

Mr. Ballinger's PE Blizzard Bag #3

Instructions

6th grade

Go to www.brainpop.com

Log in

username: blanchesterms

password: wildcats

Watch the video

Click on [Social Studies](#), then [Culture](#), then [Basketball](#), watch the video

Take the quiz

Click [Take the Quiz](#), then [Classic Quiz](#), then answer the questions

Email Results

Click [Email Your Results](#), enter your name and Mr. Ballinger's email (ballingerb@blan.org), send results

4/11/14 – 6th Grade

Blizzard Bag Assignment #3 for Health - Mr. Greve

Go to brainpop.com

Login – blanchesterms

Password - wildcats

Click on Health Then click on Personal Health Then click on Bullying

Watch the video

Then take the quick-10 question quiz (Classic Quiz)

After the quiz click on email your results

Enter your name and then my email – grevet@blan.org

Then click OK

Then you are finished!

Art Vance

Blizzard Bag 3
6th grade

Sent
Due

Google: Modigliani life
Click on: Amedeo Modigliani - Facts,
Birthday, life story

1. Amedeo Modigliani was born
on month, day, year, town and country

2. died in _____ at the age of _____
- 3 He was influenced by _____
sculpture.

Miller

6th grade (Band Students)
only - Bag 3









Name: _____

Class: _____





THE BASICS

Know Your Notes and Rests

DIRECTIONS: Name each note or rest. Write the correct letter from the second column in the blank space.

- | | | |
|----------|---|-----------------|
| 1. _____ |  | A. Eighth Note |
| 2. _____ |  | B. Eighth Rest |
| 3. _____ |  | C. Quarter Note |
| 4. _____ |  | D. Quarter Rest |
| 5. _____ |  | E. Half Note |
| 6. _____ |  | F. Half Rest |
| 7. _____ |  | G. Whole Note |
| 8. _____ |  | H. Whole Rest |

DIRECTIONS: The arrow points to a part of a note. Name that part of the note. Write the correct letter from the second column in the blank space.

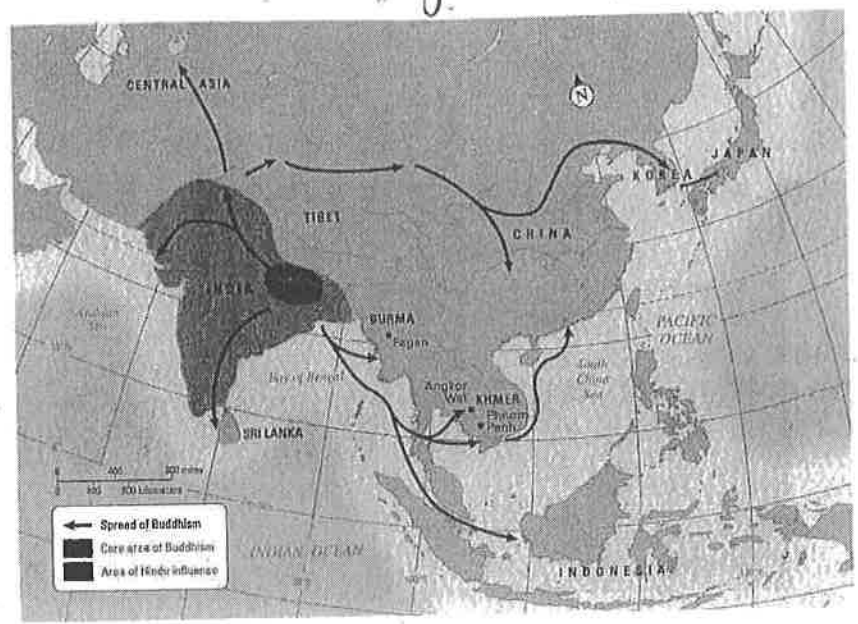
- | | | |
|-----------|---|-------------|
| 9. _____ |  | I. Stem |
| 10. _____ |  | J. Beam |
| 11. _____ |  | K. Notehead |
| 12. _____ |  | L. Flag |

Kirkendall

Social Studies Blizzard Bag 3

6th grade

Document 5



5a In what region of Southeast Asia were both Hinduism and Buddhism founded?

b Name three regions in Southeast Asia to which Buddhism spread.

One main characteristic of Hinduism is the caste system. A caste is an inherited social class. Each person is born to a particular caste for his or her lifetime. Caste determines a person's job, marriage partner, and friends.

Today, the Hindu caste system is made up of thousands of castes and subcastes. At the bottom of the caste system are the untouchables who have traditionally been considered inferior to others. Untouchables did the work that no one else wanted to do and were generally shunned by society.

The government of India and other groups are working to reduce the influence the caste system has on society.

6a Describe one way the caste system brings people together.

b Describe one way the caste system separates people.

Cortes

CHAPTER
7

Family Letter
Section B

Blizzard Math #3

6th grade

What We Are Learning

Percents

Vocabulary

These are the math words we are learning:

discount the amount that is subtracted from the original price of an item

percent a ratio comparing a number to 100

sales tax a percent of the cost of an item, which is charged by states to raise money

tip the amount of money added to a bill

Dear Family,

Your child will be learning about the relationship between percents, decimals, and fractions. In order to be able to recognize this relationship, your child will learn how to write a percent as a decimal and as a fraction.

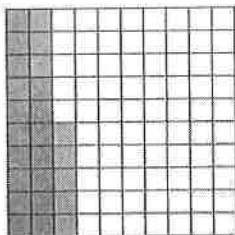
Your child will also be converting from decimals and fractions to percents. Your child will learn that a **percent** is a ratio comparing a number to 100 and is written using the % symbol.

Percents can be written as fractions or decimals. Likewise, both fractions and decimals can be written as percents.

$$25\% = \frac{25}{100} = 0.25$$

Percent Fraction Decimal

Your child can model percents in much the same way as fractions and decimals are modeled, by shading in the proper portion of a 10 by 10 grid. For example:



25%

Write 60% as a fraction in simplest form.

$$60\% = \frac{60}{100}$$

Write the percent as a fraction with a denominator of 100.

$$\frac{60}{100} = \frac{3}{5}$$

Write the fraction in simplest form.

Write $\frac{7}{8}$ as a percent.

$$\frac{7}{8} = 7 \div 8 = 0.875$$

Use division to write the fraction as a decimal.

$$0.875 = 87.5\%$$

Write the decimal as a percent.

Write 0.89 as a percent.

$$0.89 = \frac{89}{100}$$

Use what you know about place value to express the decimal as a fraction (eighty-nine hundredths).

$$\frac{89}{100} = 89\%$$

Write the numerator with a percent symbol.

Once your child has mastered converting between percents, decimals, and fractions, he or she will begin to solve problems using percents. Your child will learn to set up proportions and then find the missing value. Here is an example of how your child will use proportions to solve percent problems.

There are 650 students at Highland Elementary School. Thirty-five percent of all students attending the school ride the bus. Find the number of students that ride the bus.

$$\frac{\%}{100} = \frac{\text{is}}{\text{of}}$$

Set up the proportion.

$$\frac{35}{100} = \frac{s}{650}$$

Let s equal the number of students who ride the bus. Set up a proportion. You need to find the "is" part of the proportion.

$$100s = 22,750$$

The cross products are equal.

$$\frac{100s}{100} = \frac{22,750}{100}$$

Divide both sides by 100 to undo the multiplication.

$$s = 227.5$$

Round your answer to the nearest whole number so your answer will be reasonable.

There are about 228 students who ride the bus each day to school.

Percents are a valuable part of any math program. It allows students to apply what they learn to real life situations. Encourage your child to calculate the tax on a purchase or the tip for services rendered. Seeing math used in everyday life will have a profound effect on your child's math performance.

Sincerely,

Cortez

Math 6th grade

Name _____ Date _____ Class _____

CHAPTER
7

Family Letter

Percents

Write each percent as a fraction in simplest form.

1. 60%

2. 12%

3. 51%

4. 7%

Write each percent as a decimal.

5. 8%

6. 43%

7. 99%

8. 12%

Write each decimal as a percent.

9. 0.462

10. 0.2

11. 0.83

12. 0.05

Write each fraction as a percent.

13. $\frac{5}{8}$

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

15. $\frac{39}{50}$

16. $\frac{9}{20}$

Solve.

17. Joe owns 30 music CDs. If rap music makes up 40% of his collection, how many rap CDs does Joe own?

18. Mrs. Gonzalez ordered a dining room table. She had to pay 20% of the total cost when she ordered the table. She will pay the remaining balance when the table is delivered. If she has already paid \$60, how much more does she owe?

19. Find 66% of 250.

20. Jean went out to dinner. Her bill was \$16.71. If she left a tip that was 15% of the bill, about how much was the amount of the tip?

From Boom Box to iPhone®: The Evolution of Sound

Imagine carrying a cassette tape player and two speakers—all combined into one large unit called a boom box—on your shoulder while you walked around your neighborhood. As silly as that sounds, that was the fad in the late 1970s for “serious” popular music listeners. It was not uncommon to see someone with this unit on their shoulder “dancin’ and groovin’” to their tunes. Unfortunately, the listener would have to either stop and change the batteries or the tape to continue listening or change their “playlist.” If only they could get the benefits of speaker quality sound and longer sets of music.



In 1979, the Sony company solved part of the problem by putting the cassette tape into a compact player unit called a Walkman® that used stereo-quality headphones instead of small loudspeakers. The Walkman® could easily be held in one hand and was about 6 inches long by 3 inches wide by 1½ inches thick. This made the portability of the music much easier and the sound quality much better.

A few years later, in 1982, the first digital music format was introduced in the form of compact discs (CDs). This format allowed for much higher quality of sound as well as larger capacity for storage. The first CD players, however, were similar to the earlier cassette tape boom boxes.

In 1984, Sony reconfigured their Walkman® portable sound unit so it could play CDs instead of cassette tapes and called it the Discman®. These portable digital devices and the CD format continued in popularity and high consumer usage until 1998, when the first MP3 player was developed in South Korea and introduced as the MPMan®. The only problem was that it could only hold about 6 songs worth of music. However, within a few short years, technology was developed and improved and the first iPod® by Apple was introduced in 2001. It could hold 5 GB (gigabytes) of music, or about 1,000 songs.

Since 2001, greater developments have occurred in the technology of these digital devices including the ability to store, record, and playback more than 100 GB of media; the addition of video to the types of media the devices are capable of storing and playing; and the combination of all these media with cell phones into a single unit. In 2007, Apple introduced the iPhone®, a touch screen cellular device that enables you to do almost everything for which you usually use the computer—all in one slim handheld device. Other MP3 players and digital devices include the Zune®, SanDisk®, Sony Walkman® (same name only now an MP3 player!), Samsung P3®, and many, many others.

It is truly amazing what you can hold in the palm of your hand today! You can talk to someone on the other side of the world, listen to your favorite music, watch a video, take a digital photograph, and surf the web all while walking to school or work. Pretty amazing!

BMS 6th Music- Mr. Wood Blizzard Bag 3 4/11/14

Read the article "From Boom Box to iPhone, The Evolution of Sound," then answer the questions below.

Your username (cummings@blan.org) will be recorded when you submit this form. Not [cummings](#)? [Sign out](#)

* Required

What company developed the Walkman? *

What form of media storage was used in the the Walkman? *

Name the portable device made to play compact discs. *

In what country was the first portable MP3 player developed? *

What was the first portable MP3 player called? *

How many songs could the first MP3 player hold? *

What company developed the iPod? *

How many GBs could the first iPod hold? *

Name two of the functions that have been combine into one unit. *

What were the dimensions of the original Walkman? *

What kind of media format do you think will be used for music in the future? *

"I don't know" is not an acceptable answer; speculate.

Send me a copy of my responses.

Narrative Nonfiction

Into the DARK



Jack Thayer (above) was thrilled to be aboard the most luxurious ship in the world.

UP
CLOSE

Author's Craft You are about to read two stories about the same famous historical event. The first is nonfiction. The second is a poem. As you read, pay attention to how the author of each gives you information about the event.

LOOK FOR WORD NERD'S WORDS IN BOLD>


In just a few hours, the *Titanic* would be at the bottom of the Atlantic Ocean.

Some 1,500 people—men, women, and children—would be dead.

Yet at 11:00 that evening, April 14, 1912, there was not the slightest hint of doom in the air. Jack Thayer, 17, had come outside to admire the brilliant sky before going to bed. The stars were shining so brightly that they reminded Jack of diamonds. The ocean was perfectly calm. All was quiet except for the steady hum of the ship's engines and the whistle of a gentle breeze.

"It was the kind of night," Jack would later recall, "that made one glad to be alive."

Indeed, this bright and curious boy from Philadelphia had much to feel glad about. He and his parents were returning from a two-month trip to Europe. Everywhere Jack looked, he saw signs of a fast-changing world—a world made brighter by new electric lights, made faster by motorcars and powerful steam engines, made safer by breakthroughs in science.

Jack Thayer, 17, was on the voyage of a lifetime. But then disaster struck. As the *Titanic* began to sink, he was separated from his parents and lost almost all hope for survival.

WATER

The *Titanic* was a symbol of all of these changes—the biggest, most elegant, most technologically advanced ship ever built. How lucky Jack felt to be on its first transatlantic voyage.

Even the Thayers, a family of great wealth, were dazzled by the ship's **grandeur**. Their large first-class cabins were as fancy as rooms in the finest hotels. There was a swimming pool with heated ocean water and an exercise room staffed with a professional trainer. Delicious meals were served on dishes **etched** with gold.

Jack, with his **dapper** wool suits and worldly confidence, mingled easily with the tycoons he met in the first-class lounge and dining rooms. He especially enjoyed his conversations with Thomas Andrews, the designer of the *Titanic*. Andrews was modest. But he couldn't deny that the *Titanic's* maiden voyage was a magnificent success. In three days, the ship was due to arrive in New York to great fanfare.

**HISTORY
POEM CONTEST!**
Turn your favorite historical event
into a poem—and win big! See page 9.

WWW.SCHOLASTIC.COM/ST



"Unsinkable"

It was almost 11:30 when Jack went back to his cabin, which was next to his parents' suite. He called good night to his mother and father. Just as he was about to get into bed, he swayed slightly. He realized the ship had veered to the left—"as though she had been gently pushed," he would later say.

The engines stopped, and for a moment, there was a quiet that was "startling and disturbing."

Then Jack heard muffled voices and running footsteps. He threw on his overcoat and slippers, told his parents he was going to see what was happening, and rushed outside. Soon he was joined by a crowd of first-class passengers, including his father. Jack wasn't worried. Indeed, there was a mood of adventure, especially after news spread that the ship had struck an iceberg. The men in the crowd joked and puffed on cigars as they craned their necks and squinted into the dark night. They all wanted to see the object that had dared interrupt the voyage of the great *Titanic*.

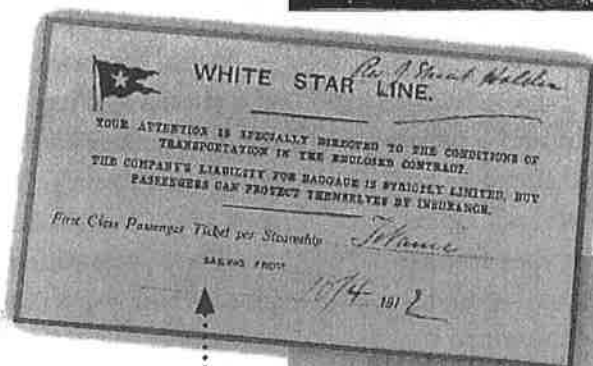
"Nobody yet thought of any serious trouble," Jack would recall. "The ship was unsinkable."

That's certainly what most people believed: that the *Titanic's* state-of-the-art safety features—16 watertight compartments to contain flooding—would keep the ship afloat no matter what. So it was with no sense of urgency that Jack and his father roamed the ship, trying to find out when they would again be under way.

But then Jack and his father saw Andrews



While Jack Thayer and the 353 other first-class passengers dined in fancy restaurants (above), nearly a thousand second- and third-class passengers ate in cafeterias like the one below.



First-class tickets cost **\$4,000** (about **\$90,000** today).



Many third-class passengers were on their way to America to start new lives. Their rooms, though cramped and much less fancy than those in first class, were far more comfortable than on other liners.



standing with several of the ship's officers. Andrews's grave expression sent a stab of fear through Jack's heart. If anyone understood the *Titanic's* true condition, it was the man who knew the ship inside and out.

And the truth was terrifying. The iceberg's jagged fingers had clawed through the steel hull. Water was gushing into the ship's lower levels. "The *Titanic* will sink," Andrews said. "We have one hour."

That, though, was only half of the horrifying story. As Jack would soon learn, the *Titanic* had only 20 lifeboats, enough for about

half of the passengers and crew members.

The *Titanic* was 800 miles from New York. The temperature of the ocean was 28° Fahrenheit. **Immersed** in water that cold, a human body goes into shock almost immediately. The heart slows. The skin begins to freeze. Death comes within 80 minutes.

For those who couldn't escape by lifeboat, there was almost no hope of survival.

Lost in the Crowd

Jack put on a warm wool suit and a sweater. He tied on his life preserver and slipped into his overcoat, then he rushed back up to the deck with his parents. What they found was confusion and deafening noise—people shouting, distress rockets being fired into the air. Jack was with his parents and his mother's maid, Margaret Fleming. They were soon joined by a young man named Milton Long, whom Jack had befriended at dinner earlier that night. The group made their way through

the ship, hoping to find a lifeboat.

Suddenly, they were in the middle of a surging crowd of panicked passengers. To Jack's horror, he and Milton were separated from his parents and Margaret. He searched **desperately** but could not find them. He became convinced that they had all boarded a lifeboat, leaving him behind. And there were no lifeboats left.

Jack and Milton were on their own.

Amid the noise and panic, the screams and shouts and explosions, Jack and Milton tried to **bolster** each other's courage as the ship continued to sink. "I sincerely pitied myself," Jack said, "but we did not give up hope."

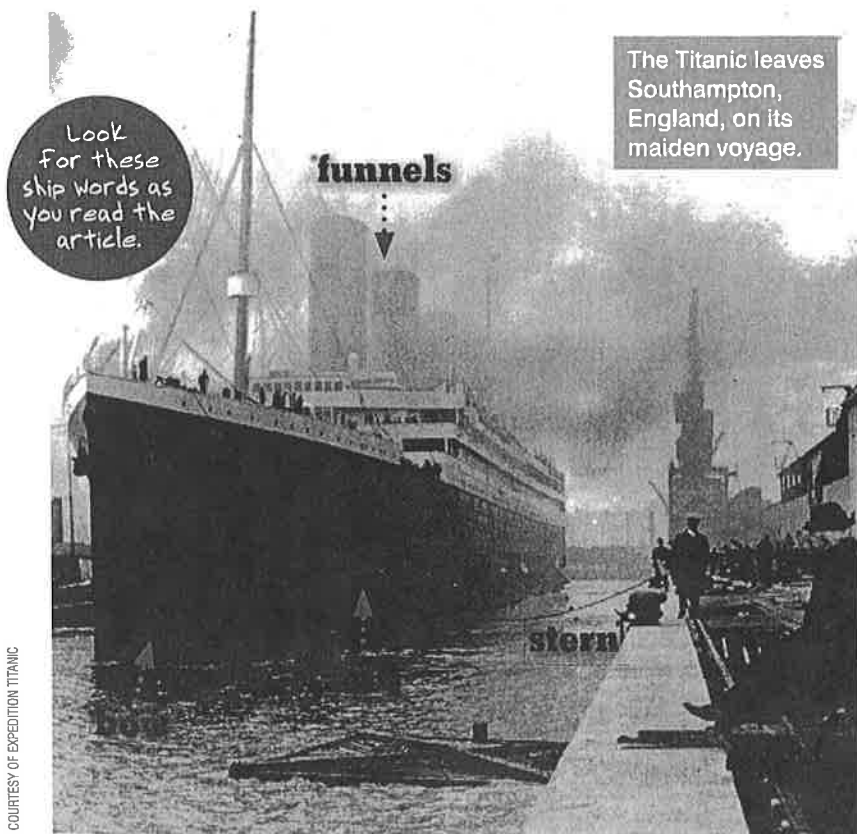
They determined that their best chance for survival was to wait until the ship was low enough in the water that they could jump in without injuring themselves.

That moment came at about 2:15 a.m. The ship lurched forward, its bow plunging deeper into the black waters of the Atlantic. Jack and Milton shook hands and wished each other luck.

Milton went first, climbing over the railing and sliding down the side of the ship. Jack would never see him again.

Jack threw off his overcoat and, he later said, "with a push of my arms and hands, jumped into the water as far out from the ship as I could. . . . Down, down I went, spinning in all directions."

He struggled to the surface, gasping from the cold, his lungs near to bursting. He had been floating for only a few minutes when one of the ship's enormous funnels broke free. In a shower of sparks and black smoke, it crashed into the water just 20 feet from Jack. The suction pulled him under the water once again. This time he barely made it back up.



COURTESY OF EXPEDITION TITANIC



Titanic survivors wait for rescue.

But as he surfaced, his hand hit something—an overturned lifeboat. Four men were balancing on its flat bottom. One of them helped Jack up. From there, they watched the *Titanic* in its final agonizing moments—the stern rising high into the sky, hundreds of people dropping into the sea, the lights finally going out.

Then, in a moment of eerie quiet, the ship disappeared into the sea.

“A Wailing Chant”

The silence was broken by the first frantic cries for help. People—hundreds of them—were scattered everywhere in the water, kept afloat by their life vests. The individual cries became “a continuous wailing chant” of terror and pain and desperation, Jack said.

Over the next few minutes, he and the others on the lifeboat managed to pull 24 men out of the water alive. The group was “packed like sardines” on the boat, their arms and legs tangled together. Freezing waves washed over them. Nobody moved for fear of slipping into the water.

Only about 30 percent of the people on the *Titanic* survived.

first faces Jack saw when he boarded the rescue ship was his mother’s. Margaret was also aboard.

The joy of their reunion was overwhelming—but so was the shock when Jack’s mother asked a simple question.

“Where is your father?”

As it turned out, Mr. Thayer had not boarded a lifeboat.

“Of course, I should have known that he would never have left without me,” Jack later said.

The *Carpathia*, carrying the *Titanic*’s 705 grief-stricken survivors, docked in New York City on April 18 and was greeted by a crowd of 30,000 people. Jack and his mother then returned to Philadelphia.

Jack went on to marry, have two sons, and attain a powerful position at the University of Pennsylvania. Years later, he wrote his own account of the sinking of the *Titanic*, dedicated to his father’s memory.

Today, more than 100 years after the ship’s sinking, stories of its survivors still fascinate and inspire. In this way, the mighty ship sails on. 🐉

Into the Dark Water: Find the Evidence

Directions: Read each question below carefully. Some will ask you to select text evidence—or specific details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

- ① **When the Titanic first encountered trouble, Jack and the other passengers felt certain they were safe. Circle the letter of the piece of text evidence that best demonstrates that they were not worried:**

- "The Titanic's maiden voyage was a magnificent success."
 "There was a quiet that was 'startling and disturbing.'"
 "Indeed, there was a mood of adventure."
 "Jack heard muffled voices and running footsteps."

- ② **In your own words, describe why the Titanic was said to be "unsinkable." Use specific evidence from pages 4–6 of the text.**

- ③ **Choose the two pieces of evidence that best explain the terrible situation all of the passengers were in once the ship began to sink:**

- "Andrews's grave expression sent a stab of fear through Jack's heart" and "Water was gushing into the ship's lower levels."
 "Nobody yet thought of any serious trouble" and "The ship was unsinkable."
 "Jack put on a warm wool suit and a sweater" and "Jack and Milton were on their own."
 "The Titanic had only 20 lifeboats" and "The temperature of the ocean was 28° Fahrenheit."

- ④ **What does Jack's quote "I sincerely pitied myself, but we did not give up hope" demonstrate about him?**

- Jack had the will to survive.
 Jack was certain that he would die that night.
 Jack wished that his parents had stayed with him.
 Jack was ready to give up.

- ⑤ **How does the author describe the final "agonizing" moments of the Titanic?**

- "Nobody moved for fear of slipping into the water."
 "The stern rising high into the sky, hundreds of people dropping into the sea, the lights finally going out."
 "Of course, I should have known that he would never have left without me."
 "Over the next few minutes, he and the others on the lifeboat managed to pull 24 men out of the water alive."

- ⑥ **Identify three pieces of evidence from the section "A Wailing Chant" that describe what passengers experienced from the time the Titanic sank to the moment the Carpathia arrived.**

7 **What conclusion could you draw from the article?**

- Only people who could swim were able to survive the night.
- Mrs. Thayer was angry with Jack for leaving his father.
- Ships are unsafe methods of travel and transportation.
- The tragedy might not have been as bad if the ship had had enough lifeboats.

8 **The author explains that "more than 100 years after the ship's sinking, stories of survivors still fascinate and inspire." Explain why this story is still interesting. Use examples from the article.**

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Blizzard Bag #3

Science - Mrs. Wilson

6th grade

Choose an existing product and think of ways to improve it.

Tell me the changes you would make to the product.

Tell me why you would change it or why your change would improve the product.

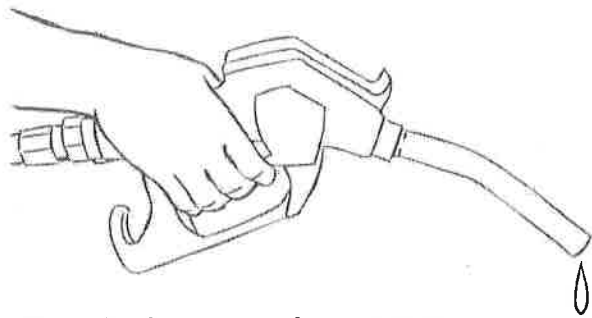
Draw a prototype of your new product.

My Fellow Engineers!

We use fossil fuels every day. Coal is a fossil fuel. It is used to make electricity for our alarm clocks, microwaves, computers, and more. Oil is another fossil fuel. It is used to power cars, trucks, buses, planes, and trains. Natural gas is also a fossil fuel. We use it to warm our homes and cook our food. Fossil fuels can do all of these jobs. They are easy to control, transport, change, and burn. Other energy sources, such as solar, wind, water, and nuclear power, make only electricity. They are not able to power most types of transportation. There is no other energy source as useful as fossil fuels. Fossil fuels are America's best source of power.

Our need for energy is constant. Fossil fuels are amazingly **diverse**. They are able to do more tasks than any other source of energy. And fossil fuels are by far the most affordable source of energy on the planet.

Some groups have criticized the use of fossil fuels. They say fossil fuels cause problems such as air pollution and climate change. They believe that renewable resources are better for the environment. But every source of energy has some environmental problem. Solar cells are made with poisonous metals. Wind turbines kill birds. They also cause noise pollution.



Even hydropower dams cause problems. They drown rivers and animals that depend on the water—from endangered amphibians to fish that can no longer swim upstream to spawn, or deposit eggs.

Fossil fuels are made to be clean and safe. Clean-coal technology takes the dirt out of raw coal long before it is able to reach the power plant. Scrubbing smokestacks removes the remaining pollutants.

For more than 100 years, fossil fuels have been the world's most used energy source. Billions of people depend on them every day. They make energy steadily, predictably, and on demand. And the cost simply can't be beat. They make power affordable for everyone. Fossil fuels make our way of life possible. And technology makes sure fossil fuels will be environmentally sustainable for years to come. It makes sense that we continue to use fossil fuels.

They are the best source of power on the planet.

Hurtt Blizzard Bag #3

Name _____ Date _____

Use what you read in the passage to answer the questions.

1. Who is the audience of this speech?

2. What are two examples of fossil fuels?

3. What do we use natural gas for?

4. In what way is solar power limiting?

5. What does the word **diverse** mean?

6. What problems do critics say fossil fuels cause?

7. What is an example of a renewable source of energy?

8. What makes the speaker persuasive or convincing? Give examples.

