

Name _____

Date _____

Teacher _____

Campus _____

6th GRADE

Week Four

April 20-24

Mount Pleasant ISD

THE GREAT



In 1858, London was caught in the grip of a horrifying health crisis: Its largest river was overflowing with poop.

By Allison Friedman

As You Read What factors contributed to the sewage crisis in London?

Let's journey to the city of London, England, in the summer of 1858. Horse-drawn carriages clip-clop through the streets. Ladies wearing giant, tentlike skirts glide past shop windows. Kids stand on street corners, selling newspapers and cigars and fried fish.

But you don't notice any of that. All you can think about is the overpowering, stomach-turning, eye-watering smell of poop.

As you will soon discover, the entire city is caught in the grip of a stinky crisis. For years, Londoners have been dumping human waste into the Thames [TEMZ], the great river that rushes through the city. Now, London is suffering the hottest summer in recent history. The steaming heat is cooking the filthy river into a bubbling, foul-smelling stew. Newspapers are calling this crisis "the Great Stink."

The problem isn't merely gross. It's also deadly. Over the past 50 years, tens of thousands of people have died from drinking the polluted water of the River Thames. Can the Great Stink force the city to clean up the Thames before thousands more are sickened?



The Problem of Poop

For as long as humans have walked the earth, figuring out what to do with human waste has been one of our greatest challenges. In ancient South Asian cities, clay pipes and brick channels carried waste away from homes. An intricate web of stone sewers lay underneath the ancient city of Rome to take waste out of the city. In China some 1,000 years ago, sewage was pumped through dome-shaped tunnels.

Until the early 1800s, London's system for dealing with waste was fairly simple. Most homes had a bathroom. People did their business on a wooden box with a hole that sat above an underground pit called a cesspool. These cesspools were usually 6 feet deep and 4 feet wide. When they were full, a "night soil man" would shovel out the waste and sell it to farmers to use as fertilizer. (Poop was known as night soil because it was carted away in the middle of the night, when the powerful odor wouldn't disturb people.)

But in the 19th century, London—and all of England—was changing. Thousands were leaving their farms to work at factories in cities. Between 1800 and 1850, London's population more than doubled. By the middle of the century, London was the biggest city in the world, with 2 million people.

Soon there was too much night soil to collect and not enough farmers to buy it. More and more people were forced to empty their cesspools into the city's creaky old sewers. The sewers, however, were never designed for human waste—they were built to drain rainwater into the Thames to prevent flooding.

To make matters worse, a dazzling new invention was becoming increasingly popular: the flush toilet. Waste could now be magically washed away with the pull of a chain. But because toilets used a lot of water, they caused the cesspools to overflow. To avoid a goopy mess, people began connecting their toilets directly to the sewers—and therefore to the river.

Overloaded with human waste, the Thames grew thick, brown, and foul. Over time, the smell became a stench, and the stench became a reek. And then, in the scorching summer of 1858, it became a crisis.

A Whiff on the Wind

Londoners back then were no strangers to filth. Soot from factories blackened the air. Mountains of dung from thousands of horses choked the streets. Families crammed into tiny apartments thick with the smell of sweat. And everywhere was garbage: broken dishes, rotting food, animal bones.

Still, the Great Stink of 1858 was an odor more putrid than the city had ever experienced. Londoners fainted in the streets. People miles away threw up after catching a whiff on the wind. Government

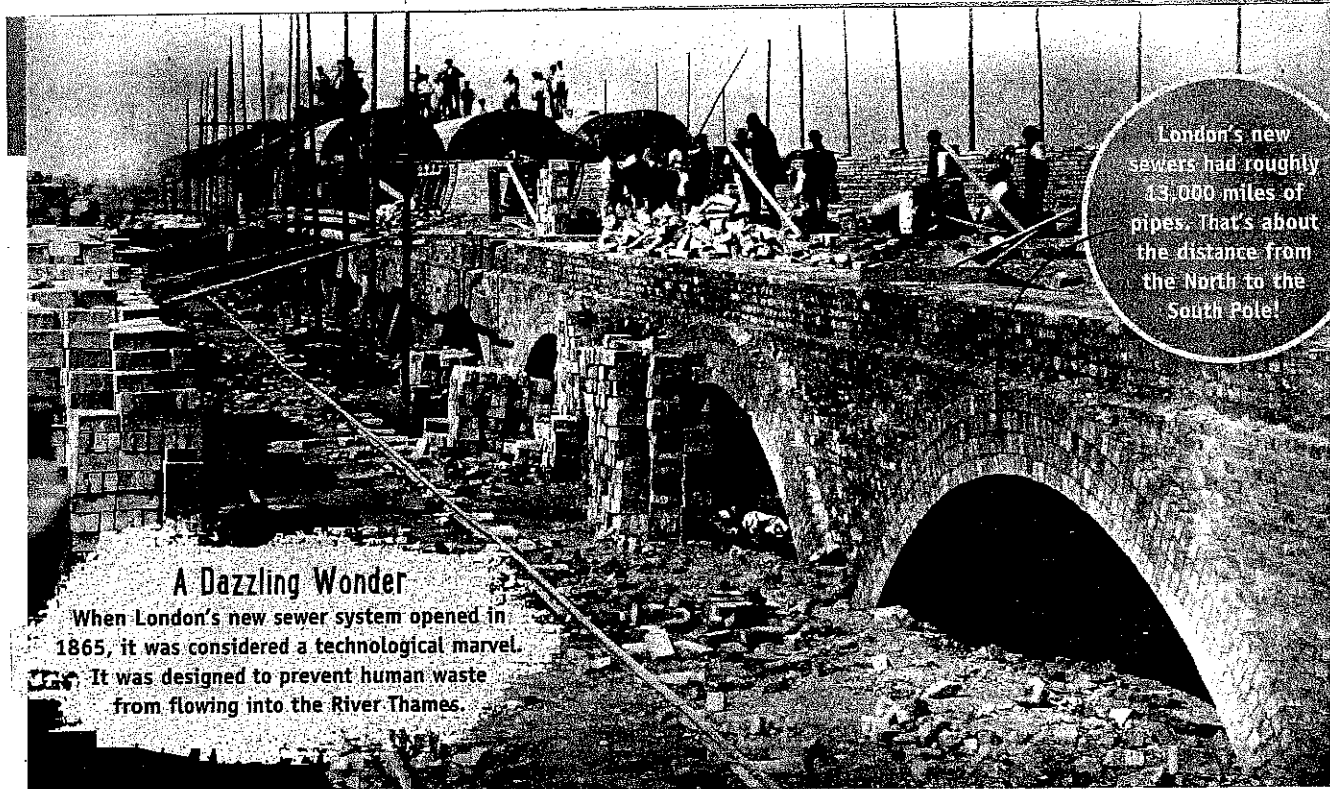
leaders, who worked in a building beside the Thames, were seen fleeing with tears streaming from their eyes.

Londoners weren't just disgusted by the stink—they



A River of Death

This cartoon drawn during the Great Stink captures the public's fear of cholera. It depicts the Thames as the River Styx. In Greek mythology, the Styx divided the world of the living from the world of the dead.



London's new sewers had roughly 13,000 miles of pipes. That's about the distance from the North to the South Pole!

A Dazzling Wonder

When London's new sewer system opened in 1865, it was considered a technological marvel.

It was designed to prevent human waste from flowing into the River Thames.

were terrified. At the time, it was widely believed that diseases spread through miasma: dirty, smelly air. And the most feared disease of all? Cholera, a violent stomach sickness that could kill a person within 24 hours. London had already suffered three major cholera epidemics. More than 30,000 people had died. Londoners worried that the Great Stink would unleash a new wave of death across the city.

What few people in 1858 understood was that it wasn't the smell of the river that was deadly; it was the water. Poop is crawling with germs that can cause dozens of diseases, including cholera. The poop-filled Thames was London's main source of drinking water. People had essentially been gulping down poison.

Something Had to Be Done

Even if government leaders didn't understand exactly why the Great Stink was dangerous, they knew

something had to be done—fast. With handkerchiefs pressed to their noses, they quickly passed a law mandating the construction of a new sewer system. The sewers would run underground alongside the river rather than into it, carrying waste out of the city and away from where people lived. (In later years, **treatment plants** were added to clean the waste, making it safe to release into the environment.)

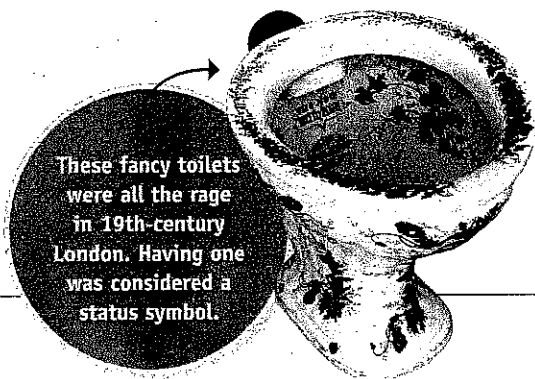
It took thousands of workers, 318 million bricks, 3.5 million pounds of concrete, and what would be \$6 billion in today's money to construct London's new sewer system.

The sewer system officially opened in 1865. And soon the Thames was poop free.

In 1866, one final cholera epidemic struck London, but it was limited to a neighborhood that had not yet been connected to the new sewer system. This helped people begin to realize that polluted water, not miasma, was the source of cholera and other diseases. By the 1870s, cholera had vanished from the city.

A New Crisis

London's new sewer system inspired similar projects in cities around the world, including in U.S. cities like New York. Many parts of those systems are still being



These fancy toilets were all the rage in 19th-century London. Having one was considered a status symbol.

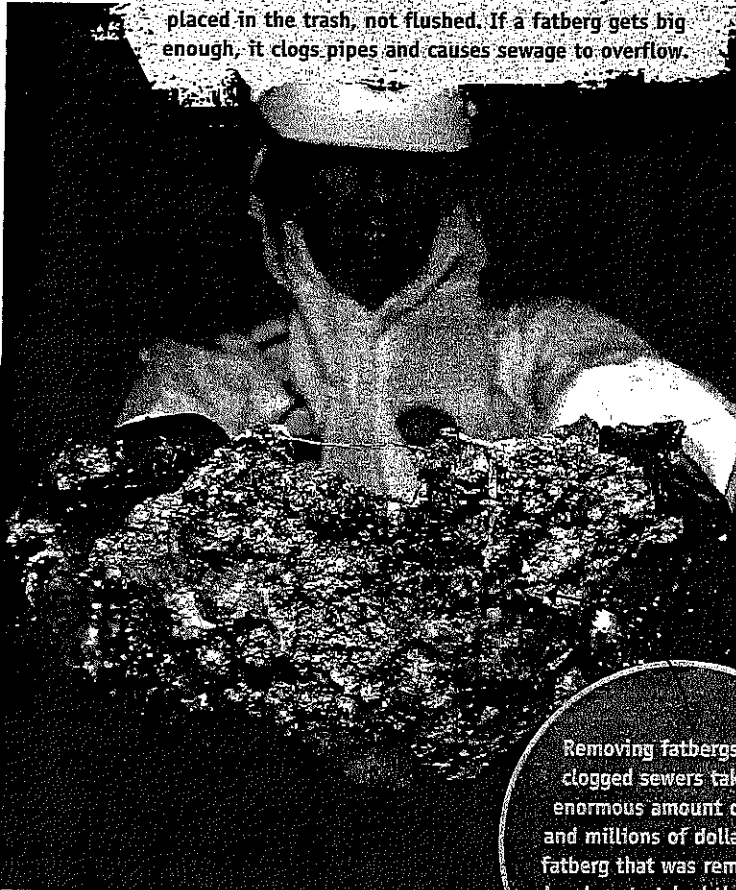
used today, more than a century later. Over the years, however, these antique sewers have started to fall apart. Since the 1800s, many city populations have continued to multiply. Climate change is triggering heavier storms that overload pipes with rainwater.

Under these pressures, the original sewers—once a dazzling modern wonder—have begun to leak, break, clog, and overflow. In some places, waste has been oozing into the drinking water supply.

Many experts say we may be approaching a new sewage crisis. If we don't take action, we could soon be holding our noses through the Great Stink Part 2. ●

Sewer Monsters

This hunk of yuck is called a fatberg. Fatbergs are a problem in cities with older sewer systems. When cooking oil and grease are poured down the drain, they end up in sewers, where they harden into fat. These sticky blobs trap all kinds of stuff: baby wipes, cotton balls, food scraps—stuff that should be recycled or placed in the trash, not flushed. If a fatberg gets big enough, it clogs pipes and causes sewage to overflow.



Removing fatbergs from clogged sewers takes an enormous amount of time and millions of dollars. One fatberg that was removed in London stretched three city blocks and weighed more than 19 elephants.

Toilets

These toilets could help how to

By Mackenzie Carro

Here in the U.S., most of us probably don't think much about toilets. We go, we flush, we wash our hands, we move on. But what if your home didn't have a toilet? What if none of the homes in your town had a toilet? What would happen to all that waste? Before long, there would be a crisis, just as there was in London back in 1858.

Today, 4.5 billion people around the world do not have access to safe sanitation—that is, a way to dispose of human waste that won't harm people or the environment. As a result, untreated human waste ends up in food and water sources. According to the World Health Organization, hundreds of thousands of people die every year from diseases related to unsafe sanitation. Millions more are sickened.

This sanitation crisis mainly affects **developing countries**, which tend to have high levels of poverty. It might seem like the answer is to build more toilets and sewer systems in these places, but it's not that simple. **Conventional** sewer systems require a lot of money to build and a lot of water to operate. Many developing countries don't have enough of either.

The U.S. faces sanitation challenges too. In the U.S., some aging sewers are crumbling under the strain of too many people using them. Some towns are running out of fresh water.

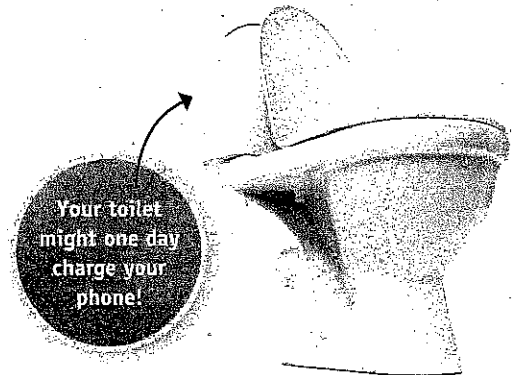
Could one of these innovative waterless toilets be the solution to today's sanitation challenges?

of the Future

solve one of the world's most serious problems:
safely get rid of human waste.

SELF-POWERING TOILET

The Nano Membrane toilet gets rid of waste by burning it. When you close the lid, the waste drops into a pan. From there, liquid waste—aka urine—is filtered into clean water that can be used for watering plants, but not for drinking. Any solid waste—aka poop—is burned into ash. The best part? The whole process generates enough electricity to power the toilet, as well as other, small devices—like your smartphone.

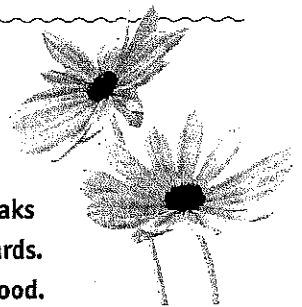


WORM TOILET

The Tiger Toilet breaks down waste with worms. Beneath the toilet, and out of view of users, lives a colony of tiger worms. These critters eat **organic** waste—including feces. As the worms digest waste, harmful bacteria is removed. In the end, all that's left is a mix of water, carbon dioxide, and some harmless worm poo that can be used as fertilizer.

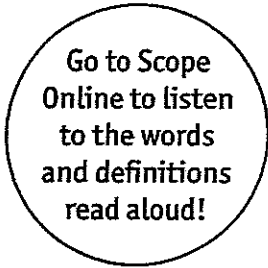
COMPOSTING TOILET

Another new toilet turns waste into fertilizer using heat. Here's how it works: Human waste is kept in a chamber attached to the toilet. The temperature inside the chamber is very high. This high heat, along with oxygen, spurs the growth of bacteria that naturally breaks down waste over time. Eventually, what's left can be used as fertilizer in gardens and backyards. But be careful: Not all composting toilets produce fertilizer that is safe to use for growing food.



The Nano Membrane and the Tiger Toilet were both developed for the global Rethink the Toilet Challenge, sponsored by the Gates Foundation. The challenge was designed to encourage innovators to come up with creative ways to solve

Name: _____ Date: _____



Paired Texts Vocabulary

"The Great Stink"

1. **epidemic (ep-ih-DEM-ik)** *noun*; An epidemic is a rapid outbreak of disease, when the disease spreads quickly and affects many people at the same time. If a few people in your town get the flu, that is not an epidemic. But if hundreds of people in your town get the flu in the same week, that is an epidemic.

2. **fertilizer (FUR-tl-ahy-zer)** *noun*; The adjective *fertile* (FUR-tl) is used to describe land that is able to support the growth of many plants or crops. Fertilizer is a substance that is added to soil, such as manure or a chemical mixture, to make the soil more fertile—to give it any nutrients it needs to help plants grow better.

3. **intricate (IN-trih-kit)** *adjective*; Something that is intricate is very complicated or detailed. A car engine has an intricate design, with many parts that are connected in complex ways. A mystery novel with an intricate plot might be difficult to follow at first.

4. **putrid (PYOO-trid)** *adjective*; *Putrid* means "rotting and giving off an awful smell." It can also mean "extremely horrible or evil."

5. **treatment plant (TREET-muhnt plant)** *noun*; A treatment plant is a facility where wastewater (water that has been used, such as in a sink, shower, or toilet) is cleaned so that it is not harmful to the environment or people's health.

Here's how it works: Water from sinks, showers, toilets, etc., flows underground through a system of pipes to the treatment plant. At the treatment plant, the water goes through many stages of cleaning—screens and filters might remove solid waste, while a chemical like chlorine might be used to kill bacteria. By the end of the treatment, water is clean enough to be reused or safely discharged into a stream or river.

"Toilets of the Future"

- 1. conventional (kuhn-VEN-shuh-nl)** *adjective*; Something that is conventional is common, ordinary, and follows the usual or widely accepted way of doing things. A conventional wedding might take place in a church or temple with everyone wearing fancy clothes. An unconventional wedding might take place underwater with everyone wearing scuba gear.
- 2. developing country (dih-VEL-uh-ping KUHN-tree)** *noun*; A developing country is one in which most citizens are poor and work as farmers, and where there are not a lot of factories and other businesses to produce or provide products and services. Poor sanitation, hunger, and a lack of access to education are among the challenges people in developing countries often face.
- 3. organic (awr-GAN-ik)** *adjective*; As it is used in the article, *organic* means "relating to or coming from living things." Decaying leaves, cow manure, and rotting vegetables are all examples of organic matter.

Organic can also mean "grown or made without the use of artificial chemicals." At the grocery store, for example, you might see that some apples are labeled as organic. This means that no pesticides or chemical fertilizers were used to grow them.

Paired Texts Vocabulary Practice

Directions: Choose the best answer to each question below.

1. Which of these books is about an epidemic?

- Ⓐ *Yellow Fever: The story of how a disease spread by mosquitoes sickened an entire city in 1793*
- Ⓑ *Food Safety in the Kitchen: Understanding bacteria and how to prevent food poisoning*

2. Which person is more likely to use fertilizer in their line of work?

- Ⓐ a farmer
- Ⓑ a car mechanic

3. Which item is organic?

- Ⓐ a banana peel
- Ⓑ a plastic bag

4. Which would most people agree has a putrid smell?

- Ⓐ roses in bloom
- Ⓑ rotting fish

5. Which puzzle is intricate?

- Ⓐ one with 15 pieces that teaches toddlers basic shapes
- Ⓑ one with 1,000 pieces that creates a dazzling, complex, and colorful pattern

Directions: Briefly respond to each prompt.

6. Describe a conventional way that you might greet someone.

7. Some waste bins are for organic material only. What is an example of something you could put in this type of bin?

8. Why are water treatment plants important?

9. If you find a putrid sandwich at the bottom of your locker, what should you do with it?

10. Is the United States a developing country? Explain.

Name: _____ Date: _____

Critical-Thinking Questions

"The Great Stink" and "Toilets of the Future"

1. Consider the innovations discussed in "The Great Stink"—the flush toilet and sewer systems. What do they teach us about how innovation influences our lives?

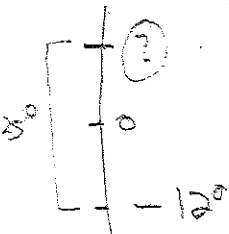
2. How can a crisis help lead to important change?

3. In what ways, if any, do you think differently about water and sanitation after reading these articles?

Name: Practice Key

$342,458 + 3,670 =$ $\begin{array}{r} 342458 \\ + 3670 \\ \hline 346,128 \end{array}$	$467.34 - 15.47 =$ $\begin{array}{r} 467.34 \\ - 15.47 \\ \hline 451.87 \end{array}$	$6,854 \times 576 =$ $\begin{array}{r} 6854 \\ \times 576 \\ \hline 41124 \\ 47978 \\ 34270 \\ \hline 3947904 \end{array}$	$1,054 \div 32 =$ $\begin{array}{r} 32 \overline{) 1054.00} \\ \underline{96} \\ 94 \\ \underline{64} \\ 300 \\ \underline{300} \\ 0 \end{array}$
Convert to an improper fraction. $57\frac{2}{3} = \frac{171+2}{3} = \frac{173}{3}$	Order from <u>least</u> to <u>greatest</u> . $\frac{3}{4}; 0.36; 0.216; \frac{2}{8}; \frac{1}{4}$ $0.216, \frac{2}{8}, 0.36, \frac{3}{4}$	Compare. $\frac{1}{8} \ominus \frac{2}{16} \frac{1}{8}$ $0.125 \ominus 0.125$	Write as a decimal. $\frac{3}{4} = 0.75$ $4 \overline{) 3.00} \\ \underline{28} \\ 20 \\ \underline{20} \\ 0$

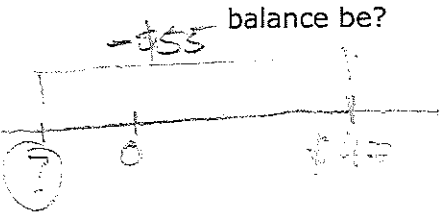
1. It will be -12° tonight. The weatherman predicts it will be 25° warmer by noon tomorrow. What will the temperature be by noon tomorrow? (hint: sketch a vertical number line)



$$-12 + 25 = 13$$

13°

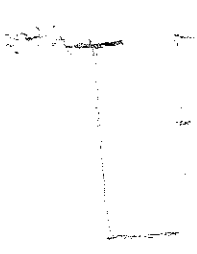
2. Josie has \$47 left in her checking account. If she writes a check for \$55, what will Josie's balance be?



$$47 - 55 = -8$$

-\$8

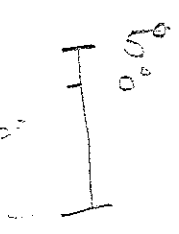
3. An elevator is on the twentieth floor. It goes down 11 floors and then up 5 floors. What floor is the elevator on now?



$$20 - 11 + 5 = 14$$

14th floor

4. If it is 5° outside and the temperature will drop 17° in the next six hours, how cold will it get?



$$5 - 17 = -12$$

-12°

Apr 20

Name: _____

Skills Practice - 6th Grade

$12,058 + 370 =$	$2,670.34 - 105.07 =$	$257 \times 3,016 =$	$1,242 \div 27 =$
Convert to an improper fraction. $18\frac{3}{5} =$	Order from greatest to least. $\frac{6}{12}; 0.16; \frac{3}{12}; 1.01$	Compare. $\frac{4}{12} \bigcirc \frac{3}{8}$	Write as a decimal. $\frac{2}{8}$

1. Felix reported that the coldest day on record for his town was five times colder than yesterday's temperature, -4° C. What was the temperature of the coldest day on record in Felix's town?
2. The elevation of Mt. Everest is 29,028 feet. The elevation of the Dead Sea is -485 feet. What is the difference in the elevation between Mt. Everest and the Dead Sea?
3. A scuba diver dove 96 feet beneath the surface of the lake. He then swam 49 feet towards the surface. What is his depth now?
4. While watching a football game, Lin Chow decided to list yardage gained as positive integers and yardage lost as negative integers. After 3 plays, Lin recorded 14 yards, -7 yards, and 9 yards. What is the total amount of yardage after the 3 plays?

APR/20

Name: _____

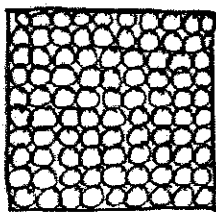
Skills Practice - 6th Grade

$3,408 + 60,299 =$	$7,041.03 - 205.84 =$	$2,051 \times 203 =$	$10,854 \div 18 =$
Convert to an improper fraction. $7\frac{4}{6} =$	Order from least to greatest. 2.061; 2.16; 2.04; 2	Compare. $\frac{19}{10} \bigcirc \frac{27}{10}$	Write as a fraction and simplify. 15.25 =

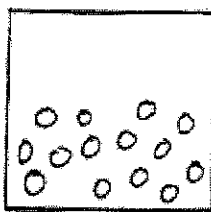
1. A deep-sea exploring ship is pulling up a diver at the rate of 25 feet per minute. If the diver is 200 feet below sea level, how many minutes will it take her to reach the surface?
2. Joe added the following integers and said the total value is negative. Do you agree or disagree? Why?
 $-12, 15, -9, 3, 4, -16,$
3. The average temperature at the South Pole is -45° F. The average temperature on the Equator is 92° F. How much warmer is the average temperature on the Equator than at the South Pole?
4. Sonny has \$75 to spend. The purchase he wants to make requires \$93. How much money does Sonny need to earn to make his purchase?

States of Matter

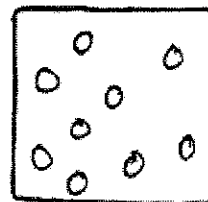
Matter is everything around you, anything that has mass and volume. Matter is made up of tiny particles that are so small that they cannot be seen, even with a microscope. These constantly moving particles are held together by electric forces. There is empty space between the particles which allow them to move about. However, the amount of space between the particles varies between the three common states of matter; solids, liquids and gases.



Solid matter



Liquid matter



Gaseous matter

Solids, liquids and gases represent different physical states of matter. Each have different observable properties and behave in different ways. States of matter can be defined by their shape, volume, fluidity and compressibility.

Properties of common states of matter:

Properties	Solids	Liquids	Gases
Shape	Fixed shape	Takes up the shape of its container	
Volume	Fixed volume		Changes volume to fill its container
Fluidity	Doesn't flow easily	Flows easily	
Compressibility	Not easily compressed		Easy to compress

Particles behave differently in each state. They are effected by temperature (heating and cooling) and pressure, therefore they can change state from one to another when heated, cooled or pressurised. For example, water is a type of matter and can physically change between a solid (ice), liquid (water), and gas (water vapour) when heated or cooled.

Some of the changes are reversible, while others are not – depending on whether it is a physical or chemical change.

Comprehension Questions (use the RAPS strategy to help you answer in detail)

1. In your own words, describe what matter is
2. Briefly explain each state of matter by describing their shape, volume, fluidity and compressibility
3. Write a short summary paragraph that could go at the end of the text
4. Draw a diagram to show differences between solids, liquids and gases. Use water as your example; water, ice, steam
5. Independently research how solids, liquids and gases behave. What happens to their particles?

Properties of Matter Study Guide

NAME: _____

<u>PHYSICAL CHANGES</u>	<u>CHEMICAL CHANGES</u>
<p>→ WHAT IS A PHYSICAL CHANGE?</p> <p>→ HOW ARE PHYSICAL CHANGES RELATED TO STATE OF MATTER CHANGES?</p>	<p>→ WHAT ARE THE SIGNS OF CHEMICAL CHANGES?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>
<p>EXAMPLES: <u>UNDERLINE</u> PHYSICAL CHANGES AND <u>HIGHLIGHT</u> CHEMICAL CHANGES.</p> <p>nail rusting raking leaves vinegar and baking soda combine</p> <p>leaves changing color in fall shoveling snow baking a cake breaking a glass</p> <p>popsicle melting water cycle burning firewood irreversible change</p>	

THE WATER CYCLE IS THE _____ BY WHICH WATER _____ THROUGH THE _____ AND ATMOSPHERE.

EVAPORATION	TRANSPIRATION	CONDENSATION	PRECIPITATION	RUN-OFF
DOES THE WATER CYCLE END?			THE WATER CYCLE IS A _____ CHANGE.	

THE LAW OF CONSERVATION OF MASS

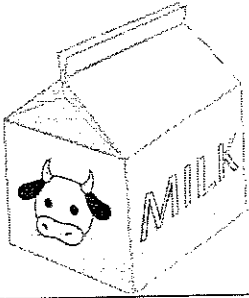
A SCIENCE LAW THAT STATES MATTER CANNOT BE _____ OR _____. THE MASS OF AN OBJECT NEVER _____, NO MATTER HOW THE PARTS ARE REARRANGED.

Mrs. Howell is making chocolate milk. What is the mass of chocolate milk?

450 grams

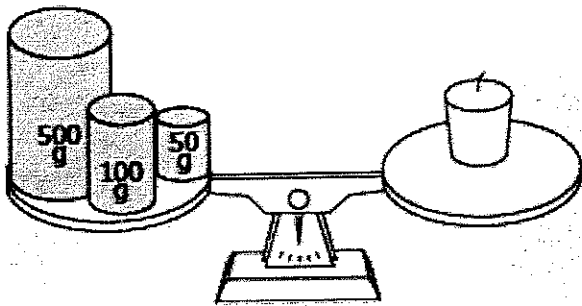
15 grams

?



Chuck was chopping wood. When he was done, he had 25 kg of firewood. What was **most likely** the weight of the wood before he chopped it?

USING SCALES TO MEASURE MASS



What direction would the pointer move if the 500-gram block was removed?

What direction would the pointer move if a 200-gram block was added to the left side?

Left ← Right →

The Indian Subcontinent/El Subcontinente Indio**Section/Sección 1****MAIN IDEAS/IDEAS PRINCIPALES**

1. Towering mountains, large rivers, and broad plains are the key physical features of the Indian Subcontinent./Las características físicas clave del subcontinente indio son altas montañas, grandes ríos y amplias llanuras.
2. The Indian Subcontinent has a great variety of climate regions and resources./El subcontinente indio tiene una gran variedad de regiones climáticas y recursos.

Key Terms and Places/Lugares y palabras clave

subcontinent/subcontinente a large landmass that is smaller than a continent/
gran masa de tierra más pequeña que un continente

Mount Everest/Monte Everest world's highest mountain, located between Nepal and China/montaña más alta del mundo, situada entre Nepal y China

Ganges River/río Ganges India's most important river, flows across northern India into Bangladesh/río más importante de India, fluye a través del norte de India hacia Bangladesh

delta/delta a landform at the mouth of a river created by sediment deposits/
accidente geográfico en el nacimiento del río creado por depósitos de sedimentos

Indus River/río Indo river in Pakistan that creates a fertile plain known as the Indus River Valley/río de Pakistán que crea una llanura fértil conocida como el valle del río Indo

monsoons/monzones seasonal winds that bring either moist or dry air to an area/vientos estacionales que traen aire seco o húmedo a una región

Section Summary/Resumen de la sección**PHYSICAL FEATURES/CARACTERÍSTICAS FÍSICAS**

The Indian Subcontinent is made up of the countries Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. This subcontinent is also known as South Asia. A **subcontinent** is a large landmass that is smaller than a continent. Huge mountains separate the Indian Subcontinent from the rest of Asia—the Hindu Kush in the northwest and the Himalayas along the north. Lower mountains, called the Ghats, run along India's eastern and western

Circle the names of the seven countries in South Asia./Encierra en un círculo los nombres de los siete países de Asia del Sur.

Section/Sección 1, *continued/continuación*

coasts. The Himalayas stretch about 1,500 miles across and are the highest mountains in the world. The highest peak, **Mount Everest**, rises 29,035 feet (8,850 m) above sea level. Pakistan's K2 is the world's second tallest peak. Two major river systems originate in the Himalayas. They have flooded the surrounding land, creating fertile plains. The **Ganges River** flows across northern India. The area along the Ganges is called the Ganges Plain. It is India's farming heartland. In Bangladesh the Ganges River joins other rivers to form a huge **delta**, a landform created by sediment deposits. Pakistan's **Indus River** also forms a fertile plain, the Indus River Valley. This region was once home to the earliest Indian civilizations. Now, it is the most heavily populated area in Pakistan./El subcontinente indio está formado por los países de Bangladesh, Bután, la India, las Maldivas, Nepal, Pakistán y Sri Lanka. Este subcontinente también es conocido como Asia del Sur. Un **subcontinente** es una gran masa de tierra más pequeña que un continente. El subcontinente indio está separado del resto de Asia por montañas enormes: el Hindu Kush en el noroeste y el Himalaya en el norte. Otras montañas más bajas, llamadas los Ghats, se extienden a lo largo de las costas este y oeste de la India. El Himalaya recorre unas 1,500 millas y contiene las montañas más altas del mundo. El pico más alto, el **Monte Everest**, se eleva a 29,035 pies (8,850 m) sobre el nivel del mar. El K2 en Pakistán es el segundo pico más alto del mundo. Dos importantes sistemas fluviales tienen su origen en el Himalaya. Han inundado las tierras que los rodean, creando fértiles llanuras. El **río Ganges** fluye por el norte de India. El área a ambas orillas del Ganges se llama la llanura del Ganges. Es el corazón de la agricultura de la India. En Bangladesh, el río Ganges se une a otros ríos para formar un

Underline the world's two highest mountain peaks./
Subraya los dos picos de montaña más altos del mundo.

Which river forms a fertile plain in Pakistan?/¿Qué río forma una llanura fértil en Pakistán?

Section/Sección 1, *continued/continuación*

enorme **delta**, un accidente geográfico creado por depósitos de sedimentos. El **río Indo** de Pakistán también forma una llanura fértil, el valle del río Indo. En esta región surgieron las primeras civilizaciones de la India. Ahora es la zona más poblada de Pakistán.

Other features include a hilly plateau south of the Ganges Plain called the Deccan. East of the Indus Valley is the Thar, or Great Indian Desert. In southern Nepal, the Tarai region is known for its fertile farmland and tropical jungles./Entre otras características se encuentran una meseta ondulada al sur de la llanura del Ganges llamada el Decán. Al este del valle del Indo está el Thar, o el Gran Desierto de la India. En el sur de Nepal, la región de Tarai es conocida por sus fértiles tierras de cultivo y sus selvas tropicales.

CLIMATES AND RESOURCES/CLIMAS Y RECURSOS

Nepal and Bhutan, located in the Himalayas, have a highland climate which brings cool temperatures. In the plains south of the Himalayas, the climate is humid subtropical. The rest of the subcontinent has mainly tropical climates. Central India and Sri Lanka have a tropical savanna climate, with warm temperatures year round. Bangladesh, Sri Lanka, Maldives, and parts of southwest India have a humid tropical climate, with warm temperatures and heavy rains. Southern and western India and most of Pakistan have desert and steppe climates. **Monsoons**—winds that bring either dry or moist air—greatly affect the subcontinent's climate. From June to October, summer monsoons from the Indian Ocean bring heavy rains. In winter, monsoons change direction and bring in dry air from the north./Nepal y Bután, ubicados en el Himalaya, tienen un clima de tierras altas con temperaturas frescas. En las llanuras al sur del Himalaya, el clima es subtropical húmedo. El

Underline the type of climate found in Nepal and Bhutan./Subraya el tipo de clima de Nepal y Bután.

Define monsoon in your own words on the lines below./Define "monzón" en tus propias palabras en las siguientes líneas.

Section/Sección 1, *continued/continuación*

resto del subcontinente tiene principalmente climas tropicales. El centro de la India y Sri Lanka tienen un clima de sabana tropical, con temperaturas templadas todo el año. Bangladesh, Sri Lanka, las Maldivas y partes del suroeste de la India tienen un clima tropical húmedo, con temperaturas calurosas y abundantes lluvias. El sur y el oeste de la India y la mayor parte de Pakistán tienen climas desérticos y de estepa. Los **monzones** (vientos que traen aire seco o húmedo) afectan enormemente el clima del subcontinente. De junio a octubre, los monzones de verano del océano Índico traen abundantes lluvias. En invierno, los monzones cambian de dirección y traen aire seco del norte.

The subcontinent's fertile soil is a vital resource for the region. It allows farmers to produce tea, rice, nuts, and jute. Other important resources are timber, livestock, iron ore, coal, natural gas, and gemstones./Los suelos fértiles del subcontinente son un recurso vital para la región. Permiten a los campesinos producir té, arroz, nueces y yute. Otros recursos importantes son la madera, el ganado, el mineral de hierro, el gas natural y las piedras preciosas.

Circle the resources of the Indian Subcontinent./ Encierra en un círculo los recursos del subcontinente indio.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Organizing Information/****Pensamiento crítico: Organizar la**

información Make a table with two columns to show major mountain ranges and river valleys of the Indian subcontinent./Haz un cuadro de dos columnas para mostrar las principales cadenas montañosas y valles de ríos del subcontinente indio.

Section/Sección 1, *continued/continuación*

delta/delta	Ganges River/ río Ganges	Himalayas/ Himalaya	Hindu Kush/ Hindu Kush
Indus River/ río Indo	monsoons/ monzones	Mount Everest/ Monte Everest	subcontinent/ subcontinente

DIRECTIONS/INSTRUCCIONES Read each sentence and fill in the blank with the word in the word pair that best completes the sentence./Lee las oraciones y completa los espacios en blanco con la palabra del par de palabras que mejor complete la oración.

1. A _____ is a large landmass that is smaller than a continent. (delta/subcontinent)/Un _____ es una gran masa de tierra más pequeña que un continente. (delta/subcontinente)
2. The _____ creates a fertile plain, which is Pakistan's most densely populated region. (Indus River/Ganges River)/El _____ crea una llanura fértil, que es la región más poblada de Pakistán. (río Indo/río Ganges)
3. Summer _____ bring moist air up from the Indian Ocean, causing heavy rains. (monsoons/Himalayas)/_____ de verano traen aire húmedo del océano Índico y provocan abundantes lluvias. (Los monzones/El Himalaya)
4. The most important river in India is the _____. (Indus River/Ganges River)/El río más importante de la India es el _____. (río Indo/río Ganges)
5. The world's highest mountain is _____. (Hindu Kush/Mount Everest)/La montaña más alta del mundo es el _____. (Hindu Kush/Monte Everest)

Section/Sección 1, *continued/continuación*

DIRECTIONS/INSTRUCCIONES Use five of the terms from the word bank to write a summary of what you learned in the section. Use another piece of paper if you need more space./Usa cinco términos del banco de palabras para escribir un resumen de lo que aprendiste en esta sección. Usa otra hoja si necesitas más espacio.

April 20-24

Week 4 Dance

Continue to create choreography for "A Friend Like Me" from Aladdin, or another song of your choice! Share- I want to see what you are working on, if possible... If you cannot post to Remind (@dkd837), you may email me at dbeasley@mpisd.net. I would really love to hear from you! Stretching- Remember to do some type of stretching every day. Below is a link to a good yoga video...

<https://www.youtube.com/watch?v=KsVwAs9LriQ>

When technology is not available- Please do the following activities daily:

Yoga



WEEK 4 –APRIL 20 – APRIL 24
6TH GRADE LESSONS

ART

5th and 6th grade art students will draw flowers they see in their yard. Here are some how to draw videos, if they need help. Thanks Mrs. McCain

<https://www.youtube.com/watch?v=E6IIIIMYOPmI>

<https://www.youtube.com/watch?v=MwLWbWRsFig>

COMPUTER

Computer Science/Robotics

Students can visit www.scratch.mit.edu. You will explore Scratch by-creating a pong game. There is a tutorial under the idea subheading on how to do this. Good luck! Please take a picture of your finished robot and send it to me to my email account. Also, don't forget to record your animated name for at least 10 seconds and email it to me so I can see your creativity. If you have any questions, please email me at tfores@mpisd.net. Thank you.

THEATRE

Write your own guidelines for audience etiquette and performer etiquette. Remember etiquette defined is a code of polite behavior for a given situation. You will write a total of 10. Five will be from the performer perspective of how the audience should behave. You will also write five from the audience perspective of what the audience expects of a performer. Get ideas and input from your family.

CHOIR

Find and listen to a recording of What A Wonderful World. I will also send a link on REMIND. Create a colorful musical response illustrating this song. Be sure to use the title of the song in your illustration. I will send more rehearsal links. Keep singing!

DANCE

BAND

Remember to warm up on lip slurs and scales before playing music. Practice approx. 10-20 minutes

Practice Day CIRCLE ALL THAT APPLIES TIME

Mon-Play scale as short notes Day	Lip Slurs	Scales	March	Boogie	Lines pg5-19	
Tues-Play scale as short notes Day	Lip Slurs	Scales	March	Boogie	Lines pg5-19	
Wed-Play scales slurred Day	Lip Slurs	Scales	March	Boogie	Lines pg5-19	
Thurs-Play scales slurred Day	Lip Slurs	Scales	March	Boogie	Lines pg5-19	
Fri-Galant March	Lip Slurs	Scales	March	Boogie	Lines pg5-19	
Sat-March in place	Lip Slurs	Scales	March	Boogie	Lines pg5-19	

APRIL

Name: _____ Teacher: _____

Purpose:
 This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:
 After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

Done	Day	DEAM Activity
<input type="checkbox"/>	1	Spring into Action: Find someone to do 20 jumping jacks with you.
<input type="checkbox"/>	2	Say your math facts while doing reverse lunges.
<input type="checkbox"/>	3	Take a walk.
<input type="checkbox"/>	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
<input type="checkbox"/>	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	6	Help a neighbor or friend with some spring cleaning!
<input type="checkbox"/>	7	Do as many trunk-lifts as you can.
<input type="checkbox"/>	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
<input type="checkbox"/>	9	Do push-up shoulder taps while reciting your spelling words.
<input type="checkbox"/>	10	Take a walk.
<input type="checkbox"/>	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
<input type="checkbox"/>	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	13	Using an old container, gather soil, and plant flowers seeds.
<input type="checkbox"/>	14	Do as many squats as you can.
<input type="checkbox"/>	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
<input type="checkbox"/>	16	Perform squat-jumps while naming the continents.
<input type="checkbox"/>	17	Take a walk.
<input type="checkbox"/>	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
<input type="checkbox"/>	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	20	Get 60 minutes of MVPA. You choose how!
<input type="checkbox"/>	21	Do as many push-ups as you can.
<input type="checkbox"/>	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
<input type="checkbox"/>	23	Read a book while doing a wall sit.
<input type="checkbox"/>	24	Take a walk.
<input type="checkbox"/>	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
<input type="checkbox"/>	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
<input type="checkbox"/>	27	Invent a game and try it out!
<input type="checkbox"/>	28	Do as many curl-ups as you can.
<input type="checkbox"/>	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
<input type="checkbox"/>	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



Dual Language Assignments

Unidad 3

Lección



Introducción a la materia (pág. 108)

TEKS 6.6B

1 Describe Escribe la palabra o la frase correcta en los espacios en blanco para completar las siguientes oraciones.

Un(a) puede contener más volumen de agua que una taza.

Un hámster pesa menos que un(a) .

Es más difícil levantar una bola de boliche que una pelota de básquetbol porque .

2 Explica Observa la fotografía del Libro del estudiante. Enumera algunas semejanzas y diferencias entre la pelota de golf de la izquierda y la pelota de ping-pong de la derecha.

3 Aplica Muchas palabras científicas, como *materia*, también tienen significados cotidianos. Usa las claves del contexto para escribir tu propia definición de cada significado de la palabra *materia*.

Oración de ejemplo: ¿Qué es esta materia pegajosa que quedó en la mesa?

Materia:

Oración de ejemplo: Matemáticas es una materia bastante difícil.

Materia:

5 Explica ¿Cómo puedes determinar si algo es materia?

6 Identifica Menciona tres ejemplos de materia que halles en la fotografía que se muestra en el Libro del estudiante.

7 Explica ¿Por qué los astronautas pesan menos en la Luna que en la Tierra?

8 Infiere Observa la balanza que se muestra en el Libro del estudiante. ¿Esta balanza marcaría la misma medida para la masa si se usara en la Luna? Explica tu respuesta.

9 Define ¿Qué mide el volumen?

Unidad 3

Lección

2

Las propiedades de la materia (pág. 124)

TEKS 6.6A; 6.6B

1 Predice Marca V o F para mostrar si cada enunciado es verdadero o falso.

V	F	
		El agua líquida se congela a la misma temperatura a la que se derrite el hielo: 0 °C.
		Una bola de boliche pesa menos que una pelota de poliestireno del mismo tamaño.
		Un objeto que tiene una densidad mayor que la del agua flotará.
		La solubilidad es la capacidad de una sustancia de disolverse en otra.

2 Describe Si alguien que nunca ha visto una naranja te pidiera que se la describas, ¿qué le dirías?

3 Sintetiza Muchas de las palabras del español provienen de otros idiomas. La raíz de la palabra *solubilidad* es la palabra del latín *solvere*, que significa “aflojar”. Saca una conclusión lógica sobre el significado de la palabra *solubilidad*.

5 Aplica Enumera seis propiedades físicas.

6 Aplica Observa la fotografía del Libro del estudiante. Describe cómo podrías medir una propiedad física de las barras de oro que se muestran en la fotografía.

8 Explica Observa la fotografía del Libro del estudiante que muestra una jarra con aceite y vinagre. En la capa superior está el aceite. Describe la densidad del vinagre en comparación con la densidad del aceite.

9 Predice Observa la fotografía del Libro del estudiante que muestra una jarra con mezcla de bebida. Si dejaras que todo el líquido de la jarra se evaporara, ¿podrías ver las partículas sólidas de la mezcla de bebida? Explica tu respuesta.

10 Identifica Menciona algún objeto que esté hecho de aluminio y explica por qué la maleabilidad es una propiedad útil.

Nombre: _____ Escuela: _____

Grado: _____ Grupo: _____

Actúa según tu edad

Escrito por Colleen Archer
2015

Colleen Archer ha escrito para la revista Highlights. En esta historia, a una niña le dicen constantemente que actúe de acuerdo a su edad. Mientras lees, centra tu atención en lo que Francisca está haciendo cuando se le dice que actúe según su edad.

[1] "Actúa según tu edad", dijo la Tía Agustina severamente.¹ Francisca había estado haciendo burbujas con su leche. Ella se había asegurado de que sólo hubiera un cuarto de leche en el vaso. Las burbujas no se estaban saliendo del vaso, pero parecía que eso le molestaba a la Tía Agustina de todos modos.

Cuando la madre de Francisca regresó a la habitación, Francisca estaba en silencio.

"¿Estás bien?", preguntó su madre.

"Sí", dijo Francisca. Pero ella se sintió mejor cuando la Tía Agustina había terminado su visita y se había ido a casa.



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by Kathryn Miller is used

¹ Severo (adjetivo): que es estricto para castigar una falta

Preguntas para Guiar la Lectura

Instrucciones: Lee las siguientes preguntas y subraya la respuesta correcta.

Francisca se siente mejor cuando su tía se va a su casa porque...

- A. la asusta.
- B. la regaña.
- C. la consiente.
- D. la obliga a comer.

[5] Al día siguiente, durante el recreo, Francisca estaba jugando "A la rueda, rueda" con su hermana de cinco años, Graciela, y cuatro de las amigas de Graciela.

Justo en ese momento, la amiga de Francisca, Julia, llegó. "Deberías actuar según tu edad", dijo Julia. "¿Qué irán a pensar Sandra y Susana?"

Francisca le dijo adiós a Graciela de mala gana y se fue con Julia a unirse con sus amigas Sandra y Susana al otro lado del patio.

El día siguiente era sábado. Francisca no se sentía tan emocionada como de costumbre por ir a cenar a casa de la abuela y del abuelo Bruno - especialmente porque la Tía Agustina también estaba invitada. Normalmente, la abuela y el abuelo hacían reír a Francisca, pero hoy Francisca no estaba de ánimo para reírse.

Antes de la cena, la abuela, el abuelo y la mamá y el papá de Francisca jugaron "A la rueda, rueda" con Graciela. Francisca sólo miraba.

¿Por qué Francisca no está de ánimo para reírse?

- A. Porque es sábado.
- B. Porque sus abuelos juegan con Graciela.
- C. Porque la Tía Agustina está invitada a la cena.
- D. Porque su amiga Julia no quiere jugar con ella.

[10] Cuando se sentaron a comer, Francisca vio que estaban comiendo su comida favorita ~ espagueti y albóndigas con ensalada y pudín² de chocolate como postre. Así, comenzó a sentirse un poco mejor. Entonces, la Tía Agustina comenzó a hablar sobre sus peleas con su vecino.

"... ¡y ayer regresé a casa y encontré a su perro enterrando un hueso justo en medio de las flores de mi jardín!". dijo. "¿Saben qué hice después?"

Nadie respondió su pregunta, por lo que ella misma respondió.

"Después de que la pequeña bestia se fue, saqué el hueso, lo envolví en papel de regalo y lo puse en su buzón".

"Oh, por amor de Dios, Agustina", dijo la mamá de Francisca. "Deberías aprender a actuar según tu edad".

[15] Francisca comenzó a reír al escuchar que alguien le decía a la Tía Agustina que debía actuar según su edad. Entonces, comenzó a escupir la comida. Mientras más intentaba detenerse, más se reía y escupía la comida. Finalmente, incluso la Tía Agustina se rió un poco y murmuró:³ "Supongo que debería hacerlo".

¿Por qué le dicen a la tía Agustina que actúe según a su edad?

- A. Porque se enoja con Francisca de nuevo.
- B. Porque hace una broma para vengarse de su vecino.
- C. Porque dice que su vecino es un hombre malvado.
- D. Porque se molesta con el perro del vecino.

La abuela se rió y dijo: "Saben, esta es la primera vez que he escuchado a Francisca reírse en toda la noche. Me alegra saber que recuerda cómo hacerlo".

² Pudín (sustantivo): postre elaborado con pan, leche y diferentes ingredientes dependiendo de la región

³ Murmurar (verbo): hablar en voz muy baja

A la tarde siguiente. Francisca estaba jugando rayuela con Graciela cuando Julia se acercó.

"¿Rayuela?", preguntó Julia. "¿Aún juegas cosas de bebés como la rayuela?"

"Sí, lo hago", dijo Francisca firmemente.

[20] Parecía que Julia no sabía qué decir. Por un momento, Julia vio a Francisca y a Graciela saltando, riendo y jugando. Luego, preguntó: "¿Puedo jugar con ustedes?"

Julia quiere jugar con Francisca y Graciela porque...

- A. le desagradan los juegos para bebés.
- B. no puede rechazar la invitación que le hace Francisca.
- C. a Julia le gusta actuar según su edad.
- D. se da cuenta que Francisca y Graciela se están divirtiendo.

Autoevaluación. Preguntas de Comprensión Lectora

Instrucciones: Lee las siguientes preguntas y subraya la respuesta correcta o responde utilizando oraciones completas.

1. ¿Cómo se comporta la Tía Agustina con Francisca?
 - A. Indiferente
 - B. Amigable
 - C. Cariñosa
 - D. Estricta

2. En la historia se menciona que Francisca se siente mal porque le dicen que actúe según su edad. ¿qué detalle respalda mejor esta idea?
 - A. "Francisca había estado haciendo burbujas con su leche." (Párrafo 1)
 - B. "Cuando la madre de Francisca regresó a la habitación, Francisca estaba en silencio." (Párrafo 2).
 - C. "Francisca comenzó a reír al escuchar que alguien le decía a la Tía Agustina que debía actuar según su edad." (Párrafo 15)
 - D. "[...] Francisca estaba jugando rayuela con Graciela cuando Julia se acercó." (Párrafo 17)

3. ¿Cómo contribuye el párrafo 15 en la historia?
 - A. Muestra a Francisca que hasta los adultos a veces no actúan según su edad.
 - B. Explica que Francisca siempre debe comportarse según su edad.
 - C. Revela a Francisca que la Tía Agustina no es amable con ella.
 - D. Demuestra que Francisca es mal educada con sus abuelos.

4. ¿Qué significa la frase "Sí, lo hago", dijo Francisca firmemente" en el párrafo 19?
- A. Francisca está enojada con Julia y no quiere jugar con ella.
 - B. Francisca está avergonzada y deja de jugar con su hermana.
 - C. Francisca está confiada y decide seguir jugando con Graciela.
 - D. Francisca está triste y no le responde a su amiga.
5. Explica cuál es el mensaje principal de esta historia, utiliza fragmentos del texto para apoyar tu respuesta.

Preguntas de Análisis Crítico. Discusión

Instrucciones: Responde las siguientes preguntas mediante una lluvia de ideas. Prepárate para compartir tus opiniones en el grupo.

1. En la historia, Francisca se siente mal porque le dicen que actúe según su edad, ¿a tí te han regañado o te han hecho sentir incómodo por hacer cosas que hacen niños o niñas menores que tú?, si es así, ¿cómo te has sentido?

2. Menciona algunos ejemplos de cosas que se deben dejar de hacer conforme una persona va creciendo y ejemplos de cosas que pueden seguirse haciendo sin importar la edad, ¿crees que hay cosas que una persona debe dejar de hacer conforme va creciendo?

3. Si tu estuvieras haciendo algo que no causa ningún daño y alguien te dijera "actúa según tu edad", ¿qué le responderías? Explica tu respuesta.

Usando las palabras de vocabulario, ya definidas al final de cada página, escribe una oración para cada palabra.

1-

2-

3-

Add Mrs. Olvera on Remind- @mrsjolv

Add Ms. Guerrero on Remind- @e9h38k

We miss you !!!!

Stay in contact through Remind
Text your class codes to the number 81010

They'll receive a welcome text from Remind.

If anyone has trouble with 81010, they can try texting your class codes to (817) 768-5186

6th ELAR

Mrs. Sims - @8cf8g4
Ms. Newman - @newmanelar
Ms. Schultz - @ts0420
Ms. Duren - @mrsdurens
Ms. Armstrong - @6de6e4
Ms. Collier - @d2f7h6f
Ms. Losey - @mathread19

6th Social Studies

Mrs. Martinez - @8ea8g9
Ms. Sawyer - @6hb82g
Ms. Freeman - @3dfbcb
Ms. Guerrero - @e9h38k

6th Science

Ms. Manzano - 786gec
Mrs. Martinez - @cg94a8
Ms. Freeman - @3dfbcb
Ms. McDaniel - @3fff4g4

6th Math

Ms. Ortega - @h7fdce6
Ms. Fender - @c69d8d
Mr. Reed - @b799kf
Mr. Castillo - @agdh6e
Ms. Maull - @maull1920
Ms. Wright - @e6c2eb
Ms. Barnes - @mathread19

TCC2

Ms. Griner TCC2 - @99c8e7

Electives and specials

Choir - @PEWChoir6
Theater - @PEWTheatre
PE - @degdg3
Band - @bandwal
5th Grade Art - @a2b3ee
6th Grade Art - @8k7c9
Dance - @dkd837
5th Grade Computer @89b6f6h
6th Grade Computer Science @7ckaf2c

5th Math

Ms. Verner - @verner1920
Ms. Davis - @ddcg28
Ms. Smith - @dsmith2009
Mr. Gonzales - @gnzls2020,
Mr. Gonzales homeroom - @gnzlsmrm
Ms. Yarbrough - @8f32gc
Ms. Gillean - @99d82c
Ms. Barnes - @mathread19

5th Science/SS

Ms. Perez - Uses Class Dojo
Ms. De La Torre - @2ehd8a
Ms. Winkle - @verner1920
Ms. Powell - @d26a9f9
Ms. Nava - @naval9
Ms. Sanchez - @sanchez113

5th ELAR

Ms. Kirkland - Uses Class Dojo
Ms. Melo - @verner1920
Ms. Sisk - @siskread
Ms. Torres - @b42ekd
Ms. Losey - @mathread19
Ms. Hernandez - By Class period

1st @99d63e

2nd @dk98c3

4th @bkfh3h9

5th @236fd7

6th @4hkk73

7th @e73hee

Ms. Amerson - By class period

1st @88967ck

2nd @dhhb9k

4th @fbffa7

5th @fb2a3cc

6th @eb9bce

7th @c97362

Freckle Codes

Armstrong Freckle codes:

1st period - MHP3H6

4th period - 53YT9B

8th period - HCBY6G

Newman Freckle codes:

1st period - 82p2aa

4th period - x9vxuc

6th period - vs5s7v