



George A. Mercer Middle School

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Dr. Christian Pantin, Principal



Date: October 2, 2023

From: Mercer Middle School's Stellar 6th Grade Team of Legendary Educators

Dear Parent/Guardian of our 6th Grade Mercer Raider Scholar,

On October 6, 2023, Savannah Chatham County Public Schools will have an e-Learning half-day. Students will stay home and learn remotely. Our schedule for the half-day and information about the learning packet activities are listed below. The e-Learning day begins at 8:15am and ends at 11:55am.

Schedule:

8:15am – 8:55am: 6 th Grade Language Arts Activity
9:00am – 9:40am: 6 th Grade Math Activity
9:45am – 10:25am: 6 th Grade Science Activity
10:30am – 11:10am: 6 th Grade Social Studies Activity
11:15am – 11:55am: 6 th Grade Connections/Life Skills Activity

For questions or concerns, please email your scholar's teacher using the information below:

- 6th Grade Language Arts: Ms. Turner – Xavier.Turner@sccpss.com
- 6th Grade Mathematics: Mr. White – Ryan.White@sccpss.com
- 6th Grade Social Studies: Ms. Sellers – Jayla.Sellers@sccpss.com
- 6th Grade Science: Mr. Burke – Delroy.Burke@sccpss.com
- 6th Grade Language Arts: Mrs. Graham-Richards – Tracey.Graham-Richards@sccpss.com
- 6th Grade Mathematics: Ms. McKinney – Trenice.McKinney@sccpss.com
- 6th Grade Support Teacher: Mrs. Bruce – Jacqueline.Bruce@sccpss.com
- 6th Grade Support Teacher: Ms. Powell – Shayla.Powell@sccpss.com

Yours truly,

Dr. Christian Pantin

Principal, George A. Mercer Middle School

Name: _____

Class: _____

Hairs

By Sandra Cisneros

1984

Sandra Cisneros is an American writer and a key figure in Chicana literature. Her writing frequently draws on her experiences as an only daughter in a family of six brothers, as well as her family's migration between Mexico and the United States. Cisneros is the author of the bestselling novel The House on Mango Street. In this short text from that novel, a narrator describes (talks about) her family's hair. As you read, take notes on the words and phrases the author uses to describe her mother's hair.

[1] Everybody in our family has different hair. My Papa's hair is like a broom, all up in the air. And me, my hair is lazy. It never obeys barrettes or bands. Carlos' hair is thick and straight. He doesn't need to comb it. Nenny's hair is slippery — slides out of your hand. And Kiki, who is the youngest, has hair like fur.

But my mother's hair, my mother's hair, like little rosettes,¹ like little candy circles all curly and pretty because she pinned it in pincurls all day, sweet to put your nose into when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed still warm with her skin, and you sleep near her, the rain outside falling and Papa snoring. The snoring, the rain, and Mama's hair that smells like bread.



"Untitled" by Adrian Fernández is licensed under CC0.

From THE HOUSE ON MANGO STREET. Copyright © 1984 by Sandra Cisneros. Published by Vintage Books, a division of Penguin Random House, and in hardcover by Alfred A. Knopf in 1994. By permission of Susan Bergholz Literary Services, Lamy, NM. All rights reserved.

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1. something that looks like a rose

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the central message of the text?
 - A. People are more beautiful on the outside than the inside.
 - B. Others will struggle to understand what makes us special.
 - C. Everyone in a family is different in their own way.
 - D. It is important to accept yourself for who you are.

2. As it is used in paragraph 1, "obeys" most closely means —
 - A. to stay in place.
 - B. to show respect.
 - C. to feel bored.
 - D. to help out.

3. Why does the author repeat the phrase "my mother's hair, my mother's hair" in paragraph 2?
 - A. to show how much she loves her mother's hair
 - B. to make it seem like she is calling out for her mother
 - C. to help the reader picture what her mother's hair looks like
 - D. to give a clue to the reader about the problem with the narrator's hair

4. How does the narrator feel about her mother's hair?
 - A. It makes the narrator feel comfortable because it reminds her of home.
 - B. It makes the narrator feel greedy because she wishes her hair was pretty.
 - C. It makes the narrator feel hungry because it smells like bread.
 - D. It makes the narrator feel sad because she misses her mother.

5. How does the author organize the text?
 - A. by explaining how the narrator's feelings about hair have changed over time
 - B. by sharing a story about how hair is important to the narrator's family
 - C. by showing how the family's hair is different from their mother's hair
 - D. by describing what the narrator's hair is like using many details



LESSON 7

Using the Standard Algorithm to Add and Subtract Decimals

- Check each addition or subtraction problem with its inverse operation to see if the answer is correct. If not, cross out the answer and write the correct answer.

Problems	Student Answers
$\begin{array}{r} \textcircled{1} \quad 2.354 \\ - 1.167 \\ \hline \end{array}$	$\begin{array}{r} \cancel{1.213} \\ 1.187 \end{array}$ <p style="text-align: center;">Inverse:</p> $\begin{array}{r} 1.213 \\ + 1.167 \\ \hline 2.380 \end{array}$ <p style="text-align: center;">Answer:</p> $\begin{array}{r} 2.354 \\ - 1.167 \\ \hline 1.187 \end{array}$
$\begin{array}{r} \textcircled{2} \quad 3.012 \\ + 4.624 \\ \hline \end{array}$	7.628
$\begin{array}{r} \textcircled{3} \quad 8.798 \\ - 5.643 \\ \hline \end{array}$	3.155
$\begin{array}{r} \textcircled{4} \quad 1.264 \\ + 3.580 \\ \hline \end{array}$	4.744
$\begin{array}{r} \textcircled{5} \quad 6.700 \\ - 4.457 \\ \hline \end{array}$	2.357



Using the Standard Algorithm to Add and Subtract Decimals *continued*

Problems	Student Answers
6 $6.83 + 5.493$	12.323
7 $324 - 312.45$	311.21
8 $14.3 + 7.368$	11.668
9 $35.6 - 29.997$	5.613
10 $8.12 + 27.187$	35.307

11 How do you use subtraction to check an answer to an addition problem?

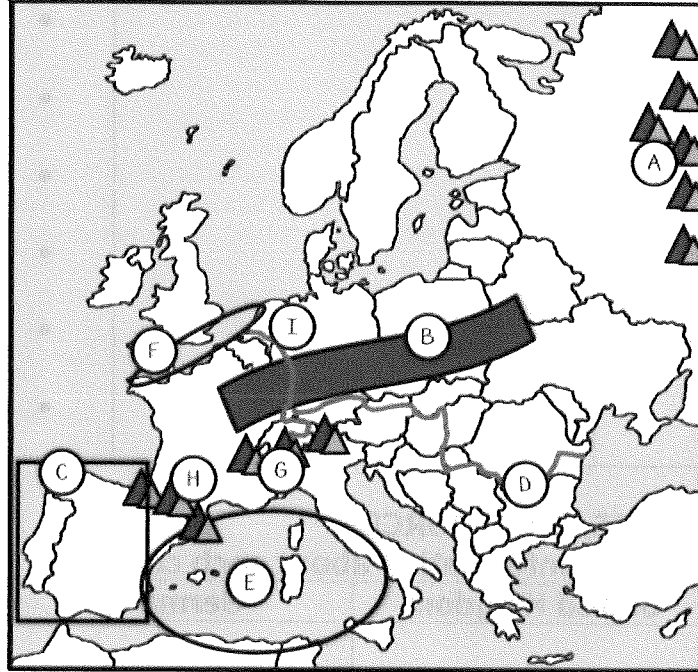
Name: _____

Geography of Europe

Study Guide

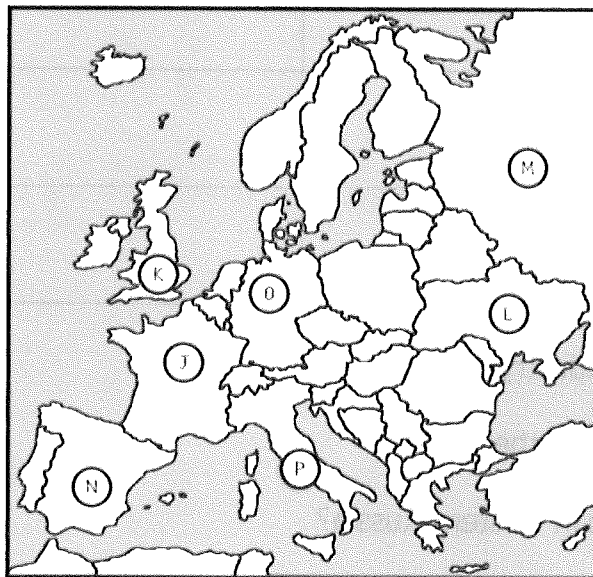
PART I: PHYSICAL AND POLITICAL FEATURES

Label the physical features on the map below.



A.	B.	C.
D.	E.	F.
G.	H.	I.

Label the countries on the political map below.



J.	K.	L.	M.
N.	O.	P.	

Match the physical features to the correct descriptions.

<ol style="list-style-type: none"> 1. European Plain 2. Mediterranean Sea 3. Rhine River 4. Ural Mountains 5. English Channel 6. Danube River 7. The Alps 8. Pyrenees Mountains 9. Iberian Peninsula 		<ul style="list-style-type: none"> • Natural border between France & Spain • 2nd largest river in Europe • Run through Europe and Asia • Large region of rich farmland • Located north of Italy, in Switzerland • Touches Asia, Europe, and Africa • Made up of Spain and Portugal • Major source of trade in Germany • Separates the UK from France
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PART II: LOCATION, CLIMATE, & RESOURCES

Complete the chart below with information about each country.

	United Kingdom	Germany	Russia
10. Location			
11. Climate			
12. Natural Resources			
13. Trade			
14. Where People Live			

15. What is the UK's biggest industry today?

16. What is the largest country in the world?

17. Why do most Russians live in western Russia?

PART III: LANGUAGE & RELIGION

Read each statement and determine which religion it describes. Write J for Judaism, C for Christianity, or I for Islam next to each one.

18. Muhammad founded this religion in the 7 th century.	
19. This is the oldest of the three religions.	
20. This religion is based on the teachings of Jesus Christ.	
21. This religion believes in one god.	
22. This religion has a sacred text called the Torah.	
23. This religion originated in Southwest Asia.	

24. Give 3 examples of Romance languages: Italian, French, Spanish
25. Give 2 examples of Germanic languages: English, German
26. Give 1 example of a Slavic language: Russian

PART IV: ENVIRONMENTAL ISSUES

Complete the chart with information about the cause(s) and effect(s) of each environmental issue.

	Causes	Effects
27. Acid Rain in Germany		
28. Air Pollution in the UK		
29. Chernobyl Nuclear Disaster		

Identifying the Phases of the Moon II

Waxing Crescent - when we can see only a sliver of the moon's disk (*right-hand side*).

Full Moon - when the moon's disk is light because the Earth is between the sun and the moon

Waxing Gibbous - when we can see roughly three-quarters of the moon's disk (the *right side* of the moon is lit).

First Quarter - can see one-half of the moon's disk (at First Quarter, you see the *right half* of the moon lit [this one-quarter of the entire moon's surface]).

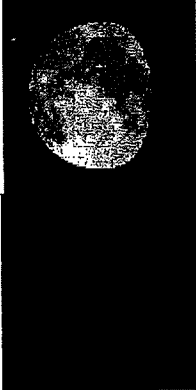

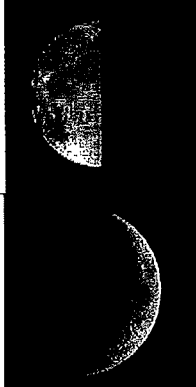
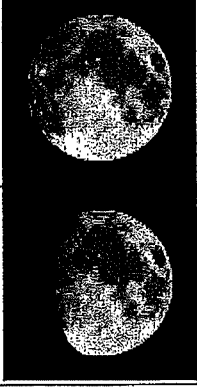
New Moon - when the moon's disk is dark (and invisible to us) because the moon is between the sun and the Earth

Last/3rd Quarter - can see one-half of the moon's disk (at Last/3rd Quarter, you see the *left half* of the moon lit [this one-quarter of the entire moon's surface]).

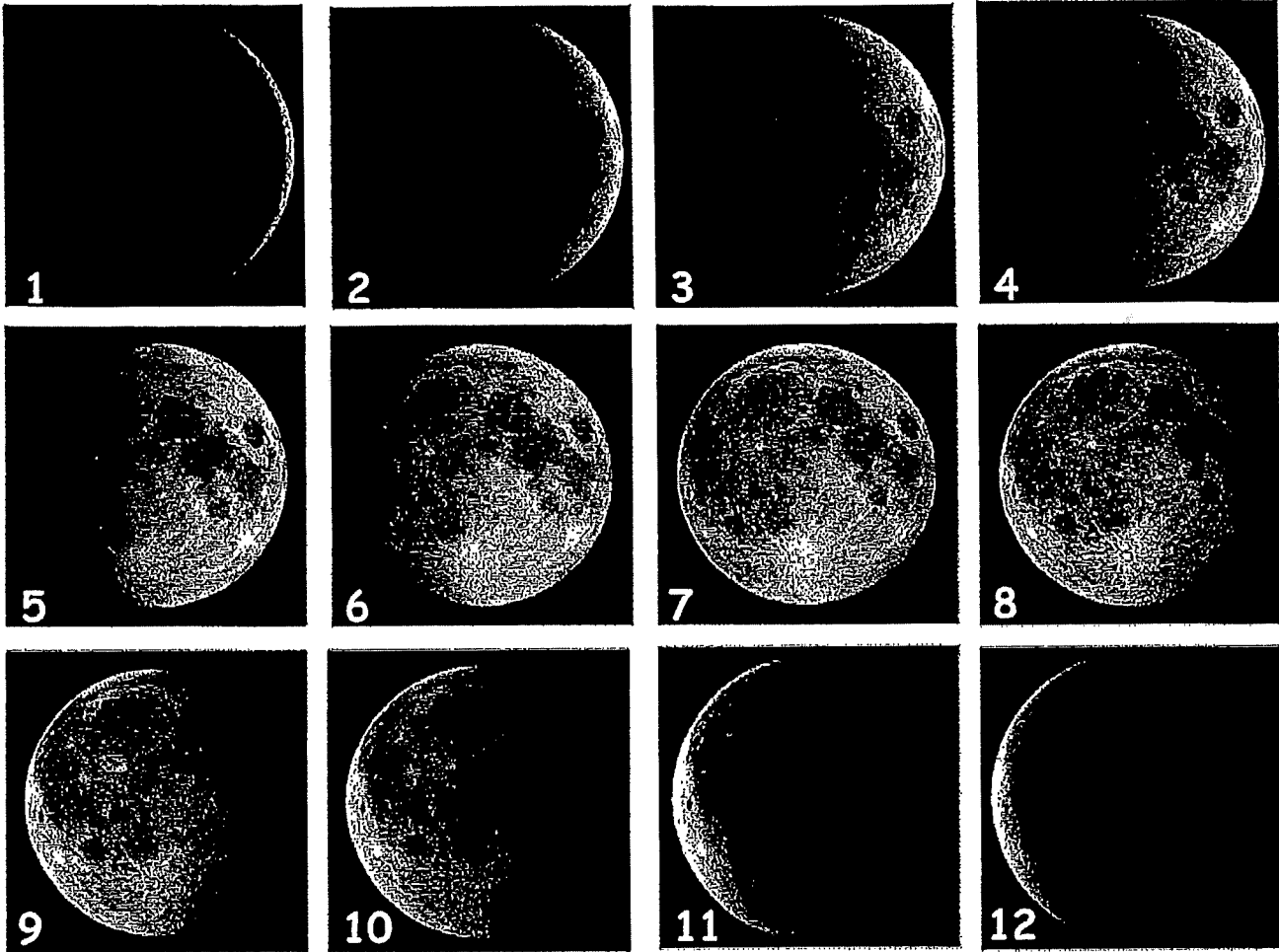
Waning Gibbous - when we can see roughly three-quarters of the moon's disk (the *left side* of the moon is lit).

Waning Crescent - when we can see only a sliver of the moon's disk (*left-hand side*).

Using the table above, write the phase of the moon shown in the picture.

Identifying Phases of the Moon III



Using the pictures above, complete the worksheet.

Which image shows First Quarter? _____ Full? _____ Third Quarter? _____

Which images are crescents? _____ Gibbous? _____

Which images are waxing? _____ through _____

Which images are waning? _____ through _____

Identifying Phases of the Moon IV

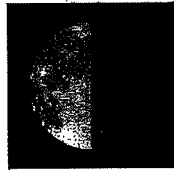
For each of the diagrams below, *identify the exact phase* of each and then *order* the phases (1 thru 8) in sequence beginning with the New Moon as #1.



A

Phase:

Order:



B

Phase:

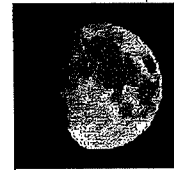
Order:



C

Phase:

Order:



D

Phase:

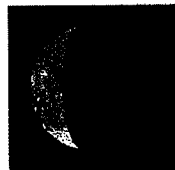
Order:



E

Phase:

Order:



F

Phase:

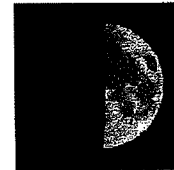
Order:



G

Phase:

Order:



H

Phase:

Order:

Phases:

1. New Moon
2. Waxing Crescent
3. 1st Quarter
4. Waxing Gibbous
5. Full Moon
6. Waning Gibbous
7. Last Quarter
8. Waning Crescent

WORKSHEET

SELF - ESTEEM - ITS IMPORTANCE

A. The statements below describe self-esteem and how people with high and low self-esteem behave. Read the statements and mark true or false against each.

Sl. No.	Statement	True/False
1	Self Esteem means feeling good about yourself.	
2	Self Esteem means feeling good about others.	
3	Self Esteem means being proud of who and what you are.	
4	A person who care about his health has high self esteem.	
5	A person with low self-esteem is unhappy when others succeed.	
6	High self-esteem means doing things that make other people happy.	
7	A person with high self-esteem is always concerned about what other people may think of him.	
8	A person with high self-esteem learns from others.	
9	A person with high self-esteem feels good while making fun of others.	
10	A person with high self-esteem is very confident and optimistic.	
11	High self-esteem means being full of pride or having a "big head".	
12	A person with low self-esteem enjoys new experiences.	

B. Now that you have learned and have enough information about yourself, write and share in the respective groups a short paragraph that illustrates positive qualities, strengths and potentials in you.

Sum up the activity and repeat the following key points:

- Self-esteem is a personal judgment of self-value.
- It is important to have a high self-esteem.
- Those with high self-esteem
 - Have confidence and trust their judgment.
 - Do not get bogged down by criticism.
 - Resolve their own problems and also help others.