

Taylor County Schools

Day 5

Sixth Grade



1. Complete this packet on the fifth 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.

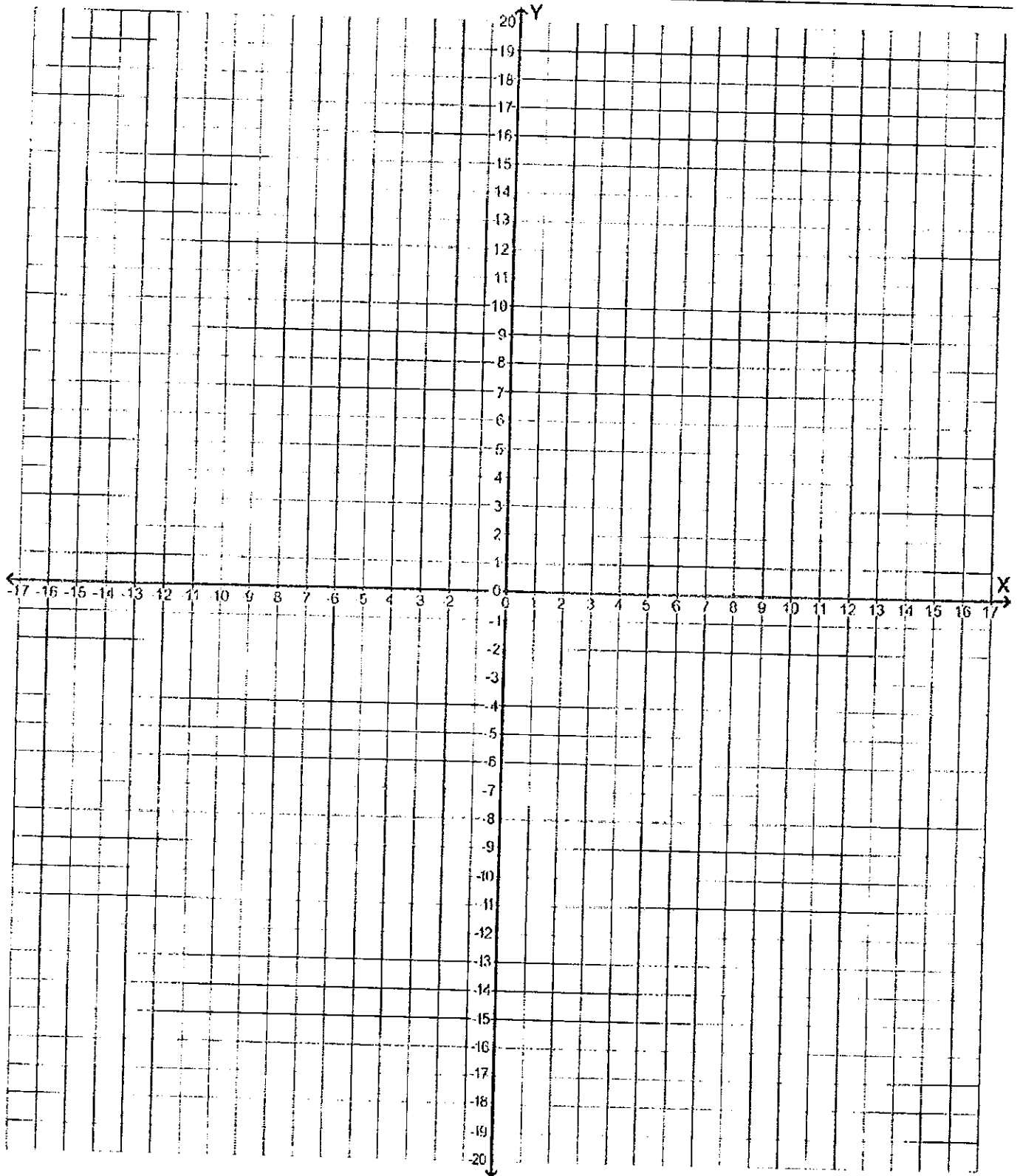
Name: _____

Student Name: _____ Teacher: _____

Coordinate Graphing Mystery Picture - Four Quadrants
 Plot the ordered pairs and connect them with a straight line as you plot.

START	(5,-3)	(14,-14)	START	(-7,-5)
(8,3)	(7,-5)	(14,-11)	(5,-9)	STOP
(9,5)	STOP	(13,-10)	(5,-10)	
(11,6)		(11,-10)	(6,-11)	START
(13,5)	START	(10,-11)	(7,-11)	(1,12)
(14,3)	(-5,8)	(10,-14)	(8,-10)	(2,16)
(13,1)	(-6,6)	STOP	(8,-9)	(4,19)
(11,0)	(-6,5)		(7,-8)	(7,19)
(9,1)	(-5,3)	START	(6,-8)	(9,18)
(8,3)	(-2,2)	(-2,6)	(5,-9)	(9,16)
STOP	(2,2)	(-2,5)	STOP	(8,15)
	(5,3)	(-1,4)		(6,15)
START	(6,5)	(1,4)	START	(5,16)
(-3,10)	(6,6)	(2,5)	(-6,6)	(5,18)
(-3,9)	(5,8)	(2,6)	(-9,8)	(6,18)
(-2,9)	STOP	STOP	(-12,8)	(7,17)
(-2,10)			(-15,6)	(6,16)
(-3,10)	START	START	(-17,2)	STOP
STOP	(-7,-8)	(-2,2)	(-17,-2)	
	(-6,-8)	(-3,0)	(-15,-6)	START
START	(-5,-9)	(-3,-9)	(-13,-7)	(3,-9)
(-13,-10)	(-5,-10)	(-2,-14)	(-9,-7)	(4,-12)
(-14,-11)	(-6,-11)	(0,-17)	(-15,-9)	(7,-15)
(-14,-14)	(-7,-11)	(2,-14)	(-17,-12)	(11,-17)
(-13,-15)	(-8,-10)	(3,-9)	(-17,-15)	(14,-17)
(-11,-15)	(-8,-9)	(3,0)	(-14,-17)	(17,-15)
(-10,-14)	(-7,-8)	(2,2)	(-11,-17)	(17,-12)
(-10,-11)	STOP	STOP	(-7,-15)	(15,-9)
(-11,-10)			(-4,-12)	(9,-7)
(-13,-10)	START	START	(-3,-9)	(13,-7)
STOP	(-1,12)	(-11,0)	STOP	(15,-6)
	(-2,16)	(-9,1)		(17,-2)
START	(-4,19)	(-8,3)	START	(17,2)
(0,9)	(-7,19)	(-9,5)	(0,9)	(15,6)
(0,11)	(-9,18)	(-11,6)	(-2,7)	(12,8)
(2,13)	(-9,16)	(-13,5)	(-4,7)	(9,8)
(4,13)	(-8,15)	(-14,3)	(-6,9)	(6,6)
(6,11)	(-6,15)	(-13,1)	(-6,11)	STOP
(6,9)	(-5,16)	(-11,0)	(-4,13)	
(4,7)	(-5,18)	STOP	(-2,13)	
(2,7)	(-6,18)		(0,11)	
(0,9)	(-7,17)	START	STOP	
STOP	(-6,16)	(2,10)		
	STOP	(3,10)	START	
START		(3,9)	(-7,-5)	
(7,-5)	START	(2,9)	(-5,-3)	
(9,-3)	(10,-14)	(2,10)	(-6,-2)	
(8,-2)	(11,-15)	STOP	(-8,-2)	
(6,-2)	(13,-15)		(-9,-3)	

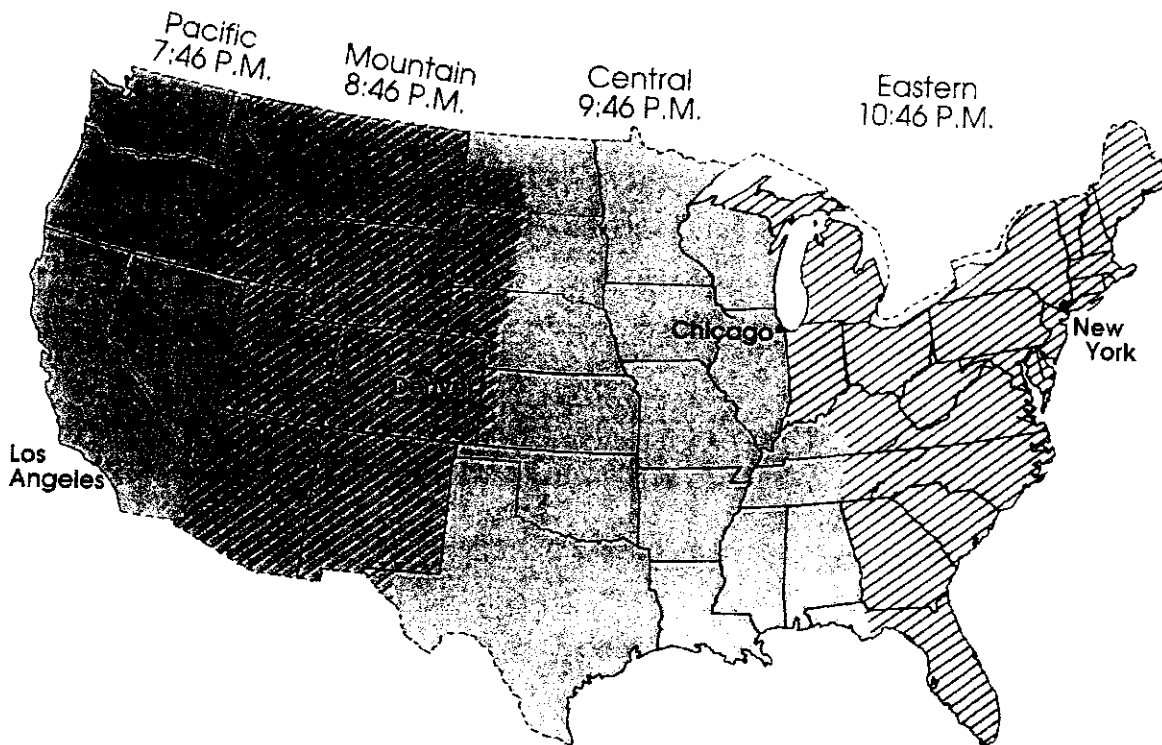
Student Name: _____ Teacher: _____



Student Name: _____ Teacher: _____

Time Zones

Do You Have the Time?



The earth spins on its axis in a west to east direction. This causes our day to begin with the sun rising in the east and setting in the west. Different areas of the United States can have different amounts of daylight at the same moment in time. For instance, when the sun is rising in New York, it is still dark in California.

A **time zone** is an area in which everyone has the same time. Every zone is one hour different from its neighbor. There are 24 time zones around the world. There are six time zones in the United States. The map above shows the four zones that cover the 48 contiguous, or touching, states.

When it is 6 o'clock in New York, what time is it in . . .

Chicago? _____ Los Angeles? _____ Denver? _____

What is the name of the time zone in which you live? _____

Name three other states in your time zone.

Student Name: _____ Teacher: _____

The Global Reaction to Water and Air Pollution

By History.com, adapted by Newsela staff on 05.30.17

Important new technologies were invented during the Industrial Revolution of the mid-1800s. Steam engines powered machines that used to be worked by hand. Economies that used to rely on agriculture became heavily industrial. However, this period also created new sources of air and water pollution. By the middle of the 1900s, countries began to feel the effects of polluted air and water. In the 1960s, an environmental movement was founded in order to stop it. The movement led to the creation of Earth Day, and also to laws like the Clean Air Act and the Clean Water Act.

People have been trying to fight pollution for centuries. In the 1200s, England's King Edward I tried to stop air pollution. He threatened to punish people in London if they didn't stop burning coal. However, the Londoners did not pay attention.

By the first part of the 1800s, factories began burning large amounts of coal to power machines. The smog and soot caused by coal seriously affected people's health. In 1952, pollution from factories and home fireplaces killed at least 4,000 people in London. A few years earlier, in 1948, pollution from local factories created a deadly smog in Donora, Pennsylvania. The smog killed 20 people and made 7,000 more sick. Acid rain was another problem that came from coal-powered plants. The smoke from burning coal creates an acidic rain that poisons plants, fish, soil and forests.

Today, the leading cause of air pollution in the U.S. is motor vehicles. Cars mostly run on gas, which is a fossil fuel. This kind of fuel produces greenhouse gases when burned. Greenhouse gases remain in the atmosphere, where they stop light from going into space. Since the light is trapped, so is its heat. Greenhouse gases therefore cause the temperature on the Earth to rise.

Congress passes the Clean Air Act

In 1963, the U.S. Congress passed the Clean Air Act. The law is designed to limit air pollution. However, in 2007 about 46 percent of all Americans lived in counties with unhealthy levels of either ozone or particle pollution, according to the American Lung Association (ALA). This group keeps track of pollution and informs the public on the health risks.

Ozone, or smog, is an irritating, invisible gas. It is formed when sunlight reacts with fumes from fuel burned by cars and trucks, factories and power plants. Ozone can cause serious health problems, like asthma. The ALA calls particle pollution "the most dangerous and deadly" air pollution. The particles are tiny pieces of ash, soot, diesel exhaust, chemicals and metals. Breathing particle pollution all year can shorten people's lives by 1 to 3 years.

Just like air, water pollution is a large problem as well. For centuries, humans dumped waste into streams and rivers. The polluted water made people sick with diseases like cholera and typhoid. A CNN news report says that 1 gram of human excrement contains about 10 million viruses and 1 million bacteria. Today, over 1

Student Name: _____ Teacher: _____

billion people worldwide do not have safe drinking water. Every 15 seconds, a child dies from a disease caused by bad water, says WaterPartners International.

A polluted river in Ohio bursts into flames

The Industrial Revolution made water pollution even worse. Factories began releasing chemicals directly into rivers and streams. In 1969, Ohio's Cuyahoga River burst into flames after waste from factories — known as industrial waste — was dumped into the river. The United Nations says that up to 70 percent of industrial waste is dumped into the rivers and lakes in the developing world. The United Nations is an international group that helps countries work together on global problems.

In China, 70 percent of lakes and rivers are polluted from industrial waste. About 300 million Chinese drink from polluted water sources. This fact was reported by Greenpeace, which keeps track of environmental problems in the world.

Oil on the roads, construction waste and mining are also sources of pollution. They seep into ground water. Livestock wastes, pesticides and fertilizer from farms also get into the water supply. Over half the American population relies on groundwater for drinking water according to the Groundwater Foundation, a group that studies the use of water in the U.S.

Congress passes the Clean Water Act

In 1972, Congress passed the Clean Water Act to reduce water pollution. Today the U.S. has relatively clean, safe drinking water. However, water pollution is still a problem. In 2006, the Environmental News Service (ENS) reported that more than 62 percent of factories dumped pollution into U.S. waterways. The ENS also said that over 40 percent of American waterways were not safe for swimming and fishing.

Quiz

- 1 Read the introduction [paragraphs 1-4].

Which paragraph BEST describes examples of HOW pollution is harmful to humans?

- 2 Which of the following sentences from the article BEST supports the idea that the Clean Air Act was necessary?
- (A) Steam engines powered machines that used to be worked by hand.
 - (B) People have been trying to fight pollution for centuries.
 - (C) A few years earlier, in 1948, pollution from local factories created a deadly smog in Donora, Pennsylvania.
 - (D) In 2006, the Environmental News Service (ENS) reported that more than 62 percent of factories dumped pollution into U.S. waterways.

Student Name: _____ Teacher: _____

- 3 What effect did the environmental movement of the 1960s have on pollution?
- (A) It encouraged changes that led to less pollution.
 - (B) It punished people who used coal to heat their homes.
 - (C) It caused the United Nations to help countries fight air and water pollution.
 - (D) It stopped man-made environmental disasters from happening.
- 4 What is the MOST likely reason why the author included the story of the Cuyahoga River bursting into flames?
- (A) to show how pollution has changed over time
 - (B) to show how pollution affects human health
 - (C) to show the effects of the Industrial Revolution on the economy
 - (D) to show the effects of the Industrial Revolution on the environment

Student Name: _____ Teacher: _____

They're/Their/There • • • Rules to Remember

The easiest way to learn which of these words to use is to memorize when to use **they're** and **their**. Then you know that you must use **there** in every other case.

Rule: The word **they're** is always a contraction. Use it only when you can substitute **they are**.

Why don't frogs live very long?

because they're always croaking

Father: "What are your grades like this term?"

Son: "They're underwater."

Father: "What does that mean?"

Son: "Below C level."

Why don't elephants like computers?

They're afraid of the mouse.



Rule: The word **their** is always a pronoun. Use it to show ownership.

Why are male deer always smiling?

to show off their buck teeth

Why did they open the first drive-through restaurant?

so people could curb their appetites

Why were the elephants thrown out of the water park?

They couldn't keep their trunks up.

Rule: The word **there** is used as an adverb or pronoun. It is used to show a place or a position, to tell of the existence of something, or when the verb comes before the subject in a sentence.

Boy: "That bank won't let my dad withdraw any money."

Girl: "Why not?"

Boy: "He doesn't have any in there."

• Explanation: "there" shows place in this example.

Girl: "What caused your flat tire?"

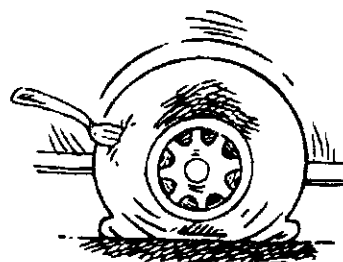
Boy: "There was a fork in the road."

• Explanation: "there" shows existence in this example.

Boy: "Why did you laugh when the teacher asked you what W-A-L-R-U-S spells?"

Girl: "Because there is no such thing as a walrus that spells."

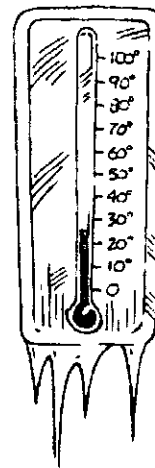
• Explanation: the verb "is" comes before the subject "thing."



Student Name: _____ Teacher: _____

They're/Their/There • • • • • Practice Page**Directions: Finish each punchline by writing *they're*, *their*, or *there*. Remember to capitalize the first word in a sentence.**

1. How do you know that grandfather clocks are shy?
They always have _____ hands over _____ faces.
2. Why do people consider flowers lazy?
_____ always in beds.
3. What kind of animals are the easiest to weigh?
Reptiles; they always carry around _____ scales.
4. What's the longest word in the English language?
"Smiles"; _____ is a mile between the first and last letters.
5. Why do the numbers one through twelve make the best guards?
because they spend all of _____ time on the watch
6. If six copycats sat on a fence and one jumped down, how many would be left on the fence?
None, _____ all copycats!
7. Do doctors get a big charge out of their work?
No, but _____ patients surely do!
8. Why is winter the best time to purchase a thermometer?
because in summer _____ higher
9. Why were the baby strawberries upset?
_____ parents were in a jam.
10. When does it rain money?
whenever _____ is change in the weather




Student Name: _____ Teacher: _____

Student Handout #20

How Do Your Rate Your Day's Food and Drink Choices?

What Steps Could You Take to Make Smarter Food and Drink Choices?

Food Groups	Tip	How many calories do you need daily? <small>Below write your food group goals, based on your day's calorie need. (See handout #9.)</small>	Where do your food and drink choices fit in the food groups?	How much did you consume from each food group?
 <p>Fruit</p>	<p>(Some foods and drinks such as sodas, cakes, cookies, donuts, ice cream, and candy, are high in fats and sugars. Limit those.)</p> <p>Choose fresh, frozen, canned, and dried fruit more often than juice.</p>	_____ cups	_____ cups <small>(See handout #10.)</small>	_____ cups <small>(See handout #10.)</small>
Vegetables	Aim for variety every day: dark-green, red and orange, beans and peas,* starchy, and other vegetables.	_____ cups	_____ cups <small>(See handout #12.)</small>	_____ cups <small>(See handout #12.)</small>
Grain	Make at least half your grains whole grain.	_____ ounce equivalents	_____ ounce equivalents <small>(See handout #14.)</small>	_____ ounce equivalents <small>(See handout #14.)</small>
Dairy	Include low-fat and fat-free dairy foods every day.	_____ cups	_____ cups <small>(See handout #16.)</small>	_____ cups <small>(See handout #16.)</small>
Protein foods	Aim for variety. Choose fish, lean meat and poultry, beans and peas,* nuts and seeds each week.	_____ ounce equivalents	_____ ounce equivalents <small>(See handout #18.)</small>	_____ ounce equivalents <small>(See handout #18.)</small>
Physical activity (it's important too!)	Be active every day. Choose activities you like and that fit into your life.	Be physically active for at least 60 minutes a day.	_____ minutes	_____ minutes

How did you do today? _____
 I can take this step(s) to eat healthier tomorrow. _____
 I can take this step(s) to be more physically active tomorrow. _____

* When you rate your plate, beans and peas count as either vegetables or protein foods, but not both. It's up to you to decide how to count them. Go online for an interactive way to rate your plate: www.ChooseMyPlate.gov. Then click on "Analyze My Diet."

Student Name: _____ Teacher: _____

Application

AEROBIC AND ANAEROBIC ACTIVITY

A. Read the list of activities below. Circle each activity that features aerobic exercise. Draw a line under each activity that features anaerobic exercise.

- | | | | | |
|-----------------|-------------------|------------|------------------|----------------------|
| aerobic dancing | mountain climbing | golf | boxing | downhill skiing |
| fencing | speed swimming | baseball | speed skating | basketball |
| tumbling | wrestling | karate | horseback riding | scuba diving |
| tennis | weightlifting | ballet | rowing | racquetball |
| swimming | hiking | gymnastics | soccer | bicycling |
| sprinting | jogging | walking | table tennis | cross-country skiing |

B. Answer the following questions.

1. Which activities could be aerobic or anaerobic depending on how you performed them?

2. How does participating in aerobic and anaerobic activities improve cardiovascular fitness?

3. Which type of activity, aerobic or anaerobic, is better for building cardiovascular fitness? Explain.

4. What is the best way to determine if an activity contributes to cardiovascular fitness?

5. Why is it important to develop cardiovascular fitness early in life?

6. Besides exercising regularly, what can you do to maintain cardiovascular fitness?

7. Elaine would like to build cardiovascular fitness. She likes to jog. Use the FIT formula principles to explain how Elaine might best build cardiovascular fitness through jogging.

Student Name: _____ Teacher: _____

Music Careers Word Search

by Ms. Garrett

www.musictechteacher.com

B F Y I S O R H Z C X N G S R
L T S I P A R E H T B I W V V
C R V E O R M Z Y T P Z V V N
L L V N M F J P B W C Y X V A
S O N G W R I T E R A M A X I
P R O D U C E R R F E L P R R
T H N R O T A R U C H J P O A
E J R E T A I L E R V A R T R
A G R E S O P M O C L R A C B
C R E E N I G N E N X F I U I
H K L V X R Q Z L K U N S D L
E I E G U C R I T I C C E N T
R A R E N U T O N A I P R O I
Y R E D A E L D N A B F Q C A
R Y E K C O J K S I D K I V Q

LIBRARIAN
LAWYER
RETAILER
CURATOR
BANDLEADER
THERAPIST
COMPOSER
ENGINEER
DISKJOCKEY
CONDUCTOR
TEACHER
CRITIC
PIANOTUNER
SONGWRITER
APPRAISER
PRODUCER

TO THE INTERNET

Exercise 15: It is hard to imagine a world without the Internet. For some people it is simply impossible to imagine! Let's find out how addicted you are to the Internet.

- 1) I prefer surfing the web or using Facebook to spending time with my family.
a) rarely b) sometimes c) often
- 2) When the Internet doesn't work, I get moody and nervous.
a) rarely b) sometimes c) often
- 3) I feel uncomfortable when people ask about what I do online.
a) rarely b) sometimes c) often
- 4) I can't sleep because I am online or use my phone late at night.
a) rarely b) sometimes c) often
- 5) Life without the Internet or my phone would be boring.
a) rarely b) sometimes c) often
- 6) I stay online on my PC or phone longer than I intend to.
a) rarely b) sometimes c) often
- 7) My family or friends complain that I am online too much.
a) rarely b) sometimes c) often
- 8) My grades at school would be higher if I didn't spend so much time online.
a) rarely b) sometimes c) often
- 9) I check my email before doing other things.
a) rarely b) sometimes c) often
- 10) I easily get annoyed when people disturb me while I am online or using my phone.
a) rarely b) sometimes c) often

Let's find out if you are addicted to the Internet. Add up the points of your answers to get your final score.

- a) rarely = 1 point
- b) sometimes = 3 points
- c) often = 5 points

My score:

- 10 - 18: You are a normal Internet user. Sometimes you may use the Internet a bit too much, but you can control yourself. You go offline when you want to.
- 19 - 30: You are having some trouble with the use of your phone or the Internet. It is time to realize that you should go online a bit less often.
- 31 - 50: You are really having a hard time and you are having some serious problems. You should immediately cut the time you spend online and evaluate the impact the Internet has on your life!

