



Upshur County Snow Packet #4
6th Grade
2018-2019

Just because we're out of school is "sNOw" reason to stop learning!

Instructions: (Read ALL instructions carefully.)

- Packets will be passed out during Advisory.
- Complete Snow Packet #4 when instructed by Parent Link.
- Put the following heading on each assignment:
 - * Your Name
 - * Teacher's Name for that Subject
 - * Class Period
- Return the completed Day 4 assignments to your subject teacher within two days of returning to school.
- Students with an IEP, who are in self-contained classes, will receive their assignments from their Special Education teacher. If they lose their assignments, they will do the packet that is posted on the school's website for their grade level.

Sixth Grade
Day 4:

Use the list below to check off your assignments:

Day 4:

- ___ Math: 4-2 Study Guide and Intervention: Simplifying Fractions (1 Page)
- ___ ELA (Reading and English): Reimagined Time Plan (1 Page)
- ___ Science: Scientific Method– Science Safety Rules (1 Page)
- ___ Social Studies: The Flu Pandemic of 1918 (3 Pages)

4-2

Study Guide and Intervention

Simplifying Fractions

Loth Grade Math
Snow Packet
Day 4

Fractions that have the same value are **equivalent fractions**. To find equivalent fractions, you can multiply or divide the numerator and denominator by the same nonzero number.

Example 1 Replace the ● with a number so that $\frac{1}{2} = \frac{\bullet}{10}$.

* Show ALL WORK

Since $2 \times 5 = 10$, multiply the numerator and denominator by 5.

$$\begin{array}{c} \times 5 \\ \left. \begin{array}{c} \frac{1}{2} = \frac{\bullet}{10} \end{array} \right\} \\ \times 5 \end{array} \qquad \begin{array}{c} \times 5 \\ \left. \begin{array}{c} \frac{1}{2} = \frac{5}{10} \end{array} \right\} \\ \times 5 \end{array}$$

When the GCF of the numerator and denominator is 1, the fraction is in simplest form. To write a fraction in simplest form, you can divide the numerator and denominator by the GCF.

Example 2 Write $\frac{12}{30}$ in simplest form.

The GCF of 12 and 30 is 6.

$$\begin{array}{c} \div 6 \\ \left. \begin{array}{c} \frac{12}{30} = \frac{2}{5} \end{array} \right\} \\ \div 6 \end{array} \quad \text{Divide the numerator and denominator by the GCF, 6.}$$

The GCF of 2 and 5 is 1, so $\frac{2}{5}$ is in simplest form.

Exercises

Replace each ● with a number so the fractions are equivalent.

1. $\frac{1}{5} = \frac{\bullet}{15}$

2. $\frac{12}{18} = \frac{2}{\bullet}$

3. $\frac{\bullet}{14} = \frac{27}{42}$

Write each fraction in simplest form. If the fraction is already in simplest form, write *simplest form*.

4. $\frac{6}{30}$

5. $\frac{2}{3}$

6. $\frac{6}{8}$

7. $\frac{21}{28}$

8. $\frac{15}{30}$

9. $\frac{7}{10}$

Reading Teacher: _____

English Teacher: _____

Reimagined Time Plan

Buckhannon-Upshur Middle School

Sixth Grade ELA

For each day that weather requires the use of reimagined time (“snow packets”), you will complete the following activities and return the required information to the appropriate teacher.

It is important to note that you will receive a participation grade in both reading and English class for the completion of the daily assignments.

Reading – You know the importance of reading in all aspects of life. You may select any type of reading materials for the completion of the assignments. For example, your current library book, a novel you have at home, a newspaper, magazine, online blog, video game pamphlet, song lyrics, documents, or movie reviews, just to name a few! After fifteen minutes or more of reading, please complete the following reading log and **give this sheet to your READING teacher:**

Title of what you read: _____

Date: _____ Author (if known): _____

An unknown word you encountered: _____

Audience for whom this seemed to be written: _____

On a separate sheet of paper (**a piece of notebook paper to turn in to your ENGLISH TEACHER**), write a paragraph or more about what you read. Select **one** or more of the following:

- Summary of what you read
- Write about your favorite or least favorite character
- Three things you learned
- What else would you like to know about this topic?
- Put yourself in that time period and write about what you would be doing
- How does the setting affect the story?
- To whom would you recommend this and why?

Scientific Method
Science Safety Rules

Name _____

The Bikini Bottom gang has been learning safety rules during science class. Read the paragraphs below to find the broken safety rules and underline each one. How many can you find?

SpongeBob, Patrick, and Gary were thrilled when Mr. Krabbs gave their teacher a chemistry set! Mr. Krabbs warned them to be careful and reminded them to follow the safety rules they had learned in science class. The teacher passed out the materials and provided each person with an experiment book.



SpongeBob and Gary flipped through the book and decided to test the properties of a mystery substance. Since the teacher did not tell them to wear the safety goggles, they left them on the table. SpongeBob lit the Bunsen burner, then reached across the flame to get a test tube from Gary. In the process, he knocked over a bottle of the mystery substance and a little bit splashed on Gary. SpongeBob poured some of the substance into a test tube and began to heat it. When it started to bubble he looked into the test tube to see what was happening and pointed it towards Gary so he could see. Gary thought it smelled weird so he took a deep whiff of it. He didn't think it smelled poisonous and tasted a little bit of the substance.



They were worried about running out of time, so they left the test tube and materials on the table and moved to a different station to try another experiment.

Patrick didn't want to waste any time reading the directions, so he put on some safety goggles and picked a couple different substances. He tested them with vinegar (a weak acid) to see what would happen even though he didn't have permission to experiment on his own. He noticed that one of the substances did not do anything, but the other one fizzed. He also mixed two substances together to see what would happen, but didn't notice anything. He saw SpongeBob and Gary heating something in a test tube and decided to do that test. He ran over to that station and knocked over a couple bottles that SpongeBob had left open. After cleaning up the spills, he read the directions and found the materials he needed. The only test tube he could find had a small crack in it, but he decided to use it anyway. He lit the Bunsen burner and used tongs to hold the test tube over the flame. He forgot to move his notebook away from the flame and almost caught it on fire.



Before they could do another experiment, the bell rang and they rushed to put everything away. Since they didn't have much time, Patrick didn't clean out his test tube before putting it in the cabinet. SpongeBob noticed that he had a small cut on his finger, but decided he didn't have time to tell the teacher about it. Since they were late, they skipped washing their hands and hurried to the next class.

The Flu Pandemic of 1918

The influenza outbreak of 1918 was the worst epidemic in U.S. history. But not just the citizens of the United States suffered. This flu killed millions of people worldwide. That's why it is called a pandemic.

It all started when troops at Fort Riley, Kansas, burned tons of horse manure on March 11. Within 24 hours, 100 soldiers had rushed to sick bay. Each one had a sore throat, a headache, and a high fever. When the victims began coughing, the flu spread like wildfire. Within a week 500 men were ill. It soon spread from one military base to another.

The railroads also helped the disease to spread across the nation rapidly. People who looked healthy even spread it. They didn't even know they were sick until they collapsed. Towns were quarantined. This meant that no one could go in or out of a town in which there were no cases. But still the disease spread. And 21- to 29-year-olds, those who are often the most healthy, were the most apt to die. A few people did survive. But doctors did not know why.

It was unlike any flu ever seen before. People who woke up feeling fine could be dead by nightfall. They had such high fevers that all their hair fell out. The flu caused pneumonia, which is a build up of fluid in the lungs. The person's skin turned blue and just before death, black. Some people were so afraid of the symptoms that they killed their whole families and then themselves.

Public places where people could gather, such as schools, theaters, and churches, closed. People did their jobs wearing masks. But the masks did little good since the germ was so small. It was like trying to keep out dust with a chain link fence. In September 1918 alone, 12,000 died. The next month the death toll was 195,000. People were dying so fast that survivors ran out of caskets. They started burying people in mass graves. There was no time for individual funerals, either. The outlook for survival was so grim that people had cadaver toe tags put on as they entered the hospital.

When American soldiers went overseas to fight in World War I, the flu went with them. Then it swept across Europe. A total of 30 million died worldwide. What finally stopped this deadly disease? The people who survived had developed immunity. The germ ran out of people to infect.

The Flu Pandemic of 1918

Major American Epidemics (1832–2003)

Year	Place	Death Toll	Cause
1793	Philadelphia, PA	4,000+	yellow fever
1832	New York City, NY & New Orleans, LA	7,430	cholera
1848	New York City, NY	5,000+	cholera
1853	New Orleans, LA	7,790	yellow fever
1867	New Orleans, LA	3,093	yellow fever
1918	Nationwide	500,000	Influenza
1981–2003	Nationwide	524,060	AIDS

The Flu Pandemic of 1918

1. The 1918 flu
 - a. left survivors insane.
 - b. was usually deadly.
 - c. was easy to survive.
 - d. was impossible to survive.
2. Which was not a symptom of this flu?
 - a. vomiting
 - b. sore throat
 - c. coughing
 - d. high fever
3. You can tell that cadaver toe tags were used to
 - a. cure the flu.
 - b. identify dead bodies.
 - c. prevent the disease from spreading.
 - d. give medical instructions to nurses.
4. Some people committed suicide due to their fear of the flu. True or False? Explain.

5. According to the chart, which two diseases kept happening during the 19th century (1800s) in the United States? In terms of epidemics, which two cities were the most dangerous in which to live? Why?

6. Could another pandemic like the one of 1918 happen in America again? Why or why not?
