

# HAMPSHIRE COUNTY SCHOOLS

## Snow and Ice Packet (SIP)

### 6<sup>th</sup> Grade

### Day 1

**Instructions: Read ALL Instructions carefully before you begin.**

- Complete this packet on **Day 1** for all classes you are taking if a snow and ice packet day is announced by Hampshire County Schools. Check off each subject when it is completed. You do not have to complete work for classes you are not currently taking.

- English \_\_\_\_\_
- Math \_\_\_\_\_
- Science \_\_\_\_\_
- Social Studies \_\_\_\_\_
- Foreign Language (if taking that class) \_\_\_\_\_
- Related Arts (2 classes) \_\_\_\_\_

- Write your name, date, grade, and class period on the top of each work page.
- Turn in each assignment to the correct teacher on the day you return to school. Each assignment will be counted as a standard class grade as determined by your teacher.

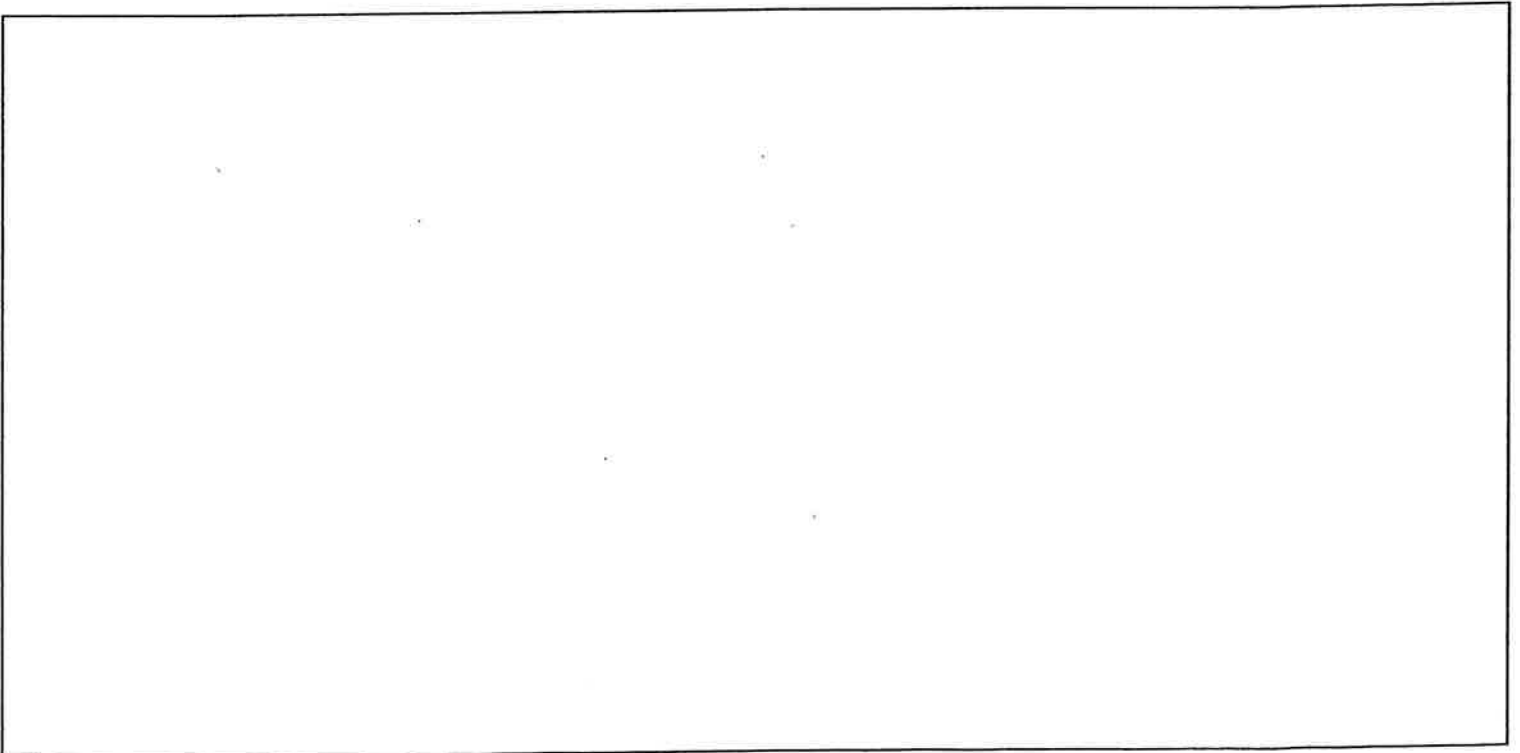
# One-Pager for Any Reading Done This Year

Please Include

1. Title of novel/ short story and author's name
2. A list of characters from the novel/ short story
3. A description of when and where the novel/ short story took place
4. 5 adjectives you would use to describe the novel/ short story
5. One important quotation (A sentence or two from the novel) - Write the quotation in quotation marks - Include the page number - Next to the quotation, explain why this is significant (i.e. "This quotation expresses...")
6. At least 3 drawings, symbols, and/or images that represent aspects of the story - Use color, be creative, be neat, and fill the page
7. One high level question that can be answered after you read the novel/ short story – Then answer the question as well.

Remember to fill the page! Be creative! Think outside of the box!

## Planning Guide





**Problem Solving**

**Breaking All the Records**

Every two years, the Olympic games give athletes around the world a chance to compete. The performance of Olympic athletes improved dramatically in the twentieth century. The distance of the men's long jump increased by 66 percent. The distance of the shot put increased by 100 percent. The length of the ski jump increased by 700 percent.

**Four-Minute Mile**

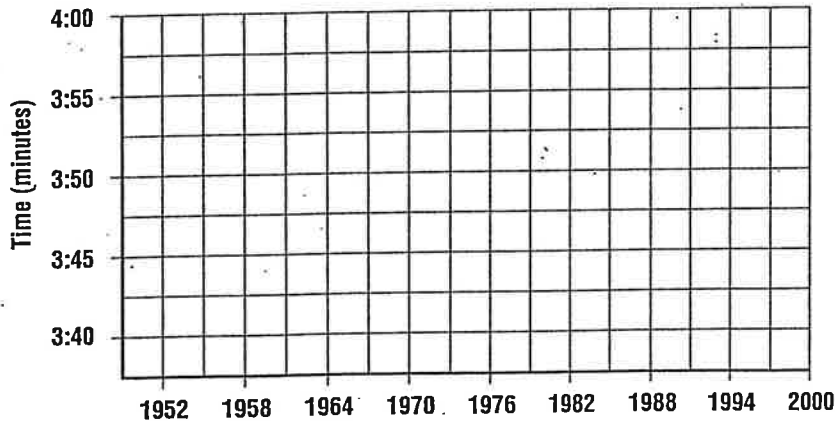
Advances in training techniques, sports science, and sports medicine have led to these improvements. One of the improvements that generated the most attention was the mile run. Before 1950, people thought that no one could run the mile in less than 4-min. Now, however, most world-class athletes routinely break the 4 min mile record. In fact, in 1999, Hicham el Guerrouj broke the 3-min, 45-s mark.

Dr. Trevor Kitson of Massey University in New Zealand compared records for the mile run with the dates of those records. He observed that the graph of this data was a straight line. From the graph, he predicted that the mile might be run in 3 min, 30 s by the year 2033. By following the line downward to the x-axis, it looked as though the mile would be run in 0 min, 0 s by the year 2528.

**Predicting Performance**

Of course, running a mile in 0 min, 0 s is impossible. Still, Kitson's graph provided an interesting look at sports improvements over time. Which improvements will happen next? When will they happen? What limits might someday be reached?

Date	Runner	Mile run time
1954	Sir Roger Bannister	3:59.4
1967	Jim Ryan	3:51.1
1985	Steve Cram	3:46.32
1999	Hicham el Guerrouj	3:43.13



**Applying Problem Solving Skills**

1. Use the blank graph above to construct a graph similar to the one constructed by Dr. Kitson. Use the information in the table. Are the points in a straight line?
2. What probably will happen to the shape of the graph of mile-run records versus years as time goes on? Draw a sketch of the possible graph on another sheet of paper.

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

Checks and Balances

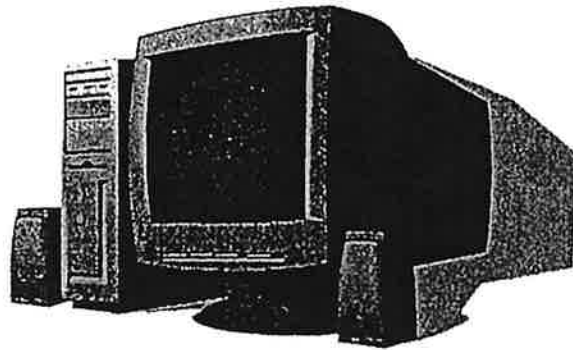
Background Information: The United States government was divided into three separate branches: a Legislative Branch ( \_\_\_\_\_ ) to make the laws, an Executive Branch ( \_\_\_\_\_ ) to enforce the laws and a Judicial Branch ( \_\_\_\_\_ ) to interpret the laws. Checks and balances were established to prevent one branch from becoming too powerful.

Veto	Impeachment	Override	Judicial Review	Justice Appointment	Justice Approval

Directions: Use the word bank to provide the correct example of checks and balances

1. \_\_\_\_\_ The president can refuse to sign a bill into law.
2. \_\_\_\_\_ The president is not above the law.
3. \_\_\_\_\_ The Supreme Court can declare a law unconstitutional.
4. \_\_\_\_\_ Congress can pass a law over a presidential veto.
5. \_\_\_\_\_ The President can select a Supreme Court justice to fill a vacant seat on the bench.
6. \_\_\_\_\_ This was established in Marbury v. Madison.
7. \_\_\_\_\_ This is a way the Supreme Court can check the power of Congress.
8. \_\_\_\_\_ The House of Representatives can bring the president up on trial.
9. \_\_\_\_\_ The President can't pick anyone he wants to be on the Supreme Court.
10. \_\_\_\_\_ The Supreme Court determines the constitutionality of laws.
11. \_\_\_\_\_ This is a way the president can check the power of Congress.
12. \_\_\_\_\_ The president can be removed from office if he is found guilty of breaking the law in the trial by the Senate.
13. \_\_\_\_\_ This is a way Congress can check the power of the president.
14. \_\_\_\_\_ There is a nomination hearing done in the Senate for Supreme Court nominees.
15. \_\_\_\_\_ Congress needs a 2/3 majority to do this
16. \_\_\_\_\_ The president can be removed from office through this process if he is convicted (found guilty)
17. \_\_\_\_\_ Segregation in schools was ended because the Supreme Court ruled it unconstitutional
18. \_\_\_\_\_ If the president doesn't do anything to a bill within 10 days and Congress adjourns in that time period

# Hardware vs. Software



## Hardware

Hardware is a term to describe the parts of a computer that are physical. You can touch hardware.

## Software

Software is the information or programming that a computer uses. You can not touch software.

Activity: Please identify whether the phrases below are referring to hardware or software.

1. The keyboard is hardware.
2. The instructions that tell the computer what to do when it is starting is \_\_\_\_\_.
3. A flash drive used to save information is \_\_\_\_\_.
4. The information on the flash drive is \_\_\_\_\_.
5. A computer part that you can pick up is \_\_\_\_\_.
6. A game that you play is \_\_\_\_\_.
7. You view the game that you are playing on a monitor, which is \_\_\_\_\_.
8. A virus-checking program is \_\_\_\_\_.
9. Shareware that you download from the Internet is \_\_\_\_\_.
10. A web site is \_\_\_\_\_.

Unorus key:

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

### ABOUT ACTIVITY

CodeBreaker! is a note naming activity that is perfect for the music classroom or beginning instrumental/choral student. The challenge of this activity is to correctly name each note and then write its alphabet letter name on the blank below. The code is broken when the alphabet letters reveal the secret word.

Treble Clef

**TOP SECRET**

**CODEBREAKER!**



C D E F G A B C

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Grand Staff - 1

Name \_\_\_\_\_

The first musical staff consists of a grand staff with a treble clef on the top line and a bass clef on the bottom line. The treble staff contains a sequence of four quarter notes: C4, D4, E4, and F4. The bass staff contains a sequence of four quarter notes: G3, F3, E3, and D3. Below the staff, there are three dashed lines for writing.

The second musical staff consists of a grand staff with a treble clef on the top line and a bass clef on the bottom line. The treble staff contains a sequence of four quarter notes: G4, A4, B4, and C5. The bass staff contains a sequence of four quarter notes: E3, D3, C3, and B2. Below the staff, there are three dashed lines for writing.

The third musical staff consists of a grand staff with a treble clef on the top line and a bass clef on the bottom line. The treble staff contains a sequence of four quarter notes: D4, E4, F4, and G4. The bass staff contains a sequence of four quarter notes: A2, G2, F2, and E2. Below the staff, there are three dashed lines for writing.

The fourth musical staff consists of a grand staff with a treble clef on the top line and a bass clef on the bottom line. The treble staff contains a sequence of four quarter notes: A4, B4, C5, and B4. The bass staff contains a sequence of four quarter notes: G3, F3, E3, and D3. Below the staff, there are three dashed lines for writing.



# P.E./Health 6-8 Day 1

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

Directions: Fill in the chart for each day we are out for snow, ice or cold. Complete at least 30 minutes of physical activity and write down what you ate each day. Snacks should be included. Examples: shoveling snow, playing in the snow, walking the dog, etc. Have a parent/guardian sign each day.

Date: \_\_\_\_\_

Day 1

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_

Day 2

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_

Day 3

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_

Day 4

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

Date: \_\_\_\_\_

Day 5

<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>	<u>Snacks</u>
<u>Activity:</u>		<u>How Many Minutes:</u>	

\_\_\_\_\_  
Parent/Guardian Signature

Art

6<sup>th</sup>-8<sup>th</sup>

Snow Days 1, 2, and 3 activities

## Snow Day Art Challenge

Choose one of the challenges below. Then use whatever resources you have at home. Please bring your entry back to the art teacher the next day that we DO have school! \* Some challenges require a photo to be emailed to your teacher. Good luck and happy making!

### 1). DRAW:

Draw a snow globe. It must contain a main object surrounded by a creative landscape. Your picture must include a foreground, middle ground, and background.

### 2). BUILD:

Build the tallest tower possible out of ice cubes. Do it on a towel... ice melts! Take a picture for evidence and email it to your teacher. You should be in the photo too, for size reference!

### 3). DESIGN:

Design and draw a blueprint of the ultimate sled. Be sure to draw it from different angles to show all the unique features. (rocket boosters, automatic cocoa machine, etc... be creative!)

### 4). MAKE:

Make as many individually cut snowflakes from full sized paper (8.5 X 11) as possible. Each snowflake must be made from one piece of paper. (No confetti snowflakes please!)

### 5). IMAGINE:

Imagine a world where things (besides snow) fell from the sky like candy, cats, coffee...you decide! Draw or paint what that place would look like.

### 6). CREATE:

Go outside and build a snow sculpture! Take a picture for evidence and email it to your teacher. You should be in the photo too, for a size reference.