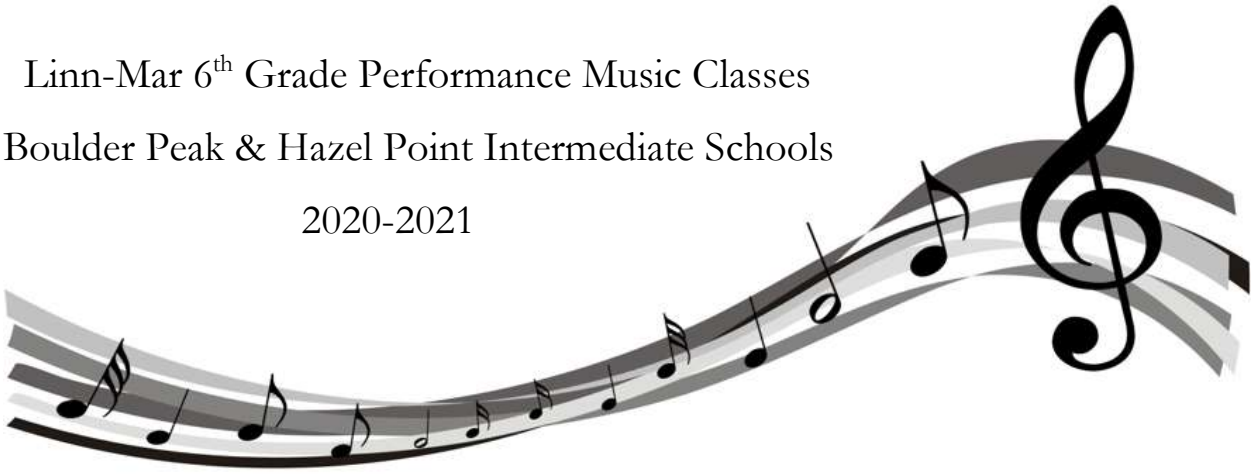
Linn-Mar 6th Grade Performance Music Classes

Boulder Peak & Hazel Point Intermediate Schools

2020-2021



In the coming weeks, you will be registering your child for the 2020-21 school year at Boulder Peak or Hazel Point Intermediate School. 6th grade students will have the option to participate in three performance music classes: band, orchestra, and/or choral music. Each of these classes will meet multiple times each week **during** the school day, with band and orchestra students also receiving individualized lesson instruction once a week. Band, orchestra, and choir are performance-based classes with several required evening performances each year which allow students and directors to showcase the learning that takes place in our music classrooms.

If your child is currently part of the band, orchestra, or choir programs at their elementary school, we hope they will choose to continue their music education in 6th grade next year as well! Students can participate in one, two, or all three musical groups without conflict in their daily schedule at school. If your child did not participate in performance music during 5th grade but is interested in starting next year, it's not too late! Information regarding how to get started in beginning band and orchestra will be available and emailed to families next week. If you have further questions regarding the performance music groups at Boulder Peak or Hazel Point, please contact us. A list of the staff for each of the intermediate buildings can be found below.

During this time of emergency distance learning, we are aware that not all of our 5th grade students have been thinking about or playing their band and orchestra instruments at home. We want to reassure both students and their families that there is still a place for you in the 6th grade bands and orchestras next year. We are committed to helping students grow as musicians regardless of their current playing ability, and we are looking forward to a year of music-making with each of you.

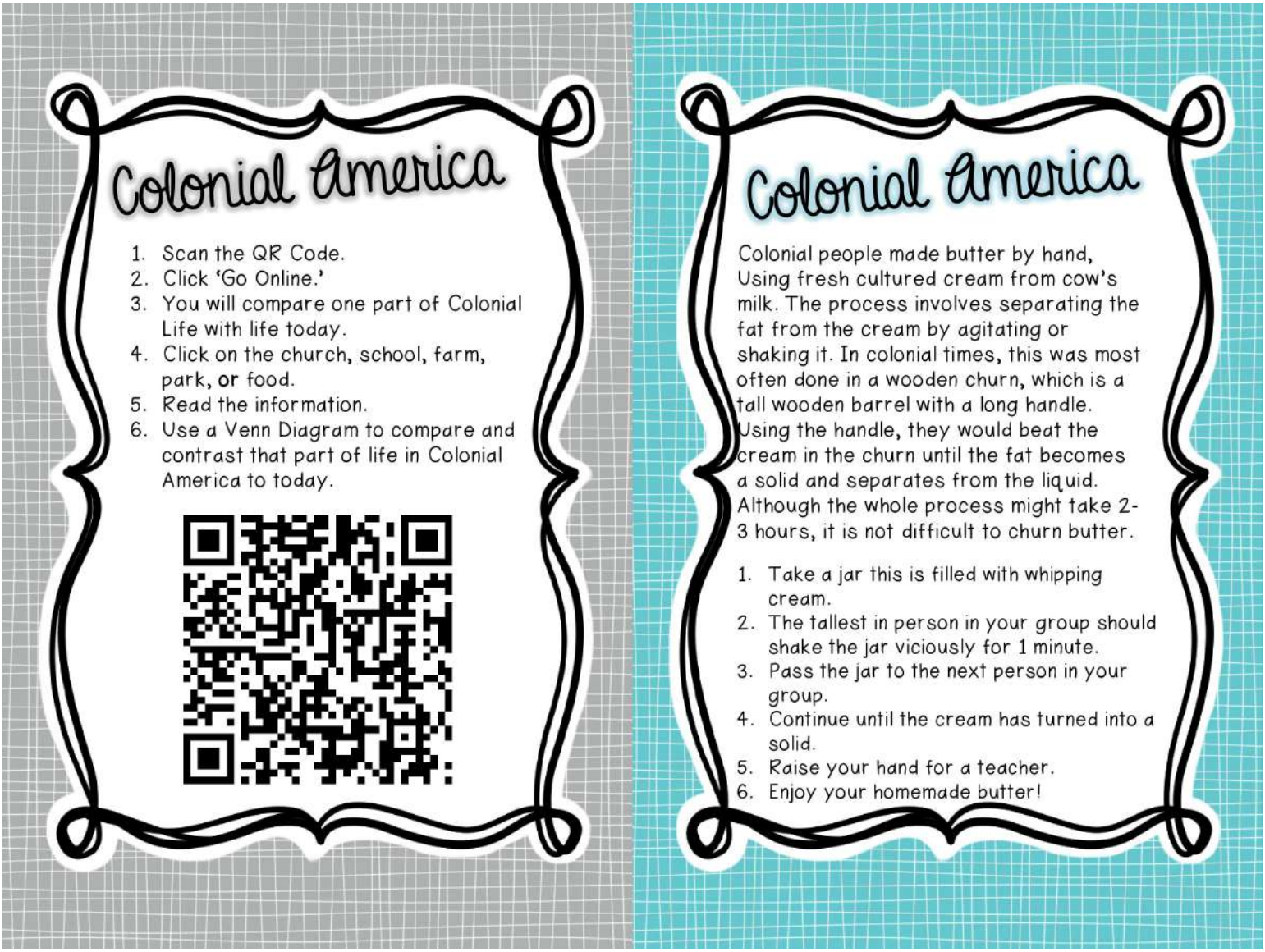
THANK YOU for your continued support of your child's music education and of the Linn-Mar Music programs.

Boulder Peak
Band: Amy Sams & Shawn Sandersfeld
Orchestra: Kelly Vieth
Vocal: Andrew Cutler

Hazel Point
Band: Kevin Makinster & Stephanie Nuss
Orchestra: Kristine Schamberger
Vocal: Wendy Luedeman

5th Grade Printables

Every school counselor and student assistance counselor is available to support students during this time. Please feel free to reach out to them via email to set up a time to talk. Linn-Mar specific information and resources can be found at https://tinyurl.com/wecareaboutyou



Adding & Subtracting Fractions

Name:

Solve each problem. Answer as a mixed number (if possible).

5th Grade Printables

1) $4\frac{1}{2} - \frac{5}{3} =$

2) $\frac{2}{3} + \frac{2}{5} =$

3) $\frac{23}{5} - \frac{5}{2} =$

4) $\frac{7}{3} + \frac{6}{5} =$

5) $\frac{28}{5} - 2\frac{1}{3} =$

6) $3\frac{3}{5} + 1\frac{1}{2} =$

7) $2\frac{1}{2} - \frac{4}{3} =$

8) $\frac{11}{2} + 3\frac{1}{3} =$

9) $3\frac{1}{3} - 1\frac{1}{4} =$

10) $4\frac{1}{4} + \frac{3}{2} =$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1-10	90	80	70	60	50	40	30	20	10	0

Adding & Subtracting Fractions

Name: **Answer Key**

Solve each problem. Answer as a mixed number (if possible).

5th Grade Printables

1) $4\frac{1}{2} - \frac{5}{3} =$

$4\frac{3}{6} - \frac{10}{6} = 2\frac{5}{6}$

2) $\frac{2}{3} + \frac{2}{5} =$

$\frac{10}{15} + \frac{6}{15} = 1\frac{1}{15}$

3) $\frac{23}{5} - \frac{5}{2} =$

$\frac{46}{10} - \frac{25}{10} = 2\frac{1}{10}$

4) $\frac{7}{3} + \frac{6}{5} =$

$\frac{35}{15} + \frac{18}{15} = 3\frac{8}{15}$

5) $\frac{28}{5} - 2\frac{1}{3} =$

$\frac{84}{15} - 2\frac{5}{15} = 3\frac{4}{15}$

6) $3\frac{3}{5} + 1\frac{1}{2} =$

$3\frac{6}{10} + 1\frac{5}{10} = 5\frac{1}{10}$

7) $2\frac{1}{2} - \frac{4}{3} =$

$2\frac{3}{6} - \frac{8}{6} = 1\frac{1}{6}$

8) $\frac{11}{2} + 3\frac{1}{3} =$

$\frac{33}{6} + 3\frac{2}{6} = 8\frac{5}{6}$

9) $3\frac{1}{3} - 1\frac{1}{4} =$

$3\frac{4}{12} - 1\frac{3}{12} = 2\frac{1}{12}$

10) $4\frac{1}{4} + \frac{3}{2} =$

$4\frac{1}{4} + \frac{6}{4} = 5\frac{3}{4}$

Answers

1. $2\frac{5}{6}$
2. $1\frac{1}{15}$
3. $2\frac{1}{10}$
4. $3\frac{8}{15}$
5. $3\frac{4}{15}$
6. $5\frac{1}{10}$
7. $1\frac{1}{6}$
8. $8\frac{5}{6}$
9. $2\frac{1}{12}$
10. $5\frac{3}{4}$

1-10	90	80	70	60	50	40	30	20	10	0

Plants Are Producers

Cross-Curricular Focus: History/Life Science

People are consumers. We have to spend large parts of our days finding, buying, cooking and eating our food. Did you ever think it might be nice to be able to make your own food like plants do? Plants are producers and perform a process called **photosynthesis** using light from the sun, water and carbon dioxide. Carbon dioxide is the gas we exhale when we breathe. The end result of this chemical reaction is sugar for the plant to "eat." The plant releases water and oxygen, a gas all animals need to breathe, into the air.

So how do plants do it, and why can't we? Plants have special structures called **chloroplasts** that animals don't have. Chloroplasts are round, flat organelles that are arranged in stacks called **grana.** These stacks are filled with chlorophyll. C**hlorophyll** is what gives leafy green plants their green color. Their main job is to absorb light from the sun. Chloroplasts can absorb every color except green. Light activates the chlorophyll. It creates an energy that splits molecules of water, separating them out into hydrogen and oxygen. Chemical reactions take place. Hydrogen from the water combines with carbon from the carbon dioxide we breathe out. Oxygen is released into the air.

People and plants make perfect partners. Plants rely on the carbon dioxide that we breathe out, and we rely on the oxygen that they "breathe" out. This is one good reason for protecting plant life on Earth. Algae fields near the poles produce a constant supply of oxygen for us. So do the many plants of Earth's rainforests. We need plants in order to survive.

Conservation projects around the globe are aimed at protecting our natural resources, including numerous species of plants. Our quality of life and the very quality of the air we breathe depends upon our green plant partners.

Name: Key

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

Actual wording of answers may vary.

1) Why are plants called producers?

They produce their own food.

2) Where do plants get their green color?

chlorophyll

3) Explain the relationship between people and plants. Why are we good partners?

because we breathe out carbon dioxide which plants need and they release oxygen which we need

4) What would happen if there were not enough plants on Earth? **We would run out of oxygen to breathe. or There would be too much carbon dioxide in the air.**

5) What is a chloroplast?

an organelle in plant cells

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5) What is a chloroplast?

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What is a tornado?

By National Oceanic and Atmospheric Administration, adapted by Newsela staff on 02.10.17

Word Count **728**
Level **720L**

TOP: A category F5 tornado, upgraded from initial estimate of F4, viewed from the southeast as it approached Elie, Manitoba, on June 22, 2007. Photo by: Justin Hobson via Wikimedia. BELOW: This map explains why tornadoes so frequently occur in the area of the United States known as Tornado Alley. Image from: Wikimedia.

A tornado is a tube of air that spins. It goes from the bottom of a thunderstorm to the ground. Wind is invisible. Because of that, tornadoes can only be seen if they form a funnel made up of water, dust and debris, like leaves, stones and garbage. Tornadoes are the most violent of all storms.

Tornadoes occur in many parts of the world. Even New Zealand reports about 20 tornadoes each year. Argentina and Bangladesh have the most tornadoes each year after the United States.

About 1,200 tornadoes hit the U.S. each year.

Where is Tornado Alley?

Tornado Alley is a nickname given to an area in the central U.S. It is mostly the area of northern Texas, Oklahoma, Kansas and into Nebraska. Parts of Ohio and Iowa are also in it. A large number of tornadoes form there. But violent or killer tornadoes do happen outside Tornado Alley every year. Florida, Alabama and Illinois get tornadoes.

When are tornadoes most likely?

Tornado season is the time of year with the most tornadoes. The peak tornado season runs from May to July. Tornadoes can happen at any time of year. They can also happen at any time of day or night. Most tornadoes occur between 4 p.m. to 9 p.m.

What is the difference between a Tornado WATCH and a Tornado WARNING?

A Tornado WATCH is announced when weather conditions are right for a tornado. A watch can cover parts of a state or several states.

A Tornado WARNING means there is an actual tornado. It is dangerous for people to be in the path of a tornado. When there is a tornado warning, it is important to find a safe place; a basement is best. A warning can cover several counties.

How is tornado strength rated?

Meteorologists study weather. They rate the strength of a tornado by the amount of damage. From the damage, we can estimate the wind speed. The Enhanced Fujita Scale looks at 28 signs of damage. They include what kind of building was damaged, how it was built and damage to trees.

How do tornadoes form?

We don't completely understand how. The most destructive and deadliest tornadoes come from supercells, which are rotating thunderstorms that move upward. Supercells can also produce hail, high winds, lightning and floods. Scientists think that tornadoes form because of differences in temperature in a storm. We still have lots of work to do before we can really understand them.

What is the difference between supercell and non-supercell tornadoes?

The most common tornadoes come from a supercell thunderstorm. They are often the most dangerous. A rotating updraft is an upward current of air. It is key to a supercell, and eventually a tornado. There are many ideas about how this rotation begins. One way is from wind shear. This is when winds are at two different levels and blow at different speeds or in different directions. Wind shear can cause an invisible tube of air to rotate. Then, if there is warm, moist air at ground level if will give the storm energy. The storm is fed by the warm, wet air. Then a tornado can form.

Non-supercell tornadoes do not start in thunderstorms. They form from air that begins to spin near the ground from wind shear. Eastern Colorado has non-supercell tornadoes. There, cool air from the Rocky Mountains collides with the hot, dry air of the plains.

One non-supercell tornado is called the gustnado. It is a whirl of dust along the ground. Another non-supercell tornado is a landspout. It has a narrow, rope-like funnel that forms while the thunderstorm cloud is still growing. Waterspouts are like landspouts, except they are over water and usually cause less damage.

What do storm spotters look for when trying to identify a tornado or a dangerous storm?

Storm spotters will look for special kinds of clouds. They show that a tornado is likely. One of these types of clouds is called Inflow bands, which are uneven bands of low puffy clouds.

This article is available at 5 reading levels at https://newsela.com

The beaver's tail is a smooth, flat cloud. It is to the east, outside a rainstorm.

A wall cloud is a cloud at the base of a thunderstorm, where there is no rain. A wall cloud usually exists for 10 to 20 minutes before a tornado appears.

Quiz

1 According to the article, how do experts find out that a tornado might form soon?

(A) They watch for flooding.
(B) They issue a warning.
(C) They look for damage.
(D) They study the clouds.

2 Based on the article, why might tornadoes be difficult to see?

(A) because wind is invisible
(B) because they hit at night only
(C) because wind speed is hard to measure
(D) because they rotate quickly

3 Which of the following sections of the article MOST uses the structure of cause and effect?

(A) "Where is Tornado Alley?"
(B) "When are tornadoes most likely?"
(C) How do tornadoes form?
(D) "What do storm spotters look for when trying to identify a tornado or a dangerous storm?"

4 What is the connection between the first and last section of the article?

(A) Both sections explain how the most deadly tornadoes are formed.
(B) Both sections give information about the most common tornadoes.
(C) The first section describes where tornadoes are found, and the last section explains how they are detected.
(D) The first section gives an overview of tornadoes, and the last section explains different types of tornadoes.

Answer Key

1) D 2) A 3) C 4) C

Fun Facts!

1. A tornado is as a rotating, funnel-shaped cloud that extends from a thunderstorm to the ground with whirling winds that can reach 300 mph.[1]
2. Damage paths of tornadoes can be in excess of one mile wide and 50 miles long.[2]
3. Tornadoes can accompany tropical storms and hurricanes once on land. Its super important to be prepared for a tornado, so make sure you have a disaster plan for your pets too! .[3]
4. Rotating thunderstorms are the best predictors of tornado activity. They are well defined thunderstorms on radar that may include hail, severe winds, lightning, or flash floods.[4]
5. Tornadoes can occur when a warm front meets a cold front, forming a thunderstorm, which then can spawn 1 or more "twisters."[5]
6. Most twisters or cyclones travel from southwest to northeast and can move in the opposite direction for short periods of time. A tornado can even backtrack if it is hit by winds from the eye of the thunderstorm.[6]
7. Funnel clouds usually last less than 10 minutes before dissipating, and many only last several seconds. On rare occasion, cyclones can last for over an hour.[7]
8. A tornado may appear nearly transparent until dust and debris are picked up or a cloud forms within the funnel.[8]
9. Twisters strike predominantly along Tornado Alley — a flat stretch of land from western Texas to North Dakota. This region is a hotspot for tornadoes because the dry polar air from Canada meets the warm moist tropical air from the Gulf of Mexico.[9]
10. Tornadoes are most likely to occur between 3 pm and 9 pm, but can occur at any time.[10]
11. In the southern states, peak tornado occurrence is March through May, while peak months in the northernmost states are late June through August.[11]

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2. Missouri State. "Tornadoes." Missouri State Emergency Management Agency. Accessed February 21, 2014, http://sema.dps.mo.gov/plan_and_prepare/tornadoes.asp.
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5. Boyle, Alan, and John Roach. "Curse or coincidence? Scientists study Tornado Alley's past and future." NBC News. Accessed February 21, 2014, http://science.nbcnews.com/_news/2013/05/20/18382215-curse-or-coincidence-scientists-study-tornado-alleys-past-and-future?chromedomain=usnews.
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11. Livingston, Ian. "Monthly tornado averages by state and region." United States Tornadoes. Accessed February 21, 2014, http://www.ustornadoes.com/2013/03/19/monthly-tornado-averages-by-state-and-region/.