

# **BEARCAT DAY 17**

**Tuesday, April 14, 2020**

**GRADE 6  
ANDERSON COUNTY SCHOOLS**



**ANDERSON COUNTY MIDDLE SCHOOL**

# 6TH GRADE BEARCAT DAY 17

<p><b>LANGUAGE ARTS</b></p>	<p><b>PROBLEM/SOLUTION STRUCTURE</b>          If you are able to watch the Youtube video “Learn About Text Structure”. Here’s the link: <a href="https://www.youtube.com/watch?v=P-PnCBQ60PA&amp;feature=emb_logo">https://www.youtube.com/watch?v=P-PnCBQ60PA&amp;feature=emb_logo</a>          Read through the <a href="#">printed google slides</a> about problem/solution text structure.          Answer the <a href="#">questions</a>. Read the passage “<a href="#">Get Fit</a>” and <a href="#">answer the questions</a>.</p>
<p><b>MATH</b></p>	<p><b>INTRO TO 3-D FIGURES</b>          Read the <a href="#">notes</a> and answer the <a href="#">questions</a>. Take a picture with your phone and email it to your teacher.</p>
<p><b>SCIENCE</b></p>	<p><b>VOLCANIC LANDFORMS</b>          Please <a href="#">read the text</a>, then <a href="#">answer the questions</a> that follow. Write your answers in complete sentences. Use the passage to answer the questions. If at all possible, submit your work on Google Classroom for day 16 in the form. If not possible, you can send a picture or send as a google doc.</p>
<p><b>SOCIAL STUDIES</b></p>	<p><b>PUNIC WARS</b>          Read the section on the <a href="#">Punic Wars</a> and then fill in the <a href="#">organizer for your notes</a>. You may print this off or draw one of your own.</p>
<p><b>PE/HEALTH</b></p>	<p><b>NONCOMMUNICABLE DISEASES</b>          Read the <a href="#">notes</a> about noncommunicable diseases and answer the <a href="#">questions</a>.</p>
<p><b>LITERACY</b></p>	<p><b>SHE’S ONLY 10 AND ALREADY MAKING A BIG DIFFERENCE IN CLEANING UP THE BEACHES</b>          Use the article “<a href="#">She’s Only 10 and Already Making a Big Difference in Cleaning up the Beaches</a>” to answer <a href="#">the questions</a>.</p> <ol style="list-style-type: none"> <li>1. Answer in Google Classroom. If you cannot use Google Classroom,</li> <li>2. Email your answers to your teacher. If you cannot email,</li> <li>3. Drop-off your written work at the school office</li> </ol>

# Text Structure: Problem and Solution

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	When the author uses a lot of details to support a topic	To tell what something is, to present an items attributes, to show what an item or place is like	For instance, such as, for example, another, including
Cause and Effect	When an author tells how one event leads to another	To tell why something happened, to describe several events	As a result, because, since ,so, if, then, before, after, therefore
Compare and Contrast	When the author discusses the similarities and differences of two or more things	Non-fiction, to provide factual information	Like, both, also, although,but more,while, different
Problem and Solution	When the writer presents a problem or question and then provides answers or solutions to the problem.	When the author wants to present a solution to a problem.	One answer is, help, solve, as a result of

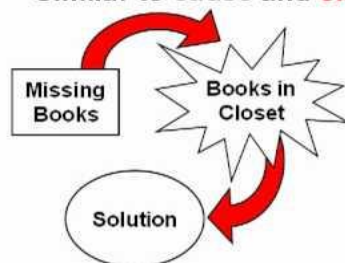
Watch this video.



Watch another video.

### Problem and Solution

Author states a problem and solution(s).  
Similar to cause and effect.



## Practice

Do you take your dog for a walk or does your dog take you for a walk? Leash pulling is a common problem with puppies especially large breeds. Leash pulling can easily lead to your dog free of his leash or into trouble. To leash train your dog, you must stop and stand still every time he pulls on the leash. When the dog calms down, praise him, wait a minute and then begin to walk slowly. The minute he starts pulling again, stop, wait, praise and then move on. With your patience your dog will soon learn not to pull on his leash.

**Identify the problem in the paragraph.**

**Identify the solution in the paragraph.**

Now, click on the form and answer the questions.

[Problem and Solution Google Form](#)

Read the article “Get Fit”

["Get Fit"](#)

After reading the article go back to your google form and answer the questions.

# BCD 17: Problem and Solution

## Problem and Solution Introduction

Read the chart and watch the videos below. Answer the questions that follow.

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	When the author uses a lot of details to support a topic	To tell what something is, to present an items attributes, to show what an item or place is like	For instance, such as, for example, another, including
Cause and Effect	When an author tells how one event leads to another	To tell why something happened, to describe several events	As a result, because, since ,so, if, then, before, after, therefore
Compare and Contrast	When the author discusses the similarities and differences of two or more things	Non-fiction, to provide factual information	Like, both, also, although,but more,while, different
Problem and Solution	When the writer presents a problem or question and then provides	When the author wants to present a solution to a problem.	One answer is, help, solve, as a result of

Navigation bar: < ▶ > Slide 2 Q & A Notes Pointer Captions Tips ⌵ ⌴ EXIT



When will a writer use the problem and solution text structure? \*

1 point

- to tell events in the order they occur
- list of details to support a topic
- to explain how one events may lead to another event or consequence
- to find similarities or differences between two topics
- to provide an answer to a question or situation
- Other:

Which of the following words would be used as transition words in a problem and solution text? \*

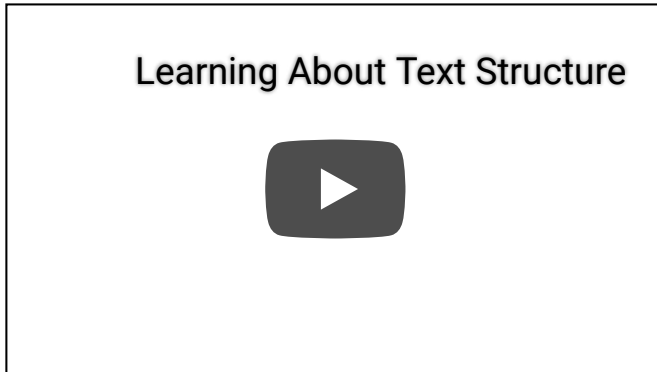
3 points

- first
- finally
- because
- for example
- one answer is
- similarly
- as a result of
- help
- both





Text Structure Video



What text structure is used in the video? \*

1 point

- Sequence
- Description
- Cause and Effect
- Compare and Contrast
- Problem and Solution

What comes first...the problem or the solution?

Choose ▼



## Grade 6 Bearcat Day 17 E LA

P8

What is the problem in the paragraph?

Your answer

What is the solution provided in the paragraph?

Your answer

[Back](#)

[Next](#)

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# Get Fit!

by Paul Coco

**SNACK TIME!** Kids reach for pieces of fruit. Fruit is a great snack and more healthy than chips or candy.

Stay healthy and have fun by exercising often and eating the right foods

Think about what you do on an average day. When you're in the cafeteria, do you reach for ice cream or an apple? Do you plop in front of the TV after school or ride a bike outside?

Today, many American kids aren't eating healthy foods or spending enough time running, jumping, or even walking. Instead, they're munching on sugary snacks like chocolate and soda, while sitting inside to play video

games. Does this sound like your daily routine?

Recent studies show that about 9 million young Americans between the ages of 6 and 19 are overweight. That is about one out of every six kids in the United States. Weight gain caused by a poor diet and lack of exercise can lead to serious health problems, such as heart disease and **diabetes**, when you get older.

Fortunately, you can stay in shape and have fun just by moving your body and eating the right foods. So, head outside to exercise and keep your body healthy.

## A Big Problem

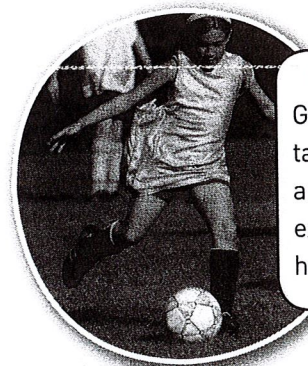
What makes people overweight? Weight gain can occur when the body takes in more calories from food and drinks than it uses up through physical activity. The more you move around, the more calories you burn off.

Unfortunately, many kids today aren't moving. Instead, they're using computers, watching TV, and playing video games. A recent study by the U.S. Department of Health and Human Services found that the percentage of kids ages 6 to 11 who are seriously overweight has

## Fitness Fun!

Some health experts recommend that kids get an hour of exercise each day, or on most days. It's easy to get moving. Once you get hooked on exercising, you'll have more energy, build muscle, and make your heart stronger. Here are some fun ways to get active:

- Ride a bike or go for a jog.
- Get involved in a game of tennis, volleyball, or kickball.
- Jump rope.
- Dance along to your favorite music.
- Take a long walk with a friend or relative.
- Hit the pool for a swim.
- No matter what exercise you do, experts agree that it's best to set up a fitness plan. Keep track of how often you do an activity so you can see how much progress you've made and reward yourself for your hard work.



### GET MOVING!

Going for a run or taking a long walk are great ways to exercise and stay healthy.

DON'T BE A GOOD  
Turn off the TV, stop  
junk food, and get more

more than tripled since the 1970s. According to the U.S. **Surgeon General**, one in seven American kids does not regularly participate in any physical activity.

To fight the problem, the U.S. government recently issued new guidelines for healthy living. The guidelines recommend that all kids—not just those who are overweight—should get one hour of exercise on most days (*see Fitness Fun!*).

Getting active helps you to be healthy, but you also need to eat the right foods. Eating smart means that you feed your body more fruits, vegetables, dairy, and whole grains (*see sidebar, far right*).

### Be Good to Your Body

Today, families, schools, and health experts are working hard to keep kids fit. Public schools in Maryland have cracked down on fattening food. Ice cream has been taken out of some school cafeterias in that state, while snack carts sell only foods low in fat and sugar. Schools in other states such as Texas and California have removed sugary soda and junk food from cafeterias and vending machines.

Kids are also getting into the workout action.

Many schools across the country are creating physical fitness programs to get kids excited about exercise. In January, students in Medina, Tennessee, began a 90-day fitness program called Power 90. As part of the program, students do jumping jacks, sit-ups, and yoga in their physical education classes.

Are these programs helping kids get fit? Medina student Madison Morris, 12, believes they are. "You can definitely feel the exercises working on your body," Madison says. "They make me feel better about myself."

### Back to You

March is National Nutrition Month, a good time to think about eating healthy foods.

Make a list of the foods you eat that are high in fat and sugar. Then make another list of healthy foods you could eat instead. Try to eat more items from the list of healthy foods.

### word wise

**diabetes:** (dye-uh-BEE-teez) noun. A disease in which there is too much sugar in the blood.

**Surgeon General:** (SUR-juhn JEN-ur-uhl) noun. The nation's top doctor.

## EAT SMART!

Follow some of the tips below to stay healthy.

### FRUITS & VEGETABLES

Oranges, bananas, and carrots make great snacks and are packed with vitamins and minerals. Experts suggest that kids like you eat five servings of fruits and vegetables each day.

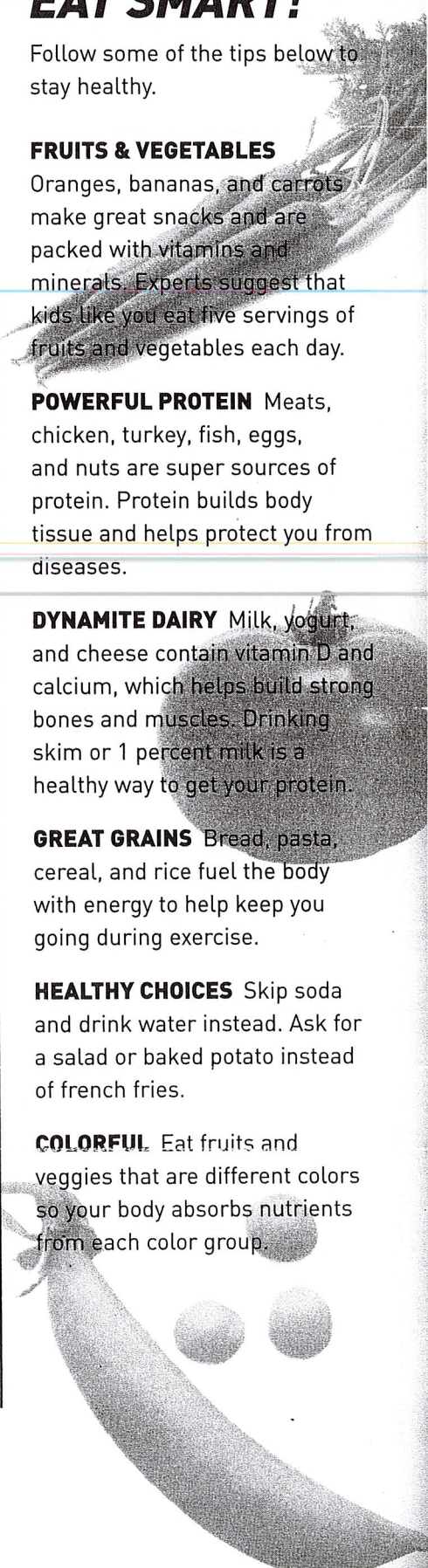
**POWERFUL PROTEIN** Meats, chicken, turkey, fish, eggs, and nuts are super sources of protein. Protein builds body tissue and helps protect you from diseases.

**DYNAMITE DAIRY** Milk, yogurt, and cheese contain vitamin D and calcium, which helps build strong bones and muscles. Drinking skim or 1 percent milk is a healthy way to get your protein.

**GREAT GRAINS** Bread, pasta, cereal, and rice fuel the body with energy to help keep you going during exercise.

**HEALTHY CHOICES** Skip soda and drink water instead. Ask for a salad or baked potato instead of french fries.

**COLORFUL** Eat fruits and veggies that are different colors so your body absorbs nutrients from each color group.



## BCD 17: Problem and Solution

"Get Fit"

Read the article linked on the google slides for today and then come back and answer the questions below.

Identify the problem in the article. \*

Your answer

Identify the solutions listed in the article, for the problem you listed in the above question. \*

Your answer

How do you know this article is written in problem and solution text structure? \*

Your answer

[Back](#)

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## WHAT ARE SOLID FIGURES?

Three dimensional figures are objects that take up air space.  
They have a length, width, and height.

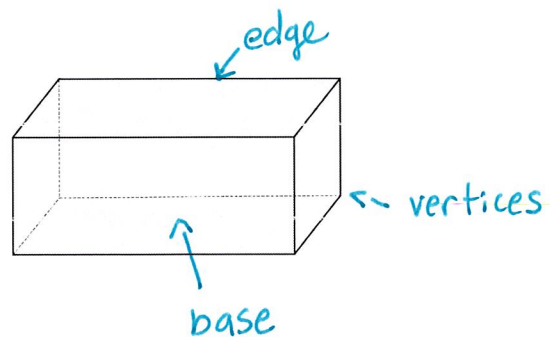
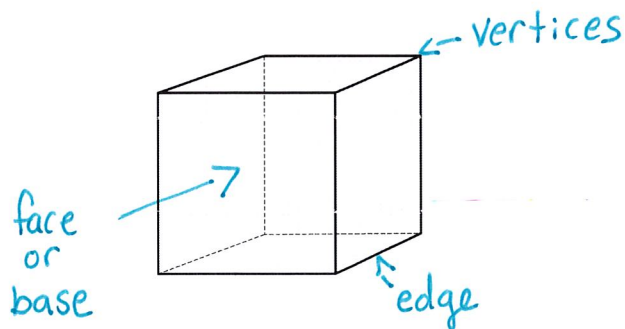
Brainstorm different examples of 3D figures you see every day.

### 3D FIGURE VOCABULARY

- A prism is a solid figure with two identical bases.
- A pyramid is a solid figure with one base. Its faces are triangles and form a vertices or apex.
- A base is not necessarily the side on which the object is sitting.  
Bases never touch / intersect

Each 3D figure has specific properties.

Label the vertices, edges, faces, and bases on the figures below.



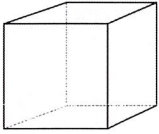
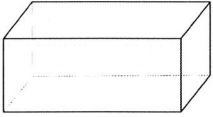
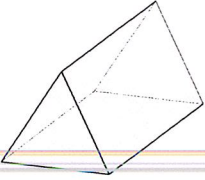
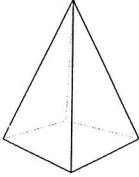
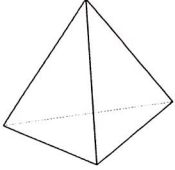
How are cubes and rectangular prisms the same? What makes them unique?

Both have 8 vertices, 12 edges, and 6 faces.  
The cube has congruent faces and equal length edges.

# Grade 6 Bearcat Day 17 Math

P2

Complete the chart below by identifying the unique properties of each 3D figure.

SHAPE	NAME	FACES (shape & qty shade blue)	BASES (shape & qty shade red)	VERTICES (quantity, color green)	EDGES (quantity, color purple)
	cube	4 square	2 square	8	12
	rectangular prism	4 rectangle	2 rectangle	8	12
	triangular prism	3 rectangle	2 triangle	6	9
	rectangular pyramid	4 triangle	1 rectangle	5	8
	triangular pyramid	3 triangle	1 triangle	4	6

1. What do you notice about the difference between pyramids and prisms?

Pyramids have triangular faces.

Prisms have rectangular faces.

2. What makes a triangular prism unique?

two triangle bases

Summarize today's lesson:

# Bearcat Day 17: Intro to 3D Figures

Use the notes from Day 17 to help you answer these questions.

\* Required

1. Email address \*

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2. Email Address \*

---

3. Last Name \*

---

4. First Name \*

---

5. Class Period \*

*Mark only one oval.*

2nd

3rd

4th

6th

7th

Question 1



6. How many bases does a rectangular prism have? \*

P 4

1 point

Mark only one oval.

Grade 6 Bearcat Day 17 Math

- 2 Rectangles
- 2 Triangles
- 4 Rectangles
- 2 Squares

### Question 2

7. What shape is the base of the Rectangular Pyramid? \*

1 point

Mark only one oval.

- Square
- Triangle
- Trapezoid
- Rectangle

### Question 3

8. How many edges does a Cube have? \*

1 point

Mark only one oval.

- 10
- 9
- 4
- 12

### Question 4

9. How many and what shape are the faces of a Triangular Pyramid? \*

1 point

p5

Mark only one oval.

- 2 Triangle
- 4 Rectangle
- 4 Triangle
- 3 Triangle

Grade 6 Bearcat Day 17 Math

Question 5

10. How many vertices are there for a Triangular Prism? \*

1 point

Mark only one oval.

- 9
- 3
- 6
- 8


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## Volcanic Landforms

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 [flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-](https://flexbooks.ck12.org/cbook/ck-12-middle-school-earth-science-flexbook-)



### Why does this massive rock stick out like this?

---

Shiprock in New Mexico is visible for many miles around. Shiprock is the neck of an old volcano. The magma cooled into a rock that was harder than the surrounding volcano. So the volcano eroded away and left the neck. The peak is on the land of the Navajo Nation, for whom it has great religious significance.

### Landforms from Lava

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Extrusive igneous rocks cool at the surface. Volcanoes are one type of feature that forms from extrusive rocks. Several other interesting landforms are also extrusive features. Intrusive igneous rocks cool below the surface. These rocks do not always remain hidden. Rocks that formed in the crust are exposed when the rock and sediment that covers them is eroded away.

### Volcanoes and Vents

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The most obvious landforms created by lava are volcanoes. These are mostly cinder cones, composite volcanoes, and shield volcanoes. Eruptions also take place through other types of vents, commonly from fissures (**Figure below**). The eruptions that created the entire ocean floor are essentially fissure eruptions.



A fissure eruption on Mauna Loa in Hawaii travels toward Mauna Kea on the Big Island.

### Lava Domes

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When lava is thick, it flows slowly. If thick lava makes it to the surface, it cannot flow far from the vent. It often stays right in the middle of a crater at the top of a volcano. Here the lava creates a large, round **lava dome** (**Figure below**). Lava flows often make mounds right in the middle of craters at the top of volcanoes (**Figure below**).



Lava domes may form in the crater of composite volcanoes, as at Mount St. Helens.

## Lava Plateaus

A **lava plateau** is made of a large amount of fluid lava. The lava flows over a large area and cools. This creates a large, flat surface of igneous rock. Lava plateaus may be huge. The Columbia Plateau covers over 161,000 square kilometers (63,000 square miles). It makes up parts of the states of Washington, Oregon, and Idaho (**Figure below**).



Layer upon layer of basalt have created the Columbia Plateau, which covers more than 161,000 square kilometers (63,000 square miles) in Washington, Oregon, and Idaho.

## Land

New land is created in volcanic eruptions. The Hawaiian Islands are shield volcanoes. These volcanoes formed from fluid lava (**Figure below**). The island grows as lava is added on the coast. New land may also emerge from lava that erupts from beneath the water. This is one way that new land is created.



Lava erupts into the Pacific Ocean in Hawaii, creating new land.

## Landforms from Magma

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Magma that cools underground forms **intrusions** (**Figure below**). Usually this magma is very viscous felsic magma. This magma does not rise easily and so cools slowly underground. Intrusions become land formations if they are exposed at the surface by uplift and erosion.



# Grade 6 Bearcat Day 17 Science

p 5

The granite intrusions that form the Sierra Nevada in California are well exposed.

## Summary

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- Landforms created by lava include volcanoes, domes, and plateaus.
- New land can be created by volcanic eruptions.
- Landforms created by magma include volcanic necks and domes.

## Review

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1. Why is it important that volcanic eruptions can form new land?
2. How do lava plateaus form?
3. Describe the granite exposed in the photo of the Sierra Nevada. What is its history?



## Day 16 Questions

Before you leave class today, answer the following questions.

\* Required

Email address \*

Your email

Name \*

Your answer

Teacher and period? \*

Choose

Why is it important that volcanic eruptions can form new land?

Your answer

How do lava plateaus form?

Your answer





Describe the granite exposed in the photo of the Sierra Nevada. What is its history?

P7

Your answer

Submit

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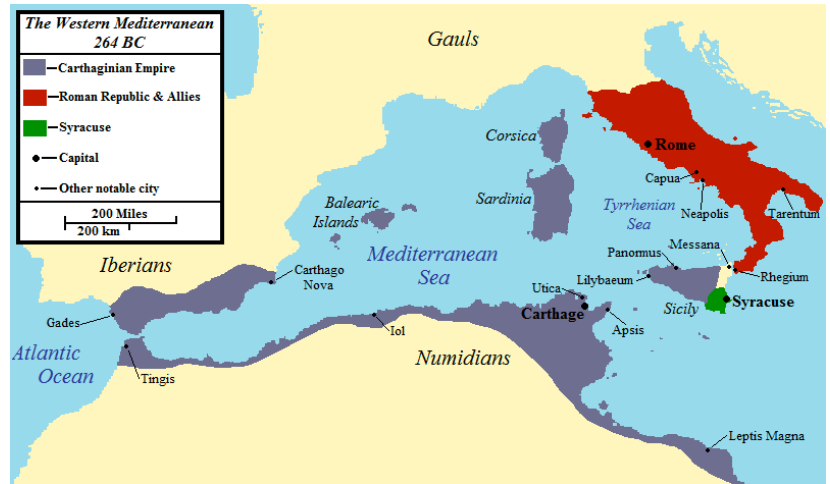
**Grade 6 Bearcat Day 17 Science**

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## CHAPTER 14, SECTION 3: THE PUNIC WARS

By 264 B.C., the Romans had conquered some Greek city-states in southern Italy. This brought them into contact with the city of Carthage. Carthage controlled most of North and West Africa, most of what is present-day Spain, and some islands off the coast of Italy. Carthage also ruled the western half of Sicily (sis-uh-lee). This island was at the toe of the Italian peninsula, or “boot.” The Romans felt threatened by the Carthaginians (car-tuh-jin-ee-uhns) because of how much their civilization was expanding.



### THE FIRST PUNIC WAR

In 264 B.C., the Romans and Carthaginians began a series of wars. The First Punic War lasted for 23 years. It was the first of three wars that became known as the Punic Wars (pew-nick). This first war was fought over the island of Sicily – Carthage ruled the western half of this island. Rome felt Carthage was threatening and too close to Rome’s civilization.

Carthage’s military strength was in its navy – boats and soldiers that fought on water. Rome’s strength was in its army. The Romans began with no navy so it was difficult to defeat the Carthaginians who were skilled at fighting via the water. The Romans built their first fleet (group of boats) to fight the Carthaginians. The Romans modeled their boats after Carthage’s warships. The Romans knew they could not out-sail the Carthaginians, but they strongly believed they could outfight them. They added a corvus to the ship – which is a movable bridge at the front of the ship. The corvus allowed the soldiers to board the enemy’s ship faster and fight in hand-to-hand combat.

The Romans lost many ships and men in storms during the First Punic War. In the end, after 23 years of fighting the first war, the Romans defeated the Carthaginians. So in 241 B.C., the Carthaginians agreed to make peace and left Sicily.

#### FUN FACT!

A Roman Senator, Marcus Portius Cato, believed that Carthage posed a great threat to Rome. He reportedly ended every speech to the Roman Senate – no matter the subject – with “Carthage must be destroyed!”

### THE SECOND PUNIC WAR & HANNIBAL

In 218 B.C., the Second Punic War began. At that time, the Carthaginians, who were led by General Hannibal Barca, attacked the Roman army by land from north of Italy. Hannibal was seen as the best hope Carthage had to defeat Rome and he is remembered as one of the best generals in ancient history. Hannibal helped his troops lead a surprise attack on the Romans by marching from Spain through Gaul and then crossing the Alps into Italy. Hannibal’s army used elephants and had to guide them across the snowy Alps to help break through the Roman army lines.

## Grade 6 Bearcat Day 17 Social studies

P 2

Winning continuous victories, Hannibal's army fought its way to the gates of the city of Rome. When Carthage's army got to Rome it did not have the heavy equipment needed to batter down the city's walls. It could not get more supplies either because the Roman navy controlled the seas.

Unable to capture the city of Rome, Hannibal and his army had to roam the countryside of Italy, attacking various towns and destroying crops. They did this for 15 years! The Romans took advantage of this – while Hannibal was in the Italian countryside, the Roman army and navy attacked the city of Carthage. Hannibal was sent messages to return home because of the Romans' attack. Hannibal faced the skilled Roman general Scipio Africanus. This is when Hannibal lost his first battle – and the war.



The Second Punic War ended in 201 B.C. Carthage agreed to pay Rome a huge sum of money and to give up its territories that were not in North Africa. This included Spain. Spain had many valuable resources, such as copper, gold, lead, and iron... these all belonged to the Romans now!

### THIRD PUNIC WAR

Following the Second Punic War, there was a time of peace for about 50 years. Then, Carthage began to show signs of regaining power. To prevent this, the Romans attacked in 149 B.C. This began the Third Punic War. By this time, Hannibal was no longer the general of Carthage's army. Rome was able to easily overtake Carthage. They burned every building in Carthage and spread salt into its fields so that nothing could grow. They killed the Carthaginian citizens or sold them into slavery. The Third Punic War ended in 146 B.C.

# Grade 6 Bearcat Day 17 Social studies

P3

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

Period: \_\_\_\_\_

## ROMAN REPUBLIC EXPANSION – THE PUNIC WARS

Guiding Question: How can the expansion of a civilization impact its success?

Use the Chapter 14, Section 3 reading to learn about the famous Punic Wars, which pitted ancient Rome against one of its most hated enemies. For each individual war, write a summary (4 sentences) that recaps what happens in the fight – important people & details. Then list the outcome & significance of each war!

<p><b><u>BACKGROUND INFORMATION</u></b></p> <p>Before the Punic Wars, what areas did <b>Carthage</b> control?</p> <p><b>Why</b> did the Romans <u>not</u> like the Carthaginians?</p>	<p><b><u>FIRST PUNIC WAR</u></b></p> <p>Summary of events – at least 4 sentences:</p> <p>Outcome:</p> <p>Significance for <u>both</u> sides:</p>
<p><b><u>SECOND PUNIC WAR</u></b></p> <p>Summary of events – at least 4 sentences:</p> <p>Outcome:</p> <p>Significance for <u>both</u> sides:</p>	<p><b><u>THIRD PUNIC WAR</u></b></p> <p>Summary of events – at least 4 sentences:</p> <p>Outcome:</p> <p>Significance for <u>both</u> sides:</p>

Use the information you learned about the Punic Wars to help you complete your choice project!

## She's only 10 and already making a big difference in cleaning up the beaches

By Gabrielle Schultz, Miami Herald, adapted by Newsela staff on 02.19.20

Word Count **829**

Level **MAX**



Image 1. Sasha Olsen, 10 years old, during a January beach cleanup at Bal Harbour, Florida, that she organized through the nonprofit Iwantmyoceanback she created with her cousin. Photo: Iwantmyoceanback/TNS

Sasha Olsen went on a trip last summer with her family to Vietnam and Japan. She was horrified at the ocean's pollution levels and dying sea animals.

"We went on this trip and I was so excited," said Sasha. She is 10 years old and lives in Bal Harbour, Florida. "But when I saw the way the oceans had become I got upset. I wanted to know why things were this way but couldn't find an answer."

When she returned home to Bal Harbour, she grew even more disturbed. She learned how some of the beaches in South Florida had been closed by the health department because the water had too much bacteria in it.

Sasha sought the help of her cousin, Narmina Aliyev. Aliyev is 23 years old and a recent graduate of Nova Southeastern University with a bachelor's degree in business. Together, they started a nonprofit, Iwantmyoceanback. State records indicate they started the nonprofit in October.

Originally, the group started small, with friends coming together on the weekends to clean the beaches in Bal Harbour.

Recently, however, Iwantmyoceanback has hosted events to raise funds for beach cleanups and to donate to conservation groups such as the Sea Turtle Conservancy, Oceana and World Wildlife Fund, Aliyev said.

In January, Sasha organized "Kids Heal the Oceans" at Bal Harbour beach. There, she spoke about the oceans' problems and guests made art out of microplastics gathered from the beach cleanup.

"At first, our guests were a little shy, but now they've felt inspired to speak up! Sasha has inspired many other kids to join Iwantmyoceanback and show people that we're able to make a change if we come together," Aliyev said.

On February 16, the group threw a Plastic-Free Party. The party involved a beach cleanup and guests creating art from the plastic trash they collect.



"It's important to bring awareness not just through doing cleanups and meetings, but to show people they can come together through their hobbies and working together to a common goal," said Sasha. She is a fourth-grader at Pine Crest School in Fort Lauderdale.

Sasha is also working on releasing a book this summer with her 2-year-old sister, Mia. She wanted to work with her sister to exemplify how the state of the oceans affects children.

"We're scared sometimes to go into the water because it has had a reputation in recent years of not being safe," said Sasha. "I want my sister to care about these problems as much as I do, and to set an example not only for my generation, but the generations after me."

The nonprofit is also trying to broaden its base by tapping into YouTube and other social media to spread the word.

Sasha has started a YouTube channel, named Studio IWMOB. She posts videos from events and has begun a web series. The series is called 'Table Talks.' In it, she interviews people from different professions about the oceans.

After the interview, she and her guest will create a painting, signed by the guest, that will be auctioned off to raise money to donate to conservation-based organizations.

Jencarlos Canela, a popular Cuban American singer and telenovela star, was Sasha's first guest on January 12.

Canela was one of Iwantmyoceanback's first followers. Sasha reached out to him through Instagram to thank him for following her. That led to his spot on her series and a painting that Sasha plans to auction off.

Canela, who has 3.4 million followers on Instagram, posted about the experience.

"This little warrior is at 10 years old, more conscious and aware than most adults I know," he wrote. "Sasha you can count on me from now on for anything and congratulations on the work you're doing to keep our oceans clean. You are so special and very talented!"

Sasha has also begun collaborating with Bal Harbour Mayor Gabriel Groisman to bring awareness to her efforts. She wrote a letter to the mayor and told him about the movement. She recently spoke at a village council meeting.

"When a resident identifies an issue of importance and does something to effectuate change, it is to be applauded," Groisman said. "When that resident is 10 years old, and as impressive as Sasha is, we must not only applaud her efforts but join in."

"As soon as Sasha came to my office, video presentation in tow, I knew we had to work with her to help her with this important initiative of keeping our beach and ocean clean," Groisman said.

Sasha and Aliyev hope to extend their work to neighboring cities such as Hollywood and Miami Beach.

"We really want to make ourselves visible and accessible to all," said Aliyev. Aliyev is the nonprofit's vice president. "After all, in Miami the ocean is everyone's backyard. This is the best place to start."

## Grade 6 Bearcat Day 17 Literacy

P4

Based on the article "She's Only Ten..."

Make and support a claim about why someone should read this text. What makes this text worth reading? What will a reader gain or what might a reader do after reading this? Support your response with specific details from the text.



# Non Communicable Disease

Disease that can't be spread from one person to another that is not caused by a pathogen.

What are some examples of a non communicable disease?

Cardiovascular Disease - Any disease of the heart and/or blood vessels.

Type 1 and Type 2 Diabetes

Cancer - Any kind of cancer.

Alzheimer's Disease

Parkinson's Disease

## What are some causes of non communicable disease?

Family History - Genetic traits that you inherit from your parents may make you more likely for certain diseases.

Pollution - Pollution in your environment such as breathing in contaminated air or drinking contaminated water.

Behavior - People sometimes engage in behaviors that increase their chances for disease.

Examples: Smoking, poor diet, lack of exercise, constantly trying to tan.

# Non Communicable Disease

Your email address ([chrystal.rowland@anderson.kyschools.us](mailto:chrystal.rowland@anderson.kyschools.us)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

Are non communicable diseases caused by pathogens? \*

2 points

- Yes
- No

Which of the following are examples of non communicable diseases? \*

2 points

- Cancer
- Type 1 Diabetes
- Cardiovascular Disease
- All of these

What are some possible causes of non communicable disease? \*

2 points

- Smoking
- Poor diet
- Having a family history of a disease.
- All of these



Can you get a non communicable disease by eating or drinking after someone? \*

2 points

Yes

No

Which disease is can't be spread from one person to another? \*

2 points

The flu

Strep throat

Mononucleosis (Mono)

Cancer

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