

HAMPSHIRE COUNTY SCHOOLS

Snow and Ice Packet (SIP)

6th Grade

Day 5

Instructions: Read ALL Instructions carefully before you begin.

- Complete this packet on **Day 5** 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.

Tunneling in the Closet

by W.M. Akers

Secret passageways are important. David knew this in his heart. Secret passageways are how pirates get from one end of an island to another. They are how spies sneak across borders. They are the best part of the board game *Clue*. Without secret passageways, life would be just a little bit less fun. But as wonderful as secret passageways are—as important as David knew them to be—he never expected to find one inside his own house.

"Elissa," he said. "I found something fantastic."

"I don't believe you."

Elissa was David's sister, an eight-year-old with squinty eyes who had recently decided not to believe anything her brother said. For that matter, she'd decided not to believe anyone—not her parents, teachers or her friends. The only person she trusted completely was Patricia Gold, Private Investigator, the hero of her favorite series of novels. She was reading the latest book, *Patricia Gold and The Runaway Mountain*, in the big chair in the living room when David announced his discovery.

"That doesn't matter," said David. "You don't believe anyone."

"Correct. Patricia Gold says that you have to be skeptical."

"Okay, sure. But you've got to believe me! I found something *amazing*."

"And what is it that you claim to have found?"

"A secret passage. And before you even say it, I know you don't believe me."

"You're right."

"I wouldn't believe me either. But it's true! I was crawling around in the back of my closet, near the coats, and—"

"Why?"

"It doesn't matter."

"Patricia Gold says that every detail matters. Why were you crawling around your closet?"

"I was bored."

"I see," said Elissa—another of her irritating new catchphrases.

"So I was crawling around my closet. I pushed my hand up against where the wall is supposed to be, but there was no wall there! I fell right through my coats."

"Hmmm."

"Oh, quit saying hmmm, and come check out my secret passageway!"

"No. I'm reading, and you're lying."

David felt like his head might pop. He was older than his sister. He was also bigger and faster and (he thought) smarter. So why did she always have to ruin his fun? "Fine," he said. "Forget it. I'll have the secret passage all to myself."

David was leaving the room when he heard his sister cough quietly-the way you do when you want someone to look at you, but you're too embarrassed to say so.

"You know," she said, "in *Patricia Gold and The Forgotten Cave*, she finds a secret passage that takes her all the way from under the Washington Monument to the White House."

"So what?"

"So...it was pretty cool. And even though I still think you're lying, I believe that Patricia Gold would want me to find out for sure."

"Come on."

She followed David to his bedroom, which was always the messiest part of the entire house. Counting carefully, she noticed 19 comic books and seven different kinds of socks strewn about his floor. Elissa wasn't sure how that information might come in handy later, but Patricia Gold would expect her to pay attention. Patricia Gold was always counting things.

"Okay," said David, pointing to a spot just outside his closet door. "Wait here and I'll give you a demonstration."

Elissa put on her most skeptical face and watched her brother crawl into the darkness of his closet. She saw him shut his eyes as the coats pushed against his face, and then he disappeared.

"Very funny, David," she said. "I know you're just hiding in there behind your parka. You can come out now, already, and quit wasting my time." When David didn't answer, she walked slowly into his closet, and gave the parka a poke with her toe. There was nothing behind there. There was nothing behind any of David's coats. It didn't even feel like there was a wall.

"Come on, David. This isn't funny. Where did you go?"

Elissa backed out of the closet and tried to think about what Patricia Gold would do. At first she was frightened, but then, as she counted David's coats just in case, she realized that secret passages weren't scary. They were fun things that started some place boring and led to somewhere exciting. That there could be one inside her own house meant anything was possible, and all of the stories she loved felt real again. For a moment, it was like Patricia Gold was standing in the room next to her. She got down on her hands and knees and crawled toward the coats.

"All right, Patricia, let's find out where this passage takes us."

Name: _____ Date: _____

1. What did David discover in the back of his closet?

- A. a secret passageway
- B. nineteen comic books
- C. a book about Patricia Gold
- D. a parka he had lost

2. In the beginning of the story, the story is being told from David's point of view. Then, the point of view switches. Whose point of view does the story switch to?

- A. Elissa's point of view
- B. David's point of view
- C. Patricia Gold's point of view
- D. David and Elissa's parents' point of view

3. David feels annoyed and frustrated by Elissa in the first half of the story, when Elissa does not believe him. What evidence best supports this conclusion?

- A. "So I was crawling around my closet. I pushed my hand up against where the wall is supposed to be, but there was no wall there! I fell right through my coats."
- B. "Elissa was David's sister, an eight-year-old with squinty eyes who had recently decided not to believe anything her brother said."
- C. "David felt like his head might pop. He was older than his sister. He was also bigger and faster and (he thought) smarter. So why did she always have to ruin his fun?"
- D. "And what is it that you claim to have found?" "A secret passage. And before you even say it, I know you don't believe me."

4. How can Elissa's personality best be described?

- A. brave, but careful
- B. innocent and trusting
- C. energetic and excited
- D. curious, but skeptical

7. Choose the answer that best completes the sentence.

At first she was frightened, but then, as she counted David's coats just in case, she realized that secret passages weren't scary. _____, they were fun things that started some place boring and led to somewhere exciting.

- A. Therefore
- B. In fact
- C. However
- D. At first

8. Read the first paragraph of the story. Based on this paragraph, what does David think about secret passageways? Include two details from the text in your answer.

9. Describe Elissa's attitude towards the secret passageway at the end of the story. Support your answer with evidence from the text.

Grade 6 – Mathematics – Day 5

LESSON
2-1

Greatest Common Factor

Practice and Problem Solving: A/B

List the factors of each number.

1. 5

2. 15

3. 60

4. 6

5. 12

6. 36

Find the *greatest common factor* (GCF) for each pair of numbers.

7. 6 and 9

8. 4 and 8

9. 8 and 12

10. 6 and 15

11. 10 and 15

12. 9 and 12

Write the sum of the numbers as the product of their GCF and another sum.

13. $44 + 40 =$

14. $15 + 81 =$

15. $13 + 52 =$

16. $64 + 28 =$

Solve.

17. A jewelry maker will use 24 jade beads and 30 teak beads to make necklaces. Each necklace will have the same numbers of jade beads and teak beads. What is the greatest number of necklaces she can make? How many beads of each type are on each necklace?

18. The marine-life store would like to set up fish tanks that contain equal numbers of angel fish, swordtails, and guppies. What is the greatest number of tanks that can be set up if the store has 12 angel fish, 24 swordtails, and 30 guppies?

6th Grade Science

Day 5

Directions:

1. Read the Read Works Article “Living on the Moon.”
2. Use the article to answer the comprehension questions that follow.

Living on the Moon

by Lisa M. Guidone



NASA shoots for the moon, then Mars.

Only 12 people have set foot on the moon-so far. The last time was in late 1972, when two astronauts walked on its surface. Their final visit-the longest of any-lasting just three days. Now astronauts are preparing for another **mission** to our space neighbor. This time, though, they plan to stay there.

NASA recently announced plans to build a **permanent** base on the moon. Astronauts could be living and working there by 2020, according to the U.S space agency. The goal is to prepare astronauts for a trip to Mars in the future.

Under the plan, four-person crews will begin with week-long missions to the moon. By 2024, when more equipment has been set up, astronauts will be able to **reside**, or live, on the moon for as long as six months. Astronauts will travel in roving vehicles to explore the area near the **lunar (moon)**

base.

Polar Plus

Unlike Earth, the moon has no air, wind, or weather. Its dusty terrain, or surface, is covered with deep craters. So how can humans survive on the moon?

NASA hopes to establish a lunar outpost near one of the moon's poles. "These locations experience sunlight for longer periods of time than other locations on the moon, which will make it possible to use solar power," NASA official Michael Braukus told *WR News*. Solar power is energy from the sun that can be used to generate electricity.

It is also likely that the polar regions are rich in natural resources, such as oxygen and hydrogen. While on the moon, astronauts plan to use natural resources for water and fuel.

Stepping Up Space Travel

The moon is the only place beyond Earth that humans have visited. About 238,900 miles away, the moon is Earth's closest space neighbor.

On July 20, 1969, Americans Neil Armstrong and Edwin "Buzz" Aldrin became the first humans to walk on the moon. Those space pioneers traveled to the lunar surface on the *Apollo 11* mission.

NASA's new direction is to surpass, or greatly exceed, the Apollo missions of the 1960s and early 1970s. "This is not your father's Apollo," says space policy expert John Logsdon at George Washington University in Washington, D.C.

As part of its new phase of space exploration, NASA retired, or stopped using, its aging space shuttle fleet in 2011. For their trek to the moon, astronauts will travel aboard the new *Orion* crew exploration vehicle, which is being developed. The vehicle, a modernized version of the *Apollo* craft, will attach to a lunar lander.

Next Stop: Mars

The moon mission is part of President George W. Bush's long-term space plan. The proposed base is the first step in the bold plan to prepare astronauts for their ultimate destination-Mars.

Because Mars is so far from Earth, traveling there will require humans to stay for long periods of time. Astronauts will not be able to bring enough supplies for the entire mission. They will have to use the elements on Mars to survive.

"By demonstrating we can survive on another world for a long time, we build confidence that we can venture much farther from Earth and stay for longer periods of time," says Braukus of NASA.

High-Priced Visit

While some supporters are jumping over the moon about launching a new era of space exploration, not everyone is pleased with the plan. Critics warn that it will be difficult to fund the moon program. So far, NASA has not put a price tag on the mission but welcomes participation by other countries to help carry out its plan.

U.S. Space Travel

In October 1957, the Soviet Union launched *Sputnik 1*, the first artificial satellite in space. The U.S. space program was established as a response. The "space race" between the two countries had begun. In 1961, President John F. Kennedy challenged Americans to send a person to the moon by the end of the 1960s.

5. The primary purpose of this passage is to describe

- A. NASA's plan to build a permanent base on the moon
- B. the space race between the Soviet Union and the United States
- C. American astronauts Neil Armstrong and Edwin "Buzz" Aldrin
- D. why NASA decided to retire its aging space shuttle fleet in 2011

6. When did the first humans walk on the moon?

7. What does space policy expert John Logsdon mean by "This is not your father's Apollo" when talking about NASA's new direction?

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

Astronauts will travel around the moon _____ roving vehicles.

- A. or
- B. for
- C. in
- D. and

9. Vocabulary Word: permanent: lasting for a very long time.

Use the vocabulary word in a sentence:

Day 5
S.S.
6th

The Great Gatsby

by F. Scott Fitzgerald



ABOUT THE READING F. Scott Fitzgerald was a famous writer during the Roaring Twenties. His classic novel, *The Great Gatsby*, was known for its vivid description of life in the 1920s. The novel follows the wealthy Jay Gatsby and his life. Fitzgerald used Gatsby to portray the wealthy American socialites he observed in society. *The Great Gatsby* is often considered Fitzgerald's masterpiece.

VOCABULARY

- staid serious
- hilarity gait
- tenor the highest natural adult male voice
- contralto the lowest adult female voice
- vacuous lacking intelligence; devoid of substance or meaning



As you read the passage below, think about how F. Scott Fitzgerald described life during the Roaring Twenties in his writing.

I had been actually invited. A chauffeur in a uniform of robin's-egg blue crossed my lawn early that Saturday morning with a surprisingly formal note from his employer: the honor would be entirely Gatsby's, it said, if I would attend his "little party" that night. He had seen me several times, and had intended to call on me long before, but a peculiar combination of circumstances had prevented it—signed Jay Gatsby, in a majestic hand. . .

The writer describes an invitation from Jay Gatsby to a party at his mansion on Long Island, New York.

The first supper—there would be another one after midnight—was now being served, and Jordan invited me to join her own party, who were spread around a table on the other side of the garden. There were three married couples and Jordan's escort . . . representing the staid nobility of the country-side—East Egg condescending to West Egg . . .

East Egg and West Egg refer to areas of Long Island that Fitzgerald uses to represent social status. Those who had "old money," passed on for generations, lived in East Egg, named for its egg-like shape. West Egg is where those, like Gatsby, who had "new money" lived and were not considered equal by East Egg residents.

. . . There was dancing now on the canvas in the garden . . . superior couples holding each other tortuously, fashionably, and keeping in the

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The Great Gatsby, *continued*

Literature

corners—and a great number of single girls dancing individually or relieving the orchestra for a moment of the burden of the banjo . . . By midnight the hilarity had increased. A celebrated tenor had sung in Italian, and a notorious contralto had sung in jazz . . . while happy, vacuous bursts of laughter rose toward the summer sky. A pair of stage twins—who turned out to be the girls in yellow—did a baby act in costume . . . The moon had risen higher, and floating in the Sound was a triangle of silver scales, trembling a little to the stiff, tinny drip of the banjos on the lawn.

Notice the words Fitzgerald uses to describe the people at the party.

Gatsby's property was on the shore of Long Island Sound.

ANALYZING LITERATURE

1. **Main Idea** What do you think the purpose of Jay Gatsby's party might have been?

2. **Draw Conclusions** After reading this passage, what could you conclude about parties during the Roaring Twenties? Explain your answer.

3. **Opinion** Do you think music was important during this time period? Support your answer with details from the reading.

ACTIVITY

4. Write a poem using some of the imagery found in this passage. Think of a scene or event from your life that you would like to describe. On a separate sheet of paper, write your poem. Circle or highlight key descriptive words that express important details.

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 5 Name _____

NAME 5 QUALITIES OF A SUCCESSFUL MARCHING BAND.

- 1.
- 2.
- 3.
- 4.
- 5.

PE / Health Grades 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.