

BEARCAT DAY 12

GRADE 6
ANDERSON COUNTY SCHOOLS

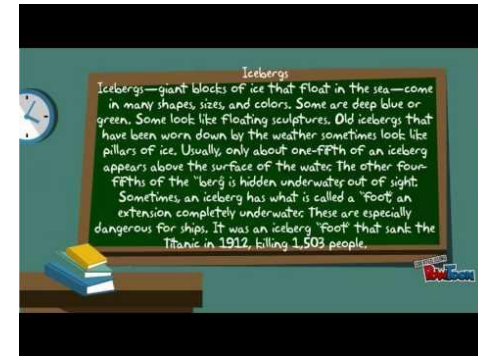


ANDERSON COUNTY MIDDLE SCHOOL

6TH GRADE BEARCAT DAY 12

LANGUAGE ARTS	TEXT STRUCTURE: DESCRIPTION Read the notes about descriptive text structure. watch the video: https://www.youtube.com/watch?v=FGwvYVZVUbs&feature=emb_logo if you can. Answer the questions on the notes. Read the passage about Animal Messages and complete the chart .
MATH	AREA OF TRIANGLES AND TRAPEZOIDS REVIEW Read the notes on finding the area of trapezoid and triangles and answer the questions .
SCIENCE	WEATHER AND CLIMATE (BEYOND THE BASICS) Read and answer the questions . Submit your answers in Google Classroom, take a picture and email it to your teacher, or drop off your written work in the school office.
SOCIAL STUDIES	PATRICIANS VS PLEBEIANS (CONT.) Use the information that you read yesterday to answer the questions from Quizizz .
PE/HEALTH	PATHOGENS Read the notes about pathogens . Answer the question on notebook paper. If you are able to please submit in Google Classroom. If you do not have access to Google Classroom, take a picture of your work and email it to rob.ginter@anderson.kyschools.us OR drop off the written work in the school office.
LITERACY	STUDENT OPINION: NO TEST, NO STRESS Reread the article from yesterday and answer the questions .

Text Structures: Description



https://www.youtube.com/watch?v=FGwvyVZVUbs&feature=emb_logo

Today, we are looking at description:

Structure	Definition	Used	Signal Words
Sequence	Order in which things happen.	History, social studies, discussing historical events	First, next, soon. Also look for dates and timelines.
Description	The author uses a lot of details to support a topic	To tell what something is, to present an item's attributes, to show what an item or place is like	For instance, such as, for example, another, including
Cause and Effect			
Compare and Contrast			

After watching the video, click on the google form and answer the following questions.

[BCD 11: Description Text Structure](#)

Let's read the passage "Animal Messages"

[Animal Messages](#)

Click on the link below and complete the chart using the article "Animal Messages". Make sure you turn it in to google classroom.

[Animal Messages Description Chart](#)

Which of the following best states the characteristics of descriptive text structure? * 1 point

- Order in which things happen.
- The author uses a lot of details to support a topic
- Identifies how two things are alike or different
- Explains how events may lead to other events or consequences
- Provides an answer to a question
- Other:

Identify when a writer would use descriptive text structure. You may choose more than one. * 2 points

- to solve a problem
- to tell what something is
- to tell what some place or item is like
- to tell the events that happened
- to show similarities and differences

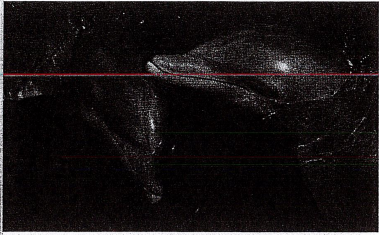
After watching the video, what is being described? * 1 point

- The events of the Titanic sinking.
- What icebergs looks like
- How icebergs are formed
- The difference between new and old icebergs



Animal Messages

by Kevin Boon



If you own a cat, you can tell when it's happy. It purrs. When it wants a drink, it might rub against your legs. When it hisses and spits, you know it's angry.

Animals don't talk like people do, but they can still communicate with each other and with us. Some use sound. Others use smell or color to get their message across. They might even do a dance!

Sounds

Squeaks and Clicks

Bats send out high squeaks and listen for the echoes bouncing back. An echo can tell them there's a bug up ahead or to watch out for that tree!

Bats use squeaks to communicate with each other as well. When a mother bat returns from hunting, she needs to find her babies. This

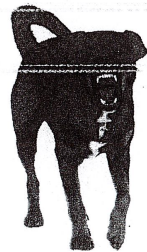
can be hard if there are lots of bats in a cave. Her babies know her sound and squeak back. The mother follows their squeaks and takes them to the food she has caught.

Dolphins make squeaking and clicking noises. These can come from near the blowhole on top of a dolphin's head. Under water, dolphins use a high sound like bats as they

hunt for food. They listen for the echoes just like bats do.

Scientists think that dolphins also use these sounds to communicate with each other. They don't know exactly what the sounds mean. They could also help a dolphin find other dolphins in its school. The sounds might also mean "Danger!" or "I've found food."

Animal	Sign	Message
Dog	Growl	Don't come near.
Bat	Squeak	Where are you? I've found food. Danger!
Tree Frog	Bright Colors	Don't eat me, I'm poisonous.
Octopus	Red Color	Keep away!
Firefly	Flashes of light	Where are you?
Bee	Dance	Follow me to find food.
Skunk	Spray	Keep away!



Teaching Text Structures © 2007 by Dymally & Nicholson, Scholastic, 108

Red Alert

Birds often use alarm calls to warn other birds if cats or other predators are near. Here are some examples of these warning messages.

Bird	Type of Call	Message
Robin	Low whistle	Predator is somewhere near!
Redshank	Loud and shrill	Danger!
Jay	Rattling sounds	Predator is near. Please help!
Stonechat	(1) Whistle (2) Rattle	Watch out for hawks! Danger on the ground!

Songs

Birds sing for all kinds of reasons. When a male bird chooses a place for a nest, it sings to tell other males to keep away.

Male birds often sing special songs or show their colorful feathers to attract a mate. Male peacocks have very large, beautiful feathers. They can even spread them out like a fan. They might even do a special dance!

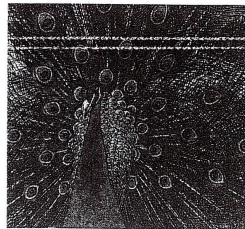
Once birds have mated and had chicks, they can tell

which chicks are theirs in a large group. When mother penguins return from fishing, they listen for the special sounds of their chicks' voices.

Young birds learn their songs by listening to older birds. As they grow, they add their own notes.

Whales sing songs, too. They make very high sounds that travel a long way under the ocean. Scientists think that the sounds might help whales to find other whales in their school.

All the whales in a group sing the same song. If one of the whales changes the song, then all the whales start singing the new song! No one knows exactly what the whales' sounds or songs mean.



word wise

- **blowhole:** a hole that some sea creatures have on top of their heads for breathing.
- **colony:** a group of animals or insects living together.
- **communicate:** to give or exchange messages.
- **figure of eight:** the shape of the number eight.
- **lure:** a decoy used to attract something.
- **nectar:** a sweet liquid inside flowers that bees collect to make honey.
- **poisonous:** having a bite or sting that can hurt or kill.
- **predator:** an animal that kills other creatures for food.
- **school:** a group of fish or other animals that live in water and swim together.

Silent Messages

Color

Some spiders have bright stripes down their backs or around their legs. These send other animals a message. "I'm poisonous. Stay away!" Many poisonous snakes and frogs have bright colors for the same reason. Some animals try to trick their enemies. They have bright colors, but they're not poisonous. The blue-tongued lizard looks very frightening when it sticks its tongue out. The frill-necked lizard has a colored flap of skin behind its head. Predators think that these lizards are poisonous, and they run away. The lizards are sending a message, but it's not true.

Some octopuses can make their skin change to a pink or red color. This sends a message to predators—"Stay away. I'm angry!"

Chemicals

Ants can make a strong chemical to tell predators to stay away. When one ant does this, it sends a message to other ants. They all make the same chemical too. This helps the whole colony of ants to protect itself.

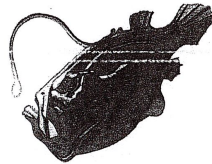
Smell

Some animals use smell to send a quick and nasty message to animals that bother them. Skunks have a black and white coat. These colors are usually enough to tell a predator to stay away. If this doesn't work, the skunk sprays a bad smell at the predator. This gets the message across!

Light

Fireflies send out short flashes of light to find each other and to attract mates. Glowworms send out light to attract insects. When the insects come close, they catch them and eat them.

Under the ocean, many fish and animals use light to attract food and mates and to frighten predators away. The seadevil fish has a long body part, or lure, on its head that works a little like a fishing pole.



Dance

Worker bees spend a lot of time looking for food. When they find some nectar, they fly back to the hive to tell the other workers. They have a special way of telling the other workers where the nectar is. They do a kind of dance in a figure of eight. The dance was discovered by a scientist named Karl von Frisch. He called it the "waggle dance."

Animals don't communicate the way people do, but they can still find each other, frighten off predators, and tell other animals about food. They do this in lots of different ways—often without making a sound!

**Bearcat Day 11
Description Text Structure**

Directions: Read the article "Animal Messages" and complete the chart.

Type of Message	Example	Animals that send this message	Purposes of the messages	Are the animals dangerous to humans?
Sound	Squeaks and clicks			Sometimes
Silent		Tree frog, octopus, spider, snake, lizard		
	Smell		To scare enemies	No

Unit: Geometry
Student Handout 2

Name Bearcat Day 12 Notes
Date March 31, 2020 Pd _____

HOW ARE SHAPES DECOMPOSED?

Using the images below, describe how the rectangle and triangle are both similar and different.



Both figures have the same base and height.
The triangle is half the rectangle in area.

A rectangle can always be cut in half to produce two equal triangles.

If the formula for finding the area of a rectangle is $A=bh$, then how could you describe the formula for a triangle?

$$A = \frac{b \cdot h}{2} \quad \text{or} \quad A = \frac{1}{2} b \cdot h$$

AREA OF TRIANGLES

Label the base and height of the triangle. Use the information and the formula to find the area of the triangle.

TRIANGLE 1	TRIANGLE 2	TRIANGLE 3
<p>B = 5</p> <p>N = 7</p> <p>AREA = $\frac{5 \cdot 7}{2} = \frac{35}{2} = 17.5 \text{ units}^2$</p>	<p>FORMULA: $A = \frac{b \cdot h}{2}$</p> <p>PLUS IN #S: $A = \frac{14 \cdot 6}{2}$</p> <p>AREA: $A = 112 \text{ in}^2$</p>	<p>FORMULA: $A = \frac{b \cdot h}{2}$</p> <p>PLUS IN #S: $A = \frac{3.5 \cdot 2}{2}$</p> <p>AREA: $A = 3.5 \text{ m}^2$</p>

What do you notice about the height of each of the triangles?

Decompose (take apart) the trapezoids below into familiar shapes.



A trapezoid is a rectangle and triangle combined!

AREA OF TRAPEZOIDS

Find the area of the different trapezoids below by decomposing them into parts. Look for patterns to try and determine a formula.

TRAPZOID 1	TRAPZOID 2
<p>$\square = b \cdot h \quad 8 \cdot 6 = 48 \text{ cm}^2$</p> <p>$\triangle = \frac{b \cdot h}{2} \quad \frac{12 \cdot 2}{2} = 12 \text{ cm}^2 \cdot 2 = 24 \text{ cm}^2$</p>	<p>$\square = b \cdot h \quad 10 \cdot 8 = 80 \text{ in}^2$</p> <p>$\triangle = \frac{b \cdot h}{2} \quad \frac{3 \cdot 8}{2} = 12 \text{ in}^2$</p> <p>$80 + 12 = 92 \text{ in}^2$</p>

Now try finding the area of the trapezoid below by using the formula.

<p>FORMULA: $A = \frac{(b_1 + b_2) \cdot h}{2}$</p>	
<p>PLUS IN #S: $A = \frac{(12 + 7) \cdot 4}{2}$ $A = \frac{19 \cdot 4}{2}$</p>	
<p>AREA: $A = 38 \text{ in}^2$</p>	

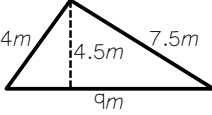
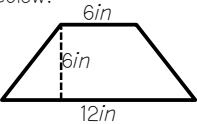
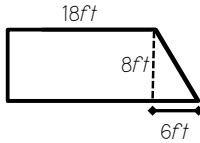
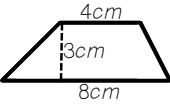
Summarize today's lesson:

Unit: Geometry
Homework 2

Name _____
Date _____ Pd _____

HOW ARE SHAPES DECOMPOSED?

Match each correct answer to a letter and complete the riddle below.

<p>1 Find the area of a right triangle with a height of 8 feet and a base of 15 feet.</p>	<p>4 Find the area of the triangle below.</p> 
<p>2 Find the area of the regular trapezoid below.</p> 	<p>5 Find the area of the trapezoid below by decomposing it into familiar shapes.</p> 
<p>3 Find the area of the trapezoid below.</p> 	<p>6 Find the area of a triangle with a height of 11 inches and a base of 5 inches.</p>

D: 176	B: 35	S: 18	M: 168
E: 20.25	H: 60	I: 72	O: 24
N: 136	T: 27.5	A: 54	L: 23

WHAT IS BLACK AND WHITE AND HAS LOTS OF PROBLEMS?

2 5 2 6 1 6 4 3 6

LESSON 3: BEYOND THE BASICS



KEY CONCEPTS

- solar energy
- wind
- water cycle
- evaporation
- condensation
- precipitation
- weather
- climate

One thing that you notice as you travel through the Atacama Desert is that the weather doesn't change much from day to day. The sun is always shining. The air is always dry. Temperatures are not too low or too high.

You discover that people don't speak about the weather here since it's almost always the same. But they do speak about the climate. They describe the climate as dry and cool.

Back home in Seattle, people describe a wet and cool climate. And they do talk about the weather, which often changes.

You wonder, "What's the difference between climate and weather?"



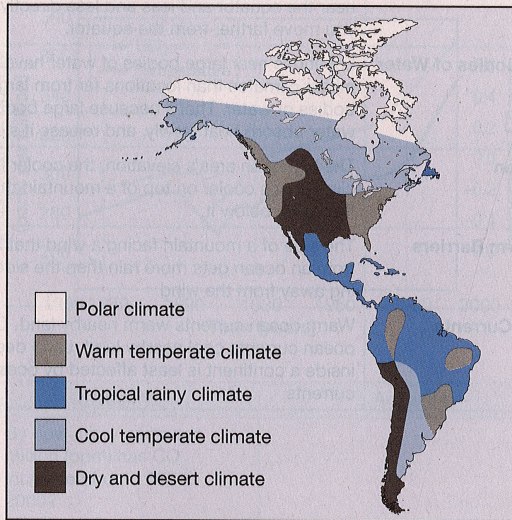
Climate

Weather is the condition of the atmosphere at a particular place and time. Weather can change daily, by the hour, or even from minute to minute.

Climate, however, describes the average condition of the atmosphere over a very long period of time. The period of time can last for centuries or even thousands of years. For example, the climate of the Atacama Desert has been dry and cool for thousands of years. The main characteristics of a climate are precipitation and temperature.

The map below shows the main climate zones of North America and South America. Each climate zone is characterized by its temperatures and precipitation. In which climate zone is the Atacama Desert? In which climate zone is Seattle?

Climate Regions of North and South America



KEY CONCEPTS

solar energy ✓

wind ✓

water cycle ✓

evaporation ✓

condensation ✓

precipitation ✓

weather ✓

climate ✓

Several factors produce different climates. Those factors are listed and explained in the table below. What produces the climate where you live?

FACTORS THAT INFLUENCE CLIMATE

Latitude (distance north or south of the equator)	The farther from the equator an area is, the colder its climate is. The closer an area is to the equator, the warmer its climate is. That's because the sun shines on Earth more directly near the equator and less and less directly as you move farther from the equator.
Large Bodies of Water	Locations near large bodies of water have milder climates than locations far from large bodies of water. That's because large bodies of water absorb heat slowly, and release it slowly.
Elevation	The higher an area's elevation, the cooler its climate. It's cooler on top of a mountain than in the valley below it.
Landform Barriers	The side of a mountain facing a wind that blows from an ocean gets more rain than the side facing away from the wind.
Ocean Currents	Warm ocean currents warm nearby land. Cold ocean currents cool nearby land. Land deep inside a continent is least affected by ocean currents.

KEY CONCEPTS

solar energy ✓

wind ✓

water cycle ✓

evaporation ✓

condensation ✓

precipitation ✓

weather ✓

climate ✓

PUTTING IT ALL TOGETHER

You are now ready to show you understand the key concepts covered in this topic.
Read each question. Circle the letter of the best answer.

1. Solar energy
 - A. never reaches the poles.
 - B. causes Earth's rotation.
 - C. produces carbon dioxide.
 - D. is energy from the sun.
2. Which part of Earth's surface receives sunlight MOST directly?
 - A. the equator
 - B. the South Pole
 - C. the Pacific Ocean
 - D. the Andes Mountains
3. What is evaporation?
 - A. a change of state from a gas to a liquid
 - B. liquid water that falls to Earth's surface
 - C. a change of state from a liquid to a gas
 - D. solid water that falls to Earth's surface
4. When moist air rises,
 - A. it evaporates.
 - B. it cools.
 - C. it warms.
 - D. it produces solar energy.
5. Why do different parts of Earth's surface receive different amounts of energy from the sun?
 - A. Earth's surface is curved.
 - B. Earth rotates.
 - C. Not all solar energy is absorbed.
 - D. Ocean currents carry energy away.

6. What conditions would you expect to see on the rain shadow side of a mountain?
 - A. warm and wet
 - B. cold and wet
 - C. warm and dry
 - D. cold and dry
7. Why does the Atacama Desert receive almost no rainfall?
 - A. It is on the leeward side of the Andes Mountains.
 - B. It is on the windward side of the Andes Mountains.
 - C. It is at the top of the Andes Mountains.
 - D. It is west of the Pacific Ocean.
8. How does the Pacific Ocean affect the Atacama Desert?
 - A. A cold current raises the desert's temperature.
 - B. A cold current lowers the desert's temperature.
 - C. A warm current raises the desert's temperature.
 - D. A warm current lowers the desert's temperature.
9. During which part of the water cycle do clouds form?
 - A. precipitation
 - B. the rain shadow
 - C. condensation
 - D. evaporation
10. How does elevation affect temperature?
 - A. increased elevation produces lower temperatures
 - B. increased elevation produces higher temperatures
 - C. increased elevation does not affect temperature
 - D. decreased elevation produces lower temperatures

QUIZZ

NAME : _____

CLASS : _____

DATE : _____

Patricians, Plebeians, and Government Quiz

21 Questions

Use the passage from Day 11.

- In Rome, the majority of people were commoners from the lower and middle classes. These people were called:

<input type="checkbox"/> a) patricians	<input type="checkbox"/> b) plebeians
<input type="checkbox"/> c) pharaohs	<input type="checkbox"/> d) slaves
- Which class of people had the most money?

<input type="checkbox"/> a) slaves	<input type="checkbox"/> b) plebeians
<input type="checkbox"/> c) patricians	<input type="checkbox"/> d) freedmen
- Which class of people would most likely be construction workers, fishermen, traders, and fire fighters?

<input type="checkbox"/> a) plebeians	<input type="checkbox"/> b) patricians
---------------------------------------	--
- Which class of people would most likely have jobs in the top parts of government that come with a lot of political power?

<input type="checkbox"/> a) patricians	<input type="checkbox"/> b) plebeians
--	---------------------------------------
- The Senate and Consuls were selected from which of the following classes of people?

<input type="checkbox"/> a) slaves	<input type="checkbox"/> b) freedmen
<input type="checkbox"/> c) plebeians	<input type="checkbox"/> d) patricians
- Plebeians were able to participate in government by being a part of the :

<input type="checkbox"/> a) Senate	<input type="checkbox"/> b) Consuls
<input type="checkbox"/> c) Assembly	<input type="checkbox"/> d) Monarchy
- Which answer choice CORRECTLY puts Roman society in order from TOP to bottom?

<input type="checkbox"/> a) plebeians, patricians, slaves	<input type="checkbox"/> b) patricians, slaves, plebeians
<input type="checkbox"/> c) plebeians, slaves, freedmen	<input type="checkbox"/> d) patricians, plebeians, slaves

- Which word best describes the social structure in Rome?

<input type="checkbox"/> a) loose	<input type="checkbox"/> b) strict
<input type="checkbox"/> c) flexible	<input type="checkbox"/> d) unimportant
- True or False: In the early years of the republic, patricians and plebeians were allowed to marry each other

<input type="checkbox"/> a) True	<input type="checkbox"/> b) False
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- Which answer best describes the influence that Rome's social structure had on its politics

<input type="checkbox"/> a) Plebeians and patricians were political equals	<input type="checkbox"/> b) Plebeians had the most power, and patricians had a little
<input type="checkbox"/> c) Top government positions went to patricians, but plebeians had some power	<input type="checkbox"/> d) Plebeians voted fellow plebeians into the Senate
- Which of the following words is synonymous with patrician?

<input type="checkbox"/> a) aristocrat	<input type="checkbox"/> b) theocrat
<input type="checkbox"/> c) monotheist	<input type="checkbox"/> d) commoner
- Which of the following words is synonymous with plebeian?

<input type="checkbox"/> a) aristocrat	<input type="checkbox"/> b) commoner
<input type="checkbox"/> c) monarch	<input type="checkbox"/> d) theologian
- _____ had more social and financial advantages than _____.

<input type="checkbox"/> a) patricians, plebeians	<input type="checkbox"/> b) plebeians, patricians
---	---
- Roman government allowed for participation from:

<input type="checkbox"/> a) patricians, plebeians, and slaves	<input type="checkbox"/> b) patricians and plebeians
<input type="checkbox"/> c) only patricians	<input type="checkbox"/> d) only plebeians
- In Rome, the people with the most money and power were called:

<input type="checkbox"/> a) plebeians	<input type="checkbox"/> b) patricians
<input type="checkbox"/> c) opticians	<input type="checkbox"/> d) slaves
- How could someone become a slave in Rome?

<input type="checkbox"/> a) because of their race	<input type="checkbox"/> b) because they were in debt
<input type="checkbox"/> c) because they were a patrician	<input type="checkbox"/> d) because they were Italian

17. In the social class pyramid of Rome, where are slaves located?
- a) at the top b) in the middle
 c) at the bottom
18. What was the title of the two patricians that were in charge of Rome's executive branch (like U.S. president)
- a) Assembly b) Consuls
 c) Senate d) Democrats
19. Which of the following options below helped to make laws in Rome?
- a) Consuls b) Presidents
 c) Assembly d) Democrats
20. Which of the following groups had 300 patricians and advised the consuls?
- a) Senate b) Consuls
 c) Assembly d) President
21. What type of democracy did Rome have?
- a) Representative Democracy b) Direct Democracy
 c) Oligarchy d) Tyranny

Disease

A disorder of structure or function that can affect plants, animals, and humans. It may affect the entire body or a specific location.

Communicable vs Non Communicable Diseases

Communicable Disease - Communicable diseases are diseases that can be spread from person to person, object to person, or animal to person.

Communicable Diseases are caused by pathogens. Pathogens are things like bacteria, viruses, and fungi.

Non Communicable Diseases - Non communicable diseases are diseases that can't be spread from one person to another. They are not caused by pathogens.

Non Communicable Diseases can be caused by behaviors such as smoking, drug abuse, or unhealthy diet. They can also be caused by family history or pollution in your environment.

Pathogens are organisms that cause communicable diseases.

Examples of pathogens are viruses, bacteria, fungus, and other organisms like protozoa.

Pathogens are spread by: Coughing and sneezing around others.

Touching unclean objects with our hands and then touching are faces.

Eating under cooked food.

Being too close to others who are sick.

Sharing drinking glasses and eating utensils.

Pathogens

Bearcat Day 12 - Pathogens

Write a paragraph that explains at least 4 ways to prevent the spread of pathogens.

"NO TEST, NO STRESS"

Grade 6 Bearcat Day 12 Literacy

Use the article from Day 11 to answer the questions.

- 1 According to the article, why do students experience stress while taking the SAT and ACT?
- (A) The tests pressure students to prepare them for the stress of college.
 - (B) The test results could have a great impact on the rest of a student's life.
 - (C) The tests determine whether a student will be allowed to graduate.
 - (D) The test results might show a student's ability in a subject that is uninteresting.
- 2 How do SAT and ACT scores affect a student's higher education?
- (A) The scores can determine how much a student will receive in scholarship money.
 - (B) The scores can indicate how well a student will be able to handle stress in college.
 - (C) The scores might show the subjects that a student will be allowed to study in college.
 - (D) The scores might illustrate how well a student can work through trick questions on tests.
- 3 The author argues that the SAT and ACT are designed to see if students can pay close attention to the test content itself. Is there enough strong evidence to support his claim?
- (A) Yes; the author provides data from invalid test results to support the claim.
 - (B) Yes; the author emphasizes the length of the testing session to support the claim.
 - (C) No; the author offers an outdated research technique to support the claim.
 - (D) No; the author relies only on his own experience to support the claim.
- 4 Which piece of evidence from the article is MOST relevant to the author's argument?
- (A) Most universities and colleges rely on students' performance on these tests to make admissions decisions.
 - (B) The SAT and ACT are supposed to measure your readiness for college material, but they don't measure your ability as a student.
 - (C) The threat of not getting into the right college is always a looming thought.
 - (D) As a senior in high school who has already sat through the four-hour test, I can honestly say the questions are meant to trick you.