George A. Mercer Middle School
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Dr. Christian Pantin, Principal

Date: February 12, 2025

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

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

On February 14, 2025, 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 7:30am and ends at 11:10am.

Schedule:

7:30am – 8:10am: 6th Grade Language Arts Activity
8:15am – 8:55am: 6th Grade Math Activity
9:00am – 9:40am: 6th Grade Science Activity
9:45am – 10:25am: 6th Grade Social Studies Activity
10:30am – 11:10am: 6th Grade Connections/Life Skills Activity

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

- 6th Grade Language Arts: Ms. X. Turner – Xavier.Turner@sccpss.com
- 6th Grade Mathematics: Mrs. Charles-Walker – Tashine.Charles-Walker@sccpss.com
- 6th Grade Science: Ms. A. Turner – Antonia.Turner@sccpss.com
- 6th Grade Social Studies: Ms. Sellers – Jayla.Sellers@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 Science: Mr. Burke – Delroy.Burke@sccpss.com
- 6th Grade Social Studies: Mr. Morgan – Ronald.Morgan@sccpss.com
- 6th Grade Support Teacher: Mrs. Bruce – Jacqueline.Bruce@sccpss.com
- 6th Grade Support Teacher: Mrs. Rattray – Bethune.Rattray@sccpss.com

NOTE: Please ensure your scholar submits all completed activities to his/her Homeroom Teacher on or before Friday, February 21, 2025, for attendance and grading purposes.

Yours truly,

Dr. Christian Pantin
Principal, George A. Mercer Middle School

Rigor, Relevance and Relationships

Lesson 16
Relationships Between Words

ELAGSE6L5b

Introduction An **analogy** shows the relationship between two pairs of words.

Here's an example:

fast is to *slow* as *up* is to *down*

- To understand this analogy, think about the relationship between *fast* and *slow*. *Up* and *down* are related in the same way. The words in each pair are **antonyms**.
- There are different types of analogies. As you study the chart below, think about the relationship between the pairs of words.

Type of Analogy	Example
Synonyms	*small* is to *miniature* as *fast* is to *speedy*
Antonyms	*young* is to *old* as *smooth* is to *rough*
Cause/Effect	*tired* is to *sleep* as *hungry* is to *eat*
Part/Whole	*finger* is to *hand* as *petal* is to *daisy*
Item/Category	*carrot* is to *vegetable* as *cherry* is to *fruit*

Guided Practice **Write a word to complete each analogy. Then write the type of analogy on the line below.**

Hint

To identify the relationship between the words in the first pair, ask yourself: Are the words synonyms or antonyms? Is the first word the cause and the second word the effect? Is the first word a part and the second word a whole? Is the first word an item and the second word the category?

1 *scale* is to *fish* as *fur* is to _____

_____

2 *ice* is to *freeze* as *fire* is to _____

_____

3 *lighten* is to *darken* as *tighten* is to as _____

_____

4 *prevent* is to *stop* as *rescue* is to _____

_____

5 *hurricane* is to *storm* as *tulip* is to _____

_____

Independent Practice

For numbers 1–5, choose the correct word to complete each analogy.

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/5

1 *trip* is to *fall* as *drop* is to _____

A water

B clumsy

C spring

D break

2 *page* is to *book* as *leaf* is to _____

A autumn

B green

C grass

D tree

3 *hurry* is to *rush* as *find* is to _____

A lose

B locate

C search

D hunt

4 *clumsy* is to *graceful* as *friendly* is to _____

A kind

B skillful

C hostile

D thoughtful

5 *hammer* is to *tool* as *sofa* is to _____

A soft

B relax

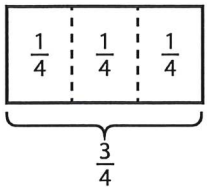
C room

D furniture

➤ **Solve the problems.**

1. Rebecca is painting walls that are all the same size. She uses $\frac{3}{4}$ gallon of paint to cover 1 wall. She has 3 gallons of paint.

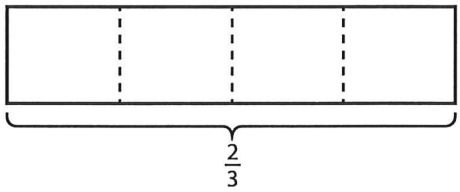
PART A Complete the model to show how many $\frac{3}{4}$s fit into 3. Show your work.



PART B Complete the division equation to show how many walls Rebecca can cover. Write your answer in the blanks.

_____ ÷ _____ = _____

2. Look at the model below. Write a division equation that the model can represent. Explain how to find the quotient using the model. Show your work.



SOLUTION _____

_____

_____

3 Brett needs $\frac{2}{3}$ cup of yogurt for one smoothie. He wants to know how many smoothies he can make with $2\frac{4}{6}$ cups of yogurt. Which division expression can be used to represent the situation?

A $2\frac{4}{6} \div \frac{2}{3}$

B $\frac{2}{3} \div 2\frac{4}{6}$

C $\frac{16}{6} \div \frac{3}{2}$

D $\frac{3}{2} \div \frac{16}{6}$

4 Adelle needs $\frac{3}{4}$ cup of oats to make one batch of muffins. Draw a model to represent the number of batches she can make with $1\frac{1}{2}$ cups of oats. Explain how to find the quotient and what the quotient means. Show your work.

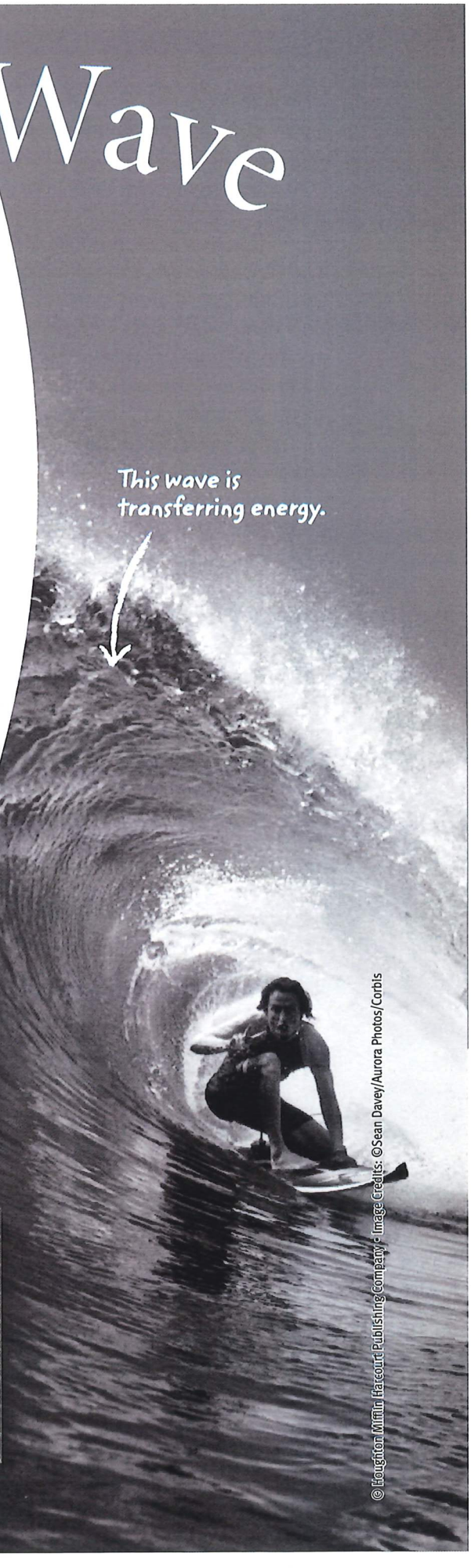
Catch the Wave

What are some properties of a wave?

Have you ever seen a surfer riding waves? Or have you jumped in a pool and made waves? A **wave** is any disturbance that transfers energy through matter or empty space. An **ocean wave** is a disturbance that transfers energy through ocean water.

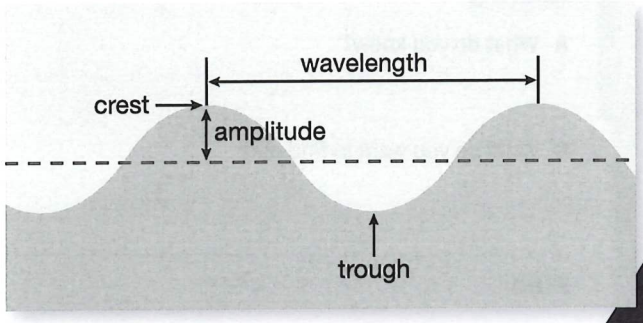
Size

Waves are made up of two main parts—crests and troughs. A **crest** is the highest point of a wave. A **trough** is the lowest point of a wave. The top of a rise on a roller-coaster track is similar to the crest of a wave. The bottom of a dip in the track resembles the trough of a wave. The distance between two adjacent wave crests or wave troughs is a **wavelength**. Wave *amplitude* is half the distance between the crest and the trough. The diagram below shows the parts of a wave.



Visualize It!

5 Describe Use a ruler to find the amplitude of this wave.



6 Apply Use a ruler to draw a wave with a wavelength of 3 cm.

Frequency and Wave Period

Wavelength and amplitude are not the only properties used to describe a wave. Waves also vary in frequency and wave period. These two properties are related, but different.

Frequency is the number of waves produced in a given amount of time. You can measure the frequency of an ocean wave by counting how many waves pass a fixed point in a certain amount of time. If you see five waves pass the point in ten seconds, then the frequency is 5 waves per 10 seconds, or 0.5 waves/second.

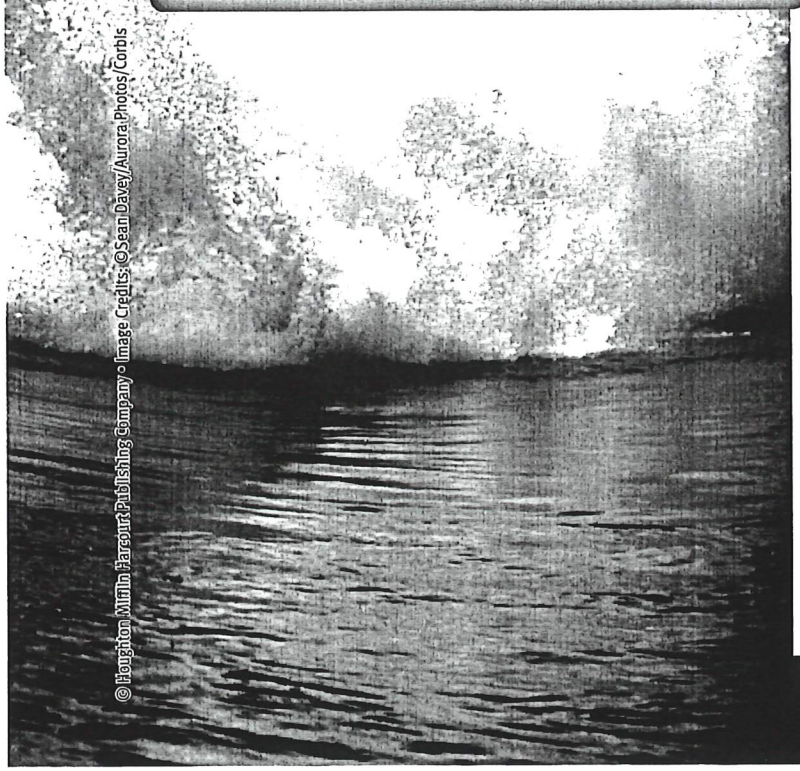
Wave period, in contrast, is a measurement of how much time it takes for a wave to pass the fixed point. In other words, it is the inverse of frequency. Frequency is measured in waves/time while wave period is measured in time/wave.

Wave Speed

Waves come in many different sizes and travel at different speeds. *Wave speed* is how fast a wave travels. To calculate wave speed, you can multiply the wave's wavelength by its frequency, as shown below. For any given wave, an increase in either the frequency of the wave or the wavelength will cause an increase in wave speed.

wave speed (v) = wavelength (λ) × frequency (f)

Wave speed is measured in distance/time.



Do the Math

Imagine you are in a boat on the open ocean. You count 5 waves passing under your boat in 10 seconds. You estimate the wavelength to be 2 m.

Sample Problem

A What do you know?

wave frequency and wavelength

B What do you want to find out?

wave speed

C Write the formula:

wave speed (v) = wavelength (λ) × frequency (f)

D Substitute into the formula:

$v = 2\ m/wave \times 0.5\ waves/s$

E Calculate and check your units:

$2\ m/wave \times 0.5\ waves/s = 1\ m/s$

Answer: 1 m/s

You Try It!

7 Calculate You count 2 waves traveling right under your boat in 10 seconds. You estimate the wavelength to be 3 m. What is the wave speed?

Identify

A What do you know?

B What do you want to find out?

Plan

C Write the formula:

D Substitute into the formula:

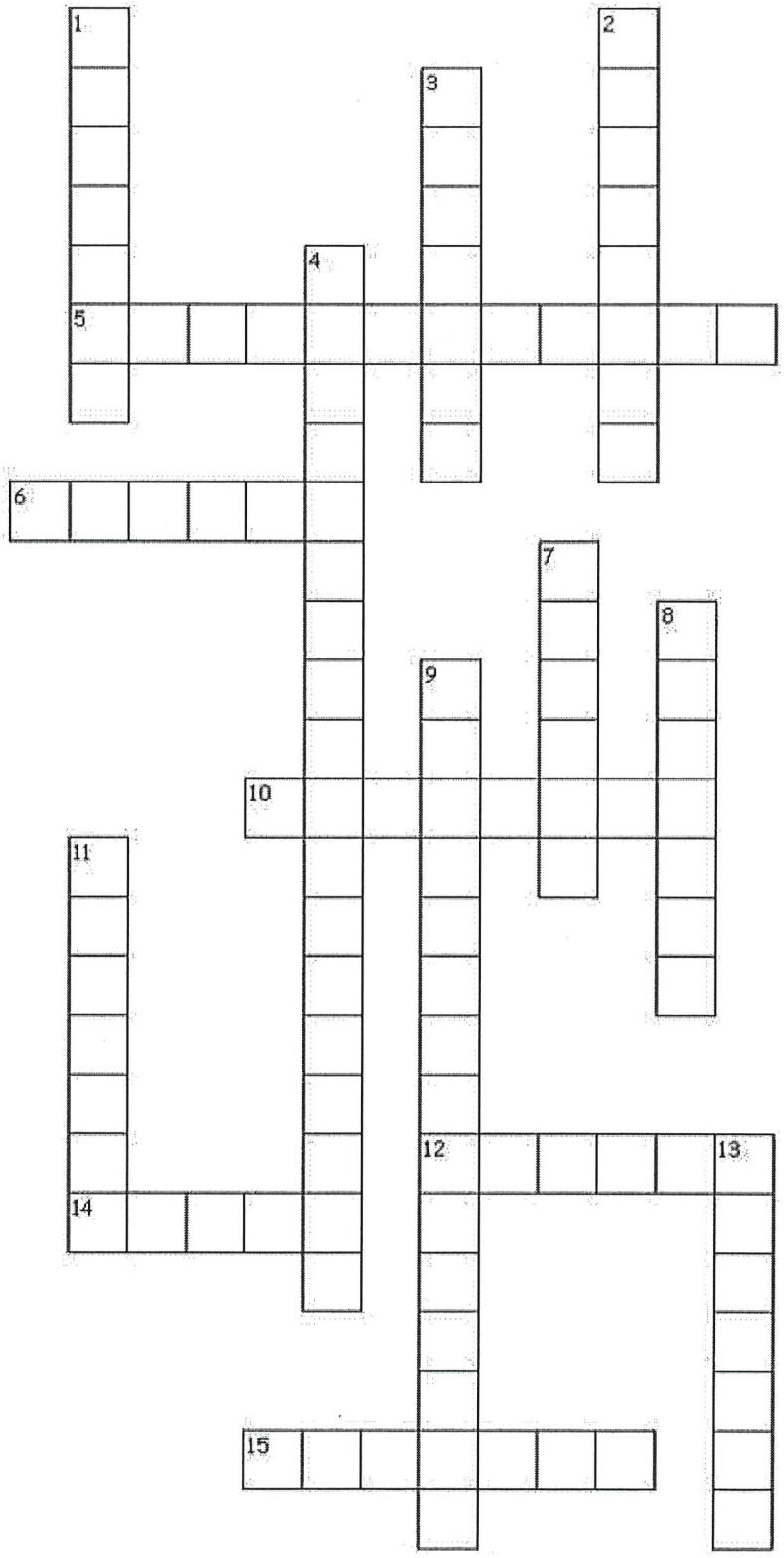
Solve

E Calculate and check your units:

Answer:

CGC 1P
Name: _____

Crossword: Canada



ACROSS

5. The bilingual province.

6. The only French province.

10. It's capital city is Winnipeg.

12. Capital of Canada.

14. Northern territory with many mountains.

15. Capital of Nova Scotia.

DOWN

1. Capital of Newfoundland.

2. The largest great lake.

3. Capital city located on the great lakes.

4. Provincial island.

7. Large river flowing from Lake Winnipeg into Hudson Bay.

8. The easternmost territory.

9. The westernmost province.

11. City in southern Alberta.

13. Province between British Columbia and Saskatchewan.

ACTIVITY II

MY STRENGTHS & WEAKNESSES

Introduction

This activity will guide us in identifying our likes, dislikes, strengths, weaknesses. It will also help us in achieving the following **Learning Outcomes.**

Learning Outcomes : **Participants will be able to:**
- Identify their strengths and weaknesses
- Get deeper insight likes and dislikes of self
- Improve their strengths and overcome their weaknesses

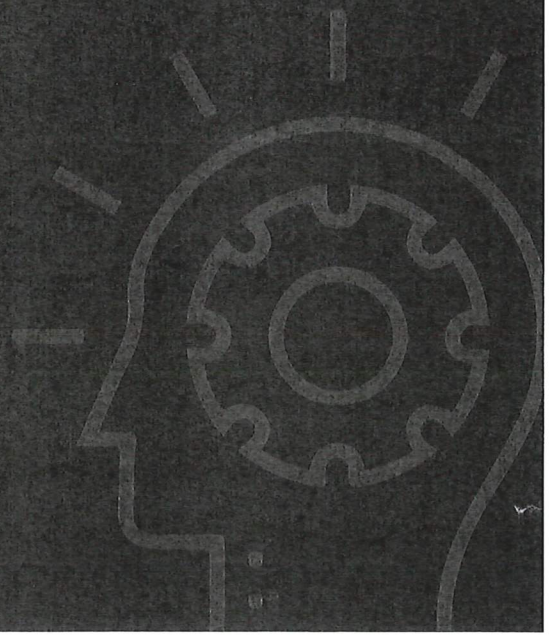
Advance Preparation : **Worksheets, Pens**

Methodologies : **Brainstorming, Discussion and Filling up of Worksheet**

Duration : **30 Minutes**

Process

- Initiate the activity by brainstorming with the participants about the importance and relevance of introspection.
- Distribute the following worksheet to the participants.
- Instruct the participants to introspect honestly and fill up the following worksheet.



WORKSHEET

INTROSPECTION

Make a list of your strengths and weaknesses in the space provided below:

	My Strengths		My Weaknesses
1		1	
2		2	
3		3	
4		4	
5		5	

Make a list of your likes and dislikes in the space provided below:

	My Likes		My Dislikes
1		1	
2		2	
3		3	
4		4	
5		5	

Generate a discussion using the following questions:

- Have you ever introspected about your likes, dislikes, weakness and strengths?
- Was it easy to identify your likes, dislikes, weakness and strengths?
- What were your feelings while doing this exercise?

Write down the responses and reinforce the following key points:

- It is very important to introspect and know about our likes and dislikes, strengths and weaknesses.
- Recognising our weaknesses help us to overcome them.
- Identifying true inner qualities helps us to focus on our strengths.
- Knowing our inner self builds confidence and enhances self-esteem.