

# HAMPSHIRE COUNTY SCHOOLS

## Snow and Ice Packet (SIP)

6<sup>th</sup> Grade

Day 4

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

- Complete this packet on **Day 4** 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.

## News Debate: Snowed Out!



### ***Should schools ban snow days?***

Students at Mississinawa Valley School in western Ohio have to say "so long" to snow days. The white powder may fall, but students won't be able to spend the day sledding. Classes will be in session-online. Officials say that holding electronic workdays (e-days) will help students keep up with their studies and familiarize them with virtual learning. It will also prevent requiring students to make up days later in the year.

Some students argue that it's not fair to ditch snow days, however. They say that snow days give them a much-needed break. They also note that missing a day here and there is not enough to put them behind. In addition, some educators point out that not everyone has access to home computers and that sometimes siblings have to share computers. Should students be required to work on snow days? *Current Events* student reporters Jordan Dewar and Logan Gegg shoveled it out.

### **E-day Now, Play Later**

Which would you prefer: spending a cold day on a computer, or sitting in school in June when you should be on vacation? Having online work on a snow day is the better choice. You would be working on a day that you already planned on having schoolwork. As Patrick Long, 13, from Silver Spring, MD., says, "A couple hours of online work beats going in for additional days in June."

Having extra days of school in summer can interfere with families' vacation plans. Besides, what if your school does not have air-conditioning? Imagine sweating through seven hours of school on a hot June day when you could have been relaxing by a pool. Doesn't an e-day sound better than that?

Finally, for some students, it would be easier to concentrate on e-days than on makeup days. "You can do a little work online, go play, and then come back later," says Rachel Meyers, 12, from Silver Spring. "But on June days you would just have to sit there for seven hours, thinking about how you could be outside, so you lose focus."

## Save Snow Days

Snow days are days of well-deserved fun. However, a school in Ohio wants to replace them with e-days. Four out of five Altamont, Kan., students disagree with that arrangement. One problem with the plan is that it punishes students who don't have computers at home; those kids would have to make up e-day work within two weeks. So when school resumes after an e-day, the students without Internet access at home will be behind and have to work double-time to catch up.

In addition, some school districts may not have the money to fund e-days. According to the American Association of School Administrators (AASA), many districts are making budget cuts. "School budget cuts across the country ... are expected to continue into the 2012-13 school year," the AASA Web site states. Adding e-days could burden districts in fragile financial situations. Austin Krewson, an Altamont eighth grader, agrees. "The school wouldn't be able to afford both the Web site and taking care of the school," he says.

Furthermore, electrical outages are common during snowstorms. If kids don't have power at home, the money and time involved in implementing the new program would be wasted.

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

1. What are students at Mississinawa Valley School saying "so long" to?

- A. summer vacation
- B. home computers
- C. e-days
- D. snow days

2. What argument is presented in the text?

- A. an argument about whether a school's winter break should be as long as its summer vacation
- B. an argument about whether schools should replace snow days with e-days
- C. an argument about whether students learn better by reading e-books or print books
- D. an argument about what the best way to spend summer vacation is

3. Read this sentence from the text:

"Which would you prefer: spending a cold day on a computer, or sitting in school in June when you should be on vacation?"

What answer does the author probably expect from readers?

- A. The author probably expects readers to answer that they would prefer spending a cold day on a computer.
- B. The author probably expects readers to answer that they would prefer sitting in school in June when they should be on vacation.
- C. The author probably expects readers to answer that they would be equally interested in both options.
- D. The author probably expects readers to answer that they do not have enough information to decide.

4. What is one reason given for having snow days instead of e-days?

- A. Students will be working on days that they already planned on having schoolwork.
- B. Having extra days of school in summer can interfere with families' vacation plans.
- C. Not all students have access to computers at home.
- D. Not all schools have air-conditioning.

# Teacher answer key

6. What is one reason given for having e-days instead of snow days?

Answers may vary as long as they reflect the text. For example: having e-days saves students from having extra schooldays in June.

7. Explain whether snow days should or should not be replaced by e-days. Support your argument with evidence from the text.

Answers may vary but should be supported by the text. Students in favor of replacing snow days with e-days may highlight the efficiency of e-days. E-days prevent schooldays from being added in June and take place on days when students were planning on having schoolwork anyway. Students in favor of keeping snow days may play up the fun factor. Snow days are days of "well-deserved fun" that give students "a much-needed break."

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Some argue that schools should implement electronic workdays; \_\_\_\_\_, students will have to attend additional school days in June.

- A. previously
- B. currently
- C. for example
- D. otherwise

Name \_\_\_\_\_

## The Scientific Method: A process used to find answers to questions

### Step 1: Identify the Problem

- What do you want to know?
- Problems are always written in the form of a *question*.

### Step 2: Research the Problem

- Learn what has been done before.
- Resources include books, scientific journals, periodicals, magazines, interview, internet and encyclopedias.
- Never *plagiarize*; always give credit when using another's work.

### Step 3: Form a Hypothesis

- The educated guess.
- It's what you think will happen in your experiments.
- A hypothesis is always based on your research and experience.
- Sometimes your experiments will prove your hypothesis to be incorrect.

### Step 4: Procedure / Experiment

- This is where you design your experiment.
- The experiment is the testing of your hypothesis.
- This step must be *numbered* and put in list form.

### Materials List

- Make a *numbered list* of everything you use to conduct your experiments.

### The Experiment

1. Observations – record what happens in the experiment (what you see). Keep a *log book or journal* of everything you do and see, including errors.
2. Inferring – What can you *imply* (or infer) from what you observe.

3. Independent Variable – *the part of the experiment that you change to see how it affects the dependent variable.* The independent variable is always graphed on the *x-axis* of a graph.
4. Dependent Variable – *the part of the experiment that changes in response to the changes you make to the independent variable.* The dependent variable is always graphed on the *y-axis* of a graph.
5. Control – *Use it for comparing.*
6. Sample size – good experiments have *large sample sizes* to increase the accuracy of results.
7. Repetition – *repeating experiments several times insure against experimental error and increase the size of results.*

#### Step 5: Results / Data

- This is the information that you gather from your experiment.
- *Quantitative data* is recorded on charts, tables and graphs and is the most necessary.
- *Qualitative data* includes illustrations and photographs. Sources must be included with photographs.

#### Step 6: Conclusion

- This is a *summary* of your results.
- State *whether or not* your hypothesis was correct.
- What *practical application* does your project have, and / or describe a possible *extension*.
- Identify any and all possible *errors*.
- What could you do *differently* to improve your project?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Scientific Method Read & Write Handout

### Musical Memory

Nathan and his brothers loved to listen to music while they did their homework. Their mother did not like this. She told them to turn it off. The boys argued that listening to music was beneficial to their studies.

For his science fair project, Nathan decided to test this idea. While writing his research paper, he discovered that certain types of music relaxed people and was helpful in learning new material. He was confident that he would be proving his mother wrong.

Nathan tested three groups of students, all the same age. Group 1 listened to no music, group 2 listened to classical music and group 3 listened to rap music. While they did this, each group studied the same list of 20 words. This went on for five minutes. At the end of that time, the music was turned off and each person wrote down as many words as they could remember from the list.

Group 1 remembered an average of 12 words. Group 2 remembered an average of 16 words. Group 3 remembered an average of 11 words. Nathan proved to his mother that listening to music would in fact help him study. He also proved, however, that he should listen to classical music and not rap, which he preferred.

His mother happily agreed to play classical music while her boys studied each evening.

1. State the problem.

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2. Underline Nathan's research.

3. What is the control in this experiment?

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4. Why is it important that all of the students tested be the same age?

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5. How could Nathan improve this experiment? Name two ways.

a. \_\_\_\_\_

b. \_\_\_\_\_

6. Circle the analyzed data.

7. Box-in the conclusion.

8. How is the conclusion useful in real life? How could we apply this to our daily lives?

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Day 4  
S.S.  
6th

# F. Scott Fitzgerald

1896-1940



**WHY HE MADE HISTORY** F. Scott Fitzgerald was an American novelist and short-story writer. He is widely considered to be one of the greatest literary voices of the Roaring Twenties.



As you read the biography below, think about how F. Scott Fitzgerald's life may have influenced his stories and characters.



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F. Scott Fitzgerald was born in Minnesota to middle-class parents. He attended private schools, and enrolled in Princeton University in 1913. Fitzgerald never completed his degree but spent some of his time at the university writing musical comedies for the theater. After leaving school Fitzgerald joined the army and was stationed in Alabama. It was there that Fitzgerald met the love of his life, Zelda Sayre. Zelda, the daughter of a judge, and Fitzgerald married in 1920.

It was also in 1920 that F. Scott Fitzgerald published his first novel, *This Side of Paradise*. The book describes life at Princeton among the disillusioned postwar generation. The novel was an instant success, and Fitzgerald and Zelda used the novel's earnings to live a life of luxury. They traveled to New York, Paris and the French Riviera. While in Europe they became part of a famous group of American expatriates.

*The Beautiful and the Damned*, Fitzgerald's second novel, also focused on the free-spirited generation of the Roaring Twenties. The same theme was repeated in his short-story collections, *Flappers and Philosophers* and *Tales of the Jazz Age*.

## VOCABULARY

**disillusioned** disappointed, disenchanted

**expatriates** people who leave their native country to live elsewhere

**socialites** important members of a community's social life

**cynical** pessimistic, distrustful

F. Scott Fitzgerald's masterpiece, *The Great Gatsby*, was published in 1925. The novel addressed the moral emptiness Fitzgerald observed among the wealthy American socialites of the time period. The novel is a cynical portrait of the "American Dream" when it measures success and love in terms of money.

By the time of *The Great Gatsby's* publication, F. Scott Fitzgerald's life had become unstable. He was burdened with financial struggles, and his wife Zelda was suffering from mental illness. Fitzgerald himself experienced a physical and mental collapse. He wrote about these issues in his essay *The Crack-Up*. "In a real dark night of the soul it is always three o'clock in the morning," he wrote in this essay in 1936.

F. Scott Fitzgerald spent the last years of his life as a scriptwriter in Hollywood. He died in 1940 at the age of 44, leaving behind an unfinished novel called *The Last Tycoon*.

### WHAT DID YOU LEARN?

1. **Recall** What were some of the subjects for F. Scott Fitzgerald's stories?

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2. **Draw Conclusions** How do you think F. Scott Fitzgerald's lifestyle contributed to his eventual collapse?

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### ACTIVITY

3. F. Scott Fitzgerald had his own definition of the American Dream. What is yours? On a separate sheet of paper, write a brief essay describing your American Dream.

## Chorus

Spend 20 minutes singing some of the vocal pitch exercises outlined below (with hand signs), followed by songs (either current Choral Music or songs of your own choice).

## Major Pentachord Scale

## 1. Major Pentachord Scale (5 note scale)

a. Basic Pentachord Scale: do-re-mi-fa-so-fa-mi-re-do

b. Additive Pentachord Scale A:

Ascending: do-re-do; do-re-mi-re-do; do-re-mi-fa-mi-re-do; do-re-mi-fa-so-fa-mi-re-do

Descending: so-fa-so; so-fa-mi-fa-so; so-fa-mi-re-mi-fa-so; so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

c. Additive Pentachord Scale B:

Ascending: re-do-re; mi-re-do-re-mi; fa-mi-re-do-re-mi-fa; so-fa-mi-re-do-re-mi-fa-so

Descending: fa-so-fa; mi-fa-so-fa-mi; re-mi-fa-so-fa-mi-re; do-re-mi-fa-so-fa-mi-re-do

Variation: Sing the additive scale using a variety of rhythm patterns.

2. Intervals in the Major Pentachord Scale Interval: distance in pitch between two tones; all intervals are identified numerically by counting both of the tones and the pitches spanned by the two tones

a. Preparation 1: Ascending: do-re-do; do-re-mi-do; do-re-mi-fa-do; do-re-mi-fa-so-do

Descending: so-fa-so; so-fa-mi-so; so-fa-mi-re-so; so-fa-mi-re-do-so

b. Preparation 2: Ascending: do-re-do; do-mi-re-do; do-fa-mi-re-do; do-so-fa-mi-re-do

Descending: so-fa-so; so-mi-fa-so; so-re-mi-fa-so; so-do-re-mi-fa-so

c. Preparation 3: Ascending: re-do-re; mi-re-do-mi; fa-mi-re-do-fa; so-fa-mi-re-do-so

Descending: fa-so-fa; mi-fa-so-mi; re-mi-fa-so-re; do-re-mi-fa-so-do

d. Preparation 4: Ascending: re-do-re; mi-do-re-mi; fa-do-re-mi-fa; so-do-re-mi-fa-so

Descending: fa-so-fa; mi-so-fa-mi; re-so-fa-mi-re; do-so-fa-mi-re-do

e. Basic A: Ascending: do-re-do; do-mi-do; do-fa-do; do-so-do

Descending: so-fa-so; so-mi-so; so-re-so; so-do-so

f. Basic B: Ascending: re-do-re; mi-do-mi; fa-do-fa; so-do-so

Descending: fa-so-fa; mi-so-mi; re-so-re; do-so-do

**Self-evaluate your singing by considering your breathing, posture, tone quality, and pitch accuracy. If possible, record yourself and evaluate your performance. Write down three things you did well, and three things you need to work to improve.**

## CREATE A VERBAL LIST OF.....

DAY 4 Name \_\_\_\_\_

1. Select a song
2. Name the instruments you hear in the song.

# PE / Health 6-8

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 Activities:** Select one art activity from the list below and bring your art piece to class the next time there is school.

**Build** a geometric sculpture with spaghetti, toothpicks, popsicle sticks or drinking straws. You can use glue, tape, marshmallows, gumdrops, clay, play-dough or anything else soft or sticky to hold the sculpture together. Try to build forms like pyramids, cubes, and dodecahedrons.

**Compile** a group of your favorite objects to create a still-life. Place the objects on a table in an overlapping composition. Draw your objects with as much detail as possible.

**Create** a collage with a theme of your choice. Cut and glue images from variety of items like photographs, newspaper, magazine, construction or tissue paper, cardboard, fabric scraps...etc. whatever you can find around your house.

**Design** a fantasy bedroom. Imagine you could have anything you wanted in your bedroom. What would you want in your room? Remember, it is a fantasy. The only limit is your imagination. Draw your best bedroom.

**Mix and Mold** a sculpture from home-made salt dough clay. Mix 1 cup of flour and salt in a bowl. Gradually mix in ½ cup of warm water slowly to form a dough. Use your hands or cookie cutters to create shapes and forms. Bake the sculpture in the oven at 250 degrees for 20 minutes or, air dry for a day. When cool, add color with paint and/or markers for added details, interest and design.