

# **BEARCAT DAY 9**

**GRADE 6  
ANDERSON COUNTY SCHOOLS**



**ANDERSON COUNTY MIDDLE SCHOOL**

# 6TH GRADE BEARCAT DAY 9

<b>LANGUAGE ARTS</b>	<b>ANALYZE LITERATURE ERQ</b> Keep your passages from this lesson. Tomorrow you will complete an ERQ with the. 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.
<b>MATH</b>	<b>DECIMAL OPERATIONS REVIEW</b> <u><a href="#">PRACTICE SET</a></u> This assignment is located in your Math class' Google Classroom. You will work on this today and tomorrow. 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.
<b>SCIENCE</b>	<u><a href="#">ECOSYSTEMS.</a></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.
<b>SOCIAL STUDIES</b>	<b>THE ROMAN REPUBLIC</b> <u><a href="#">RETEACHING ACTIVITY</a></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.
<b>PE/HEALTH</b>	<u><a href="#">Dream Jobs: HEART SURGEON</a></u> This assignment is located in Mr. Ginter's 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.
<b>LITERACY</b>	<b>ANSWER THE QUESTIONS BASED ON THE ARTICLE</b> <u><a href="#">"HOW YOUNG IS TOO YOUNG FOR CELL PHONES IN SCHOOL?"</a></u> This assignment is located in MS. Hamrick's 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.

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!

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!





# TABLE OF CONTENTS



## ADDING DECIMALS

slide 2 – slide 4



## SUBTRACTING DECIMALS

slide 5 – slide 7



## MULTI-STEP WORD PROBLEMS

slide 8 – slide 10

EACH OF THE MISSING DIGITS IS INCLUDED BELOW.  
 DRAG A DIGIT TO A WHITE RECTANGLE TO MAKE THE SOLUTION CORRECT.

1

$$\begin{array}{r}
 6.\square6 \\
 + 2.1\square \\
 \hline
 \square.62
 \end{array}$$

2

$$\begin{array}{r}
 5.4\square \\
 + \square.\square8 \\
 \hline
 7.34
 \end{array}$$

3

$$\begin{array}{r}
 \square.78 \\
 + 1.\square\square \\
 \hline
 6.75
 \end{array}$$

- 6 4 1 8 9 7 6 4 8

DRAG THESE

# Grade 6 Bearcat Day 9 & 10 Math

## ADDING DECIMALS

USE THE TYPING TOOL TO TYPE THE SOLUTION TO EACH MATH PROBLEM BELOW.

1  $6.84 + 24.9 = \boxed{\phantom{000.00}} + 37.66 = \boxed{\phantom{000.00}}$

2  $36.8 + 14.57 = \boxed{\phantom{000.00}} + 9.09 = \boxed{\phantom{000.00}}$

3  $55.5 + 96 = \boxed{\phantom{000.00}} + 13.87 = \boxed{\phantom{000.00}}$

4  $187.2 + 64.17 = \boxed{\phantom{000.00}} + 42.3 = \boxed{\phantom{000.00}}$

5  $254 + 88.79 = \boxed{\phantom{000.00}} + 358.1 = \boxed{\phantom{000.00}}$

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SOLVE EACH PROBLEM BELOW.  
NOT ALL OF THE ANSWERS WILL BE USED.

1 A time sheet shows a mechanic worked 45.6 hours one week and 37.65 hours the next week. How many hours did the mechanic work over the two-week period?

2 Micah works for a landscaping company. He earns \$75.68 mowing lawns and \$124.90 pulling weeds this week. How much did Micah earn this week?

3 On a road trip, the first leg was 265.84 miles, the second leg of the trip was 647 miles, and the third leg was 439.97 miles. What was the total distance of the road trip?

4 A square has four equivalent sides that each measure 44.56 centimeters. What is the perimeter of the square?

178.24

200.58

72.125

83.25

712.28

1,352.81

DRAG THESE



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## ADDING DECIMALS

# Grade 6 Bearcat Day 9 & 10 Math

## SUBTRACTING DECIMALS

EACH OF THE MISSING DIGITS IS INCLUDED BELOW. DRAG A DIGIT TO A WHITE RECTANGLE TO MAKE THE SOLUTION CORRECT.

1

$$\begin{array}{r} 9 \square 7 \\ - 6 4 \square \\ \hline \square 6 5 \end{array}$$

2

$$\begin{array}{r} 1 9 \square \\ \square \square 5 \\ - \square \square \square \\ \hline 1 5 1 \end{array}$$

3

$$\begin{array}{r} 6 0 0 \\ \square 8 \square \\ - \square \square \square \\ \hline 2 \square 7 \end{array}$$

3 6 0 2 4 0 1 3 2

DRAG THESE 

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## SUBTRACTING DECIMALS

EACH OF THE ORANGE EXPRESSIONS HAS A SOLUTION IN BLUE. DRAG AND MATCH THE PIECES TO MAKE A TRUE STATEMENT. 

$63.8 - 19.55$

$384 - 89.15$

$1,346 - 944.2$

$501.64 - 48.9$

$557.12 - 169.4$


$387.72$

$401.8$

$44.25$

$452.74$

$294.85$

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# Grade 6 Bearcat Day 9 & 10 Math

## SUBTRACTING DECIMALS

**DRAW A LINE TO MATCH THE QUESTION TO THE EXPRESSION AND TO THE SOLUTION. NOT ALL CHOICES WILL BE USED.**

**1** Mr. Yang orders 144 pounds of sand for a building project. He ends up only needing 98.5 pounds. How many pounds of sand does he have leftover?

**2** Owen lives 126.7 kilometers from Tulsa, OK. Sharon lives 209.5 kilometers from Tulsa. What is the difference between these two distances?

**3** Andrew borrowed \$240 from his brother. He pays him back \$192.34. How much more does Andrew still owe his brother?

**4** The soccer club needs to raise \$755.25 for new uniforms. They hold a fundraiser and earn \$485.68. How much more does the soccer club need to raise?

$$755.25 - 485.68$$

$$126.7 - 209.5$$

$$240 - 192.34$$

$$485.68 - 755.25$$

$$144 - 98.5$$

$$209.5 - 126.7$$

$$278.43$$

$$82.8$$

$$269.57$$

$$45.5$$

$$89.6$$

$$47.66$$

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## MULTI-STEP APPLICATION

**USE THE MENU BELOW TO ANSWER THE QUESTIONS. TYPE YOUR SOLUTION IN THE RED BOX.**

### Terry's Treats

coffee.....\$2.65  
 soda.....\$1.99  
 cupcake.....\$3.13  
 cookie.....\$5.67  
 ice cream.....\$4.24



**1** Margie purchases a cookie, a cupcake, and a coffee. What is her total bill?

**2** A customer purchases a soda and two ice creams. They pay with a \$20 bill. How much change will the customer receive?

**3** What items can you purchase that will get you closest to spending \$10?

**4** How much more will you spend if you purchase only food vs. only drinks?

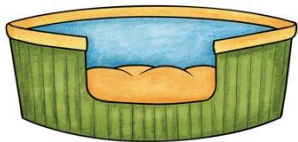
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# Grade 6 Bearcat Day 9 & 10 Math

## MULTI-STEP APPLICATION

USE THE SHOPPING PRICES BELOW TO ANSWER THE QUESTIONS.  
TYPE YOUR SOLUTION IN THE PURPLE BOX.

### PETE'S PET SHOP



DOGGIE BED \$44.68



COLLAR \$13.49



DOGGIE BOWL \$8.78

1 Priscilla needs to purchase a bed for her puppy. She is charged \$3.86 in tax, plus the cost of the bed. She pays with a \$50 bill. How much change will she receive?

2 How much will a doggie bowl and two collars cost before tax?

3 Jerod has \$18 to spend. He would like to purchase a doggie bowl and a collar. How much more money does Jerod need to make his purchase, not including tax?

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## MULTI-STEP APPLICATION

USE YOUR UNDERSTANDING OF DECIMAL OPERATIONS TO ANSWER THE QUESTIONS BELOW. TYPE YOUR ANSWERS AND EXPLANATIONS IN EACH BLUE BOX.

1 Joanie runs each morning before school. On Monday she ran 1.74 miles, on Tuesday she ran 2.456 miles, and on Thursday she ran 2.5 miles. Her goal for the week was to run 8 miles. How many miles does Joanie need to run on Friday in order to meet her goal?

SOLUTION:

HOW DO YOU KNOW?

2 The theater department needs \$659.72 for new sound equipment. They have \$159.61 in their bank account. They receive a donation of \$250.00. How much more money does the theater department need to raise in order to purchase the sound equipment?

SOLUTION:

HOW DO YOU KNOW?

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KEY CONCEPTS

weathering ✓

erosion ✓

deposition ✓

floodplain ✓

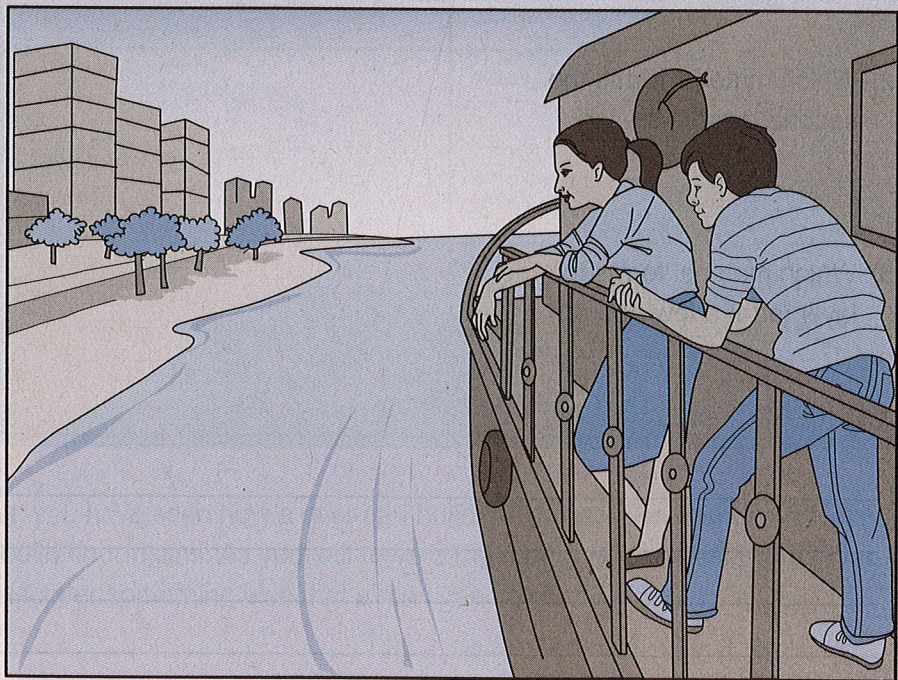
delta



Your enjoyable trip down the Mississippi River is almost over. From the deck of the riverboat, you look at the skyline of New Orleans. The city sits on solid land. An older woman next to you says, "Pretty, isn't it?"

"Definitely!" you answer, "I can't think of a more beautiful view of a city than from a river like this!" She nods in agreement. "Funny thing," the woman goes on, "is that if it weren't for this river that city wouldn't even be here."

"I don't understand," you reply. What would the path of this old river have to do with the location of the city? "Do you mean that people don't build cities in rivers?" The woman laughs. "It's a lot more than that. Keep your eyes open and do a little research," she says with a smile, "and you might even be able to figure out the answer for yourself." The woman's suggestion sounds interesting—so that's exactly what you decide to do.



River Deltas

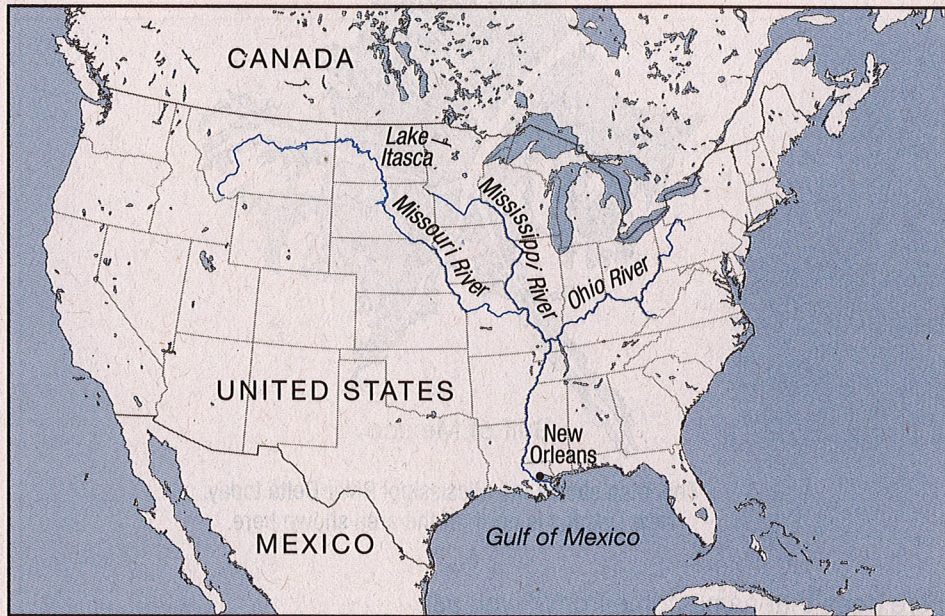
The first thing you do is look through a booklet you bought before you started your trip. Here's what you find out:

The Mississippi River has been carrying water and sediment from north to south for millions of years. Today, the Mississippi River is the second longest river in the United States. Only the Missouri River is longer.

plofs

The Mississippi River stretches 3,770 km (2,340 miles) from Lake Itasca in Minnesota to the Gulf of Mexico near New Orleans in Louisiana. The river carries more water than any other river in North America. But one sentence seems to leap off the page: *"The Mississippi River deposits about one million tons of sediment a day near where it empties into the Gulf of Mexico."* You wonder whether the sentence holds a clue to what the woman said to you.

You study a map in the booklet. You can see from the map that New Orleans is near the mouth of the river.



As the riverboat moves southward, you follow the woman's directions. You use your eyes! As far as you can see, the land around the river is very flat. At most, it is only a few meters above the level of the river. And the flow of the river seems to have almost stopped.

This observation, and your past knowledge, leads you to a hypothesis. At this place, even the tiniest bits of sediment must be sinking to the river's floor. And you make a prediction. After a long time, the sediments will build up so much that they will reach the top of the water. New land will have formed.

You turn to the woman next to you, and tell her your thoughts. "Good thinking," she says to you. "This river has been piling up sediments near its mouth for millions of years. If you just went back 5,000 years, you would see nothing but water here. You would be, maybe, 80 kilometers—that's 50 miles—out in the Gulf of Mexico. In other words, the coast of Louisiana would be that far north of here."

### KEY CONCEPTS

weathering ✓

erosion ✓

deposition ✓

floodplain ✓

delta

p2 of 5



KEY CONCEPTS

weathering ✓

erosion ✓

deposition ✓

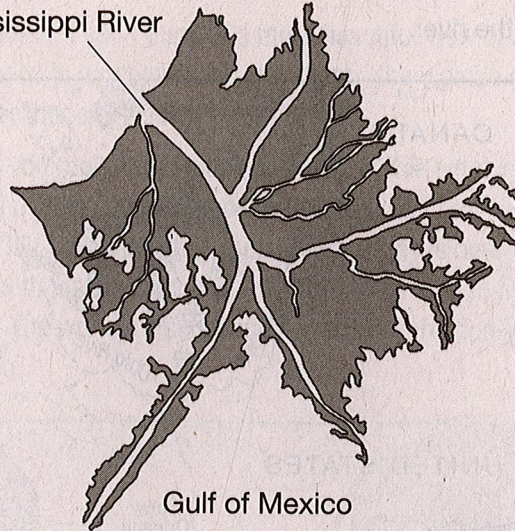
floodplain ✓

delta ✓

“You mean the land under New Orleans would have been completely under water 5,000 years ago?”

“That’s right!” the woman exclaims. “Sediment deposited by the river moved the coast southward, and the river is still building land in that direction. The sediments also spread out sideways, forming a shape like a fan. A fan-shaped area of land at the mouth of a river is called a **delta**,” the woman finishes.

Mississippi River



Gulf of Mexico

This map shows the Mississippi River Delta today. New Orleans is north of the area shown here.

“Where does that name come from?” you ask.

The passenger draws a triangle on a sheet of paper that looks like this,  $\Delta$ . “That’s the symbol for the Greek letter *delta*. Looks a little like a fan, doesn’t it?”

“Sure does,” you answer. “So the Mississippi River erodes land in one place and builds land in another place. And it built the land where New Orleans stands today.”

“I guess you figured out a lot just by doing a little reading, some observing, and some sharp thinking,” the woman says, smiling. Who knew how much you would learn while looking out at the beautiful Mississippi!

P 3 of 5

**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. Which of the following is an example of chemical weathering?
  - A. ice expanding in the cracks of rocks
  - B. acid rain weakening rock
  - C. a landslide
  - D. floodwaters dropping sediments
  
2. The delta of the Mississippi River is shaped like a
  - A. circle.
  - B. fan.
  - C. straight line.
  - D. curved line.
  
3. A delta is caused by
  - A. weathering.
  - B. deposition.
  - C. a landslide.
  - D. a glacier.
  
4. If you let a jar of river water sit still, you will find its sediment
  - A. dissolved in the water.
  - B. near the top of the jar.
  - C. on the bottom of the jar.
  - D. in the middle of the jar.
  
5. Where is the southern end of the Mississippi Delta located?
  - A. in New Orleans
  - B. at Lake Itasca
  - C. near the city of St. Louis
  - D. in the Gulf of Mexico
  
6. The soil of a floodplain is generally
  - A. not fertile.
  - B. somewhat fertile.
  - C. very fertile.
  - D. always wet.

7. Ice wedging breaks rock because liquid water in a crack turns to ice and
- A. contracts.
  - B. evaporates.
  - C. melts.
  - D. expands.
8. Over time, the Mississippi River has moved the coast of Louisiana
- A. southward.
  - B. northward.
  - C. eastward.
  - D. westward.
9. An old river
- A. runs straight and fast.
  - B. runs straight and slow.
  - C. runs crooked and fast.
  - D. runs crooked and slow.
10. As a river flows, the order of sediments laid down from bottom to top is
- A. biggest, smallest, middle-sized.
  - B. smallest, middle-sized, biggest.
  - C. middle-sized, biggest, smallest.
  - D. biggest, middle-sized, smallest.

P5 of 5

# Grade 6 Bearcat Day 9 Social studies

Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

THE ROMAN REPUBLIC CONTINUED

## Reading Comprehension

B. Choose the term that best matches the description. Write that term on the blank line.

plebeians

Punic Wars

Senate

Cincinnatus

patricians

7. a series of three wars between Rome and Carthage, a city in North Africa, that Rome won \_\_\_\_\_
8. the class of common people in Roman society \_\_\_\_\_
9. according to legend, a leader who was appointed dictator when Rome was under attack, beat back the attackers, and returned power to the consuls all in one day \_\_\_\_\_
10. a powerful political body that gave advice to Roman leaders \_\_\_\_\_
11. wealthy landowners who held high government offices \_\_\_\_\_

P 1 of 1

# Dream Jobs: Heart surgeon

By Jill Insley, The Guardian, adapted by Newsela staff on 10.18.16

Word Count **831**



A heart surgeon operates. Getty

A 9-month-old baby lies on an operating table. His eyelids are taped shut and a breathing tube has been put into his nose. A line has been drawn on his chest to show the surgeon where to make the cut. Nurses paint his body with antiseptic to protect the baby from infection.

The boy is from Italy and suffers from what is called long segment tracheal stenosis. This means that the breathing tube leading to his only lung is too narrow. He was born with just one lung. The baby has been brought to Great Ormond Street Hospital (GOSH) in London, England, to be operated on by Professor Martin Elliott. He is a pediatric cardiothoracic surgeon and is part of one of only four or five teams in the world specializing in this type of operation.

## Teamwork Key To Success

Elliott says that right before operating he feels "tense but confident — I'm much more anxious about public speaking — but once I get started I relax."

Elliott has been at the hospital since 7 a.m. It is now about 9:50 a.m., and the anesthetist has spent just over an hour carefully putting the baby to sleep for the operation. Now it is Elliott's turn.

There are 13 people in the operating room, including two other surgeons, and Elliott calls for the team to be silent so he can run through the details of the operation.

The baby's windpipe is 3 mm (one-eighth of an inch) across, although it should be twice as wide at his age. The problem has not only slowed his growth, but it is also threatening the baby's life. His identical twin brother has grown more quickly.

### **Machine Pumps Heart**

The baby is put on a heart bypass machine that puts oxygen in his blood and pumps his heart. Elliott quietly asks nurses to pass him the surgical instruments. Elliott operates to widen the trachea, explaining each move to his team as he makes it.

It is not easy, since the trachea is about an inch-and-a-half long and the width of a slim pencil. All the surgeons wear "lupes," or special magnifying glasses.

The other surgeons close the wound while Elliott enters details of the operation into a computer. These are sent to the Department of Health and other centers: By sharing the information, the chances are better that doctors will discover ways of making the operation safer and more effective.

Last year, Elliott lost his son, who was in his 20s. He better understands how scary the operation is for parents. "The operation represents four or five hours when they don't know whether their child is coming back."

Anyone considering a career as a surgeon can forget working just 40 hours a week. Elliott works five 12-hour days a week and can be called to the hospital for emergencies. Younger surgeons do even longer hours.

### **Dedicated Family Makes Job Easier**

How do doctors and their families deal with long hours? "It's exciting for the doctor. You've got a very, very important problem to solve — a child's life to save. You go through a long training and have very intense, highly motivated people to work with. But you need a dedicated family behind you as it's very stressful for everyone."

Elliott knows the long hours are necessary, but he said it has really affected his family. His children would say that there was always another, sicker child that would take their father's attention. Elliott said they understand his job and that the sick children need him, too, "but it still hurt to hear it."

Apart from surgery, he spends a lot of time teaching and speaking about the operation around the world. He also operates in other countries when patients are too ill to travel to London.

The baby will be kept quiet for a couple of days to allow the trachea to start healing, but Elliott checked on him after 24 hours; he was doing just fine.

### **Job Stats**

**Hours:** Although doctors are not supposed to work too many hours, they spend much time on study and research.

**Work-life balance:** Hard to maintain. Elliott says: "My difficulty is not getting surgeons to work — but making them stop."

**Salary:** For surgeons in Great Britain, basic pay is £90,200 (\$114,000) and average total earnings are £119,800 (\$151,000).

**Best thing:** "It's never boring." There's a huge variety of work: seeing patients, research, writing and lecturing and operating in almost every country of the world.

**Worst thing:** "Losing a child during or after an operation. You can't help but feel personally responsible."

### **Overtime**

Elliott enjoys listening to music and likes hearing classical or jazz music played in the operating room. He was inspired when watching a Grand Prix race by the similarities between racing teams dealing with pit stops and the medical teams transferring patients from the operating room to intensive care after surgery. GOSH has worked with the Ferrari and McLaren car companies to reduce the risk to patients after surgery.

## Quiz

How young...

### Grade 6 Bearcat Day 9 Literacy

1 Read the following statement from the article.

*"I really don't see a consensus," said Elizabeth Englander, a professor at Bridgewater State University in Massachusetts.*

Which sentence from the article provides the BEST support for the above statement?

- (A) They often believe kids will be safer — walking home or in an emergency — with the device at the ready.
- (B) 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.
- (C) "We all know the phone is a blessing and a curse," said Lisa Cline.
- (D) While there is little national data on how school systems handle such issues, it appears that approaches vary widely.

2 Which piece of evidence BEST explains why some parents are worried about students using their cellphones at lunch?

- (A) 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.
- (B) "Nobody really knows what to do. I think everybody's trying out different things and seeing how they work."
- (C) "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."
- (D) It's a change from the past, she said, when "a lot of time was spent monitoring electronic devices and confiscating them."

3 The author wrote this article mainly to explore whether or not cellphones should be allowed in school.

What did they do to illustrate this point in the article?

- (A) They argued that students should not be able to bring cellphones to school.
- (B) They interviewed experts about what cellphone rules work best in schools.
- (C) They compared rules at different schools and offered several differing opinions.
- (D) They talked to students to convince readers that cellphones should be allowed.

4 Read the following paragraph from the article.

*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.*

Why did the author include this paragraph?

- (A) to prove that all schools should allow students to carry cellphones
- (B) to give support for the position of allowing cellphones at lunch
- (C) to describe how decisions are made at Takoma Park Middle School
- (D) to explain why cellphones help make students more responsible

P 1 of 5



## 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, Alden 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

## Grade 6 Bearcat Day 9 Literacy

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.



P 3 of 5

## Grade 6 Bearcat Day 9 Literacy

"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 9 Literacy

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."

P. 5 of 5