

# BEARCAT DAY

## 14 & 15

GRADE 6  
ANDERSON COUNTY SCHOOLS



ANDERSON COUNTY MIDDLE SCHOOL

## 6TH GRADE BEARCAT DAY 14

|                   |                                                                                                                                                                                                |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LANGUAGE<br>ARTS  | CAUSE AND EFFECT<br>Read the <a href="#">notes</a> about cause and effect and answer the <a href="#">questions</a> . Read the <a href="#">passage</a> and complete the <a href="#">chart</a> . |
| MATH              | AREA IN REAL LIFE<br>Read through the <a href="#">notes</a> and <a href="#">answer the questions</a> .                                                                                         |
| SCIENCE           | FORCES THAT CHANGE THE EARTH'S SURFACE<br>(BUILDING ON THE BASICS)<br>Read the <a href="#">passage</a> about changes to the Earth's surface and answer the 2 questions.                        |
| SOCIAL<br>STUDIES | CONTINUE WORKING ON How the Roman Republic was designed FROM DAY 13.                                                                                                                           |
| PE/HEALTH         | STREP THROAT<br>Read the <a href="#">article</a> about strep throat and answer the <a href="#">questions</a> .                                                                                 |
| LITERACY          | SHE'S ONLY 10 AND ALREADY MAKING A BIG DIFFERENCE IN CLEANING UP THE BEACHES<br>Read the <a href="#">article</a> .                                                                             |

## 6TH GRADE BEARCAT DAY 15

**BEARCAT DAY 15** will be a buffer day. Buffer days are days that are regularly scheduled throughout the school year for kids to reflect on their learning and ask questions. There will not be a separate “packet” for day 15. Please encourage your child to use this day to get caught up and seek help from his/her teacher if needed.

| BEARCAT DAY 15 REFLECTION                      |                                                   |
|------------------------------------------------|---------------------------------------------------|
| What is something that you did well this week? | What questions do you have from this week's work? |
|                                                |                                                   |

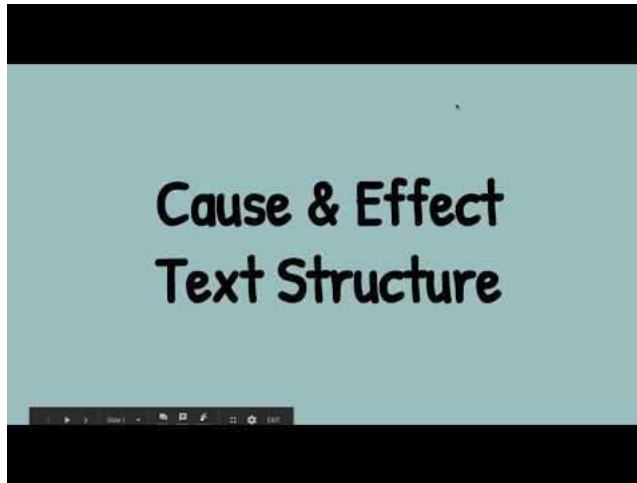
# Text Structure: Cause and Effect

Today, we are looking at cause and effect:

| Structure            | Definition                                               | Used                                                                                             | Signal Words                                                        |
|----------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Sequence             | Order in which things happen.                            | History, social studies, discussing historical events                                            | First, next, soon. Also look for dates and timelines.               |
| Description          | When the author uses a lot of details to support a topic | To tell what something is, to present an items attributes, to show what an item or place is like | For instance, such as, for example, another, including              |
| Cause and Effect     | When an author tells how one event leads to another      | To tell why something happened, to describe several events                                       | As a result, because, since ,so, if, then, before, after, therefore |
| Compare and Contrast |                                                          |                                                                                                  |                                                                     |
| Problem and Solution |                                                          |                                                                                                  |                                                                     |

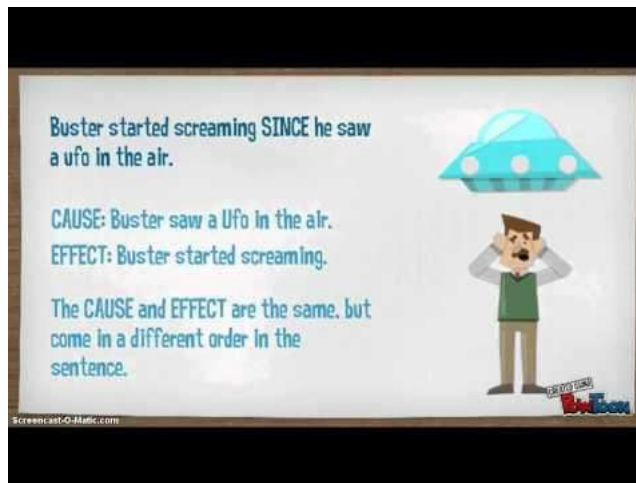
Watch the following videos.

[https://www.youtube.com/watch?v=md3sjEnVZnY&feature=emb\\_logo&disable\\_polymer=true](https://www.youtube.com/watch?v=md3sjEnVZnY&feature=emb_logo&disable_polymer=true)



Watch the video.

[https://www.youtube.com/watch?v=TksYeG7vhV8&feature=emb\\_logo](https://www.youtube.com/watch?v=TksYeG7vhV8&feature=emb_logo)



After reading the chart and watching the videos, click on the form and answer the questions.

[BCD13 Google Form](#)

## Practice

Read the following paragraph. Identify the cause and effect.

Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.

Identify the CAUSE. (why something happened)

Identify the EFFECT. (what happened)

After reading the passage...

Go back to your google form and answer the questions.

Read the article, “Why Do I Blush”

["Why Do I Blush"](#)

Cause and Effect Chart: Complete on what you read about blushing.

[Cause and Effect Chart](#)

## BCD13 Cause and Effect

Your email address ([chrystal.rowland@anderson.kyschools.us](mailto:chrystal.rowland@anderson.kyschools.us)) will be recorded when you submit this form. Not you? [Switch account](#)

\* Required

### Cause and Effect

After watching the videos and studying the videos, answer the following questions.

### Text Structure Chart

Today, we are looking at cause and effect:

| Structure            | Definition                                               | Used                                                                                             | Signal Words                                                        |
|----------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Sequence             | Order in which things happen.                            | History, social studies, discussing historical events                                            | First, next, soon. Also look for dates and timelines.               |
| Description          | When the author uses a lot of details to support a topic | To tell what something is, to present an items attributes, to show what an item or place is like | For instance, such as, for example, another, including              |
| Cause and Effect     | When an author tells how one event leads to another      | To tell why something happened, to describe several events                                       | As a result, because, since ,so, if, then, before, after, therefore |
| Compare and Contrast |                                                          |                                                                                                  |                                                                     |
| Problem and Solution |                                                          |                                                                                                  |                                                                     |





When would a writer use the cause and effect structure? \*

1 point

- ☐ Order in which things happen
- ☐ The uses a lot of details to support a topic
- ☐ Identifies how two things are alike and different
- ☐ Explains how events may lead to other events or consequences
- ☐ Provides an answer to a question
- ☐ Other:

Identify the transition or signal words you would find in a cause and effect passage. \*

3 points

- ☐ first
- ☐ as a result
- ☐ similarly
- ☐ because
- ☐ since
- ☐ finally



Practice: Ice Cream Headhead

## Practice

Read the following paragraph. Identify the cause and effect.

Have you ever had an ice-cream headache? That's when a painful sensation resonates in your head after eating something cold (usually ice-cream) on a hot day. This pain is produced by the dilation of a nerve center in the roof of your mouth. The nerve center is overreacting to the cold by trying to heat your brain. Ice-cream headaches have turned many smiles to frowns.

Identify the CAUSE. (why something happened)

Identify the EFFECT. (what happened)

Identify the cause. \*

Your answer

Identify the effect. \*

Your answer

[Back](#)

[Submit](#)

Never submit passwords through Google Forms.

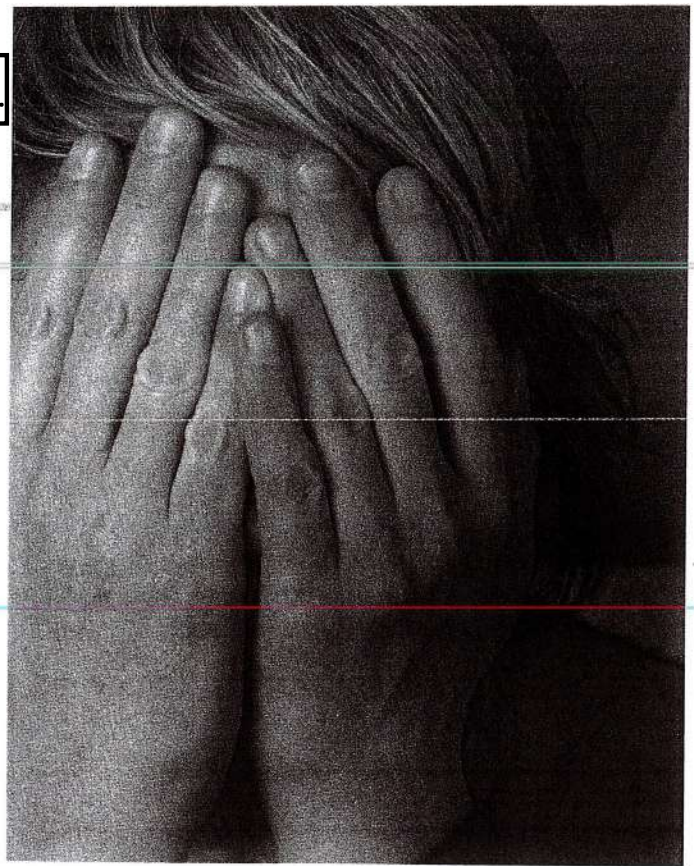
This form was created inside of Anderson County Schools. [Report Abuse](#)

Google Forms



# Why Do I Blush?

by Julia Wall



**D**on't you just hate it when you feel awkward and your face turns red? It's as though the whole world knows exactly how you're feeling—without you telling them!

Blushing usually happens when you are around other people because a group situation makes you more sensitive to what's being said or done. Sometimes embarrassment causes the blushing. Sometimes not telling the truth can make you blush—which can be very awkward because the person you are talking to will have a pretty good idea that you're not telling things the way they really are!

Blushing is connected to feelings, but what's actually happening to you, physi-

cally, when your face does the horrible "red" thing? For a start, your brain signals to your body that something is wrong. In response, your heart beats faster, you breathe more quickly, and you start to overheat.

These reactions are signs that your body is preparing itself to either fight or run away from a situation. (This is how our ancestors often reacted a long time ago, for example, when they came face to face with a large woolly mammoth!)

To help cool you down from your "fight or flight" reaction, your blood carries your body's extra heat into tiny vessels called capillaries. The capillaries release the heat into nearby tissue. Because blood is red and the

capillaries in your face are very near the surface of your skin, this heat-release makes your face appear red, too.

The situations you experience are much less extreme than those our ancestors faced, so while you deal with the "something wrong" feeling and the fact that you're blushing, you usually just keep behaving normally. Eventually, your face returns to its normal color.

Sounds simple, doesn't it? If only it were as simple not to blush! Next time you feel hot and bothered because of something that embarrasses you, think about all the capillaries in your face that are working to cool you down. This might help take your mind off whatever it is you're blushing about!

BCD 13

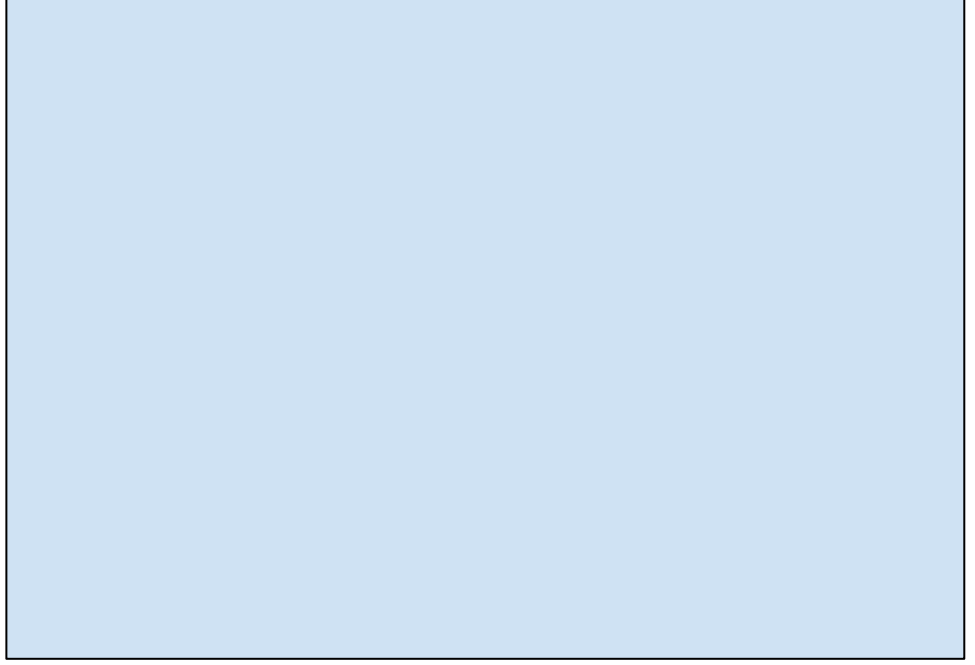
Name:

Directions: Read “Why Do I Blush” and complete the chart below.

CAUSE



EFFECT





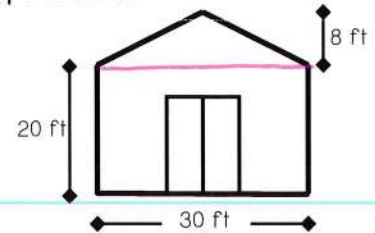
Unit: Geometry  
Student Handout 4

Name Bearcat Day 14 Notes  
Date April 2, 2020 Pd \_\_\_\_\_

## HOW DO WE FIND AREA IN REAL LIFE?

Area is often one step in solving a real life problem.

1. The side of a barn needs to be painted. Everything including the barn doors will be painted. How many gallons of paint will be needed to complete the job, if a gallon covers 250 square feet?



|                                                                                                                                                                                                                                   |                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>I KNOW:</b><br><u>one gallon of paint covers 250ft.<sup>2</sup></u>                                                                                                                                                            | <b>I NEED TO KNOW:</b><br><u>How many gallons of paint needed to paint barn with doors?</u>                                                               |
| <b>PLAN AND WORK:</b><br><u>Rectangle</u><br>$A = b \cdot h$ $A = 30 \cdot 20$ $A = 600 \text{ ft.}^2$<br><br><u>Triangle</u><br>$A = \frac{b \cdot h}{2}$ $A = \frac{30 \cdot 8}{2}$ $A = \frac{240}{2}$ $A = 120 \text{ ft.}^2$ | <b>MY SOLUTION:</b><br>$600 \text{ ft.}^2$<br>$+ 120 \text{ ft.}^2$<br><u><math>A = 720 \text{ ft.}^2</math></u><br><br>Would need<br>3 gallons of paint. |

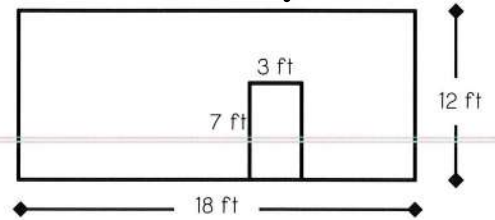
2. A bedroom (14 ft by 12 ft) and a hallway (8 ft by 3 ft) are getting new carpet. How many square feet of carpet will be ordered? Draw a picture to help.

|                                                                                                                                                                                                              |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>I KNOW:</b><br><u>dimensions → picture</u>                                                                                                                                                                | <b>I NEED TO KNOW:</b><br><u>How many square feet of carpet?</u>                                                |
| <b>PLAN AND WORK:</b><br><u>Rectangle (Bedroom)</u><br>$A = b \cdot h$ $A = 14 \cdot 12$ $A = 168 \text{ ft.}^2$<br><br><u>Rectangle (Hallway)</u><br>$A = b \cdot h$ $A = 8 \cdot 3$ $A = 24 \text{ ft.}^2$ | <b>MY SOLUTION:</b><br>$168 \text{ ft.}^2$<br>$+ 24 \text{ ft.}^2$<br><u><math>A = 192 \text{ ft.}^2</math></u> |

# Grade 6 Bearcat Day 14 Math

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3. Mrs. Jeffery would like to wallpaper a wall in her guest room. She would like to wallpaper everything but the door. Each roll of wallpaper covers approximately 160 square feet and is \$19.85 per roll. How much should Mrs. Jeffery plan to spend on wallpaper?



## I KNOW:

\$19.85 per roll - covers 160 ft.<sup>2</sup>

## I NEED TO KNOW:

How much money to spend on wall paper?

## PLAN AND WORK:

Rectangle (wall)

$$A = b \cdot h \quad A = 18 \cdot 12 \quad A = 216 \text{ ft.}^2$$

Rectangle (Door)

$$A = b \cdot h \quad A = 3 \cdot 7 \quad A = 21 \text{ ft.}^2$$

## MY SOLUTION:

$$\begin{array}{r} 216 \text{ ft.}^2 \\ - 21 \text{ ft.}^2 \\ \hline 195 \text{ ft.}^2 \end{array}$$

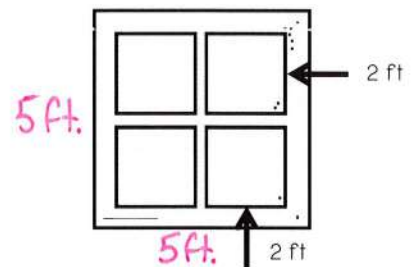
She will need 2 rolls.

\$19.85 price per roll

$$\begin{array}{r} 19.85 \\ \times 2 \text{ rolls} \\ \hline 39.70 \end{array}$$

\$39.70

4. The square window measures 5 feet by 5 feet. It has four square glass pieces that are equal in size. If everything but the glass is being painted, then how many square feet will be painted?



## I KNOW:

window - 5 x 5

## I NEED TO KNOW:

How many square feet will be painted?

## PLAN AND WORK:

Rectangle (window)

$$A = b \cdot h \quad A = 5 \cdot 5 \quad A = 25 \text{ ft.}^2$$

Rectangle (glass)

$$A = b \cdot h \quad A = 2 \cdot 2 \quad A = 4 \text{ ft.}^2 \text{ per window}$$

$$4 \text{ ft.}^2 \cdot 4 = 16 \text{ ft.}^2$$

## MY SOLUTION:

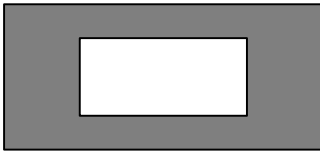
$$\begin{array}{r} \text{Window} \quad 25 \text{ ft.}^2 \\ \text{Glass} \quad - 16 \text{ ft.}^2 \\ \hline \text{9 ft.}^2 \end{array}$$

## WHAT IS A COMPOSITE FIGURE?

Mr. and Mrs. Harper are planning to install a deck and a garden. Help them determine which of the two choices below is most cost efficient. The deck is shown in gray, and the garden is shown in white.

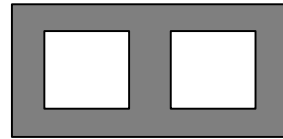
### PLAN A

- Deck measures 18 feet by 25 feet
- Garden measures 9 feet by 12 feet



### PLAN B

- Deck measures 16 feet by 20 feet
- Two square gardens with 8 feet sides



1. What is the area of the garden in plan A? Plan B?
2. What is the area of the deck in plan A? Plan B?
3. If it costs \$4.20 per square foot to install the deck, then what is the cost for plan A? Plan B?
4. If it costs \$1.40 per square foot to install the garden, then what is the cost for plan A? Plan B?
5. Which plan is less expensive? By how much?



## LESSON 2: BUILDING ON THE BASICS

## KEY CONCEPTS

continental  
drift ✓

plate ✓

plate tectonics ✓

convection  
currents

plate boundary

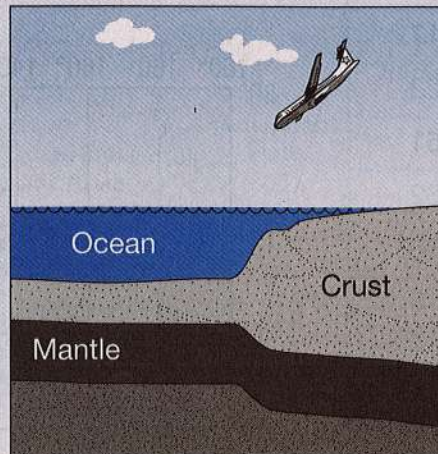
weathering

mechanical  
weatheringchemical  
weathering

erosion

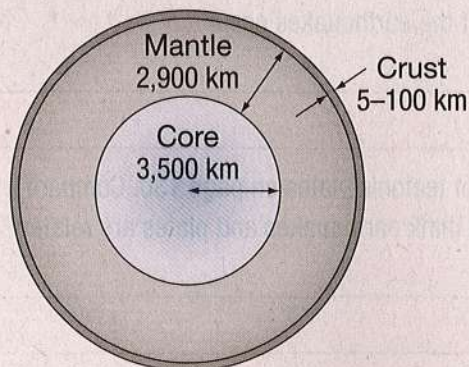
THINK LIKE A  
SCIENTIST

Now that you've learned about tectonic plates, you wonder what's going on under Earth's surface. What if your plane could dive down through solid rock the way a submarine dives in ocean water? You could travel right through the plates to see what is below them. You could observe the constant, slow movement of the plates. And you could answer the question, "What forces drive the movement of the plates?"



## Earth's Restless Surface

If you could travel inside Earth, you would see that Earth is made up of the three main layers shown below. The outermost layer, the *crust*, is a thin, brittle rock layer. It is thicker under the continents than it is under the oceans. The thicker middle layer, the *mantle*, is mostly hot, soft rock that acts like a thick liquid. The mantle surrounds Earth's innermost layer, the *core*.



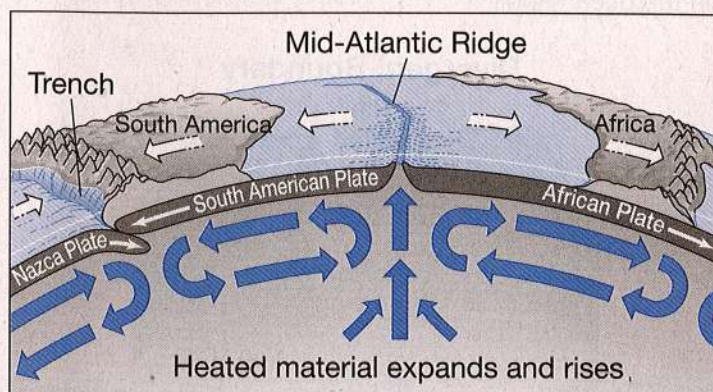
p1 of 4



## Grade 6 Bearcat Day 14 Science

### Topic 9: Forces That Change Earth's Surface

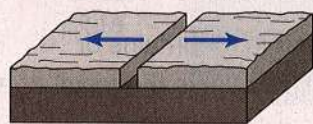
Tectonic plates sit and float on top of the mantle. This part of the mantle is a solid but soft rock that flows like a liquid. The drawing below shows how currents in the mantle move Earth's plates.



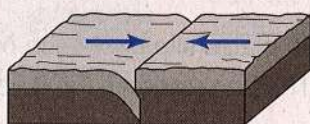
In Topic 5, you learned that heat is transferred throughout a liquid by convection. Recall that in a pot of heated water, hot water rises and cooler water sinks over and over, forming currents in the water. These currents of rising hot liquid and sinking cool liquid are called **convection currents**.

The rock in Earth's mantle is not a liquid, but it flows like one. Mantle material near Earth's center is hotter than mantle material nearer Earth's surface. The hotter material rises as the cooler material sinks. The result is slowly flowing convection currents in the mantle that move the plates riding on top.

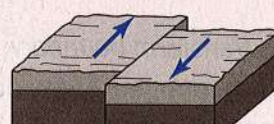
As the plates move, they interact with one another. These interactions cause earthquakes, volcanic eruptions, and mountain building. Another result is that new features are formed on Earth's surface. The place where two tectonic plates meet and interact is called a **plate boundary**. Three types of plate boundaries are shown below.



Divergent



Convergent



Transform

#### KEY CONCEPTS

continental drift ✓

plate ✓

plate tectonics ✓

convection currents ✓

plate boundary ✓

weathering

mechanical weathering

chemical weathering

erosion

p2 of 4



## KEY CONCEPTS

continental  
drift ✓

plate ✓

plate tectonics ✓

convection  
currents ✓

plate boundary ✓

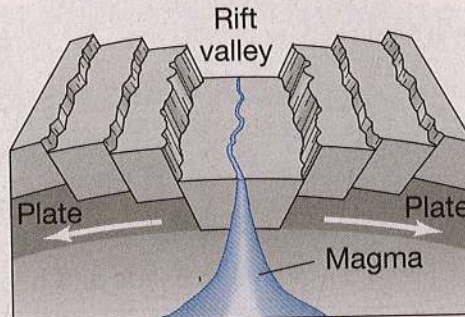
weathering

mechanical  
weatheringchemical  
weathering

erosion

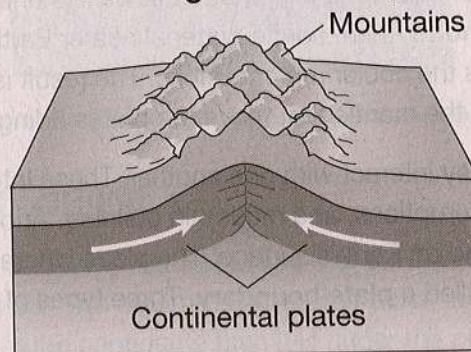
A *divergent boundary* forms where two plates move apart, or diverge. On land, you can see divergent boundaries as long, deep valleys. Under the oceans, they form mid-ocean ridges. Most of Earth's new crust forms along divergent boundaries on the ocean floor.

## Divergent Boundary



A *convergent boundary* forms where two plates move together, or converge. Along these boundaries earthquakes occur, volcanoes erupt, and mountains get pushed up.

## Convergent Boundary



At a *transform boundary*, two plates slip past each other. No mountains or valleys form, but faults do. The San Andreas Fault you flew over is the result of a transform boundary.

Now you know that convection currents in the mantle drive the movement of the plates. You also know that movement brings plates together or moves them apart or past each other at plate boundaries. What else can you find out about tectonic plates?

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## EXPLORE

Look at the pictures below. Identify the kind of plate boundary shown as a convergent, divergent, or transform boundary. Then explain how you know.

### INQUIRY SKILLS

interpreting  
diagrams ✓

classifying ✓

communicating ✓

| Picture | Type of Plate Boundary | How I Know |
|---------|------------------------|------------|
|         |                        |            |
|         |                        |            |
|         |                        |            |

## Strep Throat

### What Is Strep Throat?

Strep throat is an infection caused by a type of bacteria (group A *streptococcus*). Strep bacteria cause almost a third of all sore throats.

Strep throat usually needs treatment with antibiotics. With the proper medical care — and plenty of rest and fluids — most kids get back to school and play within a few days.

### What Are the Signs & Symptoms of Strep Throat?

Symptoms of strep throat include:

- sore throat
- fever
- red and swollen tonsils
- painful or swollen neck glands

Not all sore throats are strep throats. Often, kids have a sore throat because of a virus, which will usually clear up without medical treatment.

Kids who do have strep throat might get other symptoms within about 3 days, such as:

- red and white patches in the throat
- trouble swallowing
- a headache
- lower stomach pain
- general discomfort, uneasiness, or ill feeling
- loss of appetite
- nausea
- rash



### Is Strep Throat Contagious?

Strep throat is very contagious. Anybody can get it, but most cases are in school-age kids and teens. Infections are common during the school year when big groups of kids and teens are in close quarters.

### How Do People Get Strep Throat?



The bacteria that cause strep throat tend to hang out in the nose and throat. So normal activities like sneezing, coughing, or shaking hands can easily spread an infection from one person to another.

Kids with untreated strep throat are more likely to spread the infection when their symptoms are most severe, but can still infect others for up to 3 weeks.

That's why it's so important to teach kids the importance of hand washing. Good hygiene can lessen their chances of getting contagious diseases like strep throat.

### **How Is Strep Throat Diagnosed?**

If your child has a sore throat and other strep throat symptoms, call your doctor. The doctor will likely do a rapid strep test in the office, using a cotton swab to take a sample of the fluids at the back of the throat. The test only takes about 5 minutes.

If it's positive, your child has strep throat. If it's negative, the doctor will send a sample to a lab for a throat culture. The results are usually available within a few days.



Grade 6 Bearcat Day 14 Health

### **How Is Strep Throat Treated?**

Doctors usually prescribe about 10 days of antibiotic medicine to treat strep throat. Within about 24 hours after starting on antibiotics, your child probably won't have a fever and won't be contagious. By the second or third day, other symptoms should start to go away.

Even when kids feel better, they should take the antibiotics as prescribed. This is the best way to kill the harmful bacteria. Otherwise, bacteria can remain in the throat and symptoms can return. Completing all the antibiotics also prevents other health problems that a strep infection can cause, such as rheumatic fever (which can cause heart damage), scarlet fever, blood infections, or kidney disease.

To prevent spreading strep throat to others in your home:

- Keep your child's eating utensils, dishes, and drinking glasses separate and wash them in hot, soapy water after each use.
- Make sure your child doesn't share food, drinks, napkins, handkerchiefs, or towels with other family members.



- Teach your child to cover all sneezes or coughs. If a tissue isn't handy, kids should sneeze or cough into a shirtsleeve, not their hands.
- Remind everyone to wash their hands well and often.
- Give your child a new toothbrush after the antibiotic treatment starts and he or she is no longer contagious.

### **How Can I Help My Child Feel Better?**

Home care can help your child feel better while battling strep throat. Give plenty of liquids to prevent dehydration, such as water or ginger ale, especially if he or she has had a fever. Avoid orange juice, grapefruit juice, lemonade, or other acidic beverages, which can irritate a sore throat. Warm liquids like soups, sweetened tea, or hot chocolate can be soothing.

Talk to your doctor about when your child can return to normal activities. Most kids can go back to school when they've taken antibiotics for at least 24 hours and no longer have a fever.

**Reviewed by:** Joanne Murren-Boezem, MD

Date reviewed: September 2017

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Note: All information on KidsHealth® is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor.

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|                               |
|-------------------------------|
| Grade 6 Bearcat Day 14 Health |
|-------------------------------|

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# Strep Throat

What causes strep throat?

- ☐ Bacteria
- ☐ Virus
- ☐ Fungus
- ☐ other pathogen

List 4 symptoms of strep throat.

Your answer

How is strep throat spread?

- ☐ Coughing around others
- ☐ Sneezing around others
- ☐ Shaking hands
- ☐ All of the above

List 3 ways to prevent the spread of Strep Throat.

Your answer



p4 of 4

## She's only 10 and already making a big difference in cleaning up the beaches

By Gabrielle Schultz, Miami Herald, adapted by Newsela staff on 02.19.20

Word Count 829

Level MAX



Image 1. Sasha Olsen, 10 years old, during a January beach cleanup at Bal Harbour, Florida, that she organized through the nonprofit Iwantmyoceanback she created with her cousin. Photo: Iwantmyoceanback/TNS

Sasha Olsen went on a trip last summer with her family to Vietnam and Japan. She was horrified at the ocean's pollution levels and dying sea animals.

"We went on this trip and I was so excited," said Sasha. She is 10 years old and lives in Bal Harbour, Florida. "But when I saw the way the oceans had become I got upset. I wanted to know why things were this way but couldn't find an answer."

When she returned home to Bal Harbour, she grew even more disturbed. She learned how some of the beaches in South Florida had been closed by the health department because the water had too much bacteria in it.

Sasha sought the help of her cousin, Narmina Aliyev. Aliyev is 23 years old and a recent graduate of Nova Southeastern University with a bachelor's degree in business. Together, they started a nonprofit, Iwantmyoceanback. State records indicate they started the nonprofit in October.



Originally, the group started small, with friends coming together on the weekends to clean the beaches in Bal Harbour.

Recently, however, Iwantmyoceanback has hosted events to raise funds for beach cleanups and to donate to conservation groups such as the Sea Turtle Conservancy, Oceana and World Wildlife Fund, Aliyev said.

In January, Sasha organized "Kids Heal the Oceans" at Bal Harbour beach. There, she spoke about the oceans' problems and guests made art out of microplastics gathered from the beach cleanup.

"At first, our guests were a little shy, but now they've felt inspired to speak up! Sasha has inspired many other kids to join Iwantmyoceanback and show people that we're able to make a change if we come together," Aliyev said.

On February 16, the group threw a Plastic-Free Party. The party involved a beach cleanup and guests creating art from the plastic trash they collect.



"It's important to bring awareness not just through doing cleanups and meetings, but to show people they can come together through their hobbies and working together to a common goal," said Sasha. She is a fourth-grader at Pine Crest School in Fort Lauderdale.

Sasha is also working on releasing a book this summer with her 2-year-old sister, Mia. She wanted to work with her sister to exemplify how the state of the oceans affects children.

"We're scared sometimes to go into the water because it has had a reputation in recent years of not being safe," said Sasha. "I want my sister to care about these problems as much as I do, and to set an example not only for my generation, but the generations after me."

The nonprofit is also trying to broaden its base by tapping into YouTube and other social media to spread the word.

Sasha has started a YouTube channel, named Studio IWMOB. She posts videos from events and has begun a web series. The series is called 'Table Talks.' In it, she interviews people from different professions about the oceans.

After the interview, she and her guest will create a painting, signed by the guest, that will be auctioned off to raise money to donate to conservation-based organizations.

Jencarlos Canela, a popular Cuban American singer and telenovela star, was Sasha's first guest on January 12.

Canela was one of Iwantmyoceanback's first followers. Sasha reached out to him through Instagram to thank him for following her. That led to his spot on her series and a painting that Sasha plans to auction off.

Canela, who has 3.4 million followers on Instagram, posted about the experience.

"This little warrior is at 10 years old, more conscious and aware than most adults I know," he wrote. "Sasha you can count on me from now on for anything and congratulations on the work you're doing to keep our oceans clean. You are so special and very talented!"

Sasha has also begun collaborating with Bal Harbour Mayor Gabriel Groisman to bring awareness to her efforts. She wrote a letter to the mayor and told him about the movement. She recently spoke at a village council meeting.

"When a resident identifies an issue of importance and does something to effectuate change, it is to be applauded," Groisman said. "When that resident is 10 years old, and as impressive as Sasha is, we must not only applaud her efforts but join in."

"As soon as Sasha came to my office, video presentation in tow, I knew we had to work with her to help her with this important initiative of keeping our beach and ocean clean," Groisman said.

Sasha and Aliyev hope to extend their work to neighboring cities such as Hollywood and Miami Beach.

"We really want to make ourselves visible and accessible to all," said Aliyev. Aliyev is the nonprofit's vice president. "After all, in Miami the ocean is everyone's backyard. This is the best place to start."

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