Name: _____ Date:October 1, 2019_____

Math:	Converting Fractions to decimals & ordering Rational #'s Notes pp. 19 & 20 hmwk. wksht -2 sided
Social Studies:	**Chapter 2 Section 1: The First People** **HW: Archaeology/ Corrections due Thursday**
ELA:	Warm-up: Warns Hw: Book of the month Due 11/1/19
Science	① Correct Pendulum Test (Assessment #1) ② Test Length of String (Controlled experiment #3) ③ Sign (Parents Read + sign) "About 6th Grade Science"
Computer Apps/ Technology	

Archaeology

Archaeologists are scientists who study history. Writing did not exist for more than 99% of human history, so archaeologists look for clues in the environment. Archaeologists often study fossils. Fossils are the remains of prehistoric plants or animals that somehow managed to be preserved for thousands of years. Fossils are very rare because the remains of living things almost always deteriorate over time.

Occasionally, archaeologists will discover a fossil that has been petrified. Petrifaction is the process by which organic material is converted into stone. Petrifaction occurs when rivers and streams carry dissolved minerals to the porous parts of bones, shells or wood. The minerals eventually crystallize and settle, filling the pores.

Archaeologists are like police detectives. They search for clues left behind by people, animals, and things. Archaeologists use those clues to make educated guesses about the past. What we know about prehistory changes over time as archaeologists uncover new clues. We don't know what archaeologists will discover in the future, but if the past is any guide, what we think we know about prehistory will change as we learn more about the past.

Fill in the Blanks

Archaeologists are s_____ who study h_____.

A_____ are like police d_____ because they search for

c_____ left behind by p_____, animals, and t_____. Archaeologists use those

c_____ to make e_____ guesses about the p_____.

Answer in complete sentences

1. What is a fossil?

_____

_____

_____

*2. Why are fossils very rare?

_____

_____

3. Explain how petrifaction occurs.

_____

_____

_____

*This is a higher order learning question. You must answer the question to the best of your ability, but any reasonable answer will be graded as correct.

About 6th GRADE SCIENCE

e-mail: Ms. Moore, smoore@gstboces.org	**Phone:** 734-5078 (7:45-8:00am, 10:40 -11:10, 3:30 – 3:45)
Classroom Page: www.heightsschools.com	**Team 6 meets:** 8th period A/C days (2:40 – 3:20)

Course Overview   Parent's May Keep this page

Grade 6 Science is a hands-on, inquiry-based program. Our district's program continues to be regionally adapted and modified by GST BOCES to be in alignment with the National STEM and NYS Next Generation Science Standards. Students will be taught how and expected to do their job in cooperative groups, use *measurable* evidence to support written claims, and demonstrate a variety of scientific skills every day. **Students will keep their science notebook in class**, bringing it home only to catch up or study. Because so much of the learning in science is interactive and hands-on, it is difficult for students to make up missed class time and labs. To experience success, **students must be in class, daily, and ready to learn.** *Daily attendance is critical to academic success!*

Assessment/Grading Policies

Assessments 50%: (tests, quizzes, projects, notebook, skill assessments)
Classwork & Homework 40% (Labs, notes, data tables, www.readworks.org articles, skill practice)
Participation 10% (prepared for class, on task, on time, fulfills group role; rubrics/ scoring guides used regularly)

<u>September – December</u>:
- Students will have 1 week to hand in an assignment
- A 10% penalty will be applied to the grade
- A zero will be given after the 1-week time period

<u>January 1 – June</u>:
- Students will have 2 days to hand in an assignment for credit
- A 25% penalty will be applied to the grade
- A zero will be given after the 2-day time period

Log onto: www.heightsschools.com

CMS Classroom Pages

Our teachers have worked very hard on their classroom pages, and we hope they give you a little peek into what's going on there every day. Enjoy!

6th Grade
- Mr. Edgerton's Technology Class (Technology)
- Ms. Jacobs (Special Education)
- 6th Grade Homework (Student Support)
- Ms. Johnson's Math Class (Math)
- Ms. Moore (Science)
- Mr. Smith (Social Studies)
- Mrs. Testone (Language Arts)

Parent Portal (My Grade book Codes)
- If the assignment box is left blank, I have not yet entered the grade
- If an assignment is missing it will be indicated with a "zero" or "M" missing,
- "Ab" absent,
- "In" Incomplete: assignment handed in with too many blanks
- "CN" corrections needed. Students have one week to make corrections on NB, Quizzes, HW
- "WH" Done with help from a teacher or peer
- "L" Assignment is late, and penalties apply
- "Notes" see this for any comments I may have entered regarding that assignment

Investigations, Classwork, Homework

- **Investigations:** We will complete about 10 investigation notebooks this year covering content including
  September: Variables (Pendulum system, Flight)
    Jobs of Scientist Computer Project
  November: Electromagnetic Force, Gravity, Motion, friction, simple circuits
  December Weather I & II: What is Severe Weather / Atmosphere
    Severe Weather Computer Project
  Benchmark #1
  January – April: Weather 3 - 7: Seasons, Heat Transfer, radiation, conduction, convection Mass, Density, Weather Maps, Forecasting, Water cycle, climate
    STEM Engineering Team Challenge: Penguin Challenge
  Benchmark #2
  April – June: Earth's History or Moon/Planets
  Final Exam
- **Science Notebooks** will be kept in class and taken home when studying for quizzes and tests; notebook content includes investigation notebooks, notes, quizzes/tests and resources (hole-punched material).

- **Homework** will be given as needed and may include collecting weather data, practicing skills, studying, reading articles, and preparing for next day labs. Frequency of HW assignments will vary. It is expected that the HW be completed on time and with a high level of quality. Penalties will apply for late work.

Follow the Spartan Way

The students and I created a Safety Contract with Class Expectations as a team. We have been working on learning and practicing procedures that will ensure safety as well as help create an environment where students can be their best. Following the Spartan Way in Science includes:

In this classroom...

I will do my best to be a trustworthy citizen who is respectful of others and responsible for my actions.

RESPECT:
- Stay on task, with your team when working
- Be a good communicator: Listen, everyone contributes, no-one dominates
- **level 1 or 2 voice**
- Respect teacher, lab equipment and each other (materials, notebook, and classroom space)

RESPONSIBILITY:
- Be on time every day;
- clean-up work space, together
- move around the room quietly and carefully

TRUSTWORTHINESS:
- be prepared to complete high-quality job without complaining
- Cite sources
- Borrow materials, data, responsibly

CITIZENSHIP:
- Follow instructions, ask questions, understand
- Be kind
- Be open to new ideas and willing to find solutions to problems

Additional Classroom Information (for kids)

- <u>Teacher Desk</u> is always OFF LIMITS to students!
- <u>Pencils</u> and colored pencils are used daily. Please replenish throughout the year.
- <u>Orange Zones</u>: Materials set up for student use: graph paper, rulers, stapler, tape, etc.
- <u>Class Jobs & Roles</u>: Each student will be placed on a team of 3 – 4 and will be assigned a job and team role. Each student is responsible for working cooperatively, respectfully, and be mindful of keeping their space better than they found it. Lab set up and cleanup is part of the daily routine.
- <u>Lab Materials</u>: will be transferred to teams by the Material Manager; all materials/resources should be handled with care, and returned to the Front Table
- *Gum chewing is not permitted in science class*
- Students are to notify the teacher *immediately* if an incident occurs, if something accidently breaks
- Most assignments / resources are posted on the 6th Grade HW site: www.heightsschools.com

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Please sign and return this part   **Ms. Moore, Science 6**

Parents & Guardians,

Please use the space below to communicate with me any additional information you need from me. Also, if you'd like me / Team 6 to know anything about your child that might be helpful to his/her success please let me know, (Including the best way to reach you as needed).

_____

_____

_____

_____

Best way to reach you: _____

Student: (print)_____ Science Period: **2 3 5 6 7**

Parent/Guardian:

(print)_____ (Sign)_____

:(print)_____ (Sign)_____

Name: _____ Date: <u>10/1/19</u>   Science 6, Per: **2 3 5 6 7**

Variables & Pendulum Quiz #1 Corrections

1. Write your ***first and last name*** on the space above, NEATLY; circle the **period #.** _____

2. A mass hanging from a fixed point that is free to swing to and fro _____

3. The swing the pendulum takes from starting point and back _____

4. An example of a pendulum system would be: _____

5. A factor that can change in an experiment that might affect the outcome/results _____

6. When we gather information using the five senses we are _____

7. Which of these is NOT a variable in a pendulum system? _____

8. A group / collection of related parts working together is a _____

9. _____An experiment in which, ONE and ONLY ONE variable is changed at a time, so the results/outcome can be compared to the standard (original experiment): _____

   _____

10. The ONE variable that is changed by the scientist in a controlled experiment (I Change this ONE variable): _____

11. The Basic procedure used in a controlled experiment, *before* changing any variables _____

12. A prediction of what will happen in an experiment (I think <u>*this*</u> will happen...) _____

13. An investigation designed to find out how variables affect outcomes: _____

Directions for Questions 14 - 16: Label all *three* parts of the pendulum system on the diagram below (mass, arm, anchor point)

14. _____

15. _____

16. _____
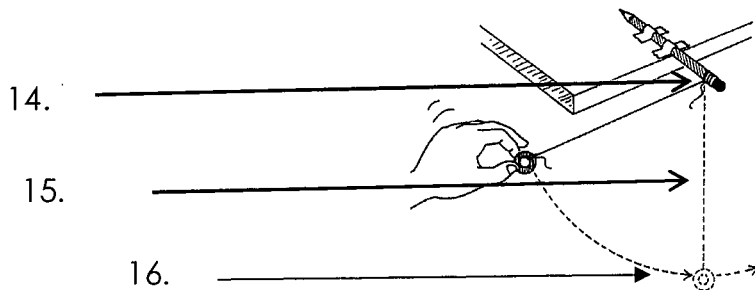
17. what makes this ***a system***? (2)   _____

_____

_____

Controlled Experiment:

18. A student goes skateboarding a few times a week. The student notices that she can go faster while skating on some level surfaces than on others. She hypothesizes that speed has something to do with the surface she is skating on. The student wants to design an experiment to test this hypothesis.

A. Identify the independent (manipulated) variable in the experiment. [1]

_____

B. Identify the dependent (responding) variable in the experiment. [1]

_____

More (State Test) practice...

Base your answers to questions 47 through 49 on the information below and on your knowledge of science. The diagram represents a pendulum, which is a weight attached by a string to a fixed point and allowed to swing freely back and forth. A group of students did an experiment in which they timed, in seconds (s), how long it took for the pendulum to complete one swing (back and forth) for five different string lengths. The results are shown in the data table.

Pendulum

Fixed point
String
Weight
Position at start and end of swing
Position at middle of swing
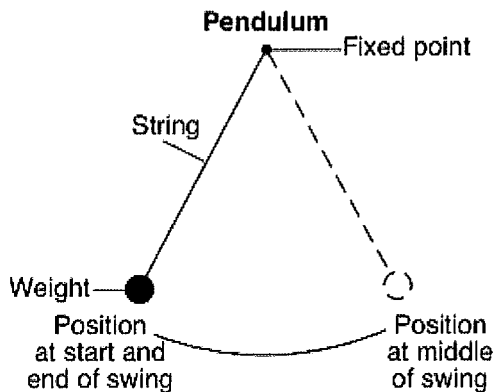
Data Table

String Length (cm)	Time to Complete One Swing (s)
20	0.9
40	1.3
60	1.6
80	1.8
100	2.0

47 Identify the dependent (responding) variable measured in this experiment. [1]

_____

48 Describe the general relationship between the length of the string and the time to complete one swing of the pendulum. [1]

_____

_____

VISUAL IMAGERY

Strong readers construct mental images as they read. When you can imagine a scene or character in your mind, you'll have a deeper understanding of the text. Sketch your visualizations below.

TITLE _____   AUTHOR _____

This or That

Draw a MEMORABLE SCENE from your reading below. Add a direct quotation from the text under your illustration.

Draw a SIGNIFICANT CHARACTER from your reading below. Add a direct quotation from the text about the character under your illustration.

_____

_____

Name _____

Reading Response Prompt _____

	0	1	2
Personal Reactions to the Text	Gives a response without explanation. Reactions may be superficial, mere summaries, or vague.	Reactions are supported by examples from the text, but provide little detail.	Multiple reactions to the text are supported by many details and examples.
Task Fulfillment	None of the tasks for this reading response were completed.	Some of the tasks for this reading response were completed.	All of the tasks for this reading response were completed.
Originality	The assignment does not demonstrate any originality.	Some original ideas are evident in the assignment.	The assignment showcases exceptional originality and creativity.
Work Quality & Effort	Poor work quality or effort.	Work quality and effort is mediocre.	Extraordinary work quality and effort demonstrated.
Mechanics, Usage, and Grammar	4+ mistakes in mechanics, usage, and/or grammar	1-3 mistakes in mechanics, usage, and/or grammar.	No mistakes in mechanics, usage, and grammar.

Total _____ / 10

CONVENTIONS ▸ **COMMON, PROPER, AND POSSESSIVE NOUNS**

A **noun** is a person, place, thing, or idea. There are many different types of nouns, but every noun can be classified as either **common** or **proper**:

A common noun is a general person, place, thing, or idea. Common nouns are not specific. Examples: *boy, state, creek*

A proper noun refers to a specific person, place, thing, or idea. They are always capitalized. Examples: *Tony, Nevada, Davis Creek*

A third type of noun is called a **possessive noun.** Possessive nouns show ownership. A **singular possessive noun** ends in an apostrophe and the letter *s* (*'s*). Example: my *sister's* coat

A **plural possessive noun** ends in the letter *s* and an apostrophe (*s'*). Example: the *kids'* lunchboxes

A. DIRECTIONS: Underline the noun in each sentence. Then, write **common, proper,** or **possessive** to identify the type of noun it is.

1. ——— Amy writes beautifully.

2. ——— The teacher always keeps a list.

3. ——— Liv's sisters like to eat at Rosati's.

4. ——— The United States Army is always vigilant.

5. ——— Uncoated iron can rust easily.

B. DIRECTIONS: Underline all the nouns in each sentence. The number at the end should equal the number you found.

1. Jill and Brian don't look like siblings. (3)

2. The paintings are expensive, but many are beautiful. (2)

3. Mom tried the fancy dessert last Tuesday. (33)

4. Lucy heard many compliments about Vivian's earrings. (4)

5. The policeman's car makes a loud sound. (3)

Name:	Date:

CONVENTIONS ▶ COMMON, PROPER, AND POSSESSIVE NOUNS

C. DIRECTIONS: Count the number of nouns in each sentence and write it on the line.

1. ———— Dad asked Sam to help Jack and Mohammed clean the basement.

2. ———— Sally and Justin had to walk because Mom's car was in the shop.

3. ———— The puppy wanted the purple toy.

4. _____ Ava called the first- and second-place winners to say congratulations on a successful track meet.

5. ———— Tell Byron to go to the office before seeing the nurse.

6. ———— Bennet's slice of cake had cream cheese frosting and chocolate sprinkles.

7. ———— Today is Sally's birthday, so Samira threw a party.

Name _____

Date _____ Pd_____

ORDERING RATIONAL NUMBERS

FRACTION AS DIVISION

- A fraction bar is one way to represent __$\div$__. This can be used to convert a fraction to a decimal by dividing the _Numerator_ by the _denominator_

Ex: $\frac{a}{b} = a \div b =$ _$b\overline{)a}$_ , or $\frac{3}{4} = 3 \div 4 =$ _$4\overline{)3}$_

Convert the following fractions to decimals by dividing.

1. $\frac{1}{2}$	2. $\frac{9}{10}$	3. $\frac{2}{3}$	4. $\frac{7}{4}$
$1 \div 2$ 0.5			$7 \div 4$ 1.75

Use your understanding of division to complete the table with the various representations.

FRACTION	÷	$\overline{)}$	VERBAL DESCRIPTION
$\frac{3}{5}$	$3 \div 5$	$5\overline{)3}$	3 divided by 5
	$5 \div 4$		
		$3\overline{)1}$	
			three divided by two

Fractions can be placed on a _number line_ or converted to a decimal to help order them.

5. Place the following fractions on the number line below:

A. $\frac{2}{5} = 0.4$ B. $-3\frac{1}{4} = -3.25$ C. $2\frac{1}{10} = 2.1$ D. $2\frac{3}{5} = 2.6$ E. $-2\frac{3}{4} = -2.75$
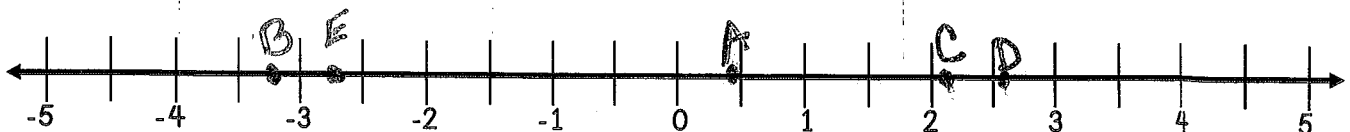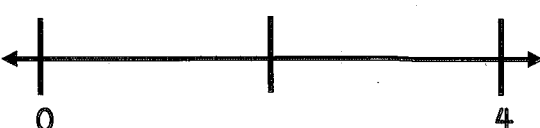
Fractions can be compared using like **denominators**

1. Find the **least common denominators**
2. **Rename** the fraction.
3. Order the fractions.
4. **Write** the original fractions.

Or turn into decimals

Order the following fractions from greatest to least.

6.

$$\frac{11}{12}, \frac{2}{3}, \frac{5}{6}, \frac{1}{4}$$

$\frac{11}{12}, \frac{5}{6}, \frac{2}{3}, \frac{1}{4}$

7.

$$3\frac{1}{5}, 3\frac{1}{4}, 3\frac{3}{20}, \frac{17}{5}$$

$\frac{17}{5}, 3\frac{1}{4}, 3\frac{1}{5}, 3\frac{3}{20}$

Use your understanding of ordering rational numbers to answer the questions below.

8. Order the following rational numbers from least to greatest. Use the number line to help.

$$61\%, 0.68, \frac{2}{3}, 0.57, \frac{3}{5}$$

0 ⟶ 1

9. Order the following rational numbers from least to greatest. Use the number line to help.

$$1.40, 1.4\%, \frac{5}{4}, 4$$

0 ⟶ 4

10. Sabrina is measuring different lengths of ribbon for a craft at art camp. Which list shows the ribbon ordered from greatest to least?

$$\frac{9}{16}, \frac{5}{8}, \frac{3}{4}, \frac{1}{2}$$

A. $\frac{5}{8}, \frac{1}{2}, \frac{3}{4}, \frac{9}{16}$

B. $\frac{3}{4}, \frac{9}{16}, \frac{5}{8}, \frac{1}{2}$

C. $\frac{3}{4}, \frac{5}{8}, \frac{9}{16}, \frac{1}{2}$

D. $\frac{9}{16}, \frac{5}{8}, \frac{3}{4}, \frac{1}{2}$

11. The table below shows the progress that the Harrison children have made on their reading app. Which shows the progress of the children from most completed to least completed?

	MARGO	MASON	MARCO
COMPLETION	82%	$\frac{17}{20}$	$\frac{5}{6}$

A. Margo, Mason, Marco
B. Mason, Marco, Margo
C. Marco, Margo, Mason

Name _____

Date _____ Pd_____

ORDERING RATIONAL NUMBERS

Solve the problems below. Be sure to show your thinking.

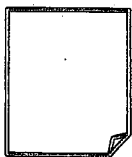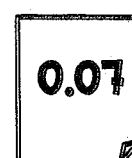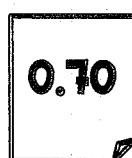| 1. Use >, <, = to compare the fractions below.	2. Use >, <, = to compare the fractions below.	3. Use >, <, = to compare the fractions below.
$\frac{3}{7}$ ◯ $\frac{8}{21}$	$\frac{11}{3}$ ◯ $2\frac{5}{6}$	$\frac{1}{3}$ ◯ $\frac{2}{5}$

4. Elizabeth has organized a set of cards from greatest to least. However, she has made a few mistakes. Identify which numbers are not in the correct location. Then, rewrite the cards in the correct order.

60%	$\frac{3}{2}$	$\frac{2}{3}$	0.70	$\frac{13}{20}$	0.07

5. Place the following fractions on the number line below:

   A. $1\frac{3}{5}$ B. $-3\frac{1}{2}$ C. $4\frac{1}{8}$ D. $4\frac{2}{5}$ E. $-2\frac{3}{4}$

-5   -4   -3   -2   -1   0   1   2   3   4   5
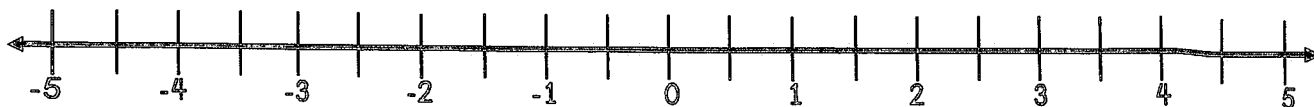
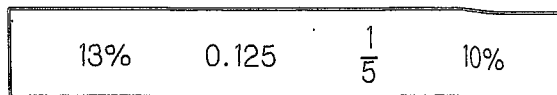| 6. The nail must be shorter than $1\frac{3}{8}$ inches in order to fit. Which number below is less than $1\frac{3}{8}$ inches?	7. What do all of the numbers in the box below have in common?
A. $\frac{13}{8}$ B. $1\frac{1}{2}$ C. $1\frac{2}{5}$ D. $\frac{5}{4}$	13% 0.125 $\frac{1}{5}$ 10% _____ _____ _____

2. A carp is swimming approximately 8 1/4 feet beneath the water's surface, and a sunfish is swimming approximately 3 1/2 feet beneath the water's surface. Which fish is swimming further beneath the water's surface? *Use a number line or diagram to help you.*

Answer_____

3. Read each statement and then write a statement relating the opposites of each of the given numbers: Eg. *-3.56 is less than 1-.* 3.56 is greater than 1

****Choose any 2 to complete.

a. 7 is greater than 6.

_____

_____

b. 39.2 is greater than 30.

_____

_____

c. $-\frac{1}{5}$ is less than $\frac{1}{3}$.

_____

_____