

Mr.Walker

Please complete this packet. For the minute math, time yourself and see how long it takes you. For the big idea packet, you may use a calculator. If you have any questions don't hesitate to contact me.

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Week 6

1. Order the numbers from least to greatest.

$$\equiv \frac{1}{8}$$

$$\equiv 35\%$$

$$\equiv 0.33$$

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #1

2. Order the numbers from least to greatest.

$$\equiv \frac{13}{50}$$

$$\equiv 22\%$$

$$\equiv 0.28$$

$$\equiv \frac{1}{5}$$

$$\equiv 0.41$$

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #3

3. Write 0.45% as a fraction in simplest form.

$$0.45\% = \boxed{}$$

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #5

4. Write 110% as a mixed number in simplest form.

$$110\% = \boxed{} \frac{\boxed{}}{\boxed{}}$$

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #6

5. The tape diagram represents the ratio of the time you spend online to the time your friend spends online. You are online for 30 minutes. How many minutes does your friend spend online?

You 

Friend 

Your friend spends minutes online.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #11

6. The tape diagram represents the ratio of the time you spend online to the time your friend spends online. You are online for 30 minutes. How many minutes does your friend spend online?

You 

Friend 

Your friend spends minutes online.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #12

7. An annual pass to a park costs \$120. Use a percent model to find 25% of the full price of the annual pass.

25% of the full price is \$.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #13

8. An annual pass to a park costs \$120. Use a percent model to find 200% of the full price of the annual pass.

200% of the full price is \$.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #15

9. Find the percent of the number.

10% of 40 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #17

10. Find the percent of the number.

50% of 70 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #18

11. Find the percent of the number.

30% of 30 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #19

12. Find the percent of the number.

15% of 20 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #21

13. Find the percent of the number.

5% of 60 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #23

14. Find the percent of the number.

30% of 70 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #24

15. Find the percent of the number.

75% of 48 is .

Explain your method.

B / U  T^2 T_z

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #25

16. Find the percent of the number.

45% of 45 is .

Explain your method.

B / U  T^2 T_z

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #26

17. Find the percent of the number.

40% of 60 is .

Explain your method.

B / U  T^2 T_z

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #28

18. Find the percent of the number.

70% of 20 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #30

19. Find the percent of the number.

87% of 55 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #31

20. Find the percent of the number.

140% of 60 is .

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #32

21. Find the percent of the number.

120% of 33 is .

Explain your method.

B / U  T^2 T_2


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Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #33

22. Find the percent of the number.

175% of 54 is .

Explain your method.

B / U  T^2 T_2


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Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #34

23. Find the percent of the number.

250% of 146 is .

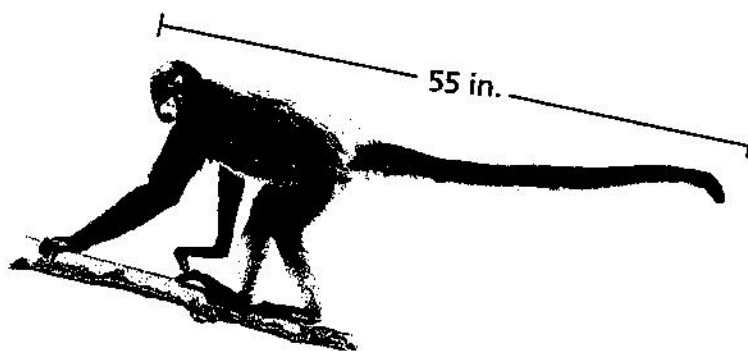
Explain your method.

B / U  T^2 T_2

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #35

24. **MODELING REAL LIFE** The tail of the spider monkey is 64% of the length shown.



What is the length of the tail?

The length of the tail is inches.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #36

25. **PROBLEM SOLVING** A family pays \$45 each month for cable television. The cost increases 7%.

a. How many dollars is the increase?

The increase is \$.

b. What is the new monthly cost?

The new monthly cost is \$.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #37

26. **YOU BE THE TEACHER** Your friend finds 40% of 75.

$$40\% \text{ of } 75 = \frac{2}{5} \times 75 = 30$$

Is your friend correct?

- ☐ yes
- ☐ no

Explain your reasoning.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #38

27. Find the whole.

10% of is 14.

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #39

28. Find the whole.

20% of is 18.

Explain your method.

B / **U** **☰** **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #40

29. Find the whole.

25% of is 21.

Explain your method.

B / **U** **☰** **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #41

30. Find the whole.

75% of is 27.

Explain your method.

B / **U** **☰** **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #42

31. Find the whole.

15% of is 12.

Explain your method.

B / U  T^2 T_2

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #43

32. Find the whole.

85% of is 17.

Explain your method.

B / U  T^2 T_2

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #44

33. Find the whole.

140% of is 35.

Explain your method.

B / U  T^2 T_2


0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #45

34. Find the whole.

160% of is 32.

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #46

35. Find the whole.

125% of is 25.

Explain your method.

B / U  **T²** **T₂**


0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #47

36. Find the whole.

175% of is 42.

Explain your method.

B / U  **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #48

37. **YOU BE THE TEACHER** Your friend answers the question "20% of what number is 5?"

$$5 \div 20\% = \frac{5}{20} = \frac{1}{4}$$

Is your friend correct?

☐ yes

☐ no

Explain your reasoning.

B / **U** **T**² **T**₂

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #49

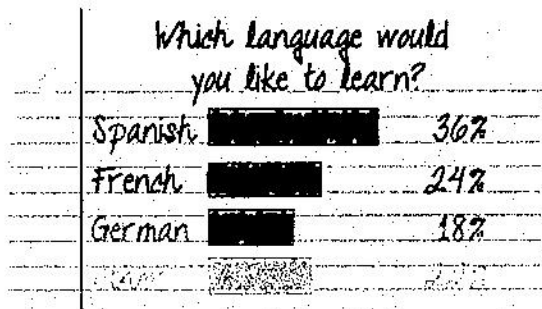
38. **PROBLEM SOLVING** You have a coupon for a restaurant. You save \$3 on a meal. What was the original cost of the meal?



The original cost was \$.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #50

39. **PROBLEM SOLVING** The results of a survey are shown below. In the survey, 12 students said that they would like to learn French. How many of the students surveyed would like to learn Spanish?



students would like to learn Spanish.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #51

40. **MODELING REAL LIFE** A sixth grader weighs 90 pounds, which is 120% of what he weighed in fourth grade. How much did he weigh in fourth grade?

He weighed pounds in fourth grade.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #52

41. **LOGIC** In an asteroid field, 75% of the asteroids are *carbonaceous* asteroids. There are 375,000 carbonaceous asteroids in the asteroid field. How many asteroids are *not* carbonaceous?

asteroids are not carbonaceous.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #53

42. **DIG DEEPER!** A bottle contains 20 fluid ounces of lotion and sells for \$5.80. The 20-fluid-ounce bottle contains 125% of the lotion in the next smallest size, which sells for \$5.12. Which is the better buy?

The bottle is the better buy.

Explain.

B

/

U

≡

T^2

T_2

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #54

43. Complete the statement using <, >, or =.

80% of 60 60% of 80

<

>

=

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #55

44. Complete the statement using <, >, or =.

20% of 30 30% of 40

<

>

=

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #56

45. Complete the statement using $<$, $>$, or $=$.

120% of 5 0.8% of 250

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #57

46. Complete the statement using $<$, $>$, or $=$.

85% of 40 25% of 136

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #58

47. How many minutes is 40% of 2 hours?

40% of 2 hours is minutes.

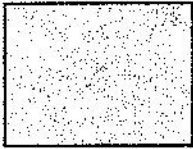
Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #59

48. How many inches is 78% of 3 feet?

78% of 3 feet is inches.

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #60

49. **GEOMETRY** The width of the rectangle is 75% of its length.



24 in.

- a. What is the area of the rectangle?

in.²

- b. The length of the rectangle is doubled. What percent of the length is the width now?

%

Explain your reasoning.

B / U **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #61

50. **PRECISION** To pass inspection, a new basketball should bounce between 68% and 75% of the starting height. A new ball is dropped from 6 feet and bounces back 4 feet 1 inch. Does the ball pass inspection?

- ☐ yes
☐ no

Explain.

B / U **T²** **T₂**

0 / 10000 Word Limit

Grade 6: OK>Chapter 5>Section 5.8>Exercises> Question #62

The Science of Sleep

At 6:30 a.m. your phone alarm goes off. Fifteen minutes later, your sister yells up the stairs, "Get up!" You're out of bed by 7:00 am, on the bus by 7:30, and school starts a half hour later. What would you do without your cell phone and your sister?

Lack of Sleep

Did you know that if you need an alarm to wake up in the morning, you're probably sleep-deprived? Most teens are growing up chronically sleep-deprived. According to a 2006 National Sleep Foundation poll, more than 87 percent of high school students in the United States get up to two hours less than the recommended eight hours of sleep.

Social and cultural factors, as well as the introduction of technology, all have contributed to preventing teens from getting enough rest. A recent study showed that when older adolescents were restricted to just five hours of sleep per night, they would become progressively sleepier during the week. The consistent loss of sleep is now commonly known as sleep debt.

"Sleep is a basic biological need, just like food and drink," says William Mitchell at Rutgers University. "Amazingly enough, you can go much longer without food and drink than you can go without sleep."

Causing Physical and Mental Stress

Grumpiness and stress from sleep deprivation can cause behavior problems at home and school. The less you sleep, the better chance you will struggle in school according to Jamie Walton. Walton's research into high school students and sleep revealed that kids who received C, D, and F grades in school slept 25 minutes less and went to bed 40 minutes later than kids who received A and B grades. Lack of sleep also makes people more likely to feel down or depressed.

School isn't the only place where sleep deprivation is a problem. Behind the wheel of a vehicle, it can be deadly. "Fall-asleep car crashes probably kill more young Americans under the age of 25 than alcohol-related crashes," observes Matt Greenwald. "Even if the tired driver doesn't fall asleep, impaired concentration and lack of coordination make accidents more likely to happen."

Not sleeping is also bad for your health. "Your immune system is weakened," says Jodi Mindell, "so you're more likely to get colds and flu." Sleep also affects the ability to regulate your mood. If someone says something mean to you, and you've had enough sleep, you can probably shake it off. But if you're sleepy, you can't always control your emotions. Lack of sleep can cause you to burst into tears over things that would not usually set you off.

Why is there such a problem with lack of sleep today?

There are many reasons why teens don't get enough sleep, and one of the biggest reasons is a relatively new development. When your mom and dad were young, they might have read a book or watched television before trying to go to sleep. But today's teens are likely to be surfing the Internet, texting, emailing, or playing video games right before bed. Using electronic devices right before bed can result in difficulty getting to sleep. According to a survey by the National Sleep Foundation, adolescents with four or more electronic devices in their rooms are much more likely than their peers to get less sleep at night and are almost twice as likely to fall asleep during class or while working on homework.

Caffeine is also a big problem. Three-quarters of the teens who were asked in a recent poll, drank at least one caffeinated beverage every day, and nearly one-third consumed two or more every day. With all the trendy "high-energy" drinks out there right now, it's easy to get a caffeine overload, and that is bad for sleep.

Some middle and high schools are starting to recognize this recent trend. Schools are starting an hour or two hours later. Many schools are also replacing caffeinated drinks with more healthy alternatives. It will be interesting to see if this shift in starting times and healthier choices for drinks lead to increased learning and attention.

More Sleep!

So, what can teens do if they are not getting enough sleep at night? "The good news is that to make up the sleep deficit you only have to make up about a third of what you have lost to function and feel better," says Greenwald. Getting another hour of sleep each night and two on the weekends can help reverse the effects of sleep deprivation. Having teens become more consistent with bedtimes will help as well. More sleep will make you healthier, smarter, and feeling your best!

Tips for good sleeping habits

- ✓ Do something before you go to bed that is relaxing.
- ✓ Go to bed and wake up around the same time every day.
- ✓ Limit your use of electronics, such as cell phones and video games, for several hours before you go to sleep.
- ✓ Avoid drinking any caffeine in the afternoon and at night.
- ✓ Try and keep your bedroom comfortable and quiet.
- ✓ Get regular exercise, but don't exercise right before you go to bed.

WORD RECOGNITION, STRUCTURE, AND VOCABULARY

1

Read the sentences from the passage.

"Sleep also affects the ability to regulate your mood. If someone says something mean to you and you've had enough sleep, you can probably shake it off."

What is the meaning of "shake it off"?

1. Blame a rude comment
2. Think of a clever reply
3. Don't let it bother you
4. Behave in a predictable way

2

Read the sentence from the passage.

"The good news is that to make up the sleep deficit you only have to make up about a third of what you have lost to function and feel better," says Greenwald.

Which phrase from the sentences provides the best clue about the meaning of the word deficit?

1. "good news"
2. "about a third"
3. "what you have lost"
4. "function and feel better"

READING INFORMATIONAL TEXT: KEY IDEAS, READING FOR UNDERSTANDING

3

Which evidence from the passage best supports the claim that adequate sleep is essential to human health?

1. "'Amazingly enough, you can go much longer without food and drink than you can go without sleep.'"
2. "Getting another hour of sleep each night and two on the weekends can help reverse the effects of sleep deprivation"
3. "The body also secretes hormones during sleep, including growth hormones."
4. "Lack of sleep can cause you to burst into tears over things that will not usually set you off."

4**Which detail from the passage best addresses why teens are often sleep deprived?**

1. "Even if the tired driver doesn't fall asleep, impaired concentration and lack of coordination make accidents more likely to happen."
2. "If someone says something mean to you, and you've had enough sleep, you can probably shake it off. But if you're sleepy, you can't always control your emotions."
3. "There are many reasons why teens don't get enough sleep, and one of them is a relatively new development. When your parents were young, they might have read a book or watched television before trying to go to sleep."
4. "The good news is that to make up the sleep deficit you only have to make up about a third of what you have lost to function and feel better,"

5**How does the information in the bulleted list "Tips for a Good Night's Sleep" help support the passage?**

1. By providing reasons for following the advice in the passage
2. By repeating key details that are made in the passage
3. By giving opinions that challenge the facts in the passage
4. By describing ways to address issues that are raised in the passage

6**What are two central ideas of the passage?**

1. Many teenagers get too little sleep, and modern technologies can make it difficult to get sleep.
2. Most adults read before going to sleep, and most teenagers watch television before bed.
3. Many teenagers use an alarm clock to wake up, and noise can prevent people from sleeping well.
4. Most adults drink a lot of caffeinated drinks during the day, and most teenagers exercise too late at night.

7**What is the main way that these two central ideas develop over the course of the passage? Choose one answer.**

1. By making comparisons with past trends
2. By using relevant research and statistics
3. By combining facts with personal stories
4. By listing information in chronological order

8

What is the author's opinion on caffeinated drinks? Use evidence from the text to support your answer.

9

A. Which statement best describes the authors' purpose?

1. To explain to the reader the relationship between caffeine and sleep in adolescents
2. To inform the reader of the importance of getting enough sleep for overall health
3. To explain to the reader the research about sleep and room temperature
4. To inform the reader of the ability to make up hours of sleep on weekends

10

Which sentences from the passage support the answer in question 9? Choose two answers

1. "Research into high school students and sleep revealed that kids who received C, D, and F grades in school usually slept 25 minutes less and went to bed 40 minutes later than kids who received As and Bs."
2. "Not sleeping is also bad for your health. 'Your immune system is weakened,' . . . 'so you're more likely to get colds and flu.'"
3. "Many teens also drink too much caffeine to sleep well."
4. "Fall-asleep car crashes probably kill more young Americans under the age of 25 than alcohol-related crashes".

Non-Fiction "The Science of Sleep"

NWEA MAP READING PRACTICE
(RIT 221-230)

Student Sheet

?	STRAND/SKILL	CORRECT	SCORE
1	<p>NWEA MAP STRAND: Use context clues to figure out what a word means.</p> <p>CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Yes</p> <p>Not Yet</p>	<p>0 – 1 Correct = 2 (Developing)</p>
2	<p>NWEA MAP STRAND: Use context clues to figure out what a word means.</p> <p>CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Yes</p> <p>Not Yet</p>	<p>2 Correct = 3 (proficient)</p>
3	<p>NWEA MAP STRAND: Make inferences, predictions and draw conclusions.</p> <p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Yes</p> <p>Not Yet</p>	
4	<p>NWEA MAP STRAND: Make inferences, predictions and draw conclusions.</p> <p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Yes</p> <p>Not Yet</p>	<p>0 Correct = 1 (basic)</p> <p>1 Correct = 2 (developing)</p> <p>2 Correct = 3 (proficient)</p> <p>3 Correct = 4 (exceeding)</p>
5	<p>NWEA MAP STRAND: Make inferences, predictions and draw conclusions.</p> <p>CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Yes</p> <p>Not Yet</p>	
6	<p>NWEA MAP STRAND: Analyze literary elements of a text, such as plot, character, theme/central idea and setting.</p> <p>CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Yes</p> <p>Not Yet</p>	

6th Grade Social Studies
Week of May 11th- May 15th

Office Hours: Monday-Friday 11 a.m. to 1 p.m.

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Phone: (817)677-8752

May 11th- May 15th

Each day study the Vocabulary Core Concepts 3.1- 3.2 vocabulary words. If you have index cards you can make flash cards. If you don't have index cards just write the words and definitions on a piece of paper. Study these words each day. Complete Core Concepts 3.1-3.2 crossword puzzle.

Each day study the Landforms Review Part 2 vocabulary words. If you have index cards you can make flash cards. If you don't have index cards just write the words and definitions on a piece of paper. Study these words each day. Complete Landforms Review Part 2 crossword puzzle.

Current Event: May 11th – May 15th

Each day- Current Event Activity

Watch CNN 10 on the internet. Take notes while watching CNN 10 (you can pause it as you are taking notes or watch it a couple of times). Comment in google classroom about one or two of the news events.

If no internet: Watch any local or national news on your television at home and take notes.

Keep up the great work! I hope you have a great week!

I am so proud of how hard you have worked during this time! Thanks so much for your hard work. I hope you have a wonderful summer!

-Mrs. Ely

Vocabulary Core Concepts 3.1-3.2

1. Weather- conditions of the air and sky from day to day
2. Climate- average atmospheric conditions over a long period of time
3. Precipitation- water that falls to the Earth in the form of rain, sleet, snow, or hail
4. Temperature- how hot or cold the air feels
5. Forecasting- application of technology to predict the weather
6. Tornado- funnel-shaped column of air rotating at destructively high speeds between storm cloud and the Earth
7. Thunderstorm- weather event characterized by the presence of heavy rain, lightning, and its acoustic effects
8. Altitude- height above sea level
9. Tropics- where the sun stays overhead or nearly overhead all year long
10. High latitudes- name for the areas that lie north of the Arctic Circle and south of the Antarctic Circle
11. Middle latitudes- term describing the area between high and low latitudes
12. Low latitudes- term for the area between the Tropic of Cancer and the Tropic of Capricorn

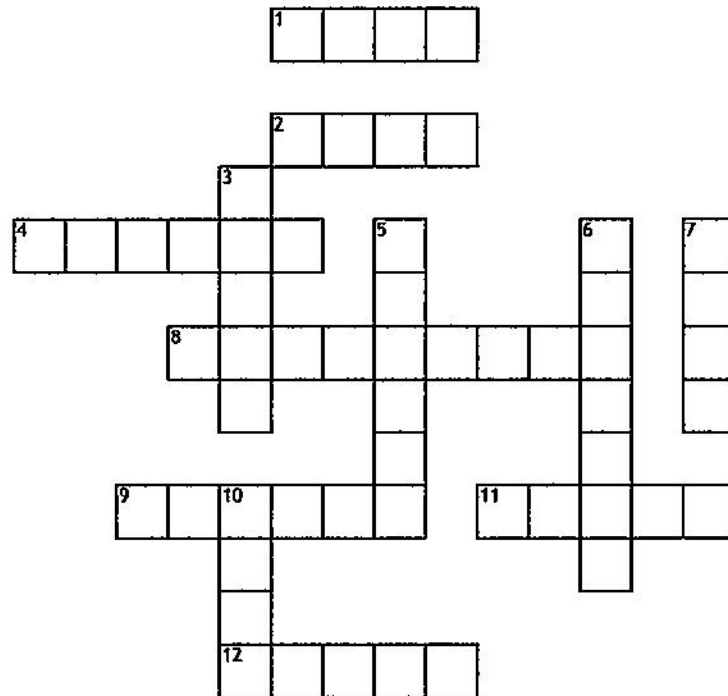
Landforms Review Part 2

1. Gulf – part of an ocean or sea extending into the land
(bigger than a bay)
2. Lagoon- shallow body of water protected from the sea by
the sandbars or reefs
3. Fjord- long narrow inlet of the sea between high cliffs
4. Prairie- large area of flat grassland
5. Peninsula- area of land nearly surrounded by water
6. Reef- ridge of rock, coral, or sand just above or below the
surface of the sea
7. Pass- lowest possible route through a mountain
8. River- large stream of water flowing in a channel
9. Arch- natural rock formation forming a bridge
10. Cliff- very steep face of rock, earth or ice
11. Canyon- long narrow valley with steep cliff walls
12. Strait- narrow passage of water connecting two larger
areas of water

Name: _____

Date: _____

Landforms Review Part 2



Across

1. ridge of rock, coral or sand just above or below the surface of the sea
2. lowest possible route through a mountain
4. narrow passage of water connecting two larger areas of water
8. area of land nearly surrounded by water
9. shallow body of water protected from the sea by the sandbars or reefs.
11. very steep face of rock, earth or ice
12. long narrow inlet of the sea between high cliffs

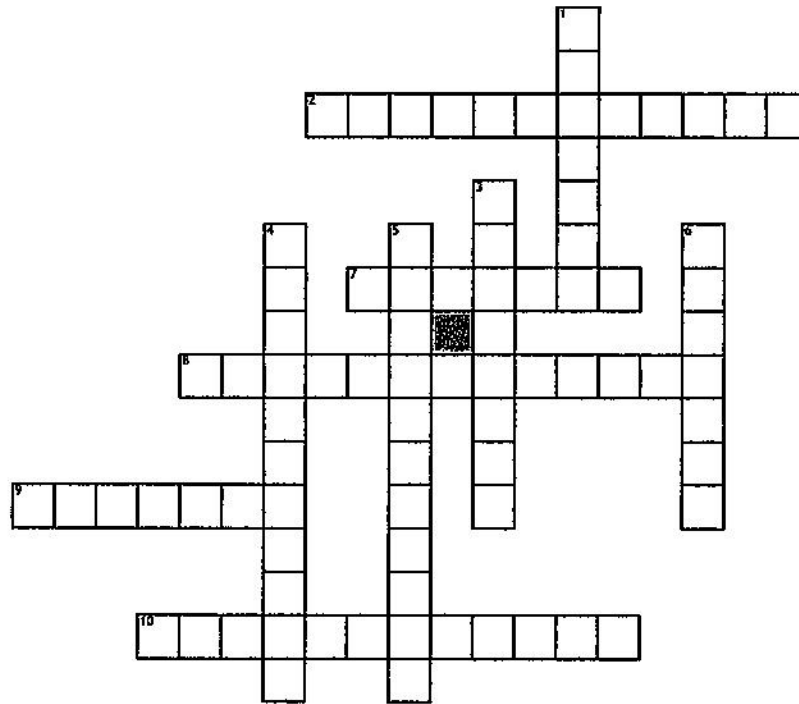
Down

3. large stream of water flowing in a channel
5. long narrow valley with steep cliff walls
6. large area of flat grassland
7. natural rock formation forming a bridge
10. part of an ocean or sea extending into the land (bigger than a bay)

Name: _____

Date: _____

Core Concepts 3.1-3.2 Crossword



Across

- 2. term for the area between the Tropic of Cancer and the Tropic of Capricorn
- 7. conditions of the air and sky from day to day
- 8. water that falls to the Earth in the form of rain, sleet, snow, or hail
- 9. where the sun stays overhead or nearly overhead all year long
- 10. weather event characterized by the presence of heavy rain, lightning, and its acoustic effects

Down

- 1. average atmospheric conditions over a long period of time
- 3. height above sea level
- 4. application of technology to predict the weather
- 5. how hot or cold the air feels
- 6. funnel-shaped column of air rotating at destructively high speeds between storm cloud and the Earth

Horn – 6th Grade Science Lessons for Week of 5/11/20

Dear Parent/Guardian and Student:

Week of 5/11/20: “Cells and Levels of Organization” – Students should not spend more than 30 minutes a day on this assignment and should do the best they can on their own as this assignment has been scaled down to enable students to work independently.

Please also watch the following programs:

- **Wednesday – 5/13/20 - 2:30 p.m. – OETA Channel 13 – Wild Kratts “Snowy Owl Invasion”** – 30 minutes – Science Concepts: Territoriality, population cycles, migration – **write down 8 to 10 facts from the first part of the show to the last including any information on the given science concepts.**
- **Thursday – 5/14/20 - 2:30 p.m. – OETA Channel 13 – Wild Kratts “Where the Bison Roam”** – 30 minutes – Science Concept: Disappearing habitats – **write down 8 to 10 facts from the first part of the show to the last including any information given on the disappearing habitats.**



If you have any questions or concerns, you can reach me at 399-0486 between the hours of 11 a.m. and 1 p.m., Monday – Friday or email me at bluetopaz12344@gmail.com. When calling you will be asked to identify yourself (please include your child's name), then the call will be transferred to me. If I do not answer, please leave a message and I'll return your call as soon as possible. When emailing please include your child's name in the title of the email.

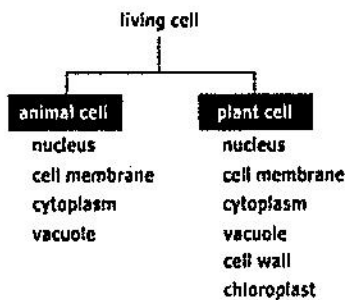
Sincerely,

Ms. Horn

Cells and Levels of Organization

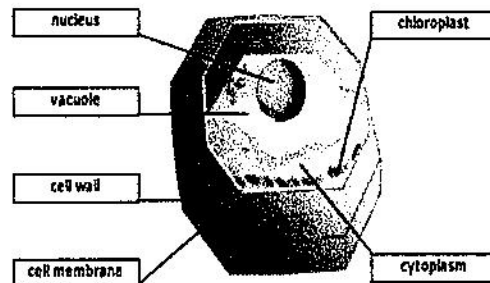
Cells

- Cells are the basic building blocks of all organisms, both animals and plants. However, animal and plants cells differ in some aspects. Look at the list below. Note the basic difference between animal cells and plant cells.



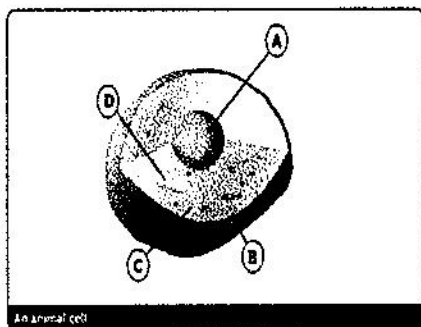
Cells

- Both animal and plants cells feature a nucleus, cell membrane, cytoplasm and vacuole (although the vacuole in animal cells is always much smaller than the vacuole in plant cells). In addition, plant cells have a cell wall and chloroplasts.



Cells

- Now look at a typical animal cell. The cell shown below shows a cheek cell. However, all animal cells conform to the same structure. Think about why an animal cell does not need a cell wall or chloroplasts.



Each cell component performs a particular task.

- The **cytoplasm** is important because this is where the basic reactions of the cell take place. It is water-based and substances are dissolved in it.
- The **nucleus** contains all the genetic information needed to make a new copy of the cell or organism. The cell's activities are controlled by the nucleus.
- The **cell membrane** acts like a filter or sieve which allows certain substances to pass in and out of the cell. Small molecules, such as water and oxygen, move easily through the membrane.
- Chloroplasts** are found in green plant cells. They contain chlorophyll which traps sunlight energy to make food for the plant.
- Cell walls** are found in plant cells. They are made of cellulose and provide a solid framework for the contents of the cell to push against. This means that plants can grow very tall without needing bones for support.
- The **vacuole** contains a watery solution in which substances are stored. Vacuoles can also be used for storing waste.

Cell specialisation

- ▶ Cells can be specialised to carry out different functions.
- ▶ The cells lining parts of your lungs have tiny hairs to move the mucus produced by other specialised cells up towards your mouth. This is part of a defence mechanism to stop particles entering the body through the lung lining.
- ▶ Sperm cells are specialised to be able to swim to fertilise an egg.



Cells, tissues and organs

- ▶ A group of cells of the same type which are performing the same function is called a tissue.
- ▶ An example of tissue is muscle, which contracts to allow movement of the body.
- ▶ Nerve cells communicate to send messages around the body.
- ▶ In a plant, palisade cells are found in the leaf. They are specialised, containing many chloroplasts, to make food for the plant by the process of photosynthesis.

Organs and organ systems

- ▶ Organs are made from different tissues which are coordinated to work together. The heart contains many different tissues such as nerve tissue, fat tissue and epithelial tissue, but it is mainly made of cardiac muscle tissue. Other organs are the kidney, the blood and the liver.
- ▶ Organs work together as organ systems. The digestive system which enables us to break down our food and absorb it into the bloodstream is made up of many different organs such as the pancreas, stomach and liver. Five main organ systems are shown below: learn these for your exam.

organ system	function
circulatory	transports useful and waste substances around the body; includes the heart, veins and arteries
support	made up of the skeleton and muscle systems, provides support and protection and allows movement
excretory	removes waste substances from the body; eg the kidney removes the waste product urea
digestive	breaks down food into soluble products that can be absorbed into the blood stream
reproductive	provides environment for sperm and egg cell to come together, and for embryos to develop

Which of the following cell parts are found in a typical animal cell?

	Yes	No		Yes	No
cell membrane	<input type="checkbox"/>	<input type="checkbox"/>	nucleus	<input type="checkbox"/>	<input type="checkbox"/>
cell wall	<input type="checkbox"/>	<input type="checkbox"/>	small vacuole	<input type="checkbox"/>	<input type="checkbox"/>
large vacuole	<input type="checkbox"/>	<input type="checkbox"/>	chloroplast	<input type="checkbox"/>	<input type="checkbox"/>
cytoplasm	<input type="checkbox"/>	<input type="checkbox"/>			

ANSWER RESET SUBMIT

Drag each cell component to statement that describes it.

cytoplasm

nucleus

cell membrane

ANSWER RESET SUBMIT

Drag each term to the appropriate space to complete the following sentences.

The brain is an example of an .

Muscle is an example of .

Tissue is composed of the same type of .

The digestive system is an example of an .

Cells of the same type and function together are called .

cell
organ
organ
tissue
tissue

ANSWER RESET SUBMIT

Drag each organ system to its correct description.

support

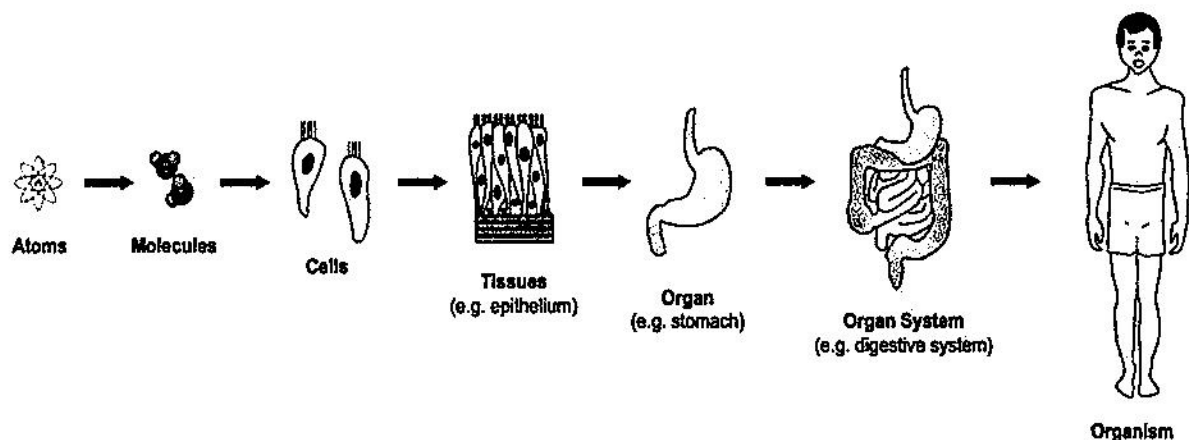
digestive

excretory

circulatory

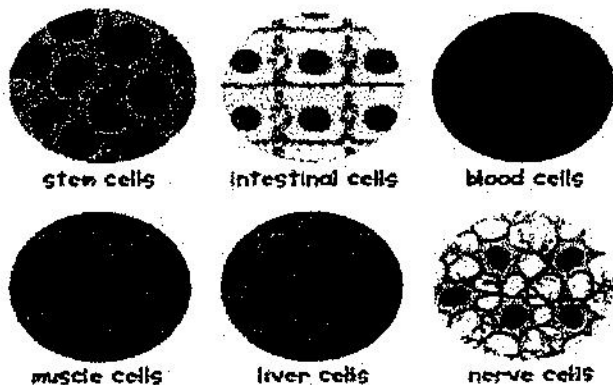
ANSWER RESET SUBMIT

Some living things contain one cell that performs all needed functions. Multicellular organisms are made of many parts that are needed for survival. These parts are divided into levels of organization. There are five levels: cells, tissue, organs, organ systems, and organisms with cells being made up of atoms and molecules.



All living things are made up of cells. This is what distinguishes living things from other objects. Cells are the basic building blocks of all organisms. Although cells are made of smaller parts which are atoms and molecules, none of those parts could survive on their own. Cells are the simplest level of organization.

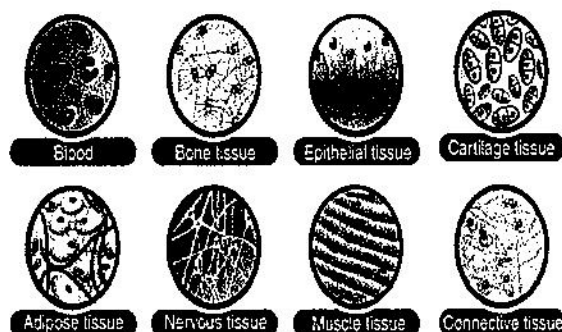
COMMON CELL TYPES



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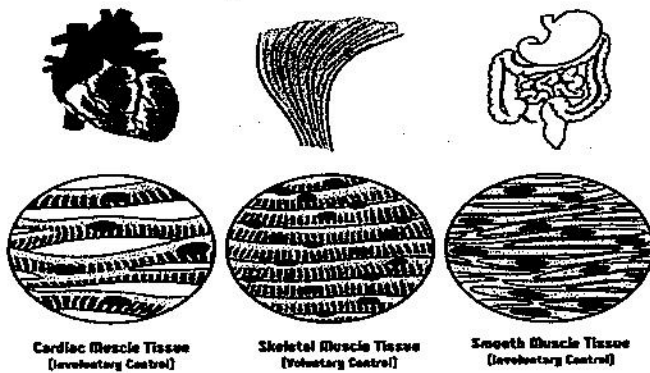
TYPES OF ANIMAL TISSUE

BYJU'S
The Learning App

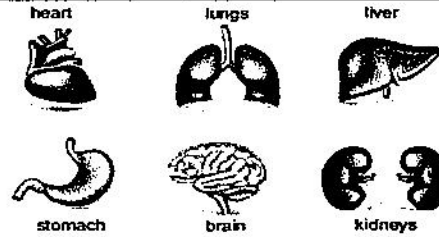


Many cells working together form tissue. The cells involved are specialized to cooperate with each other to accomplish one common goal. There are many different types of tissue in both plants and animals.

Types of Muscle Tissue



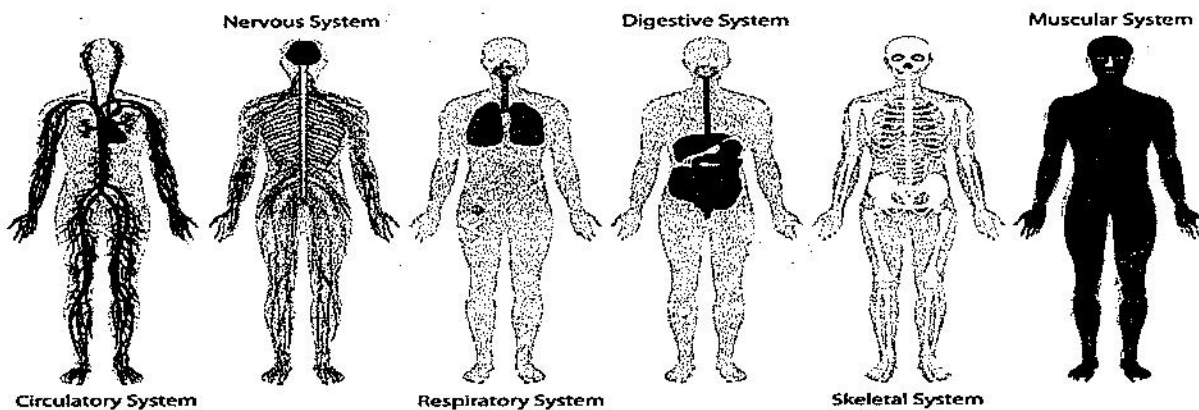
An organ is a structure made of a group of tissues working together to perform specific functions



Plant organs include the stem and the leaves

When there are layers of tissue working together, they form an organ. All animals contain organs. In fact, mammals have five vital organs that they cannot live without: kidneys, lungs, liver, heart, and brain.

Human Body Systems



When organs work together, they form organ systems. Organ systems keep the body regulated and in a stable state called homeostasis. These systems often work together and rarely work in isolation. The human body has 11 organ systems.

Organisms are technically any form that can carry out its own functions such as take material in and push material out. Some fully functioning organisms are made of just one cell. For the purposes of the level of organization, organisms are made up of many organ systems working together.

Please answer the following questions or fill-in-the-blanks:

1. Cells are the basic _____ of all organisms.
2. According to the chart in this lesson, what parts do plant cells have that animal cells do not?
3. Why do animal cells not need these two parts? (Refer back to #2.)
4. Cells are _____ to carry-out different _____.
5. What is tissue (in the body, not the box)?
6. How does muscle tissue allow for movement of the body?
7. What is the function of nerve cells?
8. What is the function of the circulatory system? The excretory system? The digestive system?

9. What are the five levels of organization? Why are atoms and molecules not considered a true level?

10. What distinguishes living things from other objects?

11. Cells work together to form _____. Tissues work together to form _____. And organs work together to form _____.

12. Do plants have organs? If so, what do they include?

13. Mammals have five vital organs they cannot live without. What are they?

14. What do organs systems do for the body?

15. What are organisms?