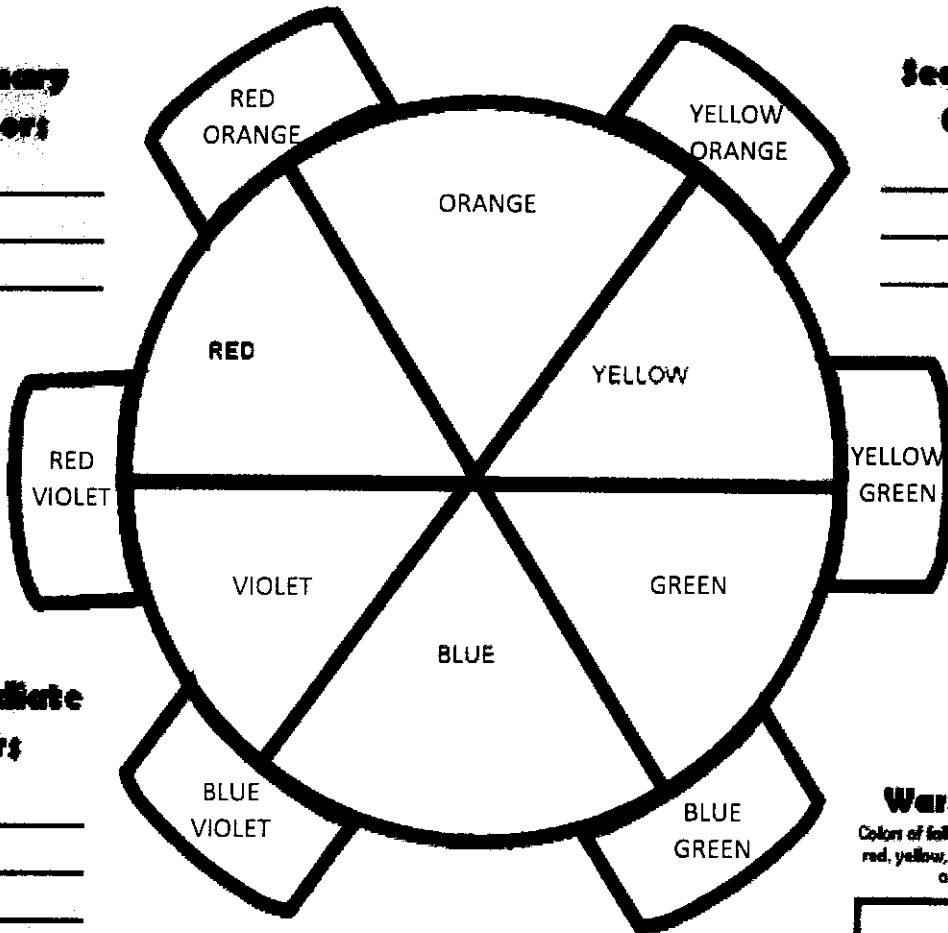
# Color Theory

**Primary Colors**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Secondary Colors**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Intermediate Colors**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Warm Colors:**

Colors of fall and fire like orange, red, yellow, brown, pink, yellow-orange, etc.


**My Favorite Color**

--

**Tints:**

Add White  
(Light purple, light blue, pink, light green, etc.)

--	--	--	--	--

**Cool Colors:**

Colors of a refreshing forest or the arctic like blue, green, purple, turquoise.


**Shades:**

Add Black  
(Dark red, dark blue, grey, green, dark orange, etc.)

--	--	--	--	--

**Complementary Colors:**  
Opposite on the Color Wheel

\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_

--	--	--	--	--	--

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

# Label the parts of the webpage

