

NTI

6<sup>th</sup>

Grade

Day

8

MTU

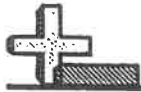
14

Grade

Day

8

# 6th Grade NTI Day #8



## Using Rate Language

Name: \_\_\_\_\_

Solve each problem.

### Answers

- 1) During the lunch rush a fast food joint sold 10 sodas and earned \$30, which is a rate of \_\_\_\_\_ dollars per soda.
- 2) A fair owner made 18 dollars when a group of 9 people entered, which is a rate of \_\_\_\_\_ dollar per person.
- 3) A carpenter installed 8 sheets of drywall in 2 minutes. What is the rate per minute?
- 4) An industrial machine is able to make 40 pens in 8 seconds. What is the rate made per second?
- 5) An ice machine used 3 gallons of water after running non-stop for 4 hours. How many gallons of water did it use each hour?
- 6) An experienced carpenter could build a house in 5 days. How much would he have finished if he worked for 3 days?
- 7) A warehouse placed 5 equal weight boxes on a scale. Total they weighed 3 pounds. Each box weighed \_\_\_\_\_ of a pound.
- 8) A printer took 2 minutes to print 20 pages. What is the rate of pages per minute?
- 9) A computer programmer worked for 8 hours and earned \$48, which is a rate of \$\_\_\_\_\_ per hour.
- 10) A recipe had 4 tablespoons of seasoning to 6 cups of flour. So there is \_\_\_\_\_ of a tablespoon of seasoning for each cup of flour.
- 11) A pencil company used 42 grams of rubber to make 7 pencils, which is a rate of \_\_\_\_\_ grams per pencil.
- 12) A tailor used 5 meters of string to make 7 Halloween masks. He used \_\_\_\_\_ of a meter for each mask.
- 13) A carpenter used 2 boxes of nails to build 3 bird houses. He used \_\_\_\_\_ of a box on each bird house.
- 14) A machine worked for 5 hours and used 4 kilowatts of electricity. The machine used \_\_\_\_\_ of a kilowatt each hour it worked.
- 15) A gardener used 6 kilograms of fertilizer over the course of 8 weeks. How much fertilizer did they use each week?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



## Lesson #8

### Too Much Screen Time?

According to the National Institutes of Health, screen time is the amount of time people spend using computers and mobile devices, watching television, and playing video games. These are usually sedentary behaviors that don't use up many calories or give major muscle groups a workout.

*The New York Times* and others report that children, especially, are spending too much time in front of screens. Recent studies have found children under the age of ten spend close to eight hours a day in front of screens. Teens get as much as eleven hours a day of screen time! That may include educational use, but it's still a lot! It's more time than kids spend in school—more time than they spend sleeping.

In today's world, technology is ubiquitous. Smartphones, tablets, computers, and televisions are nearly always within easy reach. Young children see them in the hands of their parents. Kids use interactive screens in museums, libraries, amusement parks, airplanes, and classrooms. Even babies watch television. The American Academy of Pediatrics, however, advises parents not to introduce infants to TV or other screened devices. Using screens at such a young age may disrupt brain development. Babies need to learn by interacting with others. In fact, it is important for people of all ages to interact face to face, as humans have done for centuries.

There are many negative health and behavioral consequences associated with screen time overload: obesity, irregular sleep patterns, lack of communication and social skills, inability to recognize emotions, and even screen addiction. Too much screen time increases the risk of attention difficulties, anxiety, and depression.

The question many people are asking lately is, "How much is too much?" Not all media and screen time is bad. Internet technology supports education; it provides crucial and timely information in many everyday situations. Educational media open doors to students all over the world; in many ways, media eliminates barriers to communication. Perhaps that is why there are no simple rules or easy answers to the question of how much is too much.

The best ways to counteract screen time overuse are to spend more face-to-face time with people and be more active. Many people resolve to leave their phones, tablets, TVs and other devices off during mealtimes. That's a start. Grab some friends and go for a walk. Sit outside and read a book. Encourage friends and others to do the same. Real relationships and long-term health are much more valuable than anything on a screen.



- RI.6.6 1. What is the author's purpose in this passage?
- A) to stop parents from allowing babies to watch television
  - B) to relay important information about screen time overuse
  - C) to entertain the reader with facts from various experts
  - D) both B and C
- L.6.4.A 2. You can tell by the context clues that *ubiquitous* means \_\_\_\_\_.
- academic      interactive      everywhere      child-centered
- L.6.4.A 3. In the passage, underline the context clues for the word *ubiquitous*.
- RI.6.5 4. According to the passage, experts advise parents not to introduce infants to TV or screened devices. Why? Check all that apply.
- \_\_\_\_\_ Using screens at such a young age may disrupt brain development.
  - \_\_\_\_\_ Watching television makes babies tired, cranky, and bored.
  - \_\_\_\_\_ Babies need to learn by interacting with live people.
  - \_\_\_\_\_ Human interaction is important for all humans, including babies.
  - \_\_\_\_\_ Babies who use screened devices won't want to go to school.
- RI.6.1 5. The author points out some negative health and behavioral consequences associated with too much screen time. List four of them below.
- \_\_\_\_\_
- \_\_\_\_\_
- RI.6.8 6. The author says, "not all media and screen time is bad." What reasons and evidence support this?
- A) Educational media open doors to students all over the world.
  - B) In many ways, media eliminates barriers to communication.
  - C) Internet technology supports education; it provides crucial and timely information.
  - D) all of these
- RI.6.5 7. How does the last paragraph support the central ideas of this passage?
- A) It answers the question of how much is too much.
  - B) It gives examples of ways to make good use of information in the PSA.
  - C) The last paragraph does not support central ideas from the passage.
  - D) both A and B

Name:

Science

## Lesson 32 6<sup>th</sup> - NTI Day 8

### Vertebrates

To which category of the animal kingdom do humans belong? It's the phylum known as **Chordata**, encompassing all creatures who, at any stage in their lifetime, possess a nerve cord. The most significant sub-phylum within the Chordata group is **Vertebrata**. Vertebrates are identified by a backbone or **spinal column**, safeguarding the spinal cord. They possess an **endoskeleton** - an inner skeleton offering body support. Additionally, most vertebrates possess two pairs of limbs. For humans, this refers to our arms and legs. However, in various animals, these could manifest as wings or fins.

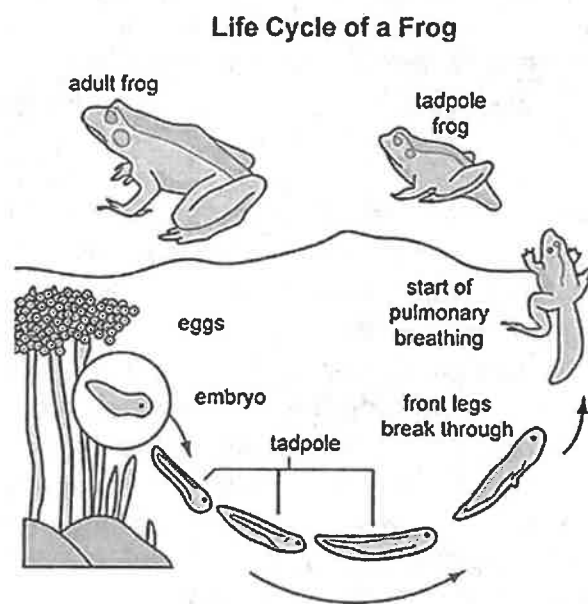
We, humans, belong to a class of vertebrates called **mammals**, a class which includes animals like bears, monkeys, mice, and whales. The common feature among mammals, which is also their identifying characteristic, is that all female mammals nourish their offspring with milk produced in their **mammary glands**. The majority of mammals birth live young ones, though a handful lay eggs. Mammal offspring receive parental care and bear a striking resemblance to their parents. Mammals are **warm-blooded** creatures, which means they keep their body temperature stable. All mammals have some form of hair or fur on their bodies and they respire using lungs.

**Birds**, another class of vertebrates, include species like flamingos, blue jays, owls, and eagles. Like mammals, birds also look after their young ones, breathe using lungs, and are warm-blooded. All birds are hatched from a hard-shell egg. They possess wings, feathers, and **beaks**. Their feathered wings enable most of them to fly. Birds also have adapted beaks - an important survival feature. Beaks or bills, as they are called in certain species, assist in a variety of tasks including searching for food, killing prey, eating, grooming, and feeding their young. Each bird species has a uniquely sized and shaped beak, designed to meet their environmental requirements. For example, the long, slender beak of a hummingbird helps it feed on nectar deep inside a flower, while the large, curved beak of a parrot helps it crack open and eat seeds.

**Reptiles**, including snakes, lizards, turtles, crocodiles, and more, make up another class of animals. They are distinguished by their dry, thick, scaly skin. While some reptiles are terrestrial, others are aquatic. Most reptiles lay soft, leathery-shelled eggs on dry land. Like birds and mammals, reptiles too breathe with lungs, but in contrast, they are **cold-blooded**, meaning they do not produce enough heat to maintain a stable body temperature, and thus, usually adapt to the temperature of their surroundings.

Another class of cold-blooded vertebrates includes **amphibians** like frogs, toads, and salamanders. Unlike reptiles, the skin of an amphibian is generally smooth and moist. Looking at the life cycle of a frog below, which is typical of amphibians, you can observe that frogs respire through gills early in life, and then develop lungs for terrestrial existence.

**Fish**, a cold-blooded vertebrate class that resides in water and breathes through gills, are typically covered in scales and have fins. Most fish lay eggs. Certain fish, such as sharks, rays, and skates, fall into a group known as **cartilaginous** or soft-boned fish. Their skeletons are made of **cartilage**, a tissue, rather than hard bones. Some examples of hard-boned fish include salmon, tuna, herring, and marlin.



**END OF**  
**TEXT**



Name: \_\_\_\_\_

# Lesson 32

## Vertebrates

*6th - Day 8*

1. What is the main feature that identifies vertebrates?

- A. Fins
- B. Feathers
- C. A backbone
- D. Fur

2. What does the term **warm-blooded** mean?

- A. The animal is afraid
- B. The animal can breathe through gills
- C. The animal maintains a constant body temperature
- D. The animal lays eggs

3. Which type of vertebrates have arms and legs?

- A. Fish
- B. Birds
- C. Amphibians
- D. Humans

4. What is the common characteristic of mammals?

- A. They have wings
- B. All female mammals produce milk for their young
- C. They have feathers
- D. They have gills

5. Which of these birds has a beak that helps it feed on nectar deep inside a flower?

- A. Eagle
- B. Blue Jay
- C. Parrot
- D. Hummingbird

Name: \_\_\_\_\_

## Lesson 32

### Vertebrates

6. What distinguishes reptiles?

- A. They have dry, thick, scaly skin
- B. They have beaks
- C. They have hair or fur
- D. They lay hard-shelled eggs

7. What type of vertebrates are frogs, toads, and salamanders?

- A. Mammals
- B. Birds
- C. Reptiles
- D. Amphibians

8. Which animals belong to the cartilaginous group of fish?

- A. Salmon
- B. Tuna
- C. Sharks
- D. Marlin

9. How do most fish reproduce?

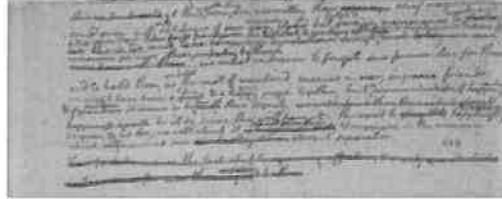
- A. They give birth to live young
- B. They lay eggs
- C. They grow from seeds
- D. They sprout from the ground

10. What is the main difference between reptiles and amphibians?

- A. Reptiles have wings, amphibians have fins
- B. Reptiles have scales, amphibians have smooth, moist skin
- C. Reptiles breathe through gills, amphibians breathe using lungs
- D. Reptiles are warm-blooded, amphibians are cold-blooded

# Thomas Jefferson: The Declaration of Independence

The text and images are from "America's Story from America's Library" by the Library of Congress.



a section of Jefferson's earliest known draft of the Declaration of Independence

Almost everyone knows that Thomas Jefferson wrote the Declaration of Independence. However, did you know that ... he wrote at least one rough draft? This is an example of what's left of the earliest known draft of the Declaration. You can see that Jefferson heavily edited his first draft before he prepared a clean, or "fair," copy that became the basis of the "original rough draught." The other representatives from the 13 colonies selected Jefferson to write the Declaration because they all agreed he was the best writer... .



Jefferson's "original Rough draught" of the Declaration of Independence

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness ..." These words may be the best known part of the Declaration of Independence. The Declaration explains why the 13 colonies wanted independence from Great Britain. However, the Declaration is not the law of the land. Do you know what is?



Jefferson places the Declaration before the Continental Congress.

The Constitution, which wasn't written until 1787, outlines the United States' form of government and explains what kinds of laws can be made. The Declaration is more about the ideals of the United States. It was written by Jefferson and adopted at the Second Continental Congress. In this painting, Jefferson is the tall man placing the Declaration on the table. Benjamin Franklin sits to his right, and John Hancock sits behind the table.



A letter Jefferson wrote 10 days before he died about the benefits of self-government.

Thomas Jefferson contributed greatly to the development of the United States, but the single most important item was the Declaration of Independence. His belief that each generation has the chance to remake the country's laws and constitutions was truly visionary. As you can see from this letter, written 10 days before he died, even at the end of his life, Jefferson believed in the blessings of self-government and an ever-changing society in which the people through their elected representatives continue to make new laws.

## Vocabulary

### basis

noun

definition: something that supports and is needed by all the other parts; starting point or foundation.

*Trust is the basis of friendship.*

Spanish: base, fundamento

forms: bases

### contribute

verb

definition: When something contributes to another thing, it adds something to it or plays a role in it.

*The construction of the new building is contributing to the noise in the neighborhood.*

*Her excellent acting contributed to the success of the play.*

forms: contributed, contributes, contributing

### ideal

noun

definition: a belief or aim considered to be worthy of honor or respect.

*My father had high ideals and expected me always to do the right thing.*

Spanish: ideal

**1. Before you start reading...**

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
<b>basis</b>				
<b>ideal</b>				

**2. Word Matcher**

Every word has other words that have similar meanings or even the exact same meaning (these are called synonyms!). Draw a line from each similar word or synonym to the vocabulary word that it matches!

support

base

foundation

**basis**

**ideal**

principle

standard

aim

**3. After reading and exploring the words through some activities...**

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
<b>basis</b>				
<b>ideal</b>				

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What did Thomas Jefferson's Declaration of Independence explain about the 13 colonies?
2. What three "unalienable rights" are mentioned in the most famous words of the Declaration of Independence?
3. The text says that the Declaration is "about the ideals of the United States." What is one ideal of the United States that is reflected in the Declaration of Independence? Support your answer with evidence from the text.
4. What is the main idea of this text?

