

BEARCAT DAY 8

GRADE 6
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

6TH GRADE BEARCAT DAY 8

LANGUAGE ARTS	ANALYZE LITERATURE PRACTICE REVIEW <u>PRACTICE SET</u> This assignment is located in your ELA class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
MATH	RATES AND PERCENTS REVIEW <u>PRACTICE SET</u> This assignment is located in your Math class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
SCIENCE	<u>EARTH'S CHANGING SURFACE (BUILDING ON THE BASICS)</u> This assignment is located in your Science class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
SOCIAL STUDIES	THE ROMAN REPUBLIC <u>RETEACHING ACTIVITY</u> This assignment is located in your Social Studies class' Google Classroom. Please complete it Google Classroom if you are able. If you are not able to please write your answers on notebook paper to turn in at school.
PE/HEALTH	<u>PHYSICAL ACTIVITY LOG</u> Student and parent will sign the activity log once the activity is complete.
LITERACY	READ THE ARTICLE "<u>HOW YOUNG IS TOO YOUNG FOR CELL PHONES IN SCHOOL?</u>"

Read the passage.

A Day in the Life of a Working Dog

I love my person—they call him “Rick”—and I love going everywhere with him. When it is time for work I jump into my harness, and even though I’m excited, I stand very still; that way it is easier for Rick to fasten the harness securely. Now we can go!

In the moving machine that takes us to work, I often lie down and chew my toy, even though I’m in my harness, until Rick gives me a command to get out.

Today, I must have fallen asleep, and I jolt awake when the moving machine stops and Rick opens the door. I am so, so excited, but I know I have to stay still and wait for him to snap a leash onto my harness. Now, I’m ready! But where are we? All the people here keep saying the word *earthquake*. I’ve never been to this place before, and there are a lot of smells. Some are new, but many are familiar work smells, like burnt things, dust, and smoke. There are also a lot of different people smells. I see and smell other dogs with their people, but we know better than to greet and sniff each other when we are wearing our harnesses. That is not allowed. We need to be alert and ready to locate whatever our owners tell us to find.

Rick gives me a shirt to smell, and then he gives me my command. I immediately know what I’m supposed to do, but it’s hard because there are so many other smells and so many people and other dogs, and everyone is moving and it’s noisy. But I stay focused on the unique smell Rick wants me to find.

Suddenly, I smell it! I sit next to the smell so Rick knows exactly where it is, and then everyone rushes over to the pile I’m sitting on—I think it used to be a house. They quickly start to dig through the heaps of mangled metal, wood, plastic, and other things and smells that I don’t recognize. My ear itches but I won’t move to scratch it; I will wait until I’m done working. When we work together, Rick likes me to stay perfectly still, no matter what, and wait for my next command.

After a long time and lots of digging, I see them pull a boy from underneath the pile. He was my smell! The people are very happy; the boy is dirty and scared, but I don’t smell blood, so I know he is safe.

Rick gives me another thing to smell and then gives me the same command, but it takes me longer to find this smell because my nose is clogged with dirt and dust. I sneeze and sniff the thing again. Finally, I get the scent, but it takes me a long time to find it because the scent is so weak and there are so many other distracting smells and noises. But I work hard and stay focused on the smell Rick wants me to find.

The person associated with the smell I'm trying to locate must be deep underneath the wreckage or I would have already caught a whiff. I move carefully because I am walking on top of things that shift. One of my protective booties falls off and something sharp cuts my paw. I will lick it later. I have a job to do now.

I follow the smell until it gets stronger and stronger and finally my sniffing nose finds a face. The face is tired and dust-covered, but smiling—the person is safe!

Read the next story.
Use both passages to answer the questions.

Use the Reading Guide to help you understand the play.

Lost in the Woods

Reading Guide

Look at the structure of the text. What kind of text is this?

How do you learn about the characters?

What do you learn about the setting? As you read, think about how the setting affects the plot and characters.

Cast of Characters

- IVAN, 12-year-old boy
- BLAKE, 12-year-old boy
- PARK RANGER
- RILEY THE RESCUE DOG

Scene 1

It is mid-morning on a warm October day. Two middle-school friends are hiking in the woods as part of a class camping trip. The rest of the class is ahead of them. Blake is reading a book and walking behind Ivan. Ivan stops and bends down to tie his shoe. Blake, not looking where he's going, trips over Ivan. Blake's book goes flying out of his hands. Ivan's baseball cap falls to the ground.

IVAN: *(annoyed)* Hey, watch it!

BLAKE: *(unperturbed)* Sorry.

(Blake picks up his book and resumes reading. Ivan finishes tying his shoe and stands back up. He doesn't realize he dropped his baseball cap, and neither boy notices it on the ground.)

IVAN: We're supposed to be enjoying nature, not reading.

BLAKE: I'm reading about nature. *(holds the book up for Ivan)* See, *Life in the Woods* by Henry David Thoreau.

IVAN: *(shakes his head)* You're weird, you know that?

BLAKE: *(putting his nose back into the book)* Mmm-hmm.

IVAN: *(looking around)* Did you see which way the others went?

BLAKE: *(still reading)* Nuh-uhh.

(Ivan starts walking, followed by Blake, still reading.)

Reading Guide

What do you learn about the boys in this scene?

Pay attention to the stage directions and dialogue. How can you use the stage directions to make inferences about the way each character feels about being lost?

Scene 2

A few hours later that same day. The boys look tired, hair mussed, clothes disheveled. Ivan's baseball cap is still on the ground. Blake is still reading his book.

IVAN: *(stops when he sees his baseball cap on the ground)* We must be walking in a circle. We've been here before.

BLAKE: *(stops reading and looks around)* How can you tell? These trees all look alike. They all have a trunk, and leaves, and— Oh, I see . . .

(Blake picks up Ivan's baseball cap and hands it to Ivan.)

IVAN: Thanks.

BLAKE: *(looking around)* Do you think we're lost?

IVAN: We are so totally lost. And I'm exhausted!

(Ivan collapses onto a fallen log.)

BLAKE: Shouldn't we keep moving? We need to catch up to the others.

IVAN: *(shrugs)* We're not going to find the campsite by walking in circles. We might as well take a break.

(Blake sits down next to Ivan, finds his water bottle in his knapsack, and takes a drink. He offers the water to Ivan, but Ivan shakes his head.)

BLAKE: Do you think the others noticed we're missing?

IVAN: Probably. It's been almost two hours. I'm guessing it's around 4:00.

BLAKE: Actually, it's 5:15.

(Ivan looks at Blake's wrists. He's not wearing a watch.)

IVAN: *(surprised)* How do you know what time it is?

BLAKE: I checked my cell phone when I took out my water bottle.

IVAN: *(fuming)* You have your cell phone? Why didn't you say so? We can call someone—

(Blake holds his phone up to Ivan to show him there's no signal.)

BLAKE: No bars.

IVAN: *(disappointed)* Oh.

Reading Guide

What do the boys disagree about?

What is Riley the Rescue Dog's role in this story? What makes her well-suited for this role?

BLAKE: Do you think they're looking for us?

IVAN: I hope so because we're obviously not going to find them.

(Blake picks up his book and resumes reading.)

IVAN: *(incredulous)* How can you read at a time like this? We're lost! We don't know which way to go to the campsite. We don't know if the others are looking for us—

(Slightly hysterical, Ivan grabs Blake's book and hurls it into the woods. They hear a dog bark in the distance.)

IVAN: Did you hear that?

BLAKE: *(distracted, looking for his book)* The barking? Yeah.

IVAN: *(musing)* I wish my dog were here. He has a great sense of smell. He'd find us.

BLAKE: Your dog is the most distracted hound I've ever met. He'd be too busy chasing chipmunks to look for us.

IVAN: Well he'd find us faster than your little mop dog.

BLAKE: Cody is not a mop. He's a Labradoodle.

IVAN: He still wouldn't find us.

BLAKE: Would so!

(The boys are so intent on their argument that they don't notice the park ranger standing behind them. His rescue dog, Riley, sits quietly by his side.)

PARK RANGER: Well, you two look and sound okay.

(The boys jump up and turn.)

BLAKE: *(relieved)* How did you find us?

PARK RANGER: Boys, meet Riley the Rescue Dog. She caught your scent and got me on your track.

IVAN: She must have a really good sense of smell! Unlike Blake's mop dog.

(Blake glares at Ivan but stays silent.)

PARK RANGER: Well she does, but sense of smell isn't quite enough in a rescue situation. Riley went through more than a year of training, learning how to be obedient, track a scent, and stay focused on the task at hand. She started training when she was just ten weeks old.

Reading Guide

What do you learn about Riley? How is she different from the boys' dogs?

How does the play end?

(Park Ranger pats Riley on the head.)

BLAKE: (shakes head in amazement) I could barely teach my puppy to sit.

PARK RANGER: Riley got that out of the way early. Then she moved on to agility training, which taught her how to move through disaster sites. She used that training last fall after the tornado. We had her crawling all over wrecked houses, looking for people.

IVAN: Wow, that's amazing.

(Blake nods in agreement.)

PARK RANGER: (laughs) Riley is pretty amazing. But I have to say—you boys were making so much noise, I think she could have found you without even using her nose!

Answer the following questions about both passages in this lesson.

1 On the lines below, explain **two** features of the play that are different from the story.

2 A student made the following statement about the rescue dog characters in the two passages you read.

Both dogs know how to behave appropriately in a rescue situation.

Underline **one** sentence in each passage that supports the student's statement.

3 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the following sentences **best** describes the central idea of **both** passages?

- A. Dogs can be effective rescue workers.
- B. It's important to prepare for earthquakes.
- C. Always stay close to your hiking group.
- D. Rescue dogs should always stay on their leashes.

Part B

On the lines below, write **two** or **three** sentences that compare and contrast how the two passages approach this central idea.

- 4 Which of these statements are true about the ways in which the two passages approach the topic of rescue dogs? Circle **all** that apply.
- A. The story uses a rescue dog's point of view to tell the story, and the play does not.
 - B. Both the story and the play feature dogs rescuing people from earthquakes.
 - C. The story uses a rescue dog as its main character, while the play uses the rescue dog as a minor character.
 - D. In both the story and the play, rescue dogs help people out of tough situations.
 - E. In both the story and the play, a rescue dog is present throughout the plot.
- 5 Which of these are **true** statements about the plots and settings of both passages. Circle **all** that apply.
- A. Both passages are set in the aftermath of an earthquake, and the plots of both texts involve rescue dogs bringing people to safety.
 - B. The play is set in the woods, and the story is set in the aftermath of an earthquake. The plots of both passages feature a failed rescue attempt.
 - C. The play is set in the woods, and the story is set in the aftermath of an earthquake. The plots of both passages involve dogs rescuing people.
 - D. Both passages are set in the woods, but the plot of the story involves a successful rescue, while the plot of the play involves a failed rescue.

Rates and Percents Unit Review

* Required

1. Email address *



2. First Name *

3. Last Name *

Question 1

4. 1. A total of 96 pints of blood were collected at the blood drive. How many quarts is this? 1 point

Mark only one oval.

- A. 48
- B. 24
- C. 192
- D. 12

Question 2

5. 2. Mrs. Lynch has noted that 7 out of every 10 pieces of mail she gets are junk mail. What percent of her mail is junk? 1 point

Question 3

6. 3. A random survey of the quality of city parks is taken. Sixty-five percent of the people surveyed were pleased with the condition of the parks. If 182 people were pleased, then how many were surveyed? 1 point

Question 4

7. 4. A tube of toothpaste is marked \$3.92 for 8 ounces. What is the price per ounce? 1 point

Mark only one oval.

- A. \$2.04
- B. \$0.25
- C. \$0.49
- D. \$0.65

Question 5

8. 5. If the entire strip diagram below represents 100%, then which value does NOT represent the strip diagram below? 1 point



Mark only one oval.

$\frac{5}{6}$

A.

0.8

B.

$83.\overline{3}\%$

C.

$\frac{15}{18}$

D.

Question 6

9. 6. Kevin weighs himself and discovers he weighs 78,900 grams. How many kilograms does Kevin weigh? 1 point
-

Question 7

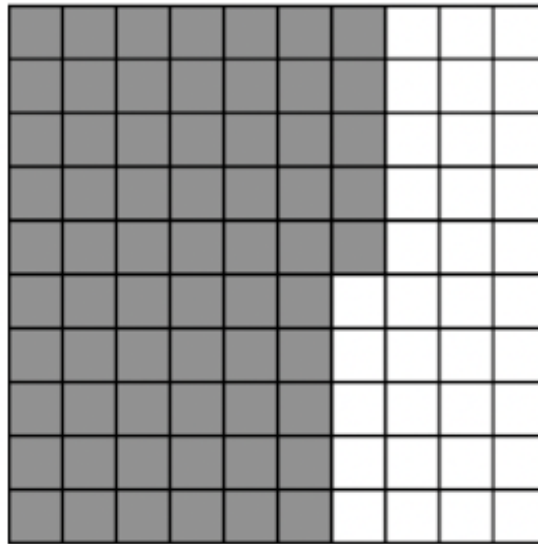
10. 7. A nurse sees 24 patients in 5 hours. At this rate, approximately how many patients will the nurse be able to see in an 8-hour period? 1 point

Mark only one oval.

- A. 48
- B. 44
- C. 32
- D. 38

Question 8

11. 8. The model represents the percentage of family households in the 2012 census. What percent of households were NOT considered families? 1 point



Mark only one oval.

- A. 75%
- B. 65%
- C. 15%
- D. 35%

Question 9

12. 9. Which product is the better deal?



60 oz for \$7.20



75 oz for \$8.25

Mark only one oval.

- A. Washing Powder
- B. Super Clean

Question 10

13. 10. Vision Source has a pair of glasses that are 20% more than the same pair of glasses at ABC Eye. If the glasses are \$85 at ABC Eye, then how much more will you pay at Vision Source? 1 point

Mark only one oval.

- A. \$102.00
- B. \$17.00
- C. \$105.00
- D. \$65.00

Question 11

14. 11. The Eastside High School marching band is made up of the instrument players and the percussion. If there are 245 members who play instruments and 35 percussion members, then what percent of the marching band is percussion? 1 point

Mark only one oval.

- A. 35%
- B. 12.5%
- C. 14%
- D. 30%

Question 12

15. 12. Maggie is participating in her school reading challenge. She reads 40 books in 6 months. If 26 of the books are fiction, then what percent of the books that she read are fiction? 1 point

Mark only one oval.

- A. 23%
- B. 6%
- C. 65%
- D. 35%

Question 13

16. 13. If 4% of packages get lost in the mail, then how many packages will get lost if 3,000 packages are shipped? 1 point

Question 14

17. 14. A teacher's cabinet has 56 black dry erase markers and 14 red dry erase markers. Which proportion can be used to determine p , the percent of dry erase markers that are red? 1 point

Mark only one oval.

$$\frac{p}{100} = \frac{14}{56}$$

A.

$$\frac{70}{14} = \frac{100}{p}$$

B.

$$\frac{p}{14} = \frac{56}{100}$$

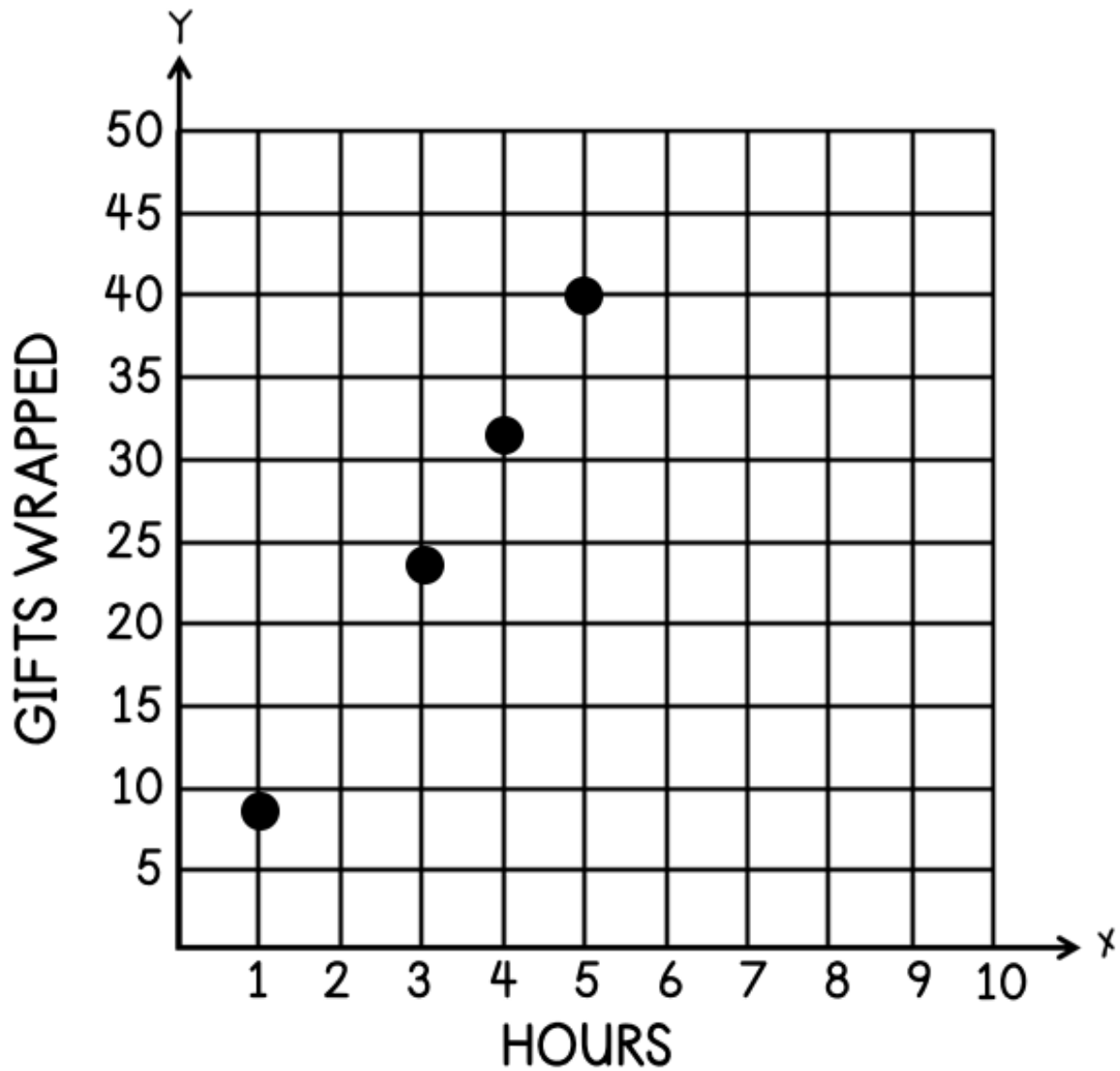
C.

$$\frac{70}{56} = \frac{p}{100}$$

D.

Question 15 and 16

18. 15. A department store offers gift wrapping at the holidays. The rate shown in the graph below. Based on the data shown in the graph, how many gifts can be wrapped in an 8-hour work day? 1 point



19. 16. Based on the data shown in the graph above, how many hours will it take to wrap 148 gifts? 1 point

LESSON 2: BUILDING ON THE BASICS

6th Grade Bearcat Day 8 Science

KEY CONCEPTS

weathering ✓

erosion ✓

deposition

floodplain

delta

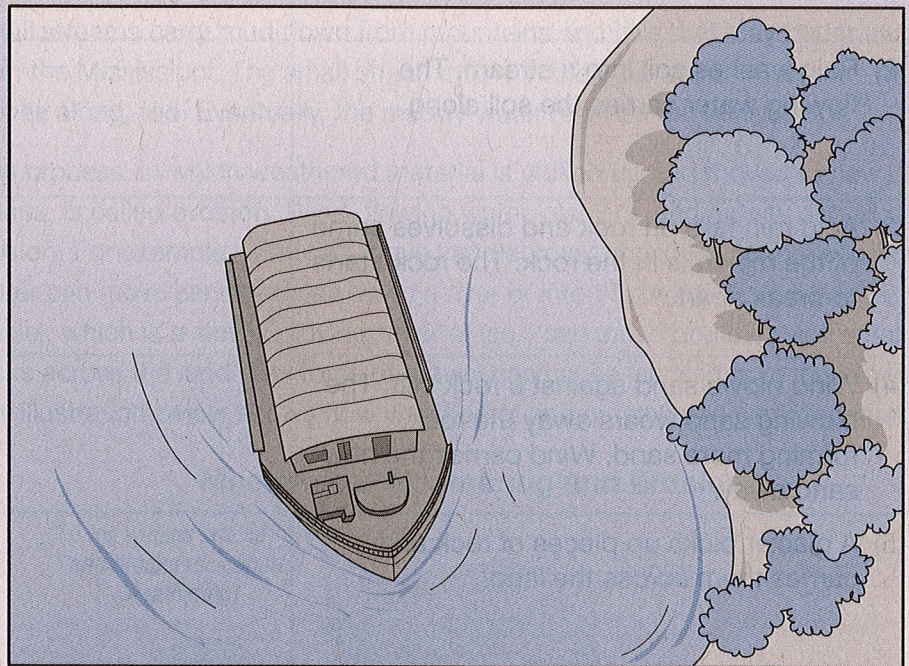


THINK LIKE A SCIENTIST

The riverboat passes the city of St. Louis, Missouri. You notice that the Mississippi is changing. Now the river seems muddier than the streams flowing into it. That's quite different than it looked before.

The Mississippi is also wider now, and it doesn't run as straight. Instead, it has started to make long, curving turns. The land on both sides of the river is flat. You think that the water would not have to rise up all that much to flood the whole area around the river.

You notice that the banks of the river seem a bit higher than the surrounding flat land. The riverbanks look like long, low hills. You wonder how these strange riverbanks formed!



Deposition

Much of the land around an old river, like the Mississippi, is built up by materials that once were carried by the river's water. These materials include soil and other pieces of weathered rock. Such materials are called *sediments*. When the river was young, it moved fast enough and straight enough to carry along most of the sediments. But as the river grew older, the flow of its waters slowed down.

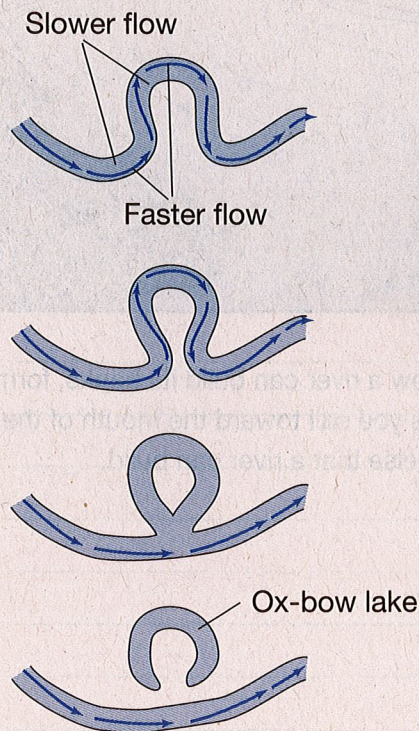
P1 of 3

As the flow slowed, the river could no longer carry large pieces of sediment. Some of these particles dropped down to the bottom of the river. Some were left along the edges of the river, building up its banks. The process that drops, or deposits, sediment is called **deposition**. Along with weathering and erosion, deposition changes the shape of land.

The strange, raised banks you see formed by deposition when the water level was high. The Mississippi River built the banks. It built new land. But that wasn't the end of its building project.

As thousands of years passed, the river slowed down even more. It could no longer carry middle-sized sediments. The river continued to slow down and deposit sediments. It became shallower, and its shape changed. Instead of looking like a straight ribbon, it began to look like loops in a long rope. A river that flows in loops is called a meandering river. *Meander* is another word for "wander." The Mississippi River was wandering.

Now some of the sediments carried by the river began to collect on the inner bends of the loops. There the flow of the water was slower than on the outer bends. Islands formed inside the loops. As more time passed, parts of some of the loops filled in. They left behind curved bodies of water called oxbow lakes. The drawings below show how a river changes over time.



KEY CONCEPTS

weathering ✓

erosion ✓

deposition ✓

floodplain

delta

P2 of 3

KEY CONCEPTS

weathering ✓

erosion ✓

deposition ✓

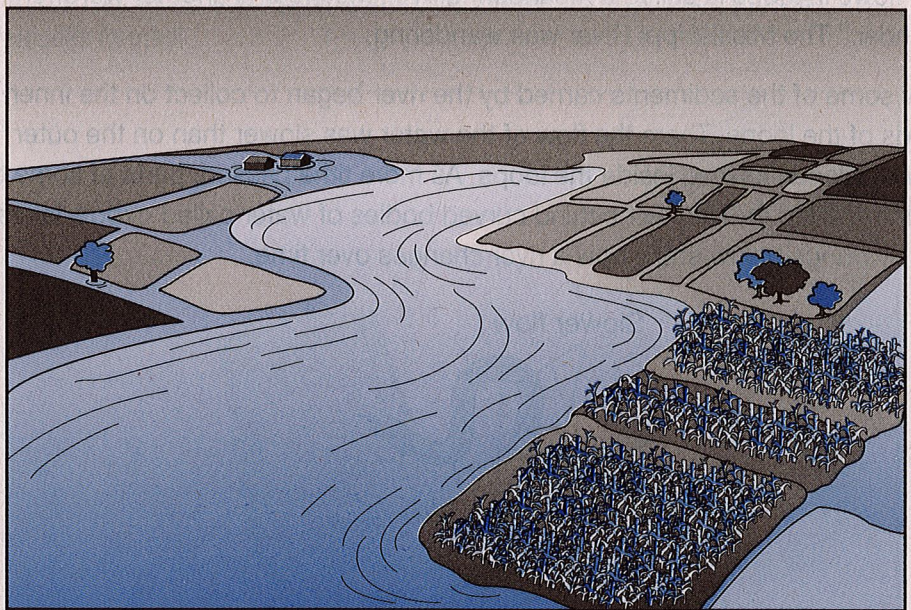
floodplain ✓

delta

You look beyond the banks of the river. Trees and fields of corn spread out on a wide, flat plain. The soil must be rich in nutrients to feed the crops and trees. Now you ask yourself, "How did the soil get there?" You think that the river must have something to do with it, and you're right.

From time to time, this great river has risen over its banks and flooded the land. As the muddy water spread out, it slowed down. It moved so slowly that it could no longer hold even the finest bits of soil. The soil fell to the bottom.

Later, the water seeped into the ground, evaporated, or returned to the river. But the soil stayed behind. Each time the river flooded, it deposited a new layer of soil. The soil was full of minerals and decayed parts of once-living things. These nutrients made the soil very fertile. Flat areas of land built up by flooding rivers are called floodplains. **Floodplains** hold some of the most fertile soil on Earth.



So far, you have seen how a river can build its banks, form islands and lakes, and build floodplains. As you sail toward the mouth of the Mississippi River, you will discover something else that a river can build.

p3 of 3

6th Grade Bearcat Day 8 Social studies

p1 of 1

Name _____

Period way

Date _____

CHAPTER 13 | LESSON 2 The Roman Republic

Reteaching Activity

Finding Main Ideas

A. Complete the chart below by answering questions related to the development of the Roman Republic. Choose your answers from the box in each row and **write the word** on the blank line.

THE ROMAN REPUBLIC		
1. What were the two classes of Roman civilization?	1 a. _____ 1 b. _____	executive plebeian
2. What were the three branches of Rome's government?	2 a. _____ 2 b. _____ 2 c. _____	judicial legislative patrician
3. Who could command the army, lead the government for a year, and appoint a dictator (ruler with absolute power) in times of crisis?	3. _____ _____ _____ _____	three branches the consuls checks and balances constitution
4. What are three ways that the U.S. government reflects ideas and practices from the Roman Republic?	4 a. _____ 4 b. _____ 4 c. _____	
5. Who could be a citizen in the Roman Republic?	5. _____ _____	protection of Roman law adult males
6. What rights did citizens enjoy?	6. _____ _____	

p10f1

Grade 6 Bearcat Day 8 Health & PE

Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

Triceps both right and left arm for 15 seconds each

Deltoid (shoulder) 15 seconds each arm

Toe Touches 15 seconds

Hurdler stretch, 15 seconds for each leg

Butterfly stretch 15 seconds

Flamingo, 15 seconds for each leg

Calve muscle, 15 seconds each leg

Exercises:

2 minutes of jumping jacks

2 minutes of jumping rope

2 minutes of running in place

1 minute of squats

10 push ups

10 sit ups

1 minute break

Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date: _____

Parent Witness _____ Date: _____

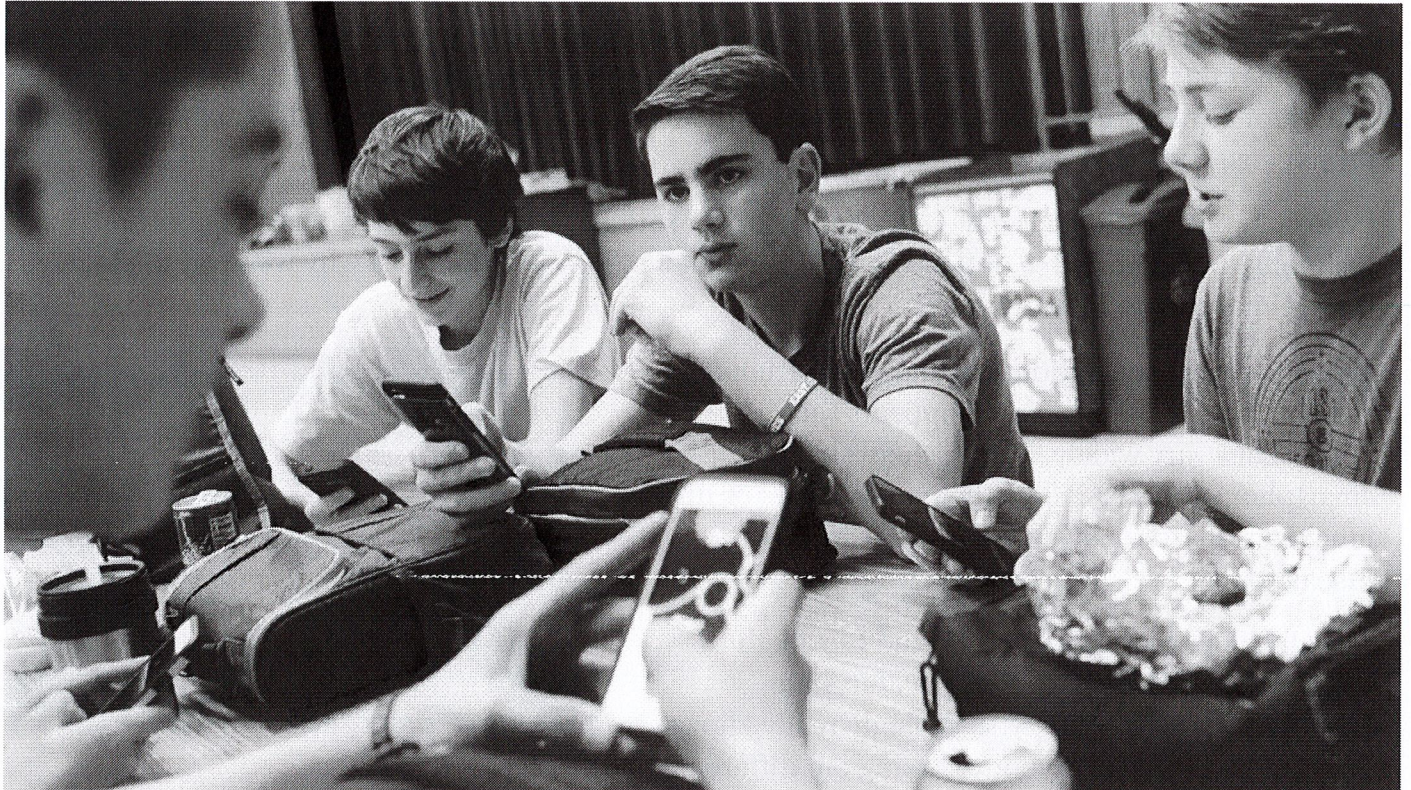


How young is too young for cellphones in school?

By Donna St. George, Washington Post on 11.20.17

Word Count 1,220

Level MAX



Students (from left) Jack Doyle, Ryan Ward, Aiden Franz and Gray Rager use their cellphones during lunch at Westland Middle School in Bethesda, Maryland. Photo by: Washington Post by Michael Robinson Chavez

It's been a long time since mobile phones arrived in the nation's schools. But educators are still grappling with what to do about them.

Should they be allowed in elementary schools? What about middle-schoolers using them at lunch? Which limits make the most sense for devices so ubiquitous?

What has become a more settled matter for high school students is sparking questions and controversy in lower grades, some two decades after portable phones became an inescapable part of the cultural landscape.

The debate has emerged in Maryland's biggest school system, in suburban Montgomery County. Some of the rules have been relaxed there in recent months.

It used to be that students through fifth grade could carry cellphones only with special permission. But over the years, an increasing number of parents wanted their elementary-age children to take

phones to school. They often believe kids will be safer — walking home or in an emergency — with the device at the ready.

As the Maryland district recently moved to do away with the old rule, other parents objected, shocked that children as young as 6 or 7 would be permitted to bring smartphones to school. One father recalled his child's school banning fidget spinners and Pokémon cards. Why allow cellphones?

"A phone would be more of a distraction," said Art Bennett, who has three children in school. "Unless there's a demonstrated need, I don't see why there ought to be phones in elementary school at all."

The change in district rules, which took effect this fall, also allows middle school students to use cellphones during lunch if principals give the OK. This idea has conjured images of children bent over phones in the cafeteria and left parents, already worried about the hours their children spend on screens, dismayed.

"We all know the phone is a blessing and a curse," said Lisa Cline. She is co-chair of a safe technology subcommittee of the countywide council of PTAs. "I don't see why we want to make these children into little adults."

While there is little national data on how school systems handle such issues, it appears that approaches vary widely. Some schools ban smartphones. Others allow them in hallways or during lunch periods, or actively incorporate them into instruction.

"I really don't see a consensus," said Elizabeth Englander, a professor at Bridgewater State University in Massachusetts. "Nobody really knows what to do. I think everybody's trying out different things and seeing how they work."

Englander recently found that 40 percent of third-graders surveyed in five states had a cellphone. The number doubled from 2013 to 2017. Among the third-graders who had a phone, more than 80 percent said they brought them to school daily, according to a preliminary analysis.

In the Washington, D.C., region, rules often vary by school.

In Fairfax County, Virginia, some middle schools allow cellphones during lunch, and some don't. In Prince George's, Maryland, they are allowed with principal approval. In the District, public schools also develop cellphone policies at the school level. At least one middle school gives phones back to students at lunch.

In Montgomery, school system officials say they are changing with the times, in an increasingly digital world where more parents buy their children phones and more children tuck them into backpacks, pockets and lockers. Students in all grades are responsible for using them appropriately.



"Five or 10 years ago, many elementary school students didn't have cellphones," said Pete Cevenini. He is chief technology officer for the school system. "Now, many of them do."

But some parents voice concern that the end of a requirement to get a waiver will mean more devices in elementary school. Children are not allowed to use phones during school hours, unless a teacher blends them into instruction. They may use them after dismissal and on school buses under the new rules.

Common Sense Media is a nonprofit group that helps families navigate issues related to media and technology. A recent report by this group showed mobile screen time on the rise for children 8 and younger.

Nationally, as more phones have gone to school in the past decade, educators have changed their focus. Rather than focusing on the mere fact of having a device, they are paying more attention to any inappropriate behavior, said Ann Flynn, of the National School Boards Association.

As middle schools consider the issue, many parents worry about the broader phenomenon of screen time. They say students need face-to-face contact to develop social skills, expand friendships and learn to navigate uncomfortable situations. They don't need another place where phones take over their attention.

Angie Melton is a mother of four. She said two of her children reported near-silence at lunch when their middle school allowed phones for a week.

"They get in their virtual worlds, and I want them in the real world," she said.

Others question whether cellphones at lunch may add to the gap between the haves and have-nots. "Does that mean some kids get locked out of what's happening socially at lunch?" wondered Cathy Stocker, a mother of two and PTA volunteer.

Justus Swan is a sixth-grader. He said he is in no hurry to bring cellphones into the day's largest stretch of free time. Lunch is about socializing, he said. With phones in hand, students would be less tuned in to conversation.

"It defeats the point," the 11-year-old said.

But the phone-friendly lunch has supporters.

Matthew Post is the student member of Takoma Park Middle School's school board. Matthew said that he backs a school-by-school approach but that phone privileges at lunch would give students the chance to learn about responsible use and get ready for the world beyond middle school. As he has visited schools, he said, he has found the lunches where phones are allowed no less social. "There was the same chatter and bustle that I saw in every middle-school lunch," he said.

At Westland Middle School in Bethesda, Maryland, 14-year-old Gray Rager worked with another student government leader last year to make the case for phones during lunch. Kids can text parents, check grades online, play music, watch videos, he said.

"It's a nice freedom to have," he said.

Westland Principal Alison Serino said a survey showed that students overwhelmingly favored the idea — but that parents overwhelmingly did not. As a middle ground, Serino has allowed

Grade 6 Bearcat Day 8 Literacy

P484

cellphones at Friday lunches this year, under ground rules: No Snapchat or Instagram. No violent games or taking photos or videos. Ear buds for playing music.

It means another 30 minutes of screen time in a week, Serino acknowledged. But she has found that students are still social at lunch. "I'm seeing the vast majority of kids are still interacting with each other," she said.

At a middle school in Silver Spring, Maryland, Principal Nicole Sosik allows cellphones at lunch five days a week. But she says she's made clear the privilege will end if students are not responsible. Those who lack phones may use the school's Chromebook laptops at lunch.

It's a change from the past, she said, when "a lot of time was spent monitoring electronic devices and confiscating them."