

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

6th Grade

Day 2

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 2** 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.

6th Grade English/Language Arts – Day 2

Name _____
 Grade _____
 Date _____



Applying Argumentative Terms

1. Claim = what you are trying to prove; generally uses the terms “should” or “should not”
2. Pro = a reason for or in favor of a proposal
3. Con = a reason against a proposal
4. Credible = believable or trustworthy; your sources need to be credible.
5. Source = where you got your information
6. Cite = referring to a source to give credit
7. Reason = a statement that supports your claim
8. Evidence = information that supports a claim (facts, quotes, examples, statistics, etc.)
9. Counterclaim = the opposing side’s viewpoint (what is the opposition of your viewpoint claim)
10. Rebuttal = acknowledges or refutes the counterclaim; “but” this is why my side is better

Apply these terms to the following topics for argumentative essays.

Argumentative Topic	Claim “should” or “should not”	Pros “for”	Cons “against”	Counterclaim “opposing side’s point”	Rebuttal “but, this is why my argument’s better
<i>Example: Recess in Middle School</i>	<i>Students in middle school should have recess.</i>	<i>Exercise; fresh air; brain break; socialize; etc.</i>	<i>Missed instructional time; refocusing</i>	<i>Students will be difficult to get back on task after recess.</i>	<i>Students may have a few minutes of redirection, but they will be able to concentrate for longer after settling down.</i>
Homework or No Homework?					

Later Start for School?					
Gum or no gum?					
School Uniforms					
Pay for Grades – Should guardians pay students for grades on their report cards?					

Field Day Task

6th Grade Math Day 2 Name: _____ Date _____

Romney Middle is planning Field Day, and your help is needed. Use the information below to help plan field day. Show your work and answer in complete sentences.

Number of Students	Number of Teachers
6 th grade—123	6 th grade--- 6
7 th grade—153	7 th grade---7
8 th grade--159	8 th grade---7

1. Teams will be formed with 15 students on a team. How many teams can be made?
2. Each team will have a lead teacher. Are there enough teachers? If not, how many more teachers are needed?
3. Mr. Watson plans to treat each student with a popsicle at the end of the day. Popsicles come in boxes of 12. How many boxes should Mr. Watson order so that each student gets a popsicle?

4. Each student will get one piece of bubble gum for the bubble blowing contest. Will 3 bags that each hold 180 pieces of bubble gum be enough? Explain your answer.

5. After lunch the 8th graders leave for an assembly at HHS. Students are rearranged into new teams. How many full teams can be made with the 6th and 7th grades. If a full team cannot be made, what would you suggest the students who aren't on a team do?


Problem Solving

Earth's Last Frontier— Hydrothermal Vents

Activity
1

In 1977, scientists found something so unusual and so hard to get to, it's a wonder they ever made the discovery. Three scientists, diving in a small research submarine 2,348 m deep in the Pacific Ocean, discovered the first hydrothermal vent.

Hydrothermal vents are geysers in the ocean floor. They are created when ocean water seeps into Earth's crust through cracks on the seafloor. The ocean water, heated by magma and hot rocks, spews out, carrying minerals from inside Earth.

Forming Chimneys

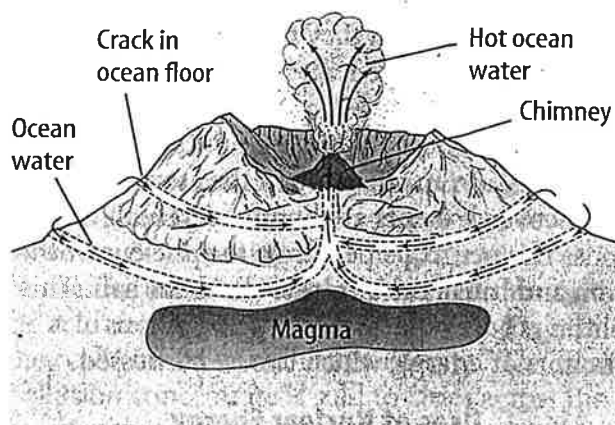
When the hot water (380°C or more) mixes with the cold seawater (2°C), it cools quickly. The minerals in the water settle and gradually form deposits that create a chimney at the opening of the vent. Because the chimneys spew hot, mineral-rich water, they can look like they're smoking. The diameter of the openings on the vents can be as small as a few centimeters or as large as several meters. Scientists discovered one vent that was as tall as a 16-story building and at least 183 m across.

Hydrothermal vents are found in all the oceans, but most are along an area of active volcanoes known as the Mid-Ocean Ridge. They form where ocean plates have separated, allowing lava to flow through. To find a vent, scientists look for increased seawater temperatures or volcanic activity.

Ocean Floor Biocommunities

Until hydrothermal vents were discovered, most scientists thought organisms could not survive at such great depths because of extreme pressure, absence of sunlight, and low temperatures. Scientists were surprised to find that many hydrothermal vents had thriving biocommunities around them. Giant tube worms and blind shrimp are just some of the more than 300 species found near the vents.

What is at the base of the food chain that supports these deep-sea animals? After analyzing the water, scientists discovered it is a type of bacteria. This special bacteria can convert the toxic sulfur from the vents into energy. This process of using chemicals rather than sunlight for energy is called chemosynthesis. In turn, other vent organisms eat these bacteria or they eat other organisms that eat the bacteria.



Ocean water is heated by magma below Earth's surface.

A New Frontier

The extreme depths make it difficult to locate and study hydrothermal vents, and the special equipment required is expensive. Scientists have explored less than one percent of the seafloor where they think vents might be located.

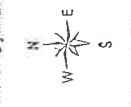
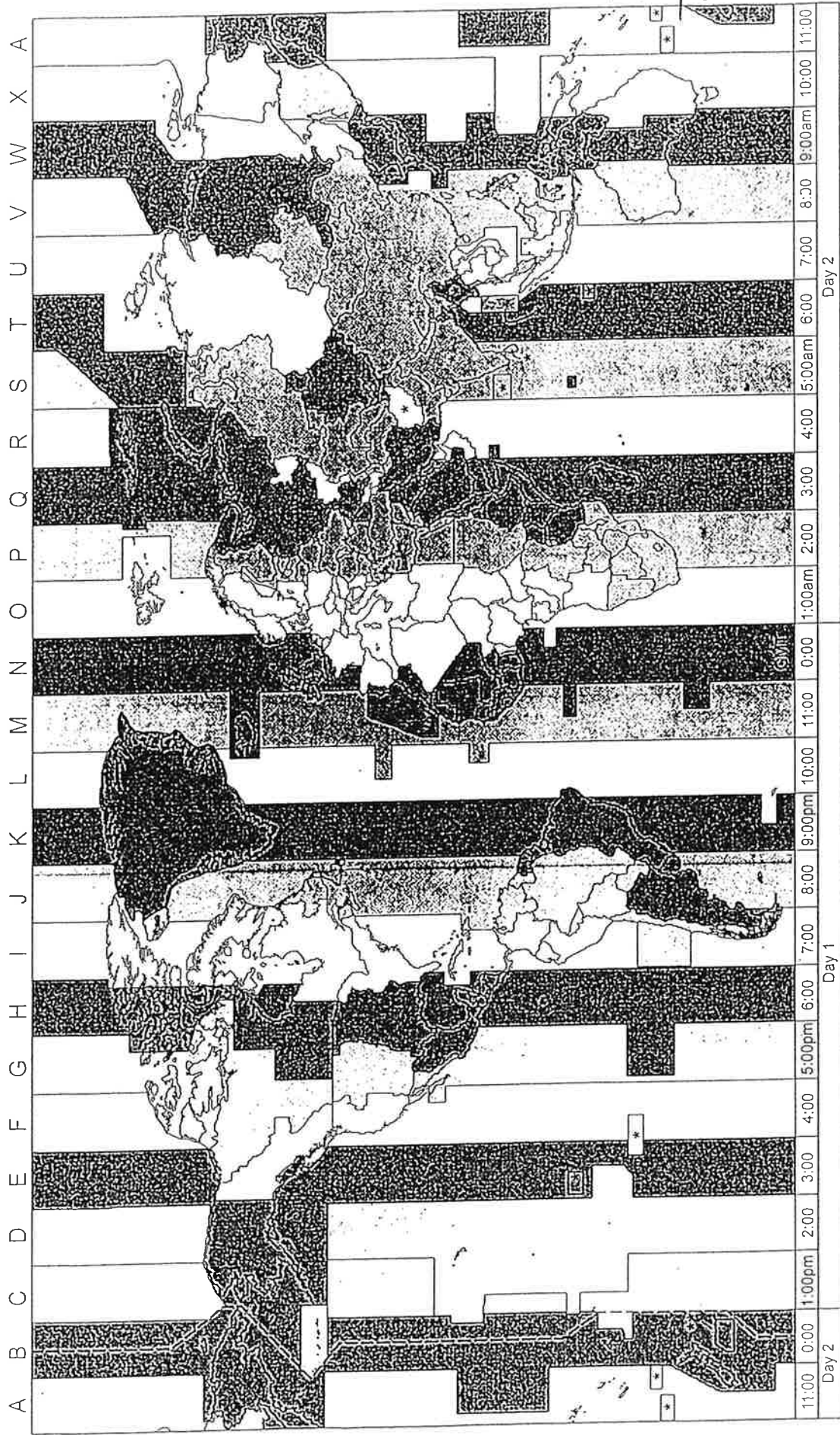
Scientists do know that geothermal vents play an important role in heating the world's oceans and maintaining their chemical balance. They also serve as an outlet for the heat within Earth's crust. In the future, these unique ecosystems might prove to be sources for new medicines and might even be mined for their copper, gold, and manganese they emit.

Applying Problem Solving Skills

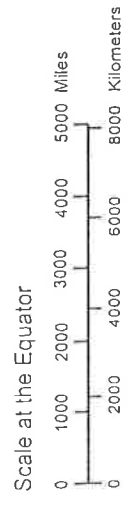
1. If you had been able to interview one of the scientists who discovered the first hydrothermal vents, what questions would you have asked? List at least three.
2. Why was the discovery of the sulfur-eating bacteria important to scientists' understanding of this unique ocean-floor ecosystem?
3. Why do you think hydrothermal vents are called "Earth's last frontier"?

Standard Time Zones of the World

Day 2 Activity 2



- * Areas where time differs by 30 minutes from neighboring time zones
- ** Areas where time differs by 45 minutes from neighboring time zones
- International Date Line



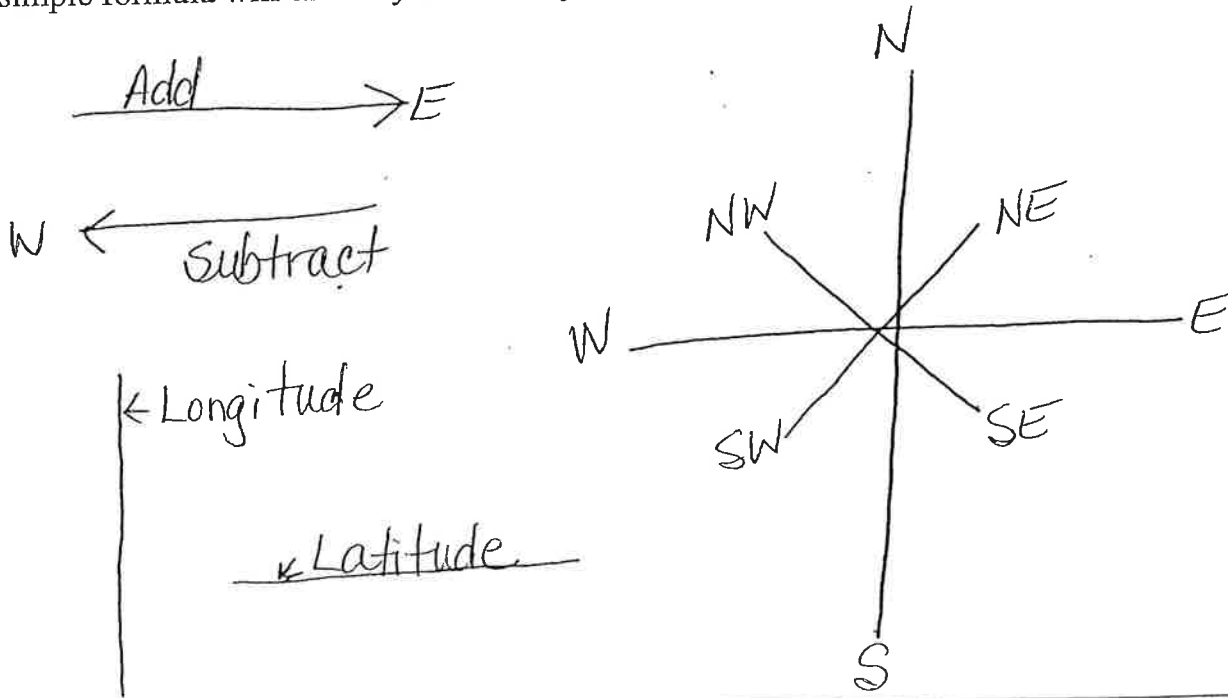
Source: US Naval Observatory, 2002

Day 2 Activity 2

Background Information on Times Zones

A day is the time it takes the Earth to spin around once on its axis. An hour is one twenty-fourth a day, so the Earth is divided into 24 standard time zones, each covering approximately 15 degrees of longitude. The time of day depends on where you are on the Earth. Hours are numbered from the Prime Meridian, or 0 degrees longitude, which passes through Greenwich, England. Time zones east of the Greenwich zone are ahead of Greenwich time. This is because the Earth spins toward the east, so that lands in the east get the sun earlier than Greenwich does. Time zones west of Greenwich are behind Greenwich time. They get the sun later than Greenwich. The boundaries of the time zones usually follow straight lines over the oceans. Every fifteenth degree of longitude marks a different time zone. On the continents, time zone boundaries usually zigzag. Some countries are so large that they cover more than one time zone. Russia stretches across 11 time zones. From the state of Maine to the state of Hawaii, the United States spreads across 7 time zones.

To determine what time it is in another time zone, you must add or subtract, depending on whether you are going east or west. First, determine the time for the time zone in which you live. Next, find the time zone you want and count how many time zones away it is from yours. Now, determine if the new time zone is east or west of where you live. If it is east, add one hour for each time zone away it is from your time. If it is west, subtract one hour for each time zone away it is from your time. For example, if it is 8 A.M. where you are and you go 3 time zones east, you add 3 to 8 and get 11 A.M. in the new time zone. If it is west, it would be 8 subtract 3 for a time of 5 A.M. Using this simple formula will enable you to always know what time it is.



Directions: Use your time zone map to answer these questions.

1. The world is divided into how many times zones?
2. How many degrees of longitude is each time zone?
3. When going east, do you add or subtract one hour for each time zone through which you travel?
4. When going west, do you add or subtract one hour for each time zone through which you travel?
5. You are in Time Zone I. What time is it according to the map?
6. You live in Time Zone G. Your friend lives in Time Zone K. How many hours difference is there?
7. You live in Time Zone I. You want to call Time Zone D. How many hours difference is there?
8. If it is 6 P.M. in Time Zone F, what time is it in Time Zone M?
9. If it is 9 P.M. in Time Zone U, what time is it in Time Zone P?
10. You live in Time Zone H. Your friend lives in Time Zone O. If it is 2 P.M. in Time Zone H, what time is it at your friend's house?

Day 2 Activity 2

Student Assessment

Name: _____

Directions: Using the time zone map, circle the letter of the best answer.

- The world consists of how many time zones?
 - 7
 - 365
 - 24
 - 12
- Each time zone is how many degree of longitude?
 - 15
 - 24
 - 1
 - 60
- When going west, you subtract one hour for each time zone through which you pass.
 - true
 - false
- When going east, you subtract one hour for each time zone through which you pass.
 - true
 - false
- According to the map, the time in Time Zone R is:
 - 4 P.M.
 - 3 A.M.
 - 5 A.M.
 - 4 A.M.
- You are in Time Zone D and your friend is in Time Zone M. What is the time difference between you and your friend?
 - 10 hours
 - 9 hours
 - 8 hours
 - 11 hours

7. China is in Time Zone U. London is in Time Zone N. What is the time difference between these two zones?
- 0 hours
 - 6 hours
 - 7 hours
 - 8 hours
8. Athens, the site for the 2004 Summer Olympics, is in Time Zone P. If an event begins at 2 P.M. in Athens, what time will it be in New York, which is in Time Zone I?
- 7 A.M.
 - 9 A.M.
 - 7 P.M.
 - 9 P.M.
9. Juan, who lives in Madrid (Time Zone N), wants to call his pan pal, Yoshi, in Tokyo (Time Zone X). If it is 9 A.M. in Madrid, what time is it in Tokyo?
- midnight
 - 7 P.M.
 - 9 A.M.
 - 9 P.M.
10. The Phoenix Suns have a game in Anchorage, Alaska. If the game begins at 8 P.M. Anchorage time (Time Zone D) and is broadcast live in Phoenix (Time Zone G), what time would the game begin in Phoenix?
- 10 P.M.
 - 5 P.M.
 - 2 P.M.
 - none of the above

Review: Spacing/Homerow/Sitting Position

1. _____ space(s) follow a period at the end of an abbreviation.
2. _____ space(s) follow a period at the end of a sentence in a paragraph.
3. _____ space(s) follow a semicolon.
4. _____ space(s) follow a question mark.
5. _____ space(s) follow a colon in a sentence.
6. _____ space(s) follow a comma in a sentence.

List the two purposes of the shift key:

7. _____
8. _____

9. The homerow keys for the left hand are _____.
10. The homerow keys for the right hand are _____.

List the five components for proper sitting position:

11. _____
12. _____
13. _____
14. _____
15. _____

Write in the Barlines

Name: _____

Date: _____

Period: _____

Directions: For each line of music below, write in the counts (e.g., 1,2,3, for 3/4 time). Then draw in the barlines. ^(counting)
Watch the time signature!

1. 

2. 

3. 

4. 





















5. 

6. 





















Music Math - Level 1

(Add the beats)

Notes

1.  +  = _____
2.  +  = _____
3.  +  = _____
4.  +  = _____
5.  +  = _____
6.  +  = _____
7.  +  = _____
8.  +  = _____
9.  +  = _____
10.  +  = _____

Rests

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

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

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.