

## 6th Grade Maroon and Gold - NTI Day 16 Checklist

Required Assignments: The following assignments should be completed for NTI Day 16. These assignments are required for all students!

\_\_\_\_\_ MATH - The Mode is a measure of Center for Categorical Data

\_\_\_\_\_ ENGLISH LANGUAGE ARTS - Independent Reading (10 minutes) - Please have your parent/guardian initial. Read text structure notes **and** answer text structure note questions. Review text structure writing examples. Practice text structure writing on your own.

\_\_\_\_\_ SOCIAL STUDIES - Read "The Golden Age of Athens" Chart. In the left hand column, rank each of the categories 1-7 based on how important you feel that contribution was. The category that you feel is the MOST important should be 1, the LEAST important should be 7. Write the number below the category heading.

\_\_\_\_\_ SCIENCE - Continue the moon phase calendar. Read the "Inner Planets" article and complete the "Review of the Inner Planets" worksheet.

\_\_\_\_\_ EXPLORE - See explore packet for directions and assignments.

Optional Assignments: The following assignments are optional. We encourage you to complete at least some of these assignments each day.

\_\_\_\_\_ Read for 20 minutes - either to yourself or to a younger sibling!

\_\_\_\_\_ Complete lessons in Edmentum

Account: HCBOE2

Login: Lightspeed username (for example, kwhalen2026)

Password: Lightspeed password

\_\_\_\_\_ Join the NEW NTI Day Google Classrooms and complete the supplemental activities posted there.

Social Studies code: qzaivku

Science code: dadch3d

ELA code: p6yh3ma

**{Most Important Contact List}**

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Phone number: 859-234-7123

**6th Grade Gold team**

**6th Grade Maroon Team**

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<p><b>Kaitlyn Justice</b> Subject: English/Reading Resource Email: <a href="mailto:kaitlyn.justice@harrison.kyschools.us">kaitlyn.justice@harrison.kyschools.us</a></p>	<p><b>Jeanie Royse</b> Subject: English/Reading Resource Email: <a href="mailto:jeanie.royse@harrison.kyschools.us">jeanie.royse@harrison.kyschools.us</a></p>
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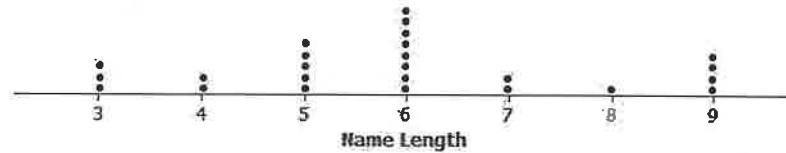
Name \_\_\_\_\_

Date Review from  
NTI days 13+14

## Lesson 2: Displaying a Data Distribution

### Exit Ticket

A sixth-grade class collected data on the number of letters in the first names (name lengths) of all the students in class. Here is the dot plot of the data they collected:



1. How many students are in the class?
2. What is the shortest name length?
3. What is the longest name length?
4. What name length occurs most often?
5. What name length describes the center of the data?

## Lesson 7.5 Measures of Center: Mode

The **mode** of a data set is the value that occurs the most often. Sometimes a data set has more than one mode.

2, 6, 1, 8, 10, 3, 10, 1, 10

1, 1, 2, 3, 6, 8, 10, 10, 10

(1, 1) 2, 3, 6, 8, 10, (10, 10)

10

1. Put the data in order from least to greatest.

2. Look for values that occur more than once.

3. The value that occurs the most times is the mode.

Find the mode for each data set.

**a**

1. 3, 2, 8, 5, 1, 4, 4, 3, 4

\_\_\_\_\_

2. 24, 16, 26, 12, 28, 23, 28, 26, 28

\_\_\_\_\_

3. 16, 18, 12, 15, 21, 26, 26

\_\_\_\_\_

4. 253, 295, 204, 151, 118, 277, 277

\_\_\_\_\_

5. 95, 73, 55, 69, 72, 65, 73, 72, 73

\_\_\_\_\_

6. 14, 93, 14, 96, 13, 5, 84, 69, 93

\_\_\_\_\_

**b**

39, 25, 40, 38, 22, 37, 40

\_\_\_\_\_

118, 115, 108, 124, 106, 120, 108

\_\_\_\_\_

32, 28, 22, 36, 24, 35, 24, 32, 24

\_\_\_\_\_

22, 16, 14, 15, 25, 21, 21

\_\_\_\_\_

3, 8, 4, 2, 7, 10, 4

\_\_\_\_\_

92, 44, 32, 82, 86, 59, 22, 32

\_\_\_\_\_

## Lesson 7.6 Finding Measures of Center

The **mean** is the average of a set of numbers. To find the mean, add all the numbers and divide by the number of values in the set.

The **median** is the middle number of a data set. If there are two middle numbers, the median is the average of the two.

The **mode** is the number that appears most often in a data set.

Example: 12, 15, 18, 23, 8, 10, and 12

$$\text{Mean: } 12 + 15 + 18 + 23 + 8 + 10 + 12 = 98 \quad \frac{98}{7} = 14$$

To find the median, arrange the numbers in order. 8, 10, 12, 12, 15, 18, 23

Median: 12 Mode: 12

Find the mean, median, and mode of each data set. Show your work.

a

1. 32, 35, 25, 43, 43

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_

2. 10, 18, 12, 14, 12, 12

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_

3. 52, 61, 79, 78, 56, 79, 71

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_

b

8, 12, 23, 12, 15

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_

17, 15, 15, 28, 20, 26

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_

37, 50, 67, 83, 34, 49, 37

mean \_\_\_\_\_

median \_\_\_\_\_

mode \_\_\_\_\_



## Reading NTI Day #16

**I Can Statement:** I can understand the differences in text structures and demonstrate those differences in writing.

### **Bell ringers:**

1. Identify the pronoun in the following sentence: Josh was going to his favorite park.  
Answer:
2. What is tone?  
Answer:
3. Choose the correct word: I think he is (to/too/two) worried about his (to/too/two) dogs.  
Answer:

### **Checklist:**

\_\_\_\_\_ Independent Reading (10 minutes) - Please have your parent/guardian initial.

\_\_\_\_\_ Read text structure notes **and** answer text structure note questions.

\_\_\_\_\_ Review text structure writing examples.

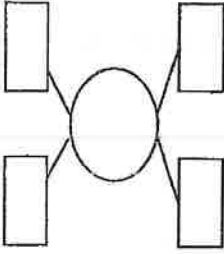
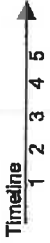
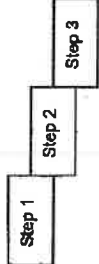

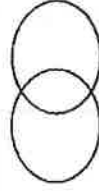
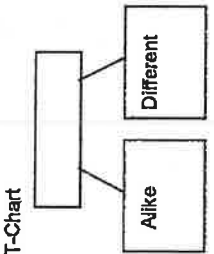
\_\_\_\_\_ Practice text structure writing on your own.

Mrs. Marshall & Mrs. Campbell miss you VERY much. If you have any questions about these assignments, please call or email us. We cannot wait to see you again!

"The future belongs to those who believe in the beauty of their dreams" - Eleanor Roosevelt

Google Classroom Code : p6yh3ma

# Text Structures

Structure	Definition	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
<b>Description</b>	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples.  Focus is on one thing and its components.	For example Characteristics are Such as Looks like Consists of For instance Most important  *Look for topic word (or synonym) to be repeated throughout the text.	Concept Map 	What specific person, place, thing, event, or concept is being described?  How is the topic described? (How does it work? What does it do? What does it look like? Etc.)  What are the most important attributes or characteristics?  How can the topic be classified? (For example, a robin can be classified as a type of bird.)	A _____ is a type of _____. It is made up of _____ and looks like _____. Some _____ have _____ such as _____. For example, _____  _____ has several characteristics. One characteristic is _____. Another is _____ which is important because _____
<b>Sequence</b>	The author lists items or events in numerical or chronological order.  Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	Timeline  Steps/Directions  Cycle/Circle 	What sequence of events is being described?  What are the major events or incidents that occur?  What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?)  What is the beginning event?  What other events or steps are included?  What is the final outcome, event, or step?	Here is how a _____ is made. First, _____, Next, _____, Then, _____, Finally, _____.  On (date) _____ happened. Prior to that _____ was _____. Then _____ After that _____, In the end, _____
<b>Compare and Contrast</b>	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either, or Not only, but also Yet, although, but, However On the other hand  * Also look for "est" words: best, fewest, tallest, etc.	Venn Diagram  T-Chart 	What items are being compared?  What is it about them that is being compared?  What characteristics of items form the basis of the comparison?  What characteristics do they have in common; how are these items alike?  In what way are these items different?	_____ and _____ are alike in several ways. Both _____ and _____ have similar _____. Both also _____ as well as _____. On the other hand, one way they differ is _____. Another difference is _____. Although they share _____, only _____ is the _____-est.

\*All five text structures are tested on Kansas Reading Assessment

C. Simoneau, K. Orcutt, T. Konrade © ESSDACK



Structure	Description	Signal Words	Graphic Organizers	Summary Questions	Paragraph Frames
<p><b>Cause and Effect</b></p>	<p>The author lists one or more causes or events and the resulting consequences or effects.</p> <p>Effect = What happened?</p> <p>Cause = What made it happen?</p> <p>Purpose is to explain why or how something happened, exists, or works.</p> <p>*Often there will be an "if/then" pattern</p>	<p>Reasons why</p> <p>Reasons for if...then</p> <p>As a result of</p> <p>Therefore</p> <p>Because of</p> <p>So</p> <p>Since</p> <p>In order to</p> <p>Leads or leads to</p> <p>Effects of</p> <p>Caused by</p> <p>Result</p> <p>Outcome</p> <p>Impact</p> <p>Brought about by</p>		<p>What happened?</p> <p>Why did it happen? What was the reason for...?</p> <p>What was the effect(s) of the event? What happened as a result of...?</p> <p>What were the results or outcomes caused by the event?</p> <p>In what ways did prior event(s) cause or influence the main event?</p> <p>Will this result always happen from these causes?</p>	<p>The reason why _____ happened was because of _____. If _____ hadn't happened, then _____. Due to _____ occurring, _____. This explains why _____.</p> <p>The cause of _____ is not easy to define. Some people think the cause is _____. Others believe the main cause is _____. Understanding the cause of _____ is important because _____.</p> <p>The effects of _____ are significant because _____. One effect of _____ is _____. Another result is _____. Because of these outcomes, it important that _____.</p>
<p><b>Problem and Solution</b></p>	<p>The author states a problem and lists one or more possible solutions to the problem.</p> <p>May also include the pros and cons for the solutions.</p>	<p>Problem is...</p> <p>Dilemma is...</p> <p>Puzzle is...</p> <p>Solved</p> <p>Question</p> <p>Answer</p> <p>Because</p> <p>Since</p> <p>This led to</p> <p>The main difficulty</p> <p>One possible solution is...</p> <p>One challenge...</p> <p>Therefore,</p> <p>This led to, so that if...then, thus</p>		<p>What is the problem(s)?</p> <p>Who had the problem?</p> <p>What is causing the problem?</p> <p>Why is this a problem?</p> <p>What is wrong and how can it be taken care of?</p> <p>What solutions are recommended or attempted?</p> <p>What can be improved, changed, fixed, or remedied?</p> <p>What are the pros and cons of the solutions offered?</p>	<p>_____ had/is a problem because _____. One possible solution is _____. This answer is good because _____. Therefore, _____. As a result, _____.</p> <p>The problem of _____ really boils down to the issue of _____. In the past, the common solution was to _____. However, this was only effective in terms of _____. There are now _____ other solutions that might work. One option would be to _____.</p>

## Text Structure Notes Questions

1. List three signal words/phrases for the cause and effect text structure.
  - 
  - 
  -
2. What are three summary questions that can be applied to the problem and solution text structure?
  - 
  - 
  -
3. What does the author explain in the description text structure? How do they do this?
4. Use one of the sequence paragraph frames to write a paragraph demonstrating the sequence text structure.
5. Draw the graphic organizers you can use to sort information pertaining to the compare and contrast text structure.

**“Understanding the expository text structures gives readers a better shot at determining important information when reading nonfiction...The text in standardized tests and traditional textbooks frequently falls into one or another of these text structures. If students know what to look for in terms of text structure, they grasp the meaning more easily.”**

*from Nonfiction Matters, by Stephanie Harvey*

### **Text Structure Examples:**

#### **Sequence:**

Goose bumps make me shiver. First I get cold. Then I shake all over.

#### **Description:**

Goose bumps make me shiver. I get little bumps on my skin. They look like sesame seeds.

#### **Compare and Contrast:**

Some people get goose bumps from fear. Others get goose bumps when they are touched emotionally.

#### **Cause and Effect:**

Goose bumps make me shiver. When the temperature drops below 45 degrees, my skin crinkles into goose bumps.

#### **Problem and Solution:**

Goose bumps make me shiver. But they disappear as soon as I cover up with a jacket or sweater.

*Now, you try it!*

Text Structure Examples:

**Sequence:**

The first day of school is always an interesting day.

**Description:**

The first day of school is always an interesting day.

**Compare and Contrast:**

The first day of school is always an interesting day.

**Cause and Effect:**

The first day of school is always an interesting day.

**Problem and Solution:**

The first day of school is always an interesting day.

## THE GOLDEN AGE OF ATHENS

More than 2,000 years ago, Athens became the cultural center of Greece. Achievements were made in many fields during a period known as the "Golden Age." These achievements greatly contributed to the development of Western civilization.

The people of ancient Greece have had more influence on present times than anyone else in history. The chart which follows summarizes the accomplishments made during this Golden Age of Athens. Carefully read the statements on the chart. The information will be used later during the playing of "The Olympic Games."

<b>Contributions of Ancient Greek Civilization</b>	
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• Socrates, Plato, and Aristotle were the world's first philosophers.</li> <li>• By asking basic questions about man and the universe, philosophers influenced people to change their way of thinking on many subjects.</li> </ul>
<b>Science and Mathematics</b>	<ul style="list-style-type: none"> <li>• Unlike the Egyptians and Mesopotamians, Greek scientists did not believe gods and demons caused storms, floods, droughts, and other problems for man. They believed these happenings were simply a part of nature's way. Democritus was the first to observe that all matter was made of tiny particles called "atoms."</li> <li>• Aristotle founded "zoology," the study of animals. One of his students — Theophrastus — started "botany," the study of plants.</li> <li>• Pythagoras discovered important mathematical principles still studied in geometry today.</li> </ul>
<b>Medicine</b>	<ul style="list-style-type: none"> <li>• A Greek named Hippocrates was the "Father of Modern Medicine." About 400 B.C., most people — including doctors — thought illness and disease were caused by gods and demons. But Hippocrates taught that health-related problems had natural causes. He operated on patients, reset dislocated joints, and put broken bones back in place. Graduating medical students today take the "Hippocratic Oath" in which they agree to rules of good conduct between doctor and patient.</li> </ul>
<b>Government</b>	<ul style="list-style-type: none"> <li>• Instead of one ruler for all of Greece, the individual city-states preferred having their own government in their own community.</li> <li>• The democratic government of Athens was the beginning of democracy in Western civilization. Citizens were given freedom of speech and a voice in making laws.</li> </ul>

## Contributions of Ancient Greek Civilization

<b>Government</b>	<ul style="list-style-type: none"> <li>• Pericles was the leader of Athens at the height of the city's "Golden Age." He let the common people, not just the rich, take part in the government. Arts and sciences flourished, and manufacturing and trade continued to grow.</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• The Greeks enjoyed stories, poems, plays, and tales of historical events.</li> <li>• Greek mythology included stories about Zeus, the chief god; Apollo, the sun god; Athena, goddess of wisdom; and Aphrodite, the goddess of love. It was thought that the gods lived on Mount Olympus in northeastern Greece.</li> <li>• Homer is one of the greatest poets who ever lived. He wrote about the courage and loyalty of brave soldiers in Greek history. His best works were the <i>Iliad</i> and the <i>Odyssey</i>.</li> <li>• Herodotus, known as the "Father of History," wrote stories describing the Persian Wars. Thucydides told about the Peloponnesian War between Sparta and Athens.</li> <li>• Aeschylus, Sophocles, and Euripides wrote Greek tragedies. A "tragedy" is a serious play with an unhappy ending.</li> <li>• Aristophanes wrote comedies. A "comedy" is a humorous play with a happy ending.</li> <li>• Once a year, a festival of plays was held in Athens. Everyone attended, including both rich and poor. Even prisoners were let out of jail so they could enjoy the festival. Greek dramas were performed in outdoor amphitheaters.</li> </ul>
<b>Architecture and Sculpture</b>	<ul style="list-style-type: none"> <li>• "Architecture" is the art of planning and constructing buildings. The Greeks were skilled architects who erected beautiful temples and public buildings made of marble and limestone.</li> <li>• The "Acropolis" of Athens, a hill towering above the city, was the site of some of the world's most imaginative buildings. The most famous of these was the Parthenon, a temple built to honor the goddess Athena.</li> <li>• "Sculpture" is the art of carving or modeling figures, such as statues. Greek sculptors worked with marble and bronze. Phidias, the greatest Greek sculptor, carved the beautiful statue of Athena for the Parthenon. Another sculptor, Myron, carved the famous "Discus Thrower," which portrays the Greek appreciation for physical strength and athletic ability.</li> </ul>

**SOLAR SYSTEM****INNER PLANETS**

There are nine planets in our Solar System. They are dark spheres that reflect light from the Sun. They can be divided into two groups—inner planets and outer planets. The inner planets are Mercury, Venus, Earth, and Mars. The outer planets are Jupiter, Saturn, Uranus, Neptune, and Pluto.

**MERCURY**

Mercury is the small planet closest to the Sun. Since it is between the Sun and Earth, it is often hidden in the Sun's glare. The Sun appears nine times larger on Mercury than on Earth. It bathes the planet in deadly radiation. Mercury is a ball of rock that has craters, hills, plains, and mountains. The days and nights on Mercury are long—the time between one sunrise and the next is 59 Earth days. Mercury is the speed demon of the Solar System, however, because it takes only 88 days to travel around the Sun.

**How Old Would You Be on Mercury?**

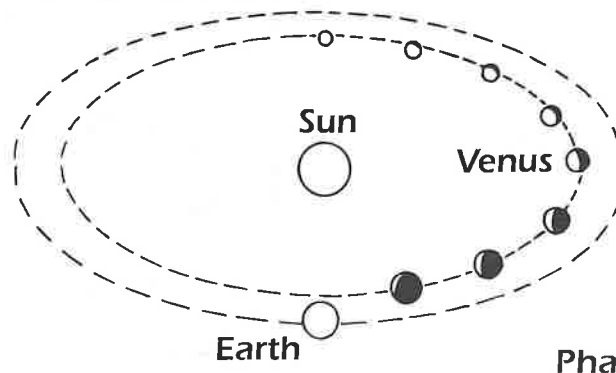
To keep track of your age on Mercury, you would simply have to remember that every 88 days you would be a year older—but a Mercurian year! How old would you be on Mercury? Figure out how many days old you are and divide that number by 88.

I am \_\_\_\_\_ days old on Earth and \_\_\_\_\_ years old on Mercury!

**VENUS**

Venus is second from the Sun and has an orbit twice as big as Mercury. Venus is sometimes called the morning or evening star because it appears shortly after sunset and before sunrise. With sunlight reflecting off its dense cloud cover, Venus is brighter than anything in the sky except for the Sun and moon. Because of its location between the Sun and Earth, Venus goes through phases as does our moon.

Venus is a hostile place. Its atmosphere is 98% carbon dioxide. The upper clouds are poisonous sulfuric acid. Its surface temperature is approximately 900°F (475°C). The atmosphere alone would crush you!

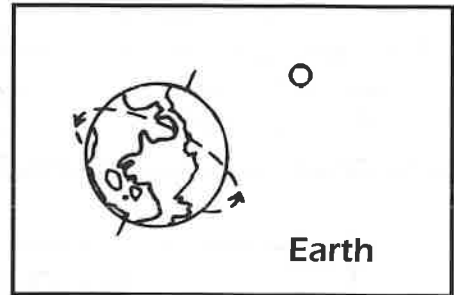
**Phases of Venus**

**SOLAR SYSTEM****INNER PLANETS****EARTH**

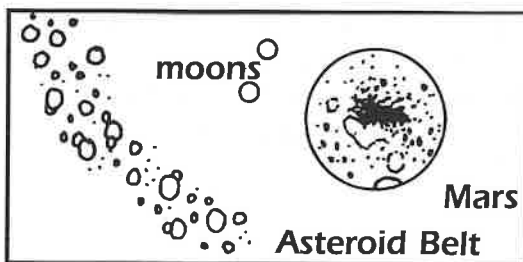
Earth is the third planet from the Sun. It is a planet of intelligent life. Earth is a ball of rock and metal with a thin blanket of air. Much of the Earth's surface is covered with water. There are many reasons why this planet is perfect for life as we know it. The distance from the Sun is just right to receive plenty of heat and light, but not too much to bake in the Sun's radiation. Next, the orbit is nearly a circle which keeps the Earth always about the same distance from the Sun. This lets Earth get a constant steady flow of heat and light.

Because the Earth tilts and spins on its axis, it has gentle heating by day and cooling by night. Its atmosphere acts as a shield by day to filter out dangerous rays and as a blanket at night, to keep the heat from escaping into space. Earth's atmosphere is desirable for life.

Earth's atmosphere is made up of a combination of gases we can breathe—mainly nitrogen and oxygen. The size of our planet and the materials it is made of make our gravity just right to keep the atmosphere from escaping into space.

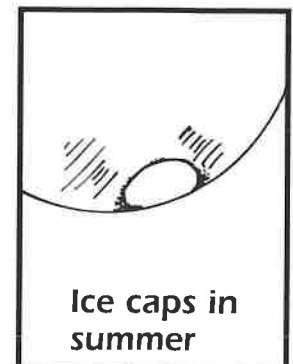
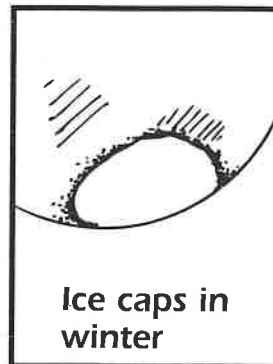
**MARS**

Mars is a small rocky planet with a thin atmosphere. It is fourth from the Sun and about half the size of Earth. A year on Mars is nearly twice as long as a year on Earth. It takes 687 Earth days for Mars to complete one orbit around the Sun. Mars has two moons or satellites, known as Phobos and Deimos.



Mars is bone-dry on its surface and has giant volcanoes. Mars is tilted on its axis and has seasons, but they are twice as long as ours. Changes occur during the seasons. Martian ice caps grow in winter and shrink in summer. The average temperature by day is 86°F (30°C) and -103°F (-75°C) at night.

Just beyond Mars is a belt of tiny planets known as asteroids. They orbit the Sun as do the planets. Some asteroids are as big as mountains while others are quite small. Since they are like tiny planets, they are sometimes called planetoids.





**SOLAR SYSTEM**

**REVIEW OF THE INNER PLANETS**

Matching: Write the number of the statement that best fits each word.

- |                     |  |
|---------------------|--|
| A. _____ Mercury    | 1. dark spheres that reflect light from the Sun                    |
| B. _____ planets    | 2. often referred to as the morning star                           |
| C. _____ Earth      | 3. small planet containing giant volcanoes                         |
| D. _____ atmosphere | 4. planet closest to the Sun                                       |
| E. _____ Venus      | 5. contains much water and just the right amount of heat and light |
| F. _____ asteroids  | 6. the air surrounding a planet                                    |
| G. _____ Mars       | 7. tiny planets  |
| H. _____ planetoids | 8. another name for asteroids                                      |
| I. _____ Jupiter    | 9. an outer planet   |
| J. _____ phases     | 10. the changes in shape that Venus appears to go through          |

Circle the words in the puzzle.

- Find the names of the four inner planets.
- Find these words:

- SUN
- ORBIT
- PHASE
- MOON
- STAR
- SOLAR
- ATMOSPHERE
- PLANET

B	C	S	T	A	R	F	E
D	M	R	U	E	Y	A	R
N	O	A	A	N	T	M	E
P	O	M	O	O	E	G	H
R	N	H	Q	R	N	V	P
M	E	I	C	B	A	S	S
X	A	U	J	I	L	T	O
Z	R	K	L	T	P	V	M
Y	T	S	O	L	A	R	T
P	H	A	S	E	U	W	A



