Name_____

Date_____

Teacher_____

Campus_____

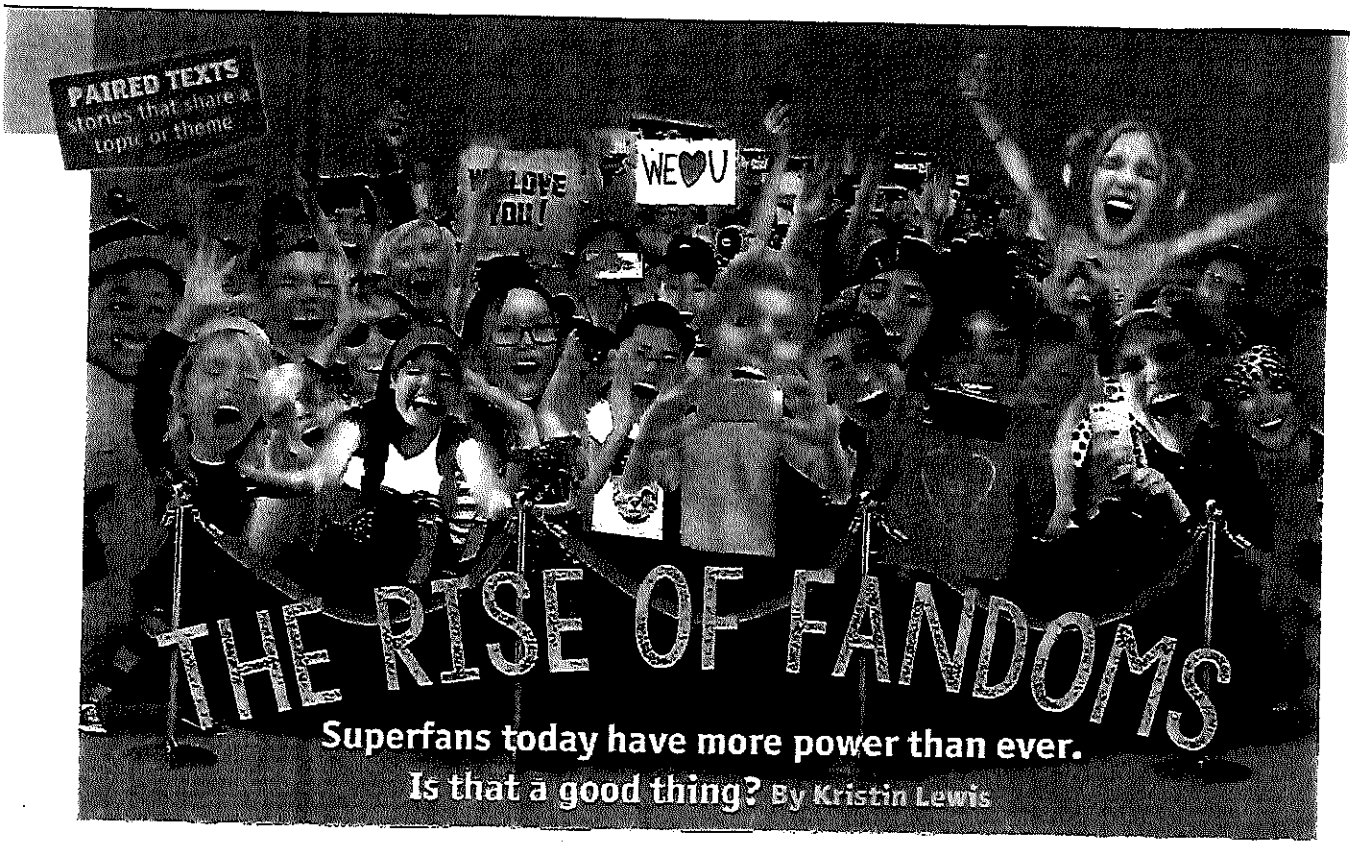
6th GRADE

Week Seven

May11- May 15

Mount Pleasant ISD

PAIRED TEXTS
stories that share a topic or theme



THE RISE OF FANDOMS

Superfans today have more power than ever. Is that a good thing? By Kristin Lewis

As You Read Think of words to describe fan culture.

Their faces were **haggard**, their eyes bleary. They'd been camped out on the pier for hours. But despite their exhaustion, the crowd buzzed with excitement. America's favorite celebrity would soon arrive in New York City, and these superfans couldn't wait to catch a glimpse.

Who were these throngs of adoring fans? They weren't Arianators waiting for Ariana Grande. Nor were they Selenators, Little Monsters, or Potterheads.

These were fans of the most famous writer in 19th-century America and Europe—the best-selling author of books like *Oliver Twist* and *A Christmas Carol*: Charles Dickens.

FANS AND SUPERFANS

For all of recorded history, there have been fans and the things they admire. Chances are you are a fan of someone or something. Maybe it's Black Panther, the L.A. Lakers, or simply your dad's pancakes. Maybe you're a *superfan*, which means you're extremely dedicated and enthusiastic—perhaps even a bit obsessive.

Superfans have always gone to great lengths to feed their obsessions. When Dickens visited America in 1842, hordes of admirers trailed him everywhere he went. They even tried to snip off pieces of his coat as souvenirs—similar to how superfans today might lurk outside a restaurant where a celebrity is eating, hoping to get a photo. A barber who once gave Dickens a haircut made a small fortune selling scraps of his hair, which perhaps isn't so different from the person who sold a tissue Scarlett Johansson had used to wipe her nose—for a whopping $5,300. (Yes, that happened.) Getting Dickens's autograph was probably just as thrilling in the 1840s as getting a like or a comment from a star today.

But in spite of the similarities between fans past and present, there is something unique about fan culture today. Thanks to technology and social media, enormous numbers of superfans are joining together in what have come to be known as fandoms. These groups are highly creative and increasingly powerful. And they're changing the world of pop culture.

FANS UNITE

A fandom is a group of people who unite around a shared passion for something or someone in pop culture, usually a TV show, a movie, a book, a musical artist, or an actor. There are fandoms for everything from Pixar to the Marvel Universe to the Hunger Games. Some groups give themselves clever names, like the Swifties (fans of Taylor Swift) and the Hamilteens (teen fans of the musical *Hamilton*).

But being in a fandom means more than really, *really* liking something. Fandoms are about creating something. You might connect with fellow fans all over the world, sharing opinions, trivia, and jokes and making memes, videos, and podcasts. You might write fan fiction, creating your own stories starring the characters you love. You might dress up and act out stories, go to fan festivals, or make artwork portraying your favorite characters as you imagine them.

"I like to think of a fandom as a community," explains Katie Pascuite, 15, from New Jersey.

Katie, who considers herself a Potterhead and a superfan of all things Disney, first got into fandoms in fifth grade, when she fell in love with Star Wars.

"I thought I was weird for being into this crazy stuff," she recalls. "But fandoms made me feel like even if I didn't fit in at school, I fit in with someone—that there was a whole group of people I could talk to, where I could just be myself and not worry what others think."

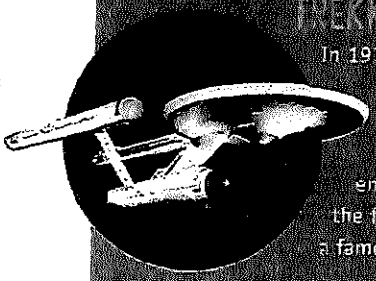
TIGHT-KNIT TRIBES

Not so long ago, you couldn't just pull out your phone to see what your favorite star had for breakfast—much less instantly connect with other fans. What you could do was join a fan club. For a fee, you could get an autographed poster for your room, a membership card, and a badge you'd proudly stitch on your backpack. You might send a letter—known as fan mail—and wait in agony by the mailbox every day, hoping for a reply.

FANDOMS THROUGH TIME

SHERLOCKIANS

Back in the 1890s, this fan group was all about Sherlock Holmes, the brilliant detective in Arthur Conan Doyle's mystery stories. Sherlockians wrote some of the first fan fiction. When Doyle killed off Holmes, they were so devastated that they staged protests in the streets. Eventually, Doyle brought Holmes back to life.



TREKKERS

In 1972, the first major Star Trek convention was held. Trekkers got together to dress up, swap theories, and celebrate their enthusiasm for the TV show. In the following years, Trekkers became a famous fandom.

POTTERHEADS

The first Harry Potter book was published in 1997, coinciding with the rise of the internet. Fans could connect with each other more easily than ever before. Potterheads went online, making web pages devoted to the wizarding world. Today, Potterheads remain a major fandom.

As for finding others who shared your enthusiasm? If none of your friends loved what you loved, you were often on your own.

Thanks to the internet and social media, that is no longer a problem. Today, fandoms are large, tight-knit tribes that have enormous influence in the pop culture world. A loyal, active fan base can persuade a movie studio to make a sequel, like *Camp Rock 2*, or help a new artist sell out a world tour, which just happened to 18-year-old singer Billie Eilish.

Sometimes fandoms can even influence the work itself. For example, last year an animated movie based on the Sonic the Hedgehog video games was created. Fans of the games criticized the way Sonic was portrayed in the movie's trailer—they thought he had strange-looking teeth. What did the movie studio do? It redesigned the character.

This decision triggered a debate: How much should movie studios and other artists **cater** to their most devoted fans? Regardless of the answer, **savvy** stars understand how important their fan bases are and work hard to celebrate them.

Why We Get Obsessed

Sometimes we connect so deeply with a story we want it to bleed off the screen or page and into real life. Other times we are simply fascinated by a celebrity—and what we perceive as his or her life of glamour.

Taylor Swift, for example, is known to invite Swifties to pizza parties, reblog their Tumblrs, and comment on their videos.

WHEN THINGS TURN TOXIC

Like many good things, though, fandom has a dark side. Superfans often feel a sense of ownership over the thing they love and will defend it with the ferocity of a mama bear protecting her cubs. Sometimes these deep feelings can lead to nasty behavior that ruins the joy for everyone.

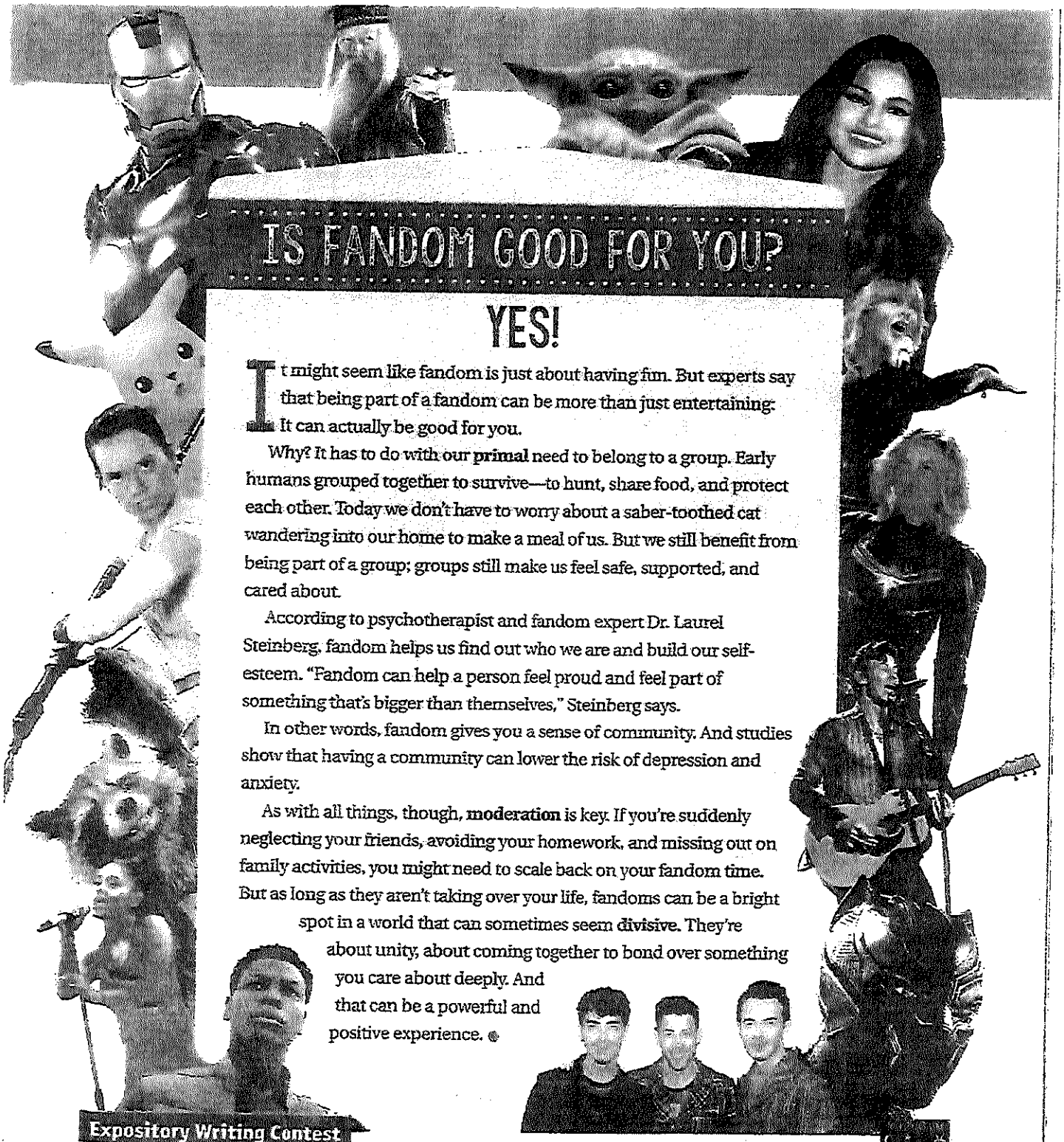
For example, in 2017, more than 100,000 fans who didn't like *Star Wars: The Last Jedi* signed a petition to Disney to have it removed from the **canon**. (Disney did not, and the film was a smash hit.) Some fans went after Kelly Marie Tran, who plays Rose Tico, posting racist comments on her Instagram, prompting her to delete all her posts. Before the release of *Captain Marvel* last year, some **disgruntled** fans flooded the internet with fake bad reviews to discourage people from going to see it.

These certainly aren't the only examples of so-called toxic fandom. Writers, actors, and singers have all been targeted. Sometimes the bullying happens between fan groups or even individual members of the same group. Sometimes the **discord** spills into the school day, with warring groups refusing to share a lunch table.

Most of the negativity happens on social media, though, and Katie says the best response is to stay positive—and block whoever is being toxic. "Don't even respond," she says. "It's not worth it."

To be sure, fandoms are—at their best—a force for good. Take the Harry Potter Alliance. Inspired by the values of the Harry Potter series, this group does **advocacy** work around issues like poverty, literacy, and civil rights. One of its campaigns was called "What Would Dumbledore Do?" Fans tweeted about what they learned from the character Albus Dumbledore and applied those lessons to their lives.

Perhaps Charles Dickens's fans should have followed their example—and left the poor guy's coat alone.



IS FANDOM GOOD FOR YOU?

YES!

It might seem like fandom is just about having fun. But experts say that being part of a fandom can be more than just entertaining: It can actually be good for you.

Why? It has to do with our **primal** need to belong to a group. Early humans grouped together to survive—to hunt, share food, and protect each other. Today we don't have to worry about a saber-toothed cat wandering into our home to make a meal of us. But we still benefit from being part of a group; groups still make us feel safe, supported, and cared about.

According to psychotherapist and fandom expert Dr. Laurel Steinberg, fandom helps us find out who we are and build our self-esteem. "Fandom can help a person feel proud and feel part of something that's bigger than themselves," Steinberg says.

In other words, fandom gives you a sense of community. And studies show that having a community can lower the risk of depression and anxiety.

As with all things, though, **moderation** is key. If you're suddenly neglecting your friends, avoiding your homework, and missing out on family activities, you might need to scale back on your fandom time. But as long as they aren't taking over your life, fandoms can be a bright spot in a world that can sometimes seem **divisive**. They're about unity, about coming together to bond over something you care about deeply. And that can be a powerful and positive experience. ●

Expository Writing Contest

Discuss how fan culture can be both positive and negative. Support your answer with text evidence from both articles. Send your essay to Superfans Contest. Five winners will each get *The Perfect Star* by Rob Buyea. See page 2 for details.

Get this activity online.

Name: _____ Date: _____

Go to Scope Online to listen to the words and definitions read aloud!

Paired Texts Vocabulary

"The Rise of Fandoms"

1. **advocacy** **(AD-vuh-kuh-see)** *noun*; The verb *advocate* (AD-vuh-kayt) means "to support, recommend, or argue for something or someone." The student council might advocate for a new dress code by meeting with the principal.

   Advocacy is the act of advocating; it is active, public support of a cause or an idea. Someone participating in advocacy for homeless pets might organize a fundraiser for a local animal shelter.

2. **canon** **(KAN-uhn)** *noun*; *Canon* can refer to the entire collection of books, artwork, music, or films of a particular author, artist, filmmaker, etc. The Jason Reynolds canon includes all of the books and poems that Reynolds has published. The Star Wars canon includes all of the Star Wars movies, TV shows, books, and graphic novels.

3. **cater** **(KAY-ter)** *verb*; *Cater* can mean "to provide food and drinks for an event," as in "Suzy's Scoops will cater our class's end-of-year ice cream party."

   Cater can also mean "to do something to suit a particular person's wants or needs." (When used in this way, *cater* is followed by *to*.) Your family might cater to you on your birthday, letting you choose where to eat dinner and what music to listen to in the car.

4. **discord** **(DIS-kawrd)** *noun*; Discord is a lack of agreement or harmony. When you're talking about music, discord is an unpleasant combination of notes. When you're talking about people, discord is disagreement or conflict.

5. **disgruntled** **(dis-GRUHN-tld)** *adjective*; If you are disgruntled, you are grumpy and annoyed because you are not satisfied with something. You might feel disgruntled if the pizza you ordered took forever to arrive, was cold, and didn't have the toppings you ordered.

6. **haggard** **(HAG-erd)** *adjective*; Someone who is haggard looks completely exhausted and unwell—like they were lost in the woods for a few days or stranded on a desert island—because they are very tired, sick, or worried.

7. **savvy** **(SAV-ee)** *adjective*; Someone who is savvy is knowledgeable and experienced and has a good understanding of how to do something. Your parents might ask you to help them learn how to use a new app if you are savvy with technology.

"Is Fandom Good for You?"

1. **divisive** **(dih-VAHYS-iv)** *adjective;* Something that is divisive creates a lot of disagreement between people, causing them to separate into different groups. (You can almost see the word *divide* in *divisive;* a divisive issue divides people.) If two of your friends get into an argument every time they discuss which is better, Marvel or DC Comics, you could say that comics are a divisive topic for them.

2. **moderation** **(mod-uh-REY-shuhn)** *noun;* If you do something in moderation, you do it in a reasonable way without being too extreme—without doing too much or too little. For example, if you eat cookies in moderation, you eat a few cookies now and then. Eating an entire bag of cookies in one night would *not* be an example of moderation.

3. **primal** **(PRAHY-muhl)** *adjective;* Something that is primal is very basic, important, and powerful. Our primal needs, urges, or instincts are the most basic ones, like the need to eat and the urge to protect ourselves and our family.

Paired Texts Vocabulary Practice

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

advocacy	**savvy**	**haggard**
canon	**disgruntled**	**cater**

1. Tia has listened to every album Taylor Swift has made.

_____

_____

_____

2. The group is well-known for its passionate support of the environment.

_____

_____

_____

3. Tim looked pale and exhausted after having a stomach bug for three days.

_____

_____

_____

4. Several grouchy, dissatisfied audience members asked for their money back.

_____

_____

_____

5. Dale's grandpa is a very talented when it comes to business. His grocery store has been open for 35 years.

_____

_____

_____

Directions: Choose the best answer to each question below.

6. Which person watches TV in moderation?

Ⓐ Kristin, who watches shows on her phone for several hours each night

Ⓑ Jen, who watches less than 2 hours of TV per week

7. Which pair of siblings might experience discord when ordering pizza?

Ⓐ Tim and Todd: Tim loves anchovies, and Todd hates them.

Ⓑ Kris and Kat: Both are obsessed with pepperoni and pineapple pizza.

8. Ken stops by to make an appointment with his school counselor, Mrs. Ruppert. Mrs. Ruppert tells Ken that she can cater to his schedule. What does she mean?

Ⓐ Her schedule is completely booked; she won't be able to see Ken today.

Ⓑ She will work around Ken's schedule; whatever time Ken is able to come in, she'll see him.

9. A character in a novel is known for making divisive comments. What sort of comments does the character make?

Ⓐ comments that make people angry with one another

Ⓑ comments that inspire people to work together

10. Which type of cat behavior is primal?

Ⓐ hunting for prey

Ⓑ wearing a collar

Name: _____ Date: _____

Close-Reading Questions

"The Rise of Fandoms"

1. How does author Kristin Lewis draw you into her article? (author's craft)

2. In the section "Fans Unite," the author includes a list of fandoms that exist today. Why might the author have included this list? (author's craft, text structure)

3. Why does the author include the section "Old Tactics" in the article? What purpose does that section serve? (text structure)

4. Lewis writes that superfans will defend the thing they love "with the ferocity of a mama bear protecting her cubs" (18). What does this comparison help you understand about superfans? (author's craft)

5. The author includes details about Charles Dickens's fans in her article as well as details about fandoms throughout time in a sidebar. How do these details contribute to the article? (central ideas and details)

Name: _____ Date: _____

Close-Reading Question

"Is Fandom Good For You?"

1. On page 19, Lewis writes, "fandoms can be a bright spot in a world that can sometimes seem divisive." What does she mean? (interpreting text)

Name: _____ Date: _____

Critical-Thinking Questions

"The Rise of Fandoms" and "Is Fandom Good For You?"

1. On page 18, Lewis writes, "Thanks to the internet and social media, [finding other superfans] is no longer a problem." What are some other ways social media has changed fandom?

2. Lewis writes that "fandom gives you a sense of community." Do you agree? Have you had an experience where being a fan made you feel accepted? Explain.

3. Lewis explains that Star Wars fans signed a petition to remove *Star Wars: The Last Jedi* from the Star Wars canon. Do you think this is acceptable fan behavior?

4. Consider the anecdote about Sonic the Hedgehog on page 18. How much should movie studios and artists take their fans' opinions into consideration when making work?

5. Do you think fandoms contribute to society in a positive way?

Be sure to follow the AASE format when completing your short answer.

Address the question and restate your question (In the article....)

Answer the question

Support (text evidence)

Explain (tell why your answer and support go together, remember do not repeat your answer)

How has keeping up with your favorite star changed?

Whole Numbers
May 11th

Name: Practice Key

Skills Practice – 6th Grade

328 x 36 = 328 x 36 11,808	2,000 – 679 = 2,000 – 679 1,321	848 ÷ 8 = 106 8|848	1,499 + 758 = 1,499 + 758 2,257
72,401 – 8,365 = 72,401 – 8,365 64,036	197 x 58 = 197 x 58 11,426	6,578 + 8,916 = 6578 +8916 15,494	672 ÷ 12 = 56 12|672

1. A group of 27 students is traveling to Austin for a field trip. Each student must pay $385 for the trip. What is the total cost for the group of students to travel to Austin?

385
x27
10,395

2. Mrs. Smith types an average of 62 words per minute. How many minutes does it take her to type 3,596 words?

58
62\|3596

3. The principal at Springridge Elementary bought 6,000 pencils at the beginning of the school year. She has already given out 1,865 pencils. How many pencils does she have remaining?

6,000
-1865
4135

4. A Golden Retriever's heart rate is 138 beats per minute. How many times will a Golden Retriever's heart beat in 45 minutes?

138
x45
6210

May 11

Name: _____ **Skills Practice – 6th Grade**

1,487 ÷ 13 =	5,008 – 486 =	67 • 33 =	25,187 + 3,989 =
80,000 – 3,765 =	988 ÷ 38 =	5,926 + 1,857 =	439 • 26 =

1. Corner Bakery received an order for 1,418 muffins for a conference. They packed them in boxes that hold 12 muffins each. How many boxes did they need to pack all of the muffins?

2. Carlos has $2,987 in his bank account. His brother has $3,675 in his bank account. How much money do the two brothers have combined?

3. Ms. Collier drank 896 ounces of water during a two-week period. If she drank the same amount of water each day, how many ounces of water did she drink each day?

4. Carpet costs $18 per square foot. If the area of a classroom is 224 square feet, how much would it cost to cover the floor with carpet?

May 11th

Name: _____ **Skills Practice – 6th Grade**

386 • 24 =	70,050 – 4,872 =	588 + 29 + 106 =	4,808 ÷ 16 =
2,415 x 37 =	4,750 ÷ 38 =	45,118 – 32,099 =	3,916 + 2,867 =

1. The population of Richardson, TX is 108,617 and the population of Plano, TX is 278,480. How many more people live in Plano than in Richardson?

2. Quick Flight Airways offers 63 flights from Dallas to New York every month. Each flight seats 196 people. How many people can fly on Quick Flight Airways from Dallas to New York each month?

3. There are 1,516 people on a cruise ship. The cruise ship has life boats that each hold a maximum of 35 people. How many life boats does the cruise ship need to carry in order to accommodate all of the people in case of an emergency?

4. There are 669 people working at Chick-fil-A's headquarters. McDonald's headquarters has 18 times as many people employed. How many people work at McDonald's headquarters?

Name/Nombre_____ Class/Clase _____ Date/Fecha_____

Section/Sección 2

MAIN IDEAS/IDEAS PRINCIPALES

1. The five themes of geography help us organize our studies of the world./Los cinco temas de la geografía nos ayudan a organizar nuestros estudios del mundo.
2. The six essential elements of geography highlight some of the subject's most important ideas./Los seis elementos esenciales de la geografía amplian algunas de las ideas más importantes de la materia.

Key Terms and Places/Lugares y palabras clave

absolute location/ubicación absoluta a specific description of where a place is/ descripción específica de dónde está situado un lugar

relative location/ubicación relativa a general description of where a place is/ descripción general de dónde está situado un lugar

environment/ambiente an area's land, water, climate, plants and animals, and other physical features/la tierra, el agua, el clima, las plantas y los animales de un lugar y otras características físicas

Section Summary/Resumen de la sección

THE FIVE THEMES OF GEOGRAPHY/ LOS CINCO TEMAS DE LA GEOGRAFÍA

Geographers use themes in their work. A theme is a topic that is common throughout a discussion or event. Many holidays have a theme, such as the flag and patriotism on the Fourth of July./Los geógrafos utilizan temas en su trabajo. Un tema es un hilo común durante un debate o un suceso. Muchos días feriados tienen un tema, como la bandera y el patriotismo del Cuatro de Julio.

There are five major themes of geography: Location, Place, Human-Environment Interaction, Movement, and Regions. Geographers can use these themes in almost everything they study./La geografía tiene cinco temas fundamentales: la Ubicación, el Lugar, la Interacción entre el ser humano y el ambiente, el Movimiento y las Regiones. Los geógrafos

List the five major themes of geography:/Enumera los cinco temas fundamentales de la geografía:

_____

_____

_____

_____

_____

pueden utilizar estos temas en casi todo lo que estudian.

Location describes where a place is. This may be specific, such as an address. This is called an **absolute location.** It may also be general, such as saying the United States is north of Central America. This is called a **relative location.**/La Ubicación describe dónde está situado un lugar. Puede tratarse de una posición específica, como una dirección, llamada **ubicación absoluta.** También puede tratarse de una posición general, como decir que Estados Unidos está al norte de América Central. En este caso, se llama **ubicación relativa.**

Place refers to an area's landscape. The landscape is made up of the physical and human features of a place. Together, these features give a place its own identity apart from other places./El Lugar se refiere al paisaje de una zona. El paisaje está compuesto por las características físicas y humanas de un lugar. Todas juntas, estas características le dan una identidad propia al lugar, distinta a la de otros lugares.

Human-Environment Interaction studies how people and their environment affect each other. The **environment** includes an area's physical features, such as land, water, weather, and animals. Geographers study how people change their environment (by building, for example). They also study how the environment causes people to adapt (by dressing for the weather, for example)./La Interacción entre el ser humano y el ambiente estudia cómo las personas afectan el ambiente y viceversa. El **ambiente** incluye las características físicas de un lugar, como la tierra, el agua, el clima y los animales. Los geógrafos estudian de qué manera el ser humano cambia el ambiente (construyendo, por ejemplo). También estudian cómo el ambiente hace que el hombre se adapte (vistiéndose según el clima, por ejemplo).

Describe two ways that people and their environment affect each other./Describe dos maneras en que las personas afectan el ambiente y viceversa.

_____

_____

_____

_____

_____

Movement involves learning about why and how people move. Do they move for work or pleasure? Do they travel by roads or other routes?/El Movimiento significa estudiar por qué la gente se moviliza y la forma en que lo hace. ¿Se movilizan para ir a trabajar o por placer? ¿Viajan por carreteras o por otros medios?

Studying Regions helps geographers learn how places are alike and different. This also helps them learn why places developed the way they did./El estudio de las Regiones ayuda a los geógrafos a determinar en qué se parecen y en qué se diferencian los lugares. También los ayuda a entender por qué los lugares se desarrollaron del modo en que lo hicieron.

THE SIX ESSENTIAL ELEMENTS/ LOS SEIS ELEMENTOS ESENCIALES

It is important to organize how you study geography, so you get the most complete picture of a place. Using the five major themes can help you do this. Using the six essential elements can, also./Es importante organizar la forma de estudiar geografía para obtener la imagen más completa de un lugar. Usar los cinco temas fundamentales puede ayudarte a hacerlo. Usar los seis elementos esenciales también puede ayudarte.

What do the five themes and six elements of geography help you do? Underline the sentence that explains this./¿Cómo te ayudan los cinco temas y los seis elementos de la geografía? Subraya la oración que explica esto.

Geographers and teachers created the six elements from eighteen basic ideas, called standards. The standards say what everyone should understand about geography. Each element groups together the standards that are related to each other./Geógrafos y maestros crearon los seis elementos a partir de dieciocho ideas básicas, llamadas estándares. Los estándares indican lo que todos deberían saber y entender sobre la geografía. Cada elemento agrupa los estándares que están relacionados entre sí.

The six elements are: The World in Spatial Terms (spatial refers to where places are located); Places and Regions; Physical Systems; Human Systems; Environment and Society; Uses of Geography. The six elements build on the five themes, so some elements and themes are similar. Uses of Geography is not part of the five themes. It focuses on how people can use geography to learn about the past and present, and plan for the future./Los seis elementos son: El mundo en términos espaciales (espacial se refiere al lugar donde se ubica un sitio), Lugares y regiones, Sistemas físicos, Sistemas humanos, Ambiente y sociedad y Usos de la geografía. Los seis elementos amplían los cinco temas, de modo que algunos elementos y temas son similares. Los usos de la geografía no forman parte de los cinco temas. Este elemento se enfoca en el modo en que las personas pueden usar la geografía para aprender sobre el pasado y el presente y para planear el futuro.

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA

Critical Thinking: Analyze/Pensamiento crítico: Analizar Analyze a place you regularly visit, such as a vacation spot or a park in your neighborhood. Write a question about the place for each geography theme to help someone not familiar with the themes understand them./ Analiza un lugar que visites seguido, como un lugar donde vas de vacaciones o un parque que haya en tu vecindario. Escribe una pregunta relacionada con cada tema de geografía para ayudar a que alguien que no conoce los temas, los entienda.

absolute location/ ubicación absoluta	environment/ ambiente	element/ elemento
interaction/ interacción	relative location/ ubicación relativa	

DIRECTIONS/INSTRUCCIONES Write a word or phrase that has the same meaning as the term given./Escribe una palabra o frase que tenga el mismo significado que la palabra dada.

1. absolute location/ubicación absoluta _____

2. element/elemento _____

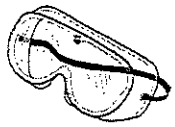
3. environment/ambiente _____

4. interaction/interacción _____

5. relative location/ubicación relativa _____

DIRECTIONS/INSTRUCCIONES Choose at least four of the vocabulary words from the word bank. Use these words to write a story or poem that relates to the section./Elige al menos cuatro palabras del banco de palabras. Usa estas palabras para escribir un cuento o un poema que se relacione con esta sección.

THE SCIENTIFIC METHOD



Name: _____

Directions: Read the short passage about the Scientific Method. Answer the following questions.

There are mysteries all around us! Scientists work hard to solve these mysteries by completing experiments and studying their results. When scientists do experiments, they follow a set of rules known as the "Scientific Method." The first step in the scientific method is to figure out a problem, question, or mystery that needs to be answered. The second step of the method is to research and learn about the subject of the experiment. Next, the scientist makes a guess, also known as a **hypothesis** (*hipe-oth-es-us).* This hypothesis is the scientist's prediction about what will happen during the experiment. Fourth in the method, the scientist completes the experiment; he or she tests the original mystery. The next step for the scientist to follow is to record all of the data, or results, of the experiment. He or she writes notes about what happened during the experiment; the scientist must be very specific. Finally, the last step is for the scientist to make a conclusion. This means that the scientist decides whether or not his or her hypothesis was right after completing the experiment and looking at all of the results. One great fact about science is that is completely okay for a hypothesis to be wrong! The scientist will learn something new regardless of whether his or her original guess was correct or not.

1. True or false: When a scientist is recording the data or results, he or she does not have to be specific _____
2. What is the last step of the "Scientific Method?" _____

_____

3. Why do you think it is important for all scientists to follow the "Scientific Method?"

_____

_____

_____

Scientific Method Worksheet

Instructions: Answer the following questions about the scientific method and a controlled experiment. Write the answers on your own paper.

Part A: True or False

Decide whether each statement is true or false.

1. _____ A reliable experiment can have 2 or 3 independent variables.
2. _____ Scientists **MUST** follow the scientific method to ensure valid results in an experiment.
3. _____ An independent variable is a change that occurs as a result of the 1st change. This change usually takes place at the end of an experiment.
4. _____ In the Scientific Method step known as "Statement of the Problem," the problem should always be written in question form.
5. _____ Research must always be conducted prior to forming a hypothesis.

Part B: Understanding Experiments

Read through each scenario and answer the following questions.

Mr. Higgenbottom wants to know the effect of different colors of light on the height of rose bushes. He believes that rose bushes can grow taller when exposed to green light. He buys 5 rose bushes of the same species, which are all approximately the same age and height. He places one in white light, one in blue light, one in green light, one in red light and one in a dark box. All of the rose bushes are planted in the same soil and given 300 mL of water once a day for 3 weeks. After the three weeks, Mr. Higgenbottom observes the rose bushes and makes measurements.

6. **Which of the following would BEST describe the "Statement of the Problem?"**

    a. Does the color of light affect the height of a rose bush?
    b. The color of light does affect the growth of a rose bush.
    c. How can plants best survive different temperatures?
    d. Does Miracle Grow affect the height of a rose bush?

7. **Which of the following BEST describes Mr. Higgenbottom's hypothesis?**

    a. Plants survive best in red light.
    b. Plants survive best in blue light.
    c. Plants survive best in green light.
    d. Plants survive best in the dark.

8. **Which of the following is NOT considered to be a constant in the experiment?**

a. Plant type
b. Soil
c. Light
d. Amount of water

9. **Which of the following is the independent variable in the experiment?**

a. Soil
b. Amount of water
c. Temperature
d. Color of light

10. **Which rose bush is considered the "control" group?**

a. The roses given blue light.
b. The roses given red light.
c. The roses given white light.
d. The roses placed in the dark box.

11. **The following table shows the results from the experiment.**

Plant/Light	Plant Height
White	7 inches
Blue	10 inches
Green	12.5 inches
Red	8 inches
No Light	No growth

Which of the following would be a valid conclusion for this experiment?

a. Rose bushes grow tallest in Blue light.
b. Rose bushes grow in White light.
c. Rose bushes grow in No light.
d. Rose bushes grow in Green light.

WEEK 6 –May 11 – May 15
6TH GRADE LESSONS

ART

The 5th and 6th grade art students will create op art using the video from youtube. Mrs. McCain
https://www.youtube.com/watch?v=9DW4wg2DdwU

COMPUTER

Students can visit www.scratch.mit.edu. Go to the tutorials page and choose something that is interesting to you and create. Good luck! Please take a picture of your finished robot and send it to my email account. Also, don't forget to record your animated name, pong game, and chase game 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

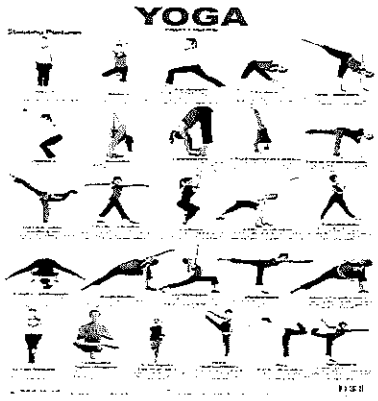
Select three of your favorite songs. Songs must be G-Rated for all audiences. No profanity, adult or questionable topics, etc. You will use these to write a mini-musical. First you will either need to find the lyrics to your songs online and print them out or write the words out by hand. You will need to think how your songs could be woven to tell a story. You might ask your parents or older siblings for their ideas how the songs work together. You will write a script (like the libretto books from Chitty Chitty Bang Bang, Jr.) to include at least three scenes; probably 4 or 5 characters; stage directions; etc. You will need a beginning, middle, and ending scenes to tell the story and conclude well. If you have choreography ideas, include those as well.

CHOIR

Using the chorus from the song "You Can Count on Me" Create a children's book with illustrations.

DANCE

I MISS MY STUDENTS!!!! Join Beasley's Remind (@dkd837) Movement- Practice any dance of your choice this week. Share- I want to see what you are working on, 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. You can revisit some stretches with Anna on Youtube. When technology is not available- Please do the following activities daily:



BAND

Remember to warm up on lip slurs and scales before playing music. Practice approx. 10-20 minutes. Play along with a you tube recording of Gallant March & Bandroom Boogie

PLEASE LEARN YOUR CHROMATIC SCALE BY USING YOUR FINGERING CHART (EVERY NOTE ON THE INSTRUMENT). SEND REMIND MSG IF YOU NEED HELP or WANT A ZOOM LESSON
Practice Day CIRCLE ALL THAT APPLIES

Mon-Play scale as short notes Day	Lip Slurs Bb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Tues-Play scale as short notes Day	Lip Slurs Bb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Wed-Play scales slurred Day	Lip Slurs F Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Thurs-Play scales slurred Day	Lip Slurs F Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Fri-Gallant March	Lip Slurs Eb Major Scales Chromatic Scale March Boogie Lines pg.5-19	
Sat-Bandroom Boogie	Lip Slurs Eb Major Scales Chromatic Scale March Boogie Lines pg.5-19	

SSCHOOL INSTRUMENTS WILL BE RETURNED AT THE WALLACE BH/BUS RAMP ON MAY 11th @ 11:00 - 1:00 p.m. - instrument/mouthpiece/other

P.E.

Hey guys! Please continue to work on your May DEAM calendar. You should be on May 11-15.

Stay home - Stay safe - and know that I love each and every one of you! Coach E

Dual Language Assignments

COMMONLIT

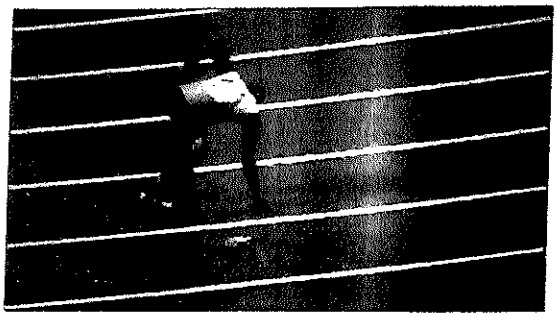
Nombre: _____ Fecha: _____

El hombre más rápido del mundo

Por: Mario Alberto Rodríguez Meza
2013

¿Cuantos veces has jugado a las carreras y pensado en la forma de ser el mas veloz de todos? Es posible que esto no dependa solamente de ti. Mientras lees, identifica los factores externos que influyen en la velocidad que tu cuerpo puede alcanzar.

[1] Los juegos olímpicos de Mexico en 1968 — claro, en ese año no habías nacido — fueron los primeros que un país latinoamericano organizó. Pero seguramente tus papás o tus abuelitos te han relatado cómo lloró Felipe "El tibio" Muñoz al ganarle a los favoritos Vladimir Kossinsky de la Unión Soviética y al estadounidense Brian Job en la competencia de nado de 200 metros pecho; ¡es muy emotiva esa imagen! Pero hubo otro hecho memorable,[1] la gimnasta checoslovaka Vera Caslavska, quien gano cuatro medallas de oro, se caso en la catedral metropolitana de la Ciudad de Mexico. ¡Qué recuerdos!



"Usain Bolt, la final 4x100m" de Samuel Blanck utilizada bajo licencia CC

Pero lo increíble es que tres récords logrados en México 68 fueron muy longevos.[2] Aquí sólo les platico de uno. Jim Hines de Estados Unidos rompió la marca de los 10 segundos al correr los 100 metros planos en 9 segundos y 95 centésimas. ¿Se imaginan? Fue el primer hombre en correr los 100 metros planos en menos de 10 segundos. ¿A qué velocidad correría? Esta marca se mantuvo hasta 1983, cuando Calvin Smith la superó al cronometrar[3] 9 segundos y 93 centésimas.

Dos corredores fuera de serie

Desde hace unos años, dos hombres han sorprendido al mundo. Uno de ellos no tiene las extremidades inferiores de ambas piernas, sino prótesis y se le permitió correr en los pasados juegos olímpicos de Londres, ¡no en los paraolímpicos![4]

El otro, es de Jamaica, parece casi invencible y se llama Usain Bolt. Les he dicho que casi es invencible porque cometió una equivocación y perdió en la prueba de 100 metros en el campeonato mundial de Daegu, una ciudad de Corea del Sur, al ser descalificado. Pero en Londres se llevó todos los honores y es catalogado como uno de los mejores velocistas de la historia. ¿Qué equivocación cometió Usain? Reaccionó al balazo antes de lo permitido.

1. **Memorable** *(adjetivo):* que merece ser recordado o conservado en la memoria
2. **Longevo** *(adjetivo):* que tiene una edad muy avanzada o es muy antiguo
3. medir con un cronometro (reloj de gran precisión que permite medir intervalos de tiempo muy pequeños, hasta fracciones de segundo) el tiempo exacto y preciso que se invierte en hacer algo
4. Los deportes paralímpicos son practicados por atletas con todo tipo de discapacidades físicas, mentales y/o sensoriales, como amputaciones, ceguera, parálisis cerebral y deficiencias intelectuales.

Todavía más rápido

[5] ¿Sabes cuál es la máxima velocidad que ha alcanzado Usain Bolt? Es una pregunta que muchos se hacen, pero hay tres detalles que casi todos han dejado pasar. ¿Sabes qué factores harían que Usain Bolt fuera un corredor todavía más rápido y sin esfuerzo extra o mejoramiento de sus condiciones físicas?

1. La reacción al balazo de salida: Usain no lo hace muy bien. Por ejemplo, en el campeonato del mundo en Berlín reaccionó más lento que otros dos corredores y sin embargo su velocidad promedio fue de 10.43 metros por cada segundo. ¡Imagina si respondiera más rápido!

2. La estatura: Usain Bolt es uno de los corredores más altos, si fuera más bajo de estatura sería más rápido porque su centro de gravedad estaría más pegado al suelo.

3. El viento a favor: Si siempre que Usain corre lo hiciera en dirección que sopla el viento, su cuerpo no experimentaría la sensación de una temperatura inferior a la que en realidad hace y ahorraría algunas centésimas.

En resumen, si Usain Bolt tuviera a su favor los tres factores que comentamos, su marca estaría en 9.53 segundos. ¡Sería muy difícil de mejorar!

"El hombre más rápido del mundo" de la edición enero-marzo 2013 de la revista Deveras, publicada por el Consejo Mexiquense de Ciencia y Tecnología. Republicado con permiso.

Preguntas de Evaluación

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

1. ¿Cuál es una idea principal del texto?
   - A. El cuerpo humano es fuerte y flexible.
   - B. La velocidad depende de distintos factores.
   - C. Los deportistas tienen características extraordinarias.
   - D. Los juegos olímpicos en 1968 eran los más divertidos.

2. ¿Cómo contribuye el párrafo 2 a comprender las ideas centrales del texto
   - A. Narra los sucesos ocurridos durante distintas olimpiadas.
   - B. Describe los factores que hacen a los deportistas más veloces.
   - C. Compara la velocidad obtenida por los deportistas más veloces.
   - D. Explica cómo calcular la velocidad de los deportistas olímpicos.

3. ¿En qué oración se revela un factor que puede influir en la velocidad de los corredores?
   - A. "Jim Hines de Estados Unidos rompió la marca de los 10 segundos al correr los 100 metros planos en 9 segundos y 95 centésimas." (Párrafo 2)
   - B. "Uno de ellos no tiene las extremidades inferiores de ambas piernas, sino prótesis" (Párrafo 3)
   - C. "si fuera más bajo de estatura sería más rápido porque su centro de gravedad estaría más pegado al suelo." (Párrafo 7)
   - D. "si Usain Bolt tuviera a su favor los tres factores que comentamos, su marca estaría en 9.53 segundos." (Párrafo 9)

4. Explica con tus propias palabras cómo una persona podría ser más rápida. Utiliza detalles del texto para elaborar tu respuesta.

Preguntas de Discusión

Instrucciones: Responde las siguientes preguntas. Prepárate para compartir tus opiniones en el grupo.

1. Según el texto, la velocidad es una medida que se puede conocer utilizando la distancia y el tiempo recorrido. ¿Qué tan veloz eres tú? ¿Cuánto tiempo tardas en correr una distancia de 10 metros? ¿Cuánto tiempo tardan tus compañeros? ¿Quién es más veloz? Utiliza tus conocimientos en matemáticas para elaborar tu respuesta.

2. ¿Por qué la dirección del viento influye en la velocidad de un corredor? Elabora tu respuesta utilizando detalles del texto y tus conocimientos sobre ciencias.

3. Según el texto ¿qué relación existe entre las matemáticas y el deporte olímpico? Utiliza detalles del texto para argumentar tu respuesta.

★ Usando las palabras de vocabulario que se encuentran abajo de la página 1, escribe una oración para cada palabra.

1- _____

_____.

2- _____

_____.

3- _____

_____.

4- _____

_____.

Nombre: _____ Fecha: _____ Clase: _____

Repaso de la lección

Lección 2

Vocabulario

Encierra en un círculo el término que complete mejor las siguientes oraciones.

1 Una *hipótesis/observación* es información recopilada por medio de los sentidos o de otros instrumentos.

2 En un experimento, la variable *dependiente/independiente* es aquella que los científicos miden u observan a medida que cambia.

3 Los resultados obtenidos en un experimento se llaman *hipótesis/datos*.

Conceptos clave

4 Explica ¿Cuál es el requerimiento básico para una hipótesis científica?

_____

_____

5 Identifica Un grupo de estudiantes quiere ver cómo la temperatura afecta el tiempo que tarda en secarse un poco de agua derramada. En su investigación, ¿cuáles serán las variables dependiente e independiente?

_____

_____

_____

_____

6 Evalúa ¿Cuál es la diferencia entre la repetición y la reproducción de una investigación?

_____

_____

_____

_____

_____

7 Enumera Haz una lista de por lo menos cinco métodos científicos.

_____

_____

_____

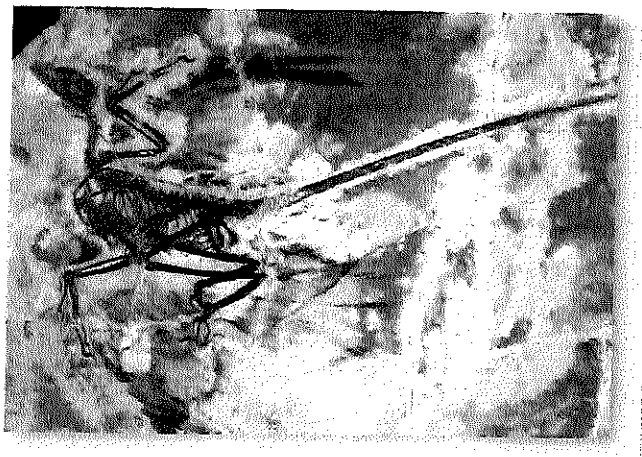
_____

_____

_____

Razonamiento crítico

Usa esta fotografía para responder las siguientes preguntas.



8 Recopila Anota tus observaciones sobre el fósil de la fotografía. Asegúrate de incluir la mayor cantidad de detalles que puedas observar.

_____

_____

_____

_____

_____

9 Produce Escribe una hipótesis sobre este fósil que puedas someter a prueba en una investigación.

_____

_____

_____

_____

10 Formula Describe cómo someterías a prueba tu hipótesis. No es necesario que identifiques pruebas o instrumentos específicos. Es preferible que describas los tipos de información que querrías recopilar.

_____

_____

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_____

Nombre: _____ Fecha: _____ Clase: _____

Unidad 1

Lección 3 Las ciencias y la sociedad (pág. 34)

TEKS 6.3D

1 Enumera Enumera tres cosas que nuestra sociedad no tendría de no ser por las investigaciones científicas. Haz un dibujo de una de esas cosas en el siguiente espacio.

2 Analiza Observa la fotografía de la casa de África que se muestra en el Libro del estudiante. Escribe tu propia leyenda sobre la fuente de energía eléctrica de esta casa.

3 Aplica Usa las claves del contexto para escribir tu propia definición de la palabra *sociedad*.

Oración de ejemplo: Las personas que viven dentro de una sociedad, lo hacen de acuerdo con determinadas normas y leyes.

sociedad:

5 En pocas palabras ¿Cómo cambian las investigaciones científicas con el paso del tiempo?

6 Aplica ¿Qué conocimientos te han sido transmitidos?

7 Describe ¿Cómo describirías a un amigo el modelo copernicano del sistema solar?

8 Enumera ¿Qué cosas no puedes hacer cuando se corta la electricidad?

11 Evalúa ¿Cómo podría la tecnología del transporte ayudar a las personas que viven en lugares muy alejados?