GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Instruction

GRADE 6

AT HOME LEARNING

MARCH 2020

Name _____

Maggie's Story

Ever since she could remember, Maggie had loved stories. When she was a baby, sitting in her cozy bed and listening to her dad read a story made her very happy. Before the story was over, she would ask her dad to read another. She loved to picture the faraway places in the stories.

In sixth grade, she decided to submit a story to a local literary magazine. She worked hard on the story, revising its focus many times to make it perfect before she sent it.

One sunny day, Maggie was outside in the garden. All of a sudden, her mom yelled, "Maggie! There's a letter for you!" She came running into the kitchen to find the letter she had been expecting. She opened the envelope. Her story was going to be published!

Midnight in the Attic

Christie awoke at midnight. The house was silent. She felt lazy and rolled over to go back to sleep. The next moment, she was startled by strange noises in the attic. There was a thump, and then some muffled sounds.

Christie wasn't scared a bit and decided to follow the sounds. This couldn't be a monster, she thought. She composed herself, took a flashlight from her drawer, and headed upstairs.

She opened the door and let her eyes adjust. What she saw made her giggle. Surrounded by a pile of her old winter clothes was her puppy, Miller! He must have followed her there earlier and gotten locked in. "What a silly puppy," she whispered as she picked Miller up and headed back to the comfort of her bed.

☆ACTIVITY Write your own fictional story for a newspaper.☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. brutal
	2. _____	2. secure
	3. _____	3. panic
	4. _____	4. cabin
	5. _____	5. fever
	6. _____	6. voter
	7. _____	7. vanish
	8. _____	8. nylon
	9. _____	9. detect
	10. _____	10. resist
	11. _____	11. labor
	12. _____	12. focus
	13. _____	13. rival
	14. _____	14. recite
	15. _____	15. topic
	16. _____	16. amid
	17. _____	17. unit
	18. _____	18. rotate
	19. _____	19. vital
	20. _____	20. lament
Review Words	21. _____	21. victim
	22. _____	22. wallet
	23. _____	23. snapshot
Challenge Words	24. _____	24. mural
	25. _____	25. civic

Name _____

voter	brutal	favor	focus	vital

A. Read each word below. Choose a word from the box that rhymes with it and write the word on the line. Then underline the open syllable in both words.

1. futile _____
2. flavor _____
3. crocus _____
4. tidal _____
5. motor _____

B. Read each sentence. Circle the two-syllable word with an open syllable.

6. My soccer shorts are made of nylon.
7. How can you resist a picnic on a warm day?
8. The football team plays its rival on Saturday.
9. It is brave to stand on stage and recite poetry.
10. My dad could detect the smell of onions in the house.

Name _____

benefit	deftly	derision	eaves
expertise	impudence	legacy	symmetry

Use each pair of vocabulary words in a single sentence.

1. benefit, expertise

_____

_____

2. deftly, symmetry

_____

_____

3. impudence, derision

_____

_____

4. legacy, eaves

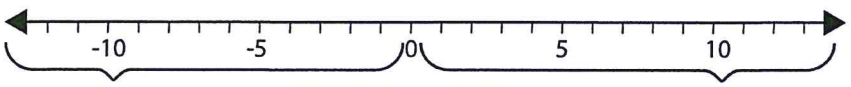
_____

_____

Name _____

Reteaching
7-1

Understanding Integers

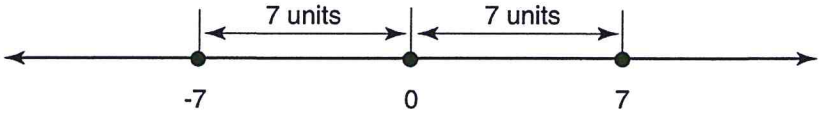


Negative integers are the opposite of positive integers.

Zero is neither positive nor negative. The opposite of 0 is 0.

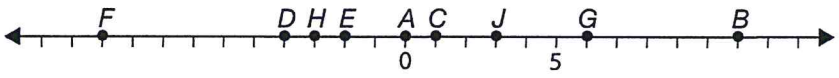
Positive integers are also called counting numbers.

The **absolute value** of an integer is the distance from that integer to zero on the number line. Distance is always a positive measure, so the absolute value of any integer is positive.



The distance from 0 to 7 is 7 units, so $|7| = 7$.

The distance from 0 to -7 is 7 units, so $|-7| = 7$.



Use the number line above. Write the integer for each point. Then write its opposite and absolute value.

1. *A* _____

2. *B* _____

3. *C* _____

4. *D* _____

5. *E* _____

6. *F* _____

7. *G* _____

8. *H* _____

9. *J* _____

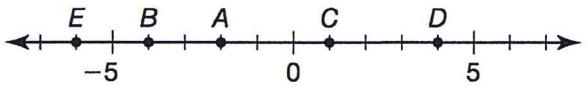
10. Number Sense John borrowed $6 from Adam. The next week John borrowed $15 more from Adam. Write an integer that represents John's total debt to Adam. _____

11. Reasoning What is the opposite of the opposite of negative nine? _____

Name _____

Practice
7-1

Understanding Integers

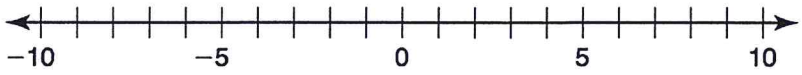


Use the number line. Write the integer for each point. Then give its opposite and absolute value.

1. *A* _____ **2.** *B* _____ **3.** *C* _____

4. *D* _____ **5.** *E* _____

6. On the number line, graph the points −8, 3, −4, 2, and −1.



The table gives the highest and lowest temperatures for some states in the United States. Use integers to describe the two temperatures for each state.

Record Temperatures (in degrees, relative to zero)

State	Highest	Lowest
Alabama	112 above	27 below
Delaware	110 above	17 below
California	134 above	45 below
Colorado	118 above	61 below

7. Delaware _____

8. California _____

9. Colorado _____

10. Alabama _____

11. Which is an integer?

A −0.5

B −5

C 5.5

D $5\frac{4}{5}$

12. Writing to Explain In your own words, tell what is meant by "the absolute value of an integer."

_____

_____

_____

Name _____

brutal	fever	detect	rival	unit
secure	voter	resist	recite	rotate
panic	vanish	labor	topic	vital
cabin	nylon	focus	amid	lament

Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.

1. f _____ _____ er _____
2. _____ _____ it _____
3. n _____ _____ on _____
4. r _____ _____ ate _____
5. v _____ _____ er _____
6. r _____ _____ al _____
7. c _____ _____ in _____
8. va _____ _____ sh _____
9. d _____ _____ ect _____
10. f _____ _____ us _____
11. br _____ _____ al _____
12. _____ _____ id _____
13. r _____ _____ ite _____
14. pa _____ _____ c _____
15. v _____ _____ al _____
16. l _____ _____ or _____
17. t _____ _____ ic _____
18. r _____ _____ ist _____
19. l _____ _____ ent _____
20. s _____ _____ ure _____

Name _____

Read the passage. Use the make predictions strategy to make logical guesses about what will happen next.

Approaching Zero

Basu counted the steps, doing quick measurements as he walked along the south bank of India's Ganges River, kicking up the hot, dusty ground. He had arisen before daybreak, and the sun was now rising in the east. By his calculations, he had walked 12,563 steps and covered about one-quarter of the distance from his small village. By the time the sun was directly overhead, he should finally reach the university at Patna. There he hoped to find Aryabhata. Perhaps the great mathematician could help him with the questions he'd been pondering: How do you measure the passing of time and days? How do you determine the circumference of Earth? How far away is the moon?

From what Basu had heard, Aryabhata had all of the answers, but the master did not like to be disturbed. Basu's parents had warned him not to go. "Why would a wise scholar want to waste his time with a twelve-year-old boy?" his father had chided. Basu had a burning desire to study math and to one day write a book like *Aryabhatiya,* Aryabhata's masterpiece. According to the local scholars, the book described the earth as a sphere that rotated around the sun, and it explained mathematics, time, astronomy, and other mysteries of the universe.

Basu dragged a stick along the dirt, drawing a line. Was it a straight line between where he just was and where he was going? He posed question after question to himself to pass the time, keeping a running step count as he went—18,231. The sun was just where Basu expected, casting a long shadow from his stick.

Name _____

Finally, just as the sun was overhead, Basu spotted a man crouched on a mat by a small, low table. He could see the man was furiously writing with a long iron spike that he dipped in ink, inscribing on the surface of hardened palm leaves. Basu held his breath and took quiet, short steps, cutting the remaining distance in half, and then in half again. Finally, he was standing beside Aryabhata. Basu was so close, he could see the mysterious numbers and symbols.

Basu was invisible to Aryabhata, who was immersed in his thoughts, but just then a beetle flew off the spike and landed on Basu's arm. He brushed it off without thinking and jarred Aryabhata's hand, which skidded across the ink. Aryabhata looked up in a flash of anger and thundered, "Who are you?"

"I am just a merchant's son," confessed Basu, "but I've come here desperate to benefit from your knowledge and hoping to absorb a fraction of your wisdom."

Aryabhata fixed him with a hard stare and replied grudgingly, "All right. You may ask me one question."

Basu thought for a long moment. "I walked 50,348 steps to get here, and then crossed your courtyard, cutting it in half, in half again, and again. Now our arms have brushed, and I cannot get any closer, but I am lost because I have no number to tell me the distance between us. What is the number that tells how many steps I have to go?"

A broad smile lit Aryabhata's face. "You have just asked the very question I have been working on for many moons. The answer is *zero.* There are zero steps left. Zero is the number."

"There's one other thing I want to know—" Basu began.

Aryabhata interrupted. "You have zero questions left!" he admonished. Basu looked crushed with disappointment, but Aryabhata laughed. "Zero, plus one thousand! You may ask me as many questions as you wish, because I think we can learn a lot together."

Name _____

A. Reread the passage and answer the questions.

1. What details from the first paragraph help you determine this story's point of view?

_____

_____

_____

2. At the beginning of paragraph 5, what does the narrator say about Aryabhata's thoughts?

_____

_____

3. Is the person telling the story a character in the story? How do you know?

_____

_____

_____

4. What is the point of view of this story?

_____

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

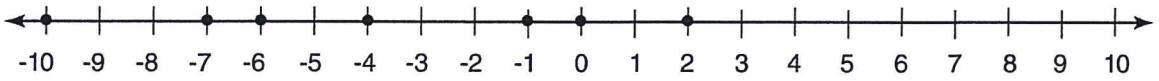
	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Reteaching
7-2

Comparing and Ordering Integers

When comparing two integers on a number line, the integer that is farther to the right is greater. The integer that is farther to the left is less.



Compare -6 and -10.

Because -6 is farther to the right than -10, it is greater. So, $-6 > -10$.

Compare -1 and 2.

Because 2 is farther to the right than -1, it is greater. So, $2 > -1$.

Order -4, 0, and -7 from least to greatest.

Because -7 is the farthest to the left, it is the least. 0 is farther to the right than -4, so -4 is the next least. So, the numbers in order from least to greatest are -7, -4, and 0.

Use $>$, $<$, or $=$ to compare.

1. $-5 \bigcirc 3$ **2.** $15 \bigcirc -4$ **3.** $0 \bigcirc 27$

4. $52 \bigcirc |-52|$ **5.** $-9 \bigcirc |-9|$ **6.** $-6 \bigcirc -7$

7. $13 \bigcirc 12$ **8.** $-17 \bigcirc -15$ **9.** $-8 \bigcirc -8$

Order the numbers from least to greatest.

10. 9, -1, -4, 2 **11.** 1, $|-2|$, -8, 6 **12.** 15, -7, -12, 0, $|5|$

_____ _____ _____

13. Manuel dug holes to plant an oak tree, a rosebush, lantana, and prairie grass. The table shows the depths of the holes. You can think of ground level as 0, so the holes closest to ground level are not as deep as the holes farthest from ground level. Which plant hole is closest to ground level? Which is farthest? Compare the depths of their holes.

_____

Plant	Hole (inches)
Lantana	-8
Prairie Grass	-6
Oak Tree	-22
Rosebush	-15

14. Reasoning Write 3 integers less than -27. _____

Name _____

Practice
7-2

Comparing and Ordering Integers

Use <, >, or = to compare.

1. $6 \bigcirc -8$ **2.** $-12 \bigcirc -11$ **3.** $2 \bigcirc |-2|$

4. $12 \bigcirc -11$ **5.** $11 \bigcirc -1$ **6.** $|-3| \bigcirc 4$

Order from least to greatest.

7. $-6, 4, 7, 0, -9$ _____

8. $-1, -5, 5, 7, -8$ _____

9. $-7, -8, -2, 6, |-11|, -11, -9, 4, 5$

_____

10. Reasoning Can any negative integer be greater than a positive integer? Explain.

_____

_____

_____

Kyle kept track of the number of points he scored each time he played a video game. Sometimes the score is less than zero.

Kyle's Scores	
Play 1:	Gained 5 points
Play 2	Lost 15 points
Play 3:	Gained 32 points
Play 4:	Gained 10 points
Play 5:	Lost 12 points
Play 6:	Lost 8 points

11. Order the negative plays from least to greatest.

_____

12. Order the positive plays from greatest to least.

_____

13. Which integer is greatest?

A 1 **B** −10 **C** 9 **D** 3

14. Writing to Explain Explain how to find the greatest integer plotted on a number line.

_____

_____

Name _____

brutal	fever	detect	rival	unit
secure	voter	resist	recite	rotate
panic	vanish	labor	topic	vital
cabin	nylon	focus	amid	lament

Write the spelling words that match the syllable patterns. Then draw a line between the syllables.

long *a*, as in *baby, ba/by*

1. _____

long *e*, as in *retell, re/tell*

2. _____
3. _____
4. _____
5. _____

long *i* sound, as in *pilot, pi/lot*

6. _____
7. _____
8. _____

long *o*, as in *cobra, co/bra*

9. _____
10. _____
11. _____

long *u*, as in *cubic, cu/bic*

12. _____
13. _____

short vowel open syllables

14. _____
15. _____
16. _____

short vowel closed syllables

17. _____
18. _____
19. _____
20. _____

Name _____

Urco: Craftsman in Training

"Father, I am meant to be a craftsman, an artist," pleaded Urco, a twelve-year-old Inca boy. The year was 1425.

"No, I absolutely refuse. You must work as a laborer like the rest of us, building roads, fortresses, and temples in our great city of Cuzco," replied Urco's father. As angry as he felt toward his father, Urco knew that most Inca men did exactly what his father described. They dedicated their lives to building the city, which was high in the mountains. Urco, however, was different. He wanted to create golden goblets and ornaments for the nobles and the emperor! Now, Urco had to convince his father to agree.

Answer the questions about the text.

1. What is the time and place of this historical fiction?

_____

_____

2. What does the text tell you about life during the time of the Incas?

_____

_____

3. Give an example of dialogue from the text and explain how it helps you learn about the character.

_____

_____

_____

Name _____

Read each excerpt from the passage and the meaning of the suffix of the word in bold. Then write a possible meaning for the word in bold.

1. Basu counted the steps, doing quick **measurements** as he walked along the south bank of India's Ganges River, kicking up the hot, dusty ground.
   -ment means "act of" or "state of"

   _____

2. According to the local scholars, the book described the earth as a sphere that rotated around the sun, and it explained mathematics, time, **astronomy**, and other mysteries of the universe.
   -nomy means "law"

   _____

3. Basu dragged a stick along the dirt, drawing a line. Was it a straight line between where he just was and where he was going? He posed **question** after question to himself to pass the time.
   -tion means "state of"

   _____

4. Basu was so close, he could see the **mysterious** numbers and symbols.
   -ous means "full of" or "having"

   _____

5. Basu looked crushed with **disappointment**, but Aryabhata laughed.
   -ment means "act of" or "state of"

   _____

Name _____

- A **possessive noun** names who or what owns something.
- A possessive noun is **singular** when it names one owner.
- A possessive noun can be **common** or **proper**.
- Add an apostrophe and *-s* to make a singular noun possessive, even when the noun ends in *s*.

Rewrite the noun in parentheses ( ) as a possessive noun.

1. The (zookeeper) job requires him to work on Saturdays. _____
2. The most popular attraction is the big (cat) area. _____
3. The (leopard) spots help to camouflage her in the wild. _____
4. The length of the (giraffe) neck allows him to reach his food. _____
5. The (hippopotamus) habitat has a pond. _____
6. We went to (Hallie) favorite place, the duck pond. _____
7. The (swan) wingspan was amazing to see. _____
8. The (pond) surface was covered with lily pads. _____
9. (James) laughter echoed through the reptile house. _____
10. The (walrus) tusks were about three feet long! _____

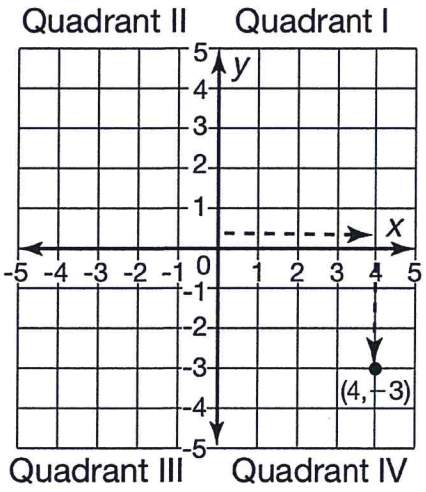
Name _____

Reteaching
8-1

Integers on the Coordinate Plane

Parts of a coordinate plane:

***x*-axis:** a horizontal number line
***y*-axis:** a vertical number line
origin: the place where the two number lines meet
quadrants: the four sections created by the two number lines

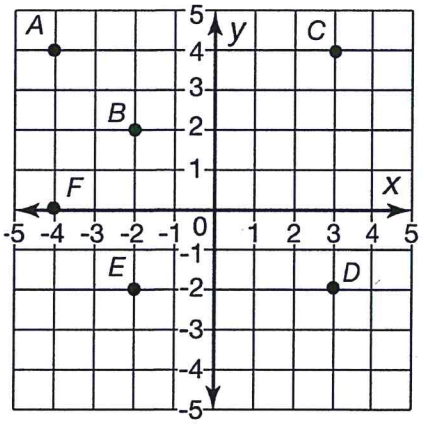


A point in a coordinate plane is represented by an **ordered pair.** (4, −3)

x-coordinate *y*-coordinate

To locate point (4, −3), start at the origin.
Move to 4 on the *x*-axis. Then move to −3 on the *y*-axis.

Graph and label these points on the coordinate plane.



1. (4, 1)

2. (−3, 3)

3. (2, 0)

4. (4, −2)

5. (−2, 4)

6. (−3, −4)

Write the ordered pair for each point.

7. *A* _____

8. *B* _____

9. *D* _____

10. *E* _____

11. Writing to Explain How would you plot the point (−8, 10) on the coordinate plane?

_____

_____

_____

12. Reasoning In what quadrant will a point with a negative *x*-coordinate and a positive *y*-coordinate (negative number, positive number) be located?

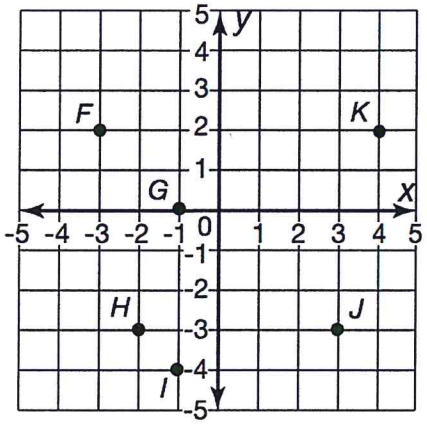
_____

Name _____

Practice
8-1

Integers on the Coordinate Plane

Write the ordered pair for each point.



1. F _____ **2.** G _____

3. H _____ **4.** I _____

5. J _____ **6.** K _____

Plot and label each ordered pair on the coordinate grid.

7. (2, 3) **8.** (4, −4)

9. (0, −5) **10.** (−3, −3)

11. (−4, 4) **12.** (−5, 0)

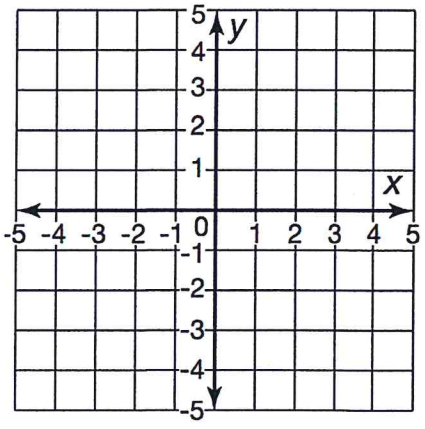
13. Writing to Explain A point is located in Quadrant IV. What do you know about the signs of the coordinates for the point? Explain.

_____

_____

_____

14. Critical Thinking Draw three lines that are parallel to the x-axis. Read the ordered pairs for points on each line. What generalization can you make about the ordered pairs for lines parallel to the x-axis?



_____

_____

15. Geometry Which ordered pair is located in Quadrant III?

A (−1, −1)

B (−4, 0)

C (−2, 2)

D (0, 5)

Name _____

brutal	fever	detect	rival	unit
secure	voter	resist	recite	rotate
panic	vanish	labor	topic	vital
cabin	nylon	focus	amid	lament

A. Write the spelling word that belongs with each group of words.

1. repeat, retell, _____
2. idea, subject, _____
3. notice, discover, _____
4. grieve, regret, _____
5. competitor, challenger, _____

B. Write the spelling word that matches each definition below.

6. disappear _____
7. safe _____
8. a kind of man-made fabric _____
9. absolutely necessary _____
10. citizen who casts a ballot _____
11. small house made of logs _____
12. to stand up to or actively oppose _____
13. work _____
14. to make an image clear; to give attention to _____
15. fear _____
16. cruel _____
17. standard amount used for measuring _____
18. surrounded by _____
19. to turn on an axis or center _____
20. rise in body temperature _____

The Genius of Roman Aqueducts

1 Did you know that many children in ancient Rome did the same thing? In fact, they played many of the same games you do, jumping rope or playing catch, and when they were thirsty they came inside for a drink or went to any number of public drinking fountains around the city.

2 Most children in Rome knew how water was transported to their city. But did you ever wonder where the water you drink comes from? Or how it got to your faucet?

3 The fact is, if you do not have a well in your own backyard, the water you use at home may come from a long distance away. However, it doesn't travel by truck or train. Water is transported to you via a complex system of connected pipes and tunnels. These pipes and tunnels channel water from reservoirs and transport it to you. We call the system that carries water an aqueduct. In Latin, this word means "a conductor of water."

Reread and use the prompts to take notes in the text.

Reread paragraph 1. Circle the ways children in ancient Rome are like children today. Write them here:

Children in ancient Rome	Children Today
_____	_____
_____	_____
_____	_____

Talk with a partner about how the author invites you to keep reading. Reread paragraph 2 and make a mark in the margin beside how she does that.

Then reread paragraph 3. Underline how the author helps you understand what an aqueduct is.

1 The city of Rome was not different. It also grew up alongside a river, the Tiber, one of the longest rivers in Italy. But as Rome grew and became the capital of a large empire, it needed more water than the Tiber could provide. So how did the ancient Romans obtain and transport this water?

Aqueducts in Rome

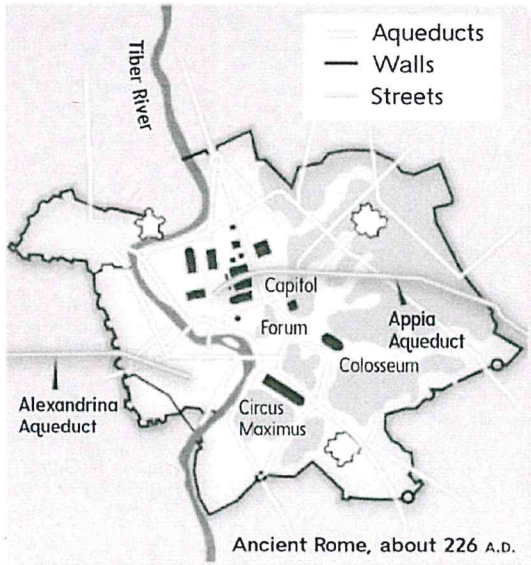
2 Romans didn't invent the idea of aqueducts. They had been used in Mesopotamia to supply water to crops some distance from the Tigris and Euphrates. However, the aqueducts the Romans built were far more complex than anything that had come before them. Long, long before engines had been invented that could pump water, the ancient Romans figured out how to use natural forces to do the same thing. They used the water pressure created by gravity to move water hundreds of miles. It would travel from mountaintop lakes, down the sides of mountains, across valleys and into cities and towns.

In paragraph 1, circle the problem that occurred as Rome grew. How does the author transition into the next section? Underline the text evidence.

COLLABORATE

Reread paragraph 2 and look at the map. How does the author help you understand how the ancient Romans moved water? Make a mark in the margins where the author shows this. Write it here:

Circle clues in the map that show how water is transported into the city.



Ancient Rome, about 226 A.D.

Why is "The Genius of Roman Aqueducts" a good title for this selection?

Talk About It Reread the excerpt on page 52. Talk with a partner about how the Romans built the aqueducts.

Cite Text Evidence What clues help you see how the Roman aqueducts were "genius." Record text evidence in the chart.

Text Evidence	Why It's Important

Write "The Genius of Roman Aqueducts" is a good title because _____

_____

_____

Opens Fill in the blank Dialog

QUICK TIP

When I reread, I use text evidence to answer questions.

Name _____

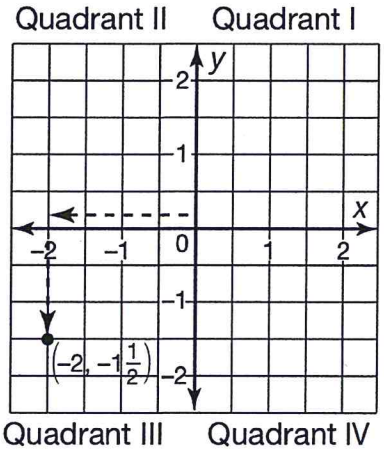
Reteaching
8-2

Rational Numbers on the Coordinate Plane

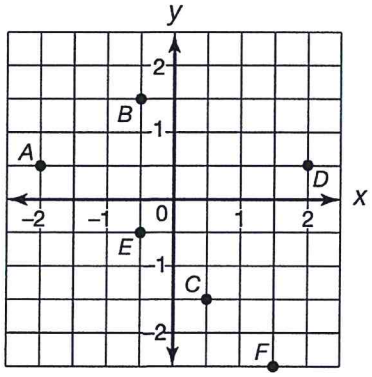
The coordinate grid has an ***x*-axis,** a ***y*-axis,** an **origin (0, 0),** and four **quadrants.**

Ordered pairs of rational numbers can be plotted just like ordered pairs of integers. Plot $(-2, -1\frac{1}{2})$ on the grid.

To locate point $(-2, -1\frac{1}{2})$, start at the origin. Move 2 units to the left on the *x*-axis. Then move down $1\frac{1}{2}$ units on the *y*-axis.



Graph and label these points on the coordinate plane.



1. $(-1.5, 1.5)$
2. $(0, -1.5)$
3. $(1\frac{1}{2}, -1\frac{1}{2})$
4. $(-2\frac{1}{2}, 0)$
5. $(1.5, 2)$
6. $(-1\frac{1}{2}, -2\frac{1}{2})$

Write the ordered pair for each point, using fractions or decimals.

7. *A* _____
8. *B* _____
9. *C* _____
10. *D* _____
11. *E* _____
12. *F* _____

13. **Reasoning** In which quadrant will both the *x*-coordinate and *y*-coordinate of a point be negative?

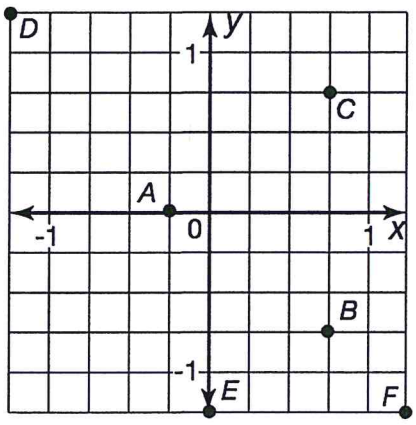
_____

Name _____

Practice
8-2

Rational Numbers on the Coordinate Plane

Write the ordered pair for each point.



1. *A* _____ **2.** *B* _____

3. *C* _____ **4.** *D* _____

5. *E* _____ **6.** *F* _____

For **7** through **9**, plot the ordered pairs.

7. *G* (−0.25, −1)

8. *H* $(\frac{3}{4}, 1\frac{1}{4})$

9. *I* (−0.75, 0.75)

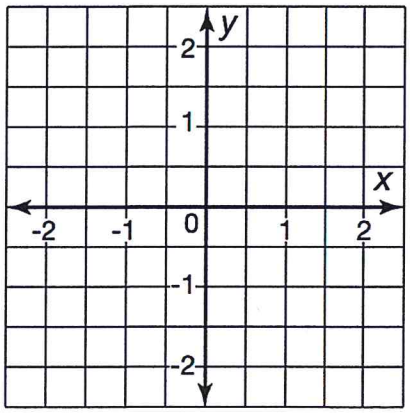
10. Writing to Explain A point is located in Quadrant II. What do you know about the signs of the coordinates for the point? Explain.

_____

_____

_____

11. Critical Thinking Draw three lines that are parallel to the *y*-axis. Read the ordered pairs for points on each line. What generalization can you make about the ordered pairs for lines parallel to the *y*-axis?



_____

_____

_____

12. Reason In which quadrants do the *x*-coordinate and the *y*-coordinate of a point have the same sign? Explain.

_____

_____

_____

Name _____

A. There are three misspelled words in each paragraph below. Underline each misspelled word. Then write the words correctly on the lines.

Last year, before my brother went off to college, my family took a vacation to Maine. We stayed in a cabbin ammid the trees and tried to focis on just spending time together.

1. _____ 2. _____ 3. _____

My family and I spent spring break at a cottage on Lake Michigan. When we returned from a hike one day, we could dettect that someone or something had been there. How could that happen? All the doors and windows were seccure. We started to pannic until my mother discovered that a raccoon had gotten in through the pet door!

4. _____ 5. _____ 6. _____

Writing Activity

B. Write about a trip you and your family have taken. Use at least four words from the spelling list.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about transitions to clarify shifts in time or setting.

Draft Model

Uncle Max agreed to show me the magic trick. I tried to learn how to hold the coin the way he showed me. I got it, and I pulled the coin out of Uncle Max's ear.

1. When and why did Uncle Max agree to teach the narrator the trick?

2. What happened after Uncle Max agreed? How was the narrator able to learn to do the trick?

3. What transitional words and phrases could be added to help connect all the events?

B. Now revise the draft by adding transitions to clarify shifts in time or setting.

Name _____

The student who wrote the paragraphs below used text evidence from two different sources to respond to the prompt: *Write a short narrative from Min's point of view as he decides to trust Tree-Ear and offers to teach him.*

Over the next few days, I noticed that Tree-Ear worked hard and did not speak other than saying, "Good morning" at the beginning of the day and, "Thank you for this opportunity, honorable sir" at the end of the day. I was impressed. I remembered what the boy had said about watching me work. I also remembered that I would not be the great potter I was if it weren't for my grandfather, who taught me.

"What does your father do?" I asked the boy the next day. When I heard the boy's story about being an orphan and living with Crane-Man under the bridge, my heart softened. Again I watched the tattered boy finish another day of hard work. After Tree-Ear left, I sat in my workshop, thinking. I thought, "Everyone who has a desire to create pottery should be able to learn. Tree-Ear is honest and willing to work hard."

So the next morning, when Tree-Ear said, "Good morning," I smiled and greeted the boy with a slab of clay.

"Today you will not work," I said. "Today you will learn."

Reread the passage. Follow the directions below.

1. From whose point of view is this sample written? **Circle** a word or words that the show the point of view.

2. **Underline** descriptive details that help the reader picture what is being described.

3. **Draw a box** around a transition that tells when a scene takes place.

4. **Write** a possessive noun on the line.

_____

Name _____

- A possessive noun is **plural** when it names more than one owner.
- If a plural noun is regular and ends in *-s*, add an apostrophe to make it possessive.
- If a plural noun is irregular and does not end in *-s*, add an apostrophe and *-s* to make it possessive.

Write the plural possessive for each plural noun.

1. pandas _____
2. pythons _____
3. donkeys _____
4. geese _____
5. boxes _____
6. elk _____
7. parrots _____
8. horses _____
9. deer _____
10. ostriches _____
11. mice _____
12. goats _____
13. sharks _____
14. oxen _____
15. walruses _____
16. children _____
17. lions _____
18. sheep _____
19. frogs _____
20. men _____

Name _____

Quick Check
7-2

1. The table shows low temperatures for 4 days. Which shows the days in order from lowest to highest temperature?

Monday	Tuesday	Wednesday	Thursday
1° F	−7° F	−2° F	−5° F

A Tuesday, Thursday, Wednesday, Monday

B Wednesday, Thursday, Tuesday, Monday

C Monday, Tuesday, Thursday, Wednesday

D Monday, Wednesday, Thursday, Tuesday

2. Which is the greatest integer?

A −33

B −31

C −28

D −17

3. Which is the least integer?

A 1

B −1

C −2

D −8

4. Which shows the integers in order from least to greatest?

A −13, −8, −2, 1

B −2, −8, −13, 1

C 1, −13, −8, −2

D 1, −2, −8, −13

5. **Writing to Explain** Draw a number line and locate the following numbers on the number line. Then explain how you can use the number line to order the numbers from least to greatest. Compare two of the numbers on the number line.

−1, 5, −6, 0, 2, −3

_____

_____

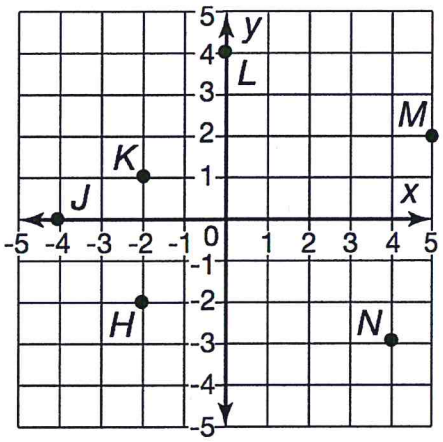
_____

_____

Name _____

Quick Check
8-1

Use this coordinate plane for **1** through **3**.



1. Which point is located at (0, 4)?

A *J*

B *K*

C *L*

D *N*

2. What are the coordinates of point *M*?

A (2, 5)

B (5, 2)

C (0, 5)

D (−2, 5)

3. Which point is in Quadrant III?

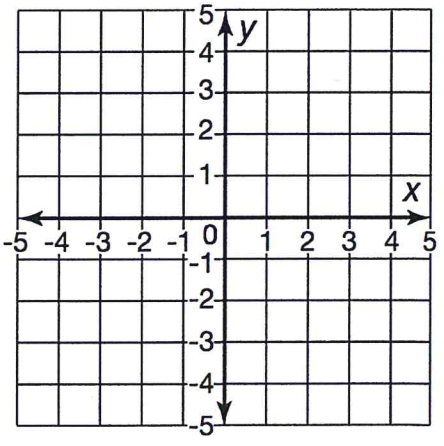
A *K*

B *M*

C *N*

D *H*

4. **Writing to Explain** Graph the ordered pairs below. Describe how you do it. Connect the points in order. Identify the geometric figure you draw and tell how you know.
(−2, 2), (3, 4), (3, −4), (−2, −2)



_____

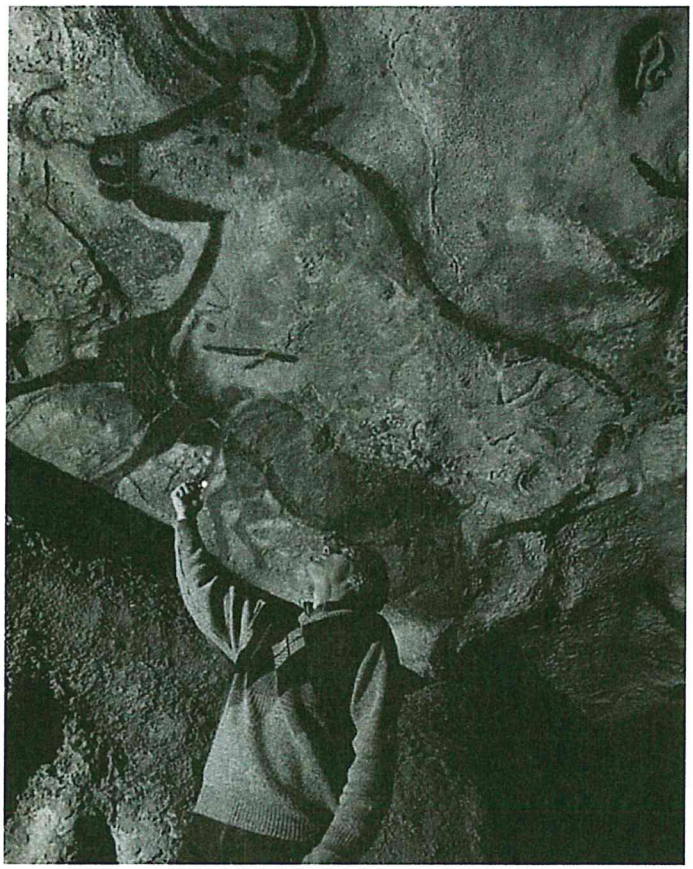
_____

_____

_____

_____

_____



Social Studies Vocabulary

archaeologist

artifact

geographer

historian

prehistoric

ritual

1 Detectives Who Study the Past

1. Detectives Who Study the Past

Scholars who study human society are called social scientists. Many social scientists can help us study the past. Among these "history detectives" are **archaeologists**, **historians**, and **geographers**.

Archaeologists: Digging Up the Past

Archaeologists study the past by examining objects, or *artifacts*, that people have left behind. These **artifacts** are anything made or used by humans, such as clothing, tools, weapons, and coins. When archaeologists discover a place that has artifacts, they ask questions like these: Who lived in this place? When did they live here? What were they like? Then archaeologists study the artifacts for clues.

Historians: Recording the Past

Historians are the recorders of the past. Human beings have been around for such a long time that historians tend to focus mostly on the last few thousand years, when people began leaving written records. Historians want to answer this question: What happened in the past? To find out, they study all kinds of artifacts and **documents**. They read diaries and letters. Besides asking what happened in the past, historians try to understand why events happened the way they did.

Geographers: Mapping the Past

Geographers study the natural **features** of Earth, such as water, landforms, plants, and animals. They also look at human-made features, such as towns, roads, bridges, and dams. These scientists help us answer such questions as: Where did people live? How did they use their **environment** to survive? Geographers often create maps to show what they have learned.

Social scientists who study **prehistoric** history face a unique challenge —a lack of evidence from this period. In fact, huge gaps of time have no evidence at all. Therefore, scientists may come up with different answers or theories about how humans came to be.

PROCESSING

Social scientists learn about the past by asking questions and conducting inquiries. You can be a "history detective" too!

What is something that you wonder about the past? You might wonder why an event happened or how something got to be the way it is today. Write your question below.

My compelling question: _____

_____

Now plan an inquiry to answer your question.

- Think of one specific question each of the social scientists below might ask. These questions should help answer your bigger, compelling question.
- Brainstorm sources where you could find information to answer these supporting questions.

	Supporting Questions	Sources of Information
Archaeologist		
Historian		
Geographer		

Grade 6 Twig Science

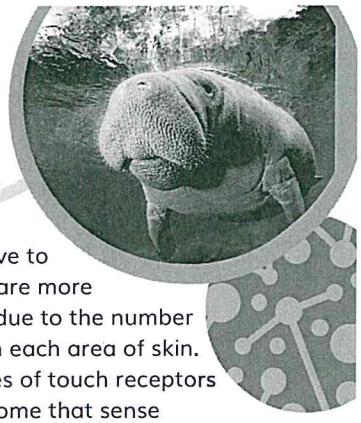
Week 1

Module 1: BioTech Systems Worldwide

This week you will read an exciting text and respond to some questions.

Directions	
Read the Prior-Knowledge Read-Aloud	"Animal Senses"
Answer these questions after reading:	1. What are the main ideas? 2. What is something interesting that you learned? 3. What is something you are wondering about?

Animal Senses



Touch

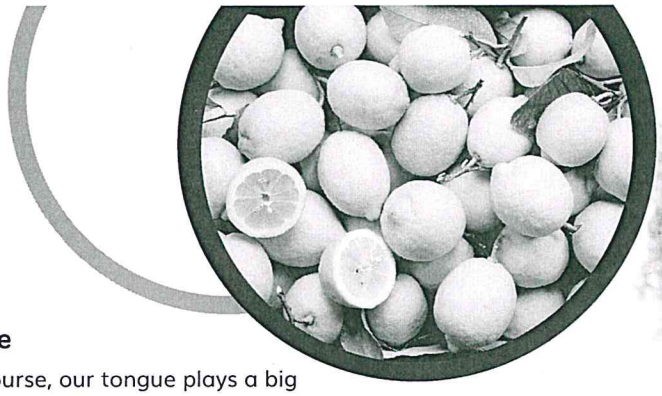
Some animals have a great sense of touch. The manatee, sometimes called the sea cow, is one of those animals. These giant aquatic mammals have tiny hairs all over their bodies, which help them sense tiny changes in the movement of water over their skin. This means they can sense other animals moving nearby, even if they can't see or hear them. Manatees can also sense changes in water flow around fixed objects, allowing them to avoid obstacles when swimming in murky water.

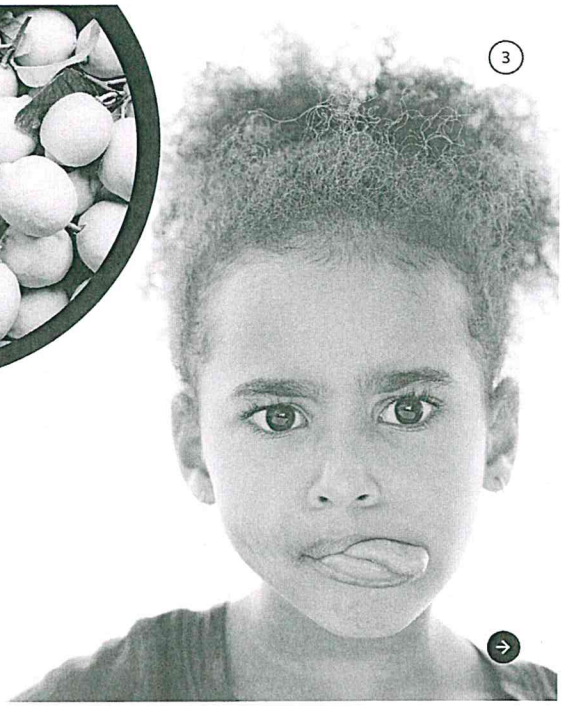
Our skin is also sensitive to touch. Different parts are more sensitive than others, due to the number of sensory receptors in each area of skin. We have different types of touch receptors in our skin, including some that sense pressure, some that sense temperature and others that sense pain. Places with more receptors close together are more sensitive. Our fingertips have a lot more receptors than the bottom of our feet. This means we can respond quicker to a stimulus—for example, by moving our hand away from something hot in response to pain.

Smell

When it comes to the sense of smell, bears are among the best. With their large noses, black bears can smell things from miles away. According to the National Park Service, this means that anytime someone sets foot in Yosemite National Park, one of the park's population of black bears is likely to smell them arrive and decide to stay away.

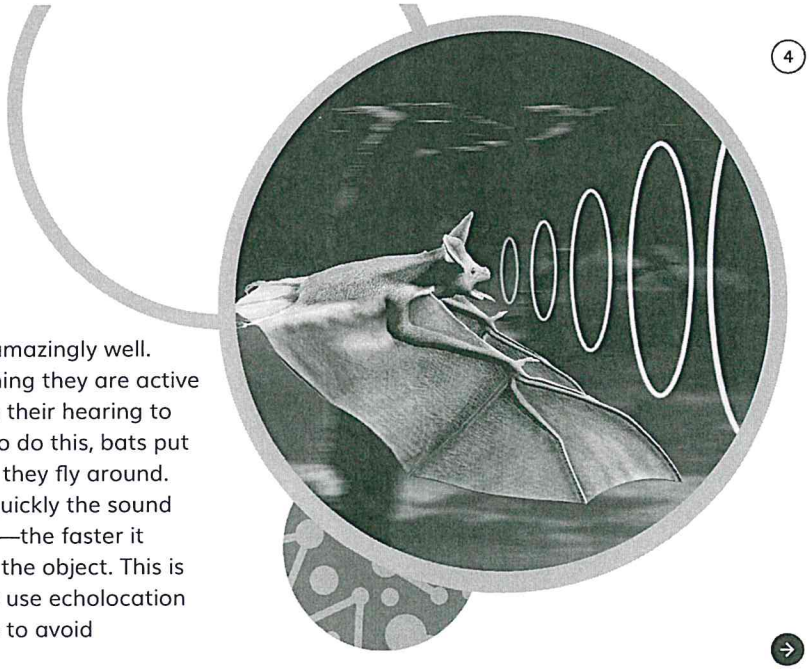
Smell is also closely linked with how we detect flavors. When we say something tastes good, it's actually about more than just what we taste. It's about smell too! Notice next time you have a stuffy nose. The food you eat will likely taste duller than usual.





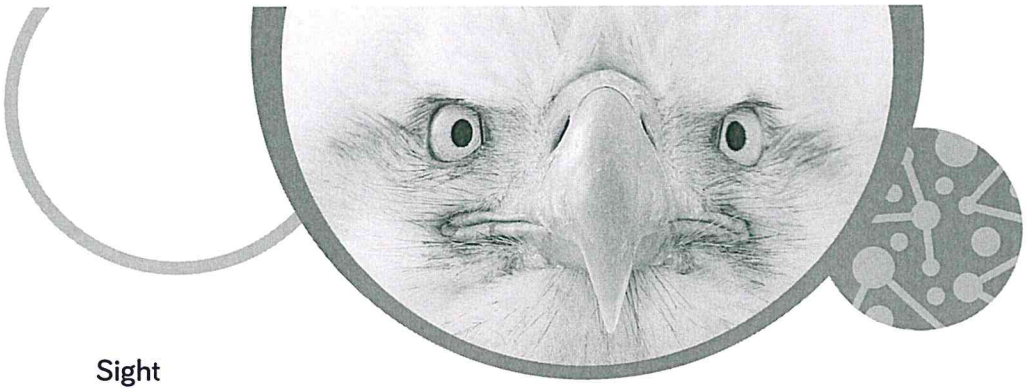
Taste

Of course, our tongue plays a big role in taste too. It's estimated that humans have between 2,000 and 4,000 taste buds. These aren't all on the tongue, though. They are also in the back of our throat and nose. These receptors work by picking up flavors in food and communicating them to the brain. This happens very fast. Imagine biting into a lemon, and think how quickly your face would scrunch up!



Hearing

Some animals can hear amazingly well. Bats are nocturnal, meaning they are active at night, and they rely on their hearing to get around in the dark. To do this, bats put out a series of sounds as they fly around. Then they listen to how quickly the sound bounces back off objects—the faster it bounces back, the closer the object. This is called echolocation. Bats use echolocation to work out how to move to avoid obstacles.



Sight

In terms of sight, there is a lot of variation in the animal world, too. Some animals, like the earthworm, can sense the difference between light and darkness, and not much else. Eagles, on the other hand, can see four to five times further than we can. The structure of their eyes is very different. They are suited to the animals' needs. For example, an earthworm only needs to know if it is under the soil or above ground. Its sensory receptors detect whether there is light above them, and its brain processes this information so it knows if needs to burrow back down into the soil. Eagles, however, need a lot more visual information. They must be able to spot prey from high in the sky, so they need to be able to see better than many other animals.

Learning with Games

Root Word Find

Materials

Puzzle Pieces, three pieces (p. 84)
pencils

Skill: word parts

Prepare: Give players several copies of the three-part puzzle pieces. Have students write each of their vocabulary words onto the puzzle pieces, dividing the words into the appropriate word parts.

Play: Players name the root words, prefixes, suffixes, and/or endings of each word. Call on them or have them quiz each other in small groups.

If there is time, have players exchange their puzzle pieces with a partner. Have the partner sort the puzzle pieces and put them together to re-create the vocabulary words.

Long Vowel Slip Strips

Materials

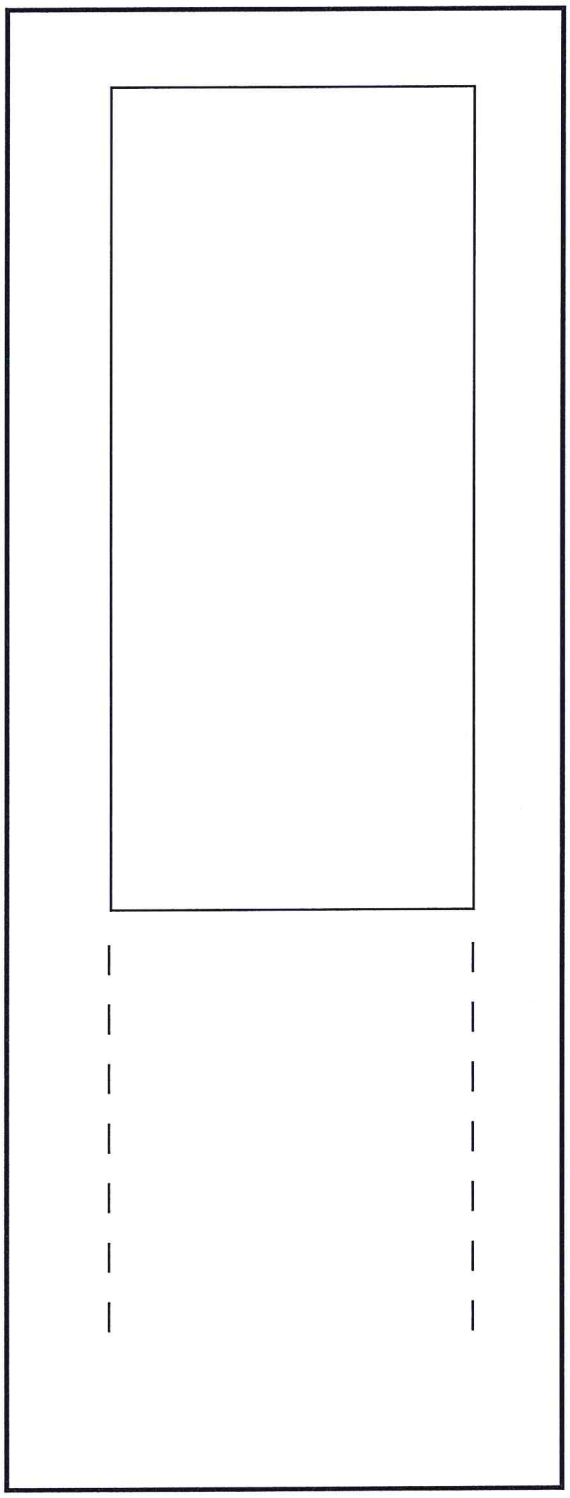
Slip Strips or Word Wheel (p. 83, p. 78)
pencils

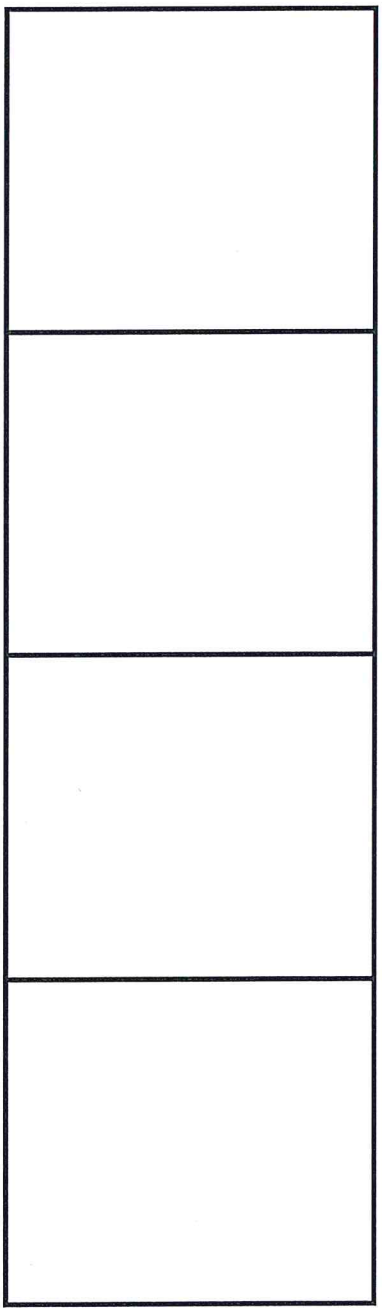
Skill: build words with long vowel sounds

Prepare: Give each player a copy of the slip strips. Have students write *ay* on the rectangular box to the right of the opening.

Play: Invite players to come up with a variety of words that use the long vowel sound of *ay*. On the slip with four squares, have players write consonants and consonant blends that complete a word. (Players could also use the Word Wheel with *ay* on the outside wheel and consonants and consonant blends on the inside wheel.)

Slip Strips





Puzzle Pieces

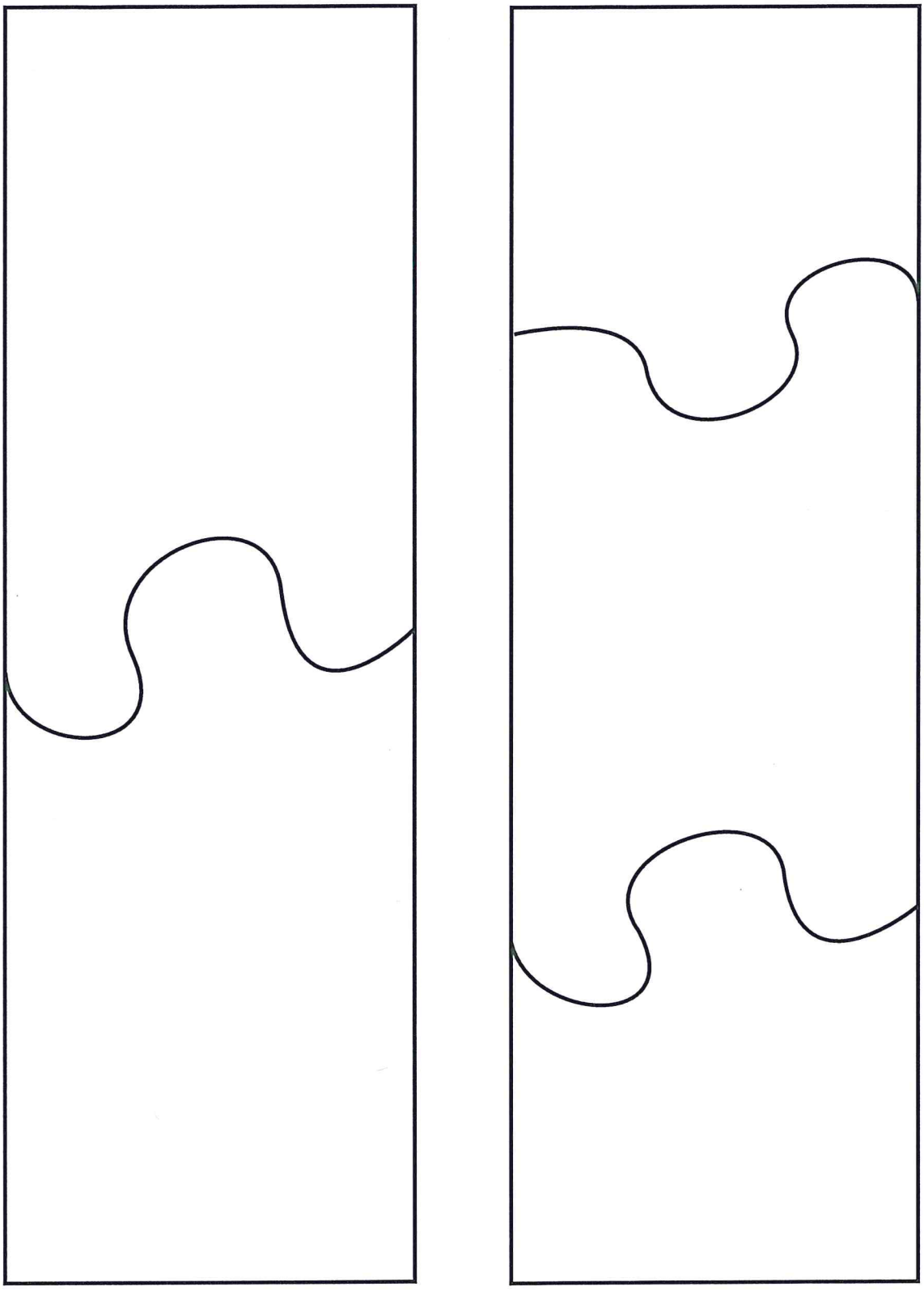


table	**secret**	**tiny**
total	**ruler**	brutal
secure	panic	cabin
fever	voter	vanish
nylon	detect	resist
labor	focus	rival
recite	topic	amid
unit	rotate	vital
lament		

beagle	**noodle**	**dimple**
simple	royal	national
valuable	survival	muscle
whistle	squabble	durable
incurable	scramble	scruple
quadruple	noodle	squiggle
throttle	securable	beagle
dimple	bicycle	

wealthy	healthy	shoulder
toughest	exploit	pedigree
volunteer	impeach	spoilage
poisonous	appointment	moisten
equality	streamline	guaranteed
creatures	treasures	straighten
ceiling	earthbound	

Toss and Talk

Get Started (or)

Get 10 squares in one color and 10 in another color. Get two number cubes. Take turns with another player or team. Talk about math as you play!

At Your Turn

Toss two number cubes. Add the dots. Find your toss below. Follow the directions. Explain your thinking. Cover the answer. If the answer is taken, lose your turn. Have fun!

Toss	Read the description. Say an integer that can be used to represent the situation.
2	A loss of 7 dollars
3	A gain of 3 pounds
4	A deposit of 50 dollars
5	9 feet above sea level
6	20 units to the right of 0 on a number line

7	An integer that is two less than $^{-}3$.
8	20 seconds before blastoff
9	9 feet below sea level
10	A loss of 3 inches
11	A gain of 7 dollars
12	A withdrawal of 50 dollars

$^{+}20$	$^{+}7$	$^{-}20$	$^{+}3$
$^{+}50$	$^{-}5$	$^{-}9$	$^{+}9$
$^{-}20$	$^{-}9$	$^{+}20$	$^{-}3$
$^{+}9$	$^{-}5$	$^{-}7$	$^{-}50$

How to Win

You win if you are the first to get four connected rectangles, like:

If you have more time

Play again!

Tic Tac Toe

Get Started or

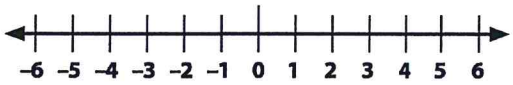
Get 20 squares in one color and 20 in another color. Get two number cubes for players to share. Take turns.

For Each Round

Toss two cubes. Toss again if you get a double. Consider all odd numbers positive integers (1, 3, 5) and all even numbers negative integers (–2, –4, –6). Use the number line to find the distance between the lesser number and the greater number. Explain your answer. Cover the answer. If the answer is taken, lose your turn.

Example

The integers are 3 and 5.
The distance from 5 to 3 is 2 units.



How to Win

The first player or team to cover a row, column, or diagonal in one of the four sections of the game board wins.

4	5	7	9	7	5
7	7	2	2	2	4
2	9	3	7	11	2
7	9	4	2	4	9
5	2	7	3	7	2
11	4	2	3	5	7

If you have more time Play again!

Name _____

One Heroic Dog

In January of 1925, doctors discovered that a deadly outbreak of diphtheria was about to cripple the city of Nome. To make things worse, only one valuable serum could prevent an epidemic, and it was nearly a thousand miles away in Anchorage. It couldn't be shipped by airplane because the Alaskan winter was so cold. City officials were desperate to stop this terrible event, so the serum had to come by sled dog.

The teams had to prepare quickly. It took twenty teams to reach Nome. The dogs worked hard and had to be tough to resist the freezing temperatures.

On February 2, a sled dog team arrived in Nome, led by a heroic dog named Balto. A year later, a statue honoring Balto was erected in New York's Central Park, where it remains to this day.

The Iditarod

Travis was afraid that the sun would never come up. He drove his team of dogs down the trail amidst what seemed like thousands of trees. He was competing in the Iditarod, the world's largest dogsled race, and he was determined to finish. His trusty sled dogs could easily handle this and kept on running. They had become like a machine. It seemed that when the cold weather became unbearable, the dogs pushed even more.

Just when it seemed like they would never finish, a noise sounded in the distance. Travis wasn't sure what it was, but when he came around a turn and focused his eyes, he could see a crowd of people beyond the trees. The sound he had heard was that of several people cheering him on. The cheers were getting louder. Travis and his dogs were about to reach the finish line!

☆ACTIVITY Draw a picture of what you might see in an Iditarod race. Then write a paragraph to describe it. ☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. simple
	2. _____	2. royal
	3. _____	3. national
	4. _____	4. valuable
	5. _____	5. survival
	6. _____	6. muscle
	7. _____	7. whistle
	8. _____	8. squabble
	9. _____	9. durable
	10. _____	10. incurable
	11. _____	11. scramble
	12. _____	12. scruple
	13. _____	13. quadruple
	14. _____	14. noodle
	15. _____	15. squiggle
	16. _____	16. throttle
	17. _____	17. securable
	18. _____	18. beagle
	19. _____	19. dimple
	20. _____	20. bicycle
Review Words	21. _____	21. panic
	22. _____	22. labor
	23. _____	23. unit
Challenge Words	24. _____	24. literal
	25. _____	25. timetable

Name _____

throttling	squiggle	befuddle	scramble	simplicity
noodle	scrambling	simple	throttle	squiggly

A. Read the first syllables below. Then write the word from the box that begins with the first syllable and ends with a consonant + *le* syllable.

1. throt- _____
2. scram- _____
3. squig- _____
4. noo- _____
5. sim- _____

B. Read each sentence. Circle the word that has a consonant + *le* final syllable. Then write the consonant + *le* syllable on the line.

6. Their squabble did not interrupt the dinner. _____
7. Our beagle has been trained to fetch a ball. _____
8. We enjoyed hearing the sound of the train whistle. _____
9. I ride my bicycle to school every day. _____
10. The ice skater performed a quadruple jump. _____

Name _____

commemorate	forlorn	contemplate	majestic

Finish each sentence using the vocabulary word provided.

1. **(majestic)** During our travels, _____

   _____.

2. **(forlorn)** The lost dog had _____

   _____.

3. **(commemorate)** On the Fourth of July _____

   _____.

4. **(contemplate)** Before responding to an important question, _____

   _____.

Name _____

Reteaching
4-5

Multiplying Decimals

Use the same strategy to multiply a decimal by a whole number or to multiply a decimal by a decimal.

Multiply 0.72×23.

Ignore the decimal points. Multiply as you would with two whole numbers.

Count the number of decimal places in both factors. Use that number of decimal places to write the answer.

$$\begin{array}{r} 0.72 \\ \times\ 23 \\ \hline 216 \\ 144 \\ \hline 1656 \\ 16.56 \end{array}$$

2 decimal places

Multiply 0.45×0.8.

Ignore the decimal points. Multiply as you would with two whole numbers.

Count the number of decimal places in both factors. Use that number of decimal places to write the answer.

$$\begin{array}{r} 0.45 \\ \times\ 0.8 \\ \hline 360 \\ \\ 0.360 \end{array}$$

$2 + 1 = 3$ decimal places

Place the decimal point in each product.

1. $1.2 \times 3.6 = 432$ _____

2. $5.5 \times 3.77 = 20735$ _____

3. $4.4 \times 2.333 = 102652$ _____

Find the product.

4. 7×0.5 _____

5. 12×0.08 _____

6. 24×0.17 _____

7. 0.4×0.17 _____

8. 1.9×0.46 _____

9. 3.42×5.15 _____

10. Writing to Explain If you multiply two decimals less than 1, can you predict whether the product will be less than or greater than either of the factors? Explain.

_____

_____

11. Number Sense Two factors are multiplied and their product is 34.44. One factor is a whole number. How many decimal places are in the other factor?

_____

Name _____

Practice
4-5

Multiplying Decimals

Place the decimal point in each product.

1. $3 \times 6.892 = 20676$ _____ **2.** $0.3 \times 4.57 = 1371$ _____

Find each product.

3. $14.3 \times 2.1 \times 8.9 =$ _____ **4.** $0.45 \times 0.01 =$ _____

5. $67.1 \times 0.3 \times 0.4 =$ _____ **6.** $582.1 \times 4.2 =$ _____

7. Reasoning Show how to find the product of 16.2×4 using addition.

_____

8. Which activity is 6 times as fast as the fastest rowing speed?

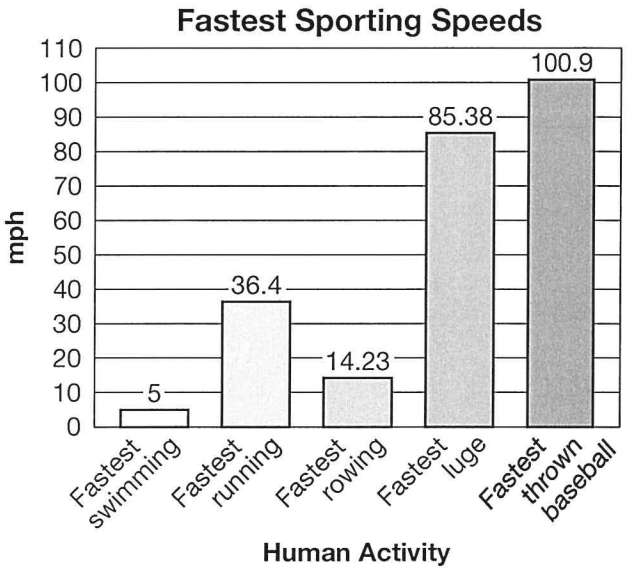
_____

9. The fastest speed a table tennis ball has been hit is 21.12 times as fast as the speed for the fastest swimmer. What is the speed for the table tennis ball?

_____

10. How fast would 1.5 times the fastest rowing speed be?

_____



11. Which is the product of 110.1×2.5?

A 770.7 **B** 275.25 **C** 77.07 **D** 27.525

12. Writing to Explain Explain why multiplying 37.4×0.01 gives a product that is less than 37.4.

_____

_____

_____

Name _____

simple	survival	durable	quadruple	securable
royal	muscle	incurable	noodle	beagle
national	whistle	scramble	squiggle	dimple
valuable	squabble	scruple	throttle	bicycle

Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.

1. survi ___ ___ ___ _____
2. squab ___ ___ ___ _____
3. bicy ___ ___ ___ _____
4. mus ___ ___ ___ _____
5. valua ___ ___ ___ _____
6. dim ___ ___ ___ _____
7. whis ___ ___ ___ _____
8. natio ___ ___ ___ _____
9. dura ___ ___ ___ _____
10. bea ___ ___ ___ _____
11. throt ___ ___ ___ _____
12. secura ___ ___ ___ _____
13. squig ___ ___ ___ _____
14. ro ___ ___ ___ _____
15. incura ___ ___ ___ _____
16. scru ___ ___ ___ _____
17. noo ___ ___ ___ _____
18. scram ___ ___ ___ _____
19. quadru ___ ___ ___ _____
20. sim ___ ___ ___ _____

Name _____

Read the passage. Check your understanding by asking yourself what the message of the poem is.

At Grandmother's Pueblo

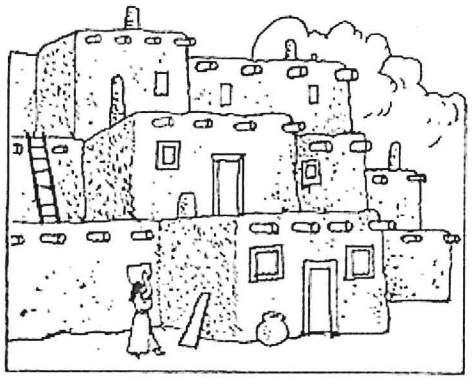
When I visit my grandmother's pueblo,
I hear songs I can't understand.
I see folks who are happy and smiling
Saying welcome to family land.

New Mexico, so dry and vast,
Holds a painted canvas before me,
With deserts and valleys and mountains
As far as the eye can see.

Nature proudly displays
Her work for us to savor.
When the sun bows low, I see
A rainbow like a party favor.

Grandmother weaves her blankets
And tells us stories of tricksters.
I listen as if in a trance
While the campfire dances and flickers.

When Grandma comes to my room
Later on, she holds to the light
A blanket she made just for me
That holds me in its arms all night.



Name _____

A. Reread the passage and answer the questions.

1. What do the words in line 2—"I hear songs I can't understand"—tell you about the speaker's experience at the grandmother's pueblo?

_____

_____

2. Based on the speaker's descriptions in stanzas 2, 3, and 4, how do you think the speaker feels about being at the pueblo?

_____

_____

3. How does the speaker describe the blanket from Grandma? How does the blanket make the speaker feel?

_____

_____

4. Based on the details and descriptions, what do you think is the theme of this poem?

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Reteaching
5-3

More Dividing Whole Numbers

Find 8,037 ÷ 77.

You can use estimation to check that a quotient is reasonable.

Step 1: Estimate. Round the divisor and the dividend.
8,037 ÷ 77 ⟶
8,000 ÷ 80 = 100

The quotient should be close to 100.

Step 2: Now, find the quotient.
8,037 ÷ 77

```
   104 R29
77)8,037
  -77
   33
   -0
   337
  -308
    29
```

Step 3: 104 R29 is close to the original estimate, 100, so the answer is reasonable.

Estimate first. Then find the quotient.

1. $78\overline{)3,796}$

2. $51\overline{)2,588}$

3. $38\overline{)3,914}$

4. $37\overline{)7,492}$

5. $46\overline{)6,725}$

6. $62\overline{)9,911}$

7. Is 5,309 ÷ 26 less than 20, greater than 20 but less than 200, or greater than 200?

_____

Name _____

Practice
5-3

More Dividing Whole Numbers

Estimate first. Then find the quotient.

1. $53\overline{)6{,}324}$ **2.** $52\overline{)6{,}348}$ **3.** $86\overline{)31{,}309}$ **4.** $33\overline{)3{,}455}$

5. $91\overline{)17{,}496}$ **6.** $47\overline{)25{,}214}$ **7.** $26\overline{)2{,}312}$ **8.** $83\overline{)4{,}895}$

The Humphrey family decided to fly from San Francisco to New York City, and from there to Rome, New Delhi, and finally Tokyo.

9. It took the Humphrey family 6 hours to travel from San Francisco to New York. How many kilometers did they travel per hour?

_____

Distances by Plane	
San Francisco to New York	4,140 km
New York to Rome	6,907 km
Rome to New Delhi	5,929 km
New Delhi to Tokyo	5,857 km

10. During the flight from New Delhi to Tokyo, flight attendants came through with snacks every 600 km. How many times did they come through?

_____

11. When the family arrived in New Delhi from Rome, the youngest son asked the pilot how fast he was flying the plane. The pilot told him about 847 km per hour. How many hours did it take the family to fly from Rome to New Delhi?

A 5 h **B** 6 h **C** 7 h **D** 8 h

12. Write a word problem that would require you to use 5,621 ÷ 23.

_____

Name _____

simple	survival	durable	quadruple	securable
royal	muscle	incurable	noodle	beagle
national	whistle	scramble	squiggle	dimple
valuable	squabble	scruple	throttle	bicycle

Write the spelling words that contain the matching pattern. Then draw a line between the syllables.

-ple

1. _____
2. _____
3. _____
4. _____

-ble

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

-tle

11. _____
12. _____

-cle

13. _____
14. _____

-dle

15. _____

-gle

16. _____
17. _____

-al

18. _____
19. _____
20. _____

Name _____

Museum Trip

While walking through the gallery, it seemed
That I was on a journey through the years.
Ancient statues stared ahead and dreamed.
Waiting, watching, beckoning each appeared.
Look at these and this and those things, they said,
As I saw the cases of golden things
That were useful to people so long dead,
Golden crowns and cups, masks and bowls and rings.
But then the afternoon grew late, and we
Had to leave this place of treasures and things rare.
And though we left there's so much more to see.
I want to come back here again to share.
It makes me wonder what on Earth they'd say
If those people were here to tell us today.

Answer the questions about the text.

1. How do you know this is a lyric poem? How do you know it is a sonnet?

_____

_____

_____

_____

2. Copy one line of the poem. Then place an accent mark above each stressed syllable.

_____

3. Write an example from the poem of four words that create a rhyme scheme.

_____

Name _____

Rhyme scheme is a pattern of rhyming words at the ends of lines.

Meter is a pattern of stressed and unstressed syllables.

Rhyme scheme and meter give poetry a lyrical, musical quality.

Read the stanza from a lyric poem below. Then answer the questions.

At Grandmother's Pueblo

Nature proudly displays
Her work for us to savor.
When the sun bows low, I see
A rainbow like a party favor.

1. Going from top to bottom, assign a letter—*a, b, c, d*—to each *new* sound at the end of a line. If a sound rhymes with an earlier one, give it the same letter as the rhyming word. If not, give it a new letter. Write the rhyme scheme of the stanza.

   _____

2. Which syllables in each line need to be stressed? Write the last line of the stanza on the line below. Underline each syllable that needs to be stressed.

   _____

3. How do you think rhyme and meter affect this poem?

   _____

   _____

4. Write a short poem about one of your favorite places. Write one four-line stanza. Use an *abcb* rhyme scheme and a meter of your choice.

   _____

   _____

   _____

Name _____

Read each passage. Then answer the questions about personification.

1. New Mexico, so dry and vast,
holds a painted canvas before me

What is personified? _____

What is its human action? _____

2. Nature proudly displays
Her work for us to savor.

What is personified? _____

What is its human action? _____

3. When the sun bows low, I see
A rainbow like a party favor.

What is personified? _____

What is its human action? _____

4. I listen as if in a trance
While the campfire dances and flickers.

What is personified? _____

What is its human action? _____

5. A blanket she made just for me
That holds me in its arms all night.

What is personified? _____

What is its human action? _____

Name _____

- An **appositive** is a noun or pronoun placed next to a noun or pronoun to identify it.
- An **appositive phrase** includes the appositive and the words that modify the appositive.

Read each sentence. If the sentence contains an appositive, write *A* on the line and underline the appositive word or phrase. If the sentence does not contain an appositive, write *N*.

1. Herpetology, the study of snakes and other reptiles, is my favorite subject.

   _____

2. Some sources claim that an Australian snake, the Inland taipan, is the most venomous land snake. _____

3. The snake I like best, the king cobra, is another dangerous snake. _____

4. The mamba, a venomous snake of Africa, is a relative of the cobra. _____

5. Cottonmouths, or water moccasins, live in the southeastern United States.

   _____

6. Cottonmouths are often confused with copperheads. _____

7. The copperhead, a type of pit viper, is less venomous than the cottonmouth.

   _____

8. New World coral snakes, North American snakes, have very potent venom.

   _____

9. The coral snake is not aggressive, but its bite is deadly. _____

10. Rattlesnakes are venomous, but their bites are rarely fatal to humans. _____

Name _____

Reteaching
5-4

Dividing Decimals by a Whole Number

Find 196.8 ÷ 32.

Step 1

Put the decimal in the quotient right above the decimal in the dividend. Divide. Subtract.

```
      6.
32 ) 196.8
    -192
       4
```

Step 2

Bring down the 8. Divide. Subtract.

```
      6.1
32 ) 196.8
    -192 ↓
       48
      -32
       16
```

Step 3

Annex a zero to the end of the dividend. Bring down the zero. Divide. Subtract.

```
      6.15
32 ) 196.80
    -192 ↓ |
       48  |
      -32 ↓
       160
      -160
         0
```

Remember, you can use estimation to see if your answer is reasonable: 180 ÷ 30 = 6. You can check your answer using multiplication: 32 × 6.15 = 196.8

Find the quotient.

1.
```
      2.
9 ) 20.7
   -18
     2
```

2.
```
      3.
7 ) 22.61
   -21
```

3.
```
     $ 3.
12 )$44.40
    - 36
      8
```

4. 11)93.5

5. 30)1.56

6. 8)412.0

7. Writing to Explain Destiny said that 0.6 ÷ 2 = 0.3. Is she correct? Explain why or why not.

Name _____

Practice
5-4

Dividing Decimals by a Whole Number

Find the quotient.

1. $42.78 ÷ 3 _____

2. 85.5 ÷ 6 _____

3. 3.4 ÷ 10 _____

4. 9 ÷ 900 _____

5. 59.6 ÷ 8 _____

6. 188.4 ÷ 60 _____

7. $1.24 ÷ 4 _____

8. 231 ÷ 42 _____

9. 11.2 ÷ 25 _____

10. Yolanda bought 8 tickets to a concert for $214. What was the cost of each ticket?

_____

11. **Algebra** Tony bought a 72-ounce box of dog biscuits. How many pounds of dog biscuits did he buy? (Remember: 1 pound = 16 ounces.)

A 4 pounds

B 4.5 pounds

C 90 pounds

D 4,320 pounds

12. **Number Sense** Vicky uses 42 beads for each necklace she makes. She bought a bag of 500 beads. How many necklaces can she make?

_____

13. **Writing to Explain** In what place is the first digit of the quotient for 12.88 ÷ 4? Tell how you know.

_____

_____

Name _____

simple	survival	durable	quadruple	securable
royal	muscle	incurable	noodle	beagle
national	whistle	scramble	squiggle	dimple
valuable	squabble	scruple	throttle	bicycle

A. Write the spelling word that goes with each word history.

1. *simplus:* Latin; "single" _____
2. *skvabbel:* Scandinavian; "quarrel" _____
3. *throte:* Middle English; "throat" _____
4. *hwistle:* Old English; "tubular musical instrument" _____
5. *nudel:* German; "narrow strip of dried dough" _____

B. Write the spelling word that best completes each sentence.

6. The British _____ palace is in London.
7. The family adopted a _____ from the animal shelter.
8. The gate is _____ if you close it tightly.
9. Gold jewelry is considered _____.
10. The _____ on his paper sort of looked like the letter *s*.
11. The value of this painting will probably _____ over time!
12. An _____ disease is one from which people cannot recover.
13. Our _____ anthem is "The Star-Spangled Banner."
14. Her main _____ was about not texting while driving.
15. Our conservation efforts help in the _____ of endangered species.
16. The _____ race was televised worldwide on Saturday.
17. His leg _____ was tight before he exercised.
18. The baby has the cutest _____ when she smiles.
19. The raincoat is made of _____ cloth that will last for years.
20. I will have to _____ to be ready by 5 o'clock.

A Scholar in the Family

1 The history of China is filled with the struggles of leaders who tried to unite the people of this enormous country. Since the Sui Dynasty (581–618), it had been possible to become a government official by passing a series of written exams. It was only during the Song Dynasty (960–1279), however, that the examination system came to be considered the ladder to success.

2 Beginning around 1000, for the first time, Chinese commoners were permitted to have jobs within the government. These jobs were called civil service jobs. In order to qualify for a civil service job, men had to take a very grueling civil service exam.

3 **Narrator** *(Stands alone in front of curtain)*: Permit me to introduce you to Cheng. *(Cheng walks onto stage and bows.)* Cheng is a young scholar. He has studied very hard in order to take the civil service exam. He is far from home, taking this very difficult test right now.

Reread and use the prompts to take notes in the text.

Read paragraphs 1 and 2. Underline three facts about the development of the Chinese government.

Make a mark in the margin beside the sentence that foreshadows something a character in the play will do.

Reread the stage directions in paragraph 3. Talk about how the author uses these stage directions to help you understand the action in the play.

How does the author help you visualize Cheng's character? Circle text evidence to support your response. Write it here.

1 **Grandfather:** Years ago, only men born to noble families could take the civil service examination. Commoners could not move up in the world. Today, any scholar may try his luck. Now, government jobs will come to those who have proven skill, and not because they were born into a noble house.

2 **Mother:** Only one scholar in 100 passes the test! But Cheng has worked so hard. His eyes would grow so tired, learning how to print thousands of Chinese characters. And he has spent years studying the teachings of Confucius, the great educator.

3 **Mei:** I know. "I helped him study by doing his chores sometimes, remember?" *(She smiles brightly.)*

4 **Grandfather:** Yes, and I was very proud of you. You were a great help to your brother. In my day if the earth trembled and our homes collapsed or if the great river overflowed, swollen with too much rain, and swept our fields away we peasants lost everything. We had no other work we could do – no way to earn money and rebuild our lives.

Julie Wu

Read section 1. Underline the sentence that shows what taking the civil service examination means to commoners. Write it here:

_____

_____

COLLABORATE

Read the rest of the excerpt. Talk with a partner about how the family feels about Cheng taking the test. Circle evidence in the dialogue to support your discussion.

How does the author help you understand how important the test is to Cheng's family and future?

Talk About It Reread the excerpts on pages 58–59. With a partner, talk about how you know the civil service examination is important.

Cite Text Evidence What words and phrases does the author use to show how important the test is? Write text evidence in the chart.

Introduction	Family's Dialogue

Write The author helps me understand how important the test is by _____

_____

_____

QUICK TIP

When I reread, I think about how the setting affects the lives of the characters. This helps me understand the decisions they make.

Name _____

Reteaching
5-5

Dividing Decimals

When you divide by a decimal, you need to rewrite the dividend and the divisor so that you are dividing by a whole number.

Find $2.48 \div 0.8$.

Step 1: Estimate. Use compatible numbers.

$240 \div 80 = 3$

Step 2: Make the divisor a whole number. Multiply the divisor AND the dividend by the same power of 10.

$0.8 \times 10 = 8$
$2.48 \times 10 = 24.8$

Place the decimal in the quotient.

$0.8\overline{)2.48}$

$8\overline{)24.8}$

Step 3: Divide as you would with whole numbers. Remember that sometimes you may need to annex zeros to complete your division.

$$\begin{array}{r} 3.1 \\ 8\overline{)24.8} \\ -24 \\ \hline 8 \\ -8 \\ \hline 0 \end{array}$$

Step 4: Compare the quotient with your estimate.

Since 3.1 is close to 3, the answer checks.

Find each quotient.

1. $0.2\overline{)1.5}$

Estimate: _____

Multiply dividend and divisor by what power of 10? _____

Place the decimal point in the quotient.

Divide. How many zeros do you need to annex? _____

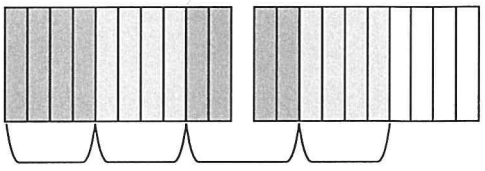
Compare the quotient to your estimate.
Is the answer reasonable? _____

2. $0.6\overline{)0.36}$

3. $0.4\overline{)9.6}$

4. $0.75\overline{)0.3}$

5. Draw a Picture Fernando used tenths grids to draw this picture showing $1.6 \div 0.4 = 4$. Draw a picture to show $1.8 \div 0.6$. Write the quotient.



Name _____

Practice
5-5

Dividing Decimals

Find each quotient.

1. $8.4 \div 0.3 =$ _____

2. $66.15 \div 0.63 =$ _____

3. $10.5 \div 1.5 =$ _____

4. $86 \div 0.4 =$ _____

5. $72.8 \div 1.4 =$ _____

6. $14.36 \div 0.4 =$ _____

7. $2.87 \div 0.01 =$ _____

8. $78.32 \div 0.22 =$ _____

9. Reasoning Why would multiplying both the dividend and the divisor by 10 sometimes make a problem easier to solve?

_____

_____

For each item, find how many times greater the 2002 cost is than the 1960 cost. Round your answer to the nearest hundredth.

Item	1960 Cost	2002 Cost
Movie admission	$0.75	$8.50
Regular popcorn	$0.25	$3.25
Regular drink	$0.35	$2.75

10. movie admission _____

11. regular popcorn _____

12. regular drink _____

13. Which item has increased the greatest amount of times from its original cost? _____

14. Divide. Round to the nearest hundredth. $250.6 \div 1.6$

A 156

B 156.6

C 156.61

D 156.63

15. Writing to Explain Lynn and Randi got different quotients when they divided 3.60 by 0.12. Whose work is correct? Explain why.

Lynn

$$12\overline{)3.60}\quad 0.30$$

Randi

$$12\overline{)360.0}\quad 30.0$$

_____

_____

Name _____

A. There are six misspelled words in the paragraphs below. Underline each misspelled word. Then write the words correctly on the lines.

Long ago, each animal in the village had only one kind of food to eat. It was enough for their survivle, but the animals grew tired of eating the same thing. "I can't eat another noodel," Spider declared. "I don't mind if we have to scrambel for food. I just want something different to eat." Fox agreed. Rabbit was tired of eating carrots, so the three friends went to see Owl.

Owl had a simpel plan. "If all four of us combine our food into a stew, we'll have quadrupal the food." The animals did as Owl suggested and had a feast fit for a royale family.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Writing Activity

B. Write about something you and your friends would like to do. Use at least four words from the spelling list.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think of precise, vivid words you can add.

Draft Model

Wherever I go, I bring my sketchpad and special pencil. They are two of my favorite possessions. The pages are blank until I draw a picture on them. This is why I love my sketchbook so much.

1. What does the sketchbook look like? Why is the pencil special?

2. What descriptive words can show how the narrator feels about the blank pages?

3. What precise, vivid words can describe the drawings the narrator creates on the sketchbook pages?

B. Now revise the draft by adding precise, vivid words to help readers understand more about the writer and the sketchbook.

Name _____

The student who wrote the poem below used two different sources to respond to the prompt: *Write a lyric poem about a family tradition.*

If Grandma's kitchen table could talk,
It would have many stories to tell.
Because unlike other kitchen tables,
It's had generations to dwell
On the laughter, tears, and secrets
Shared around its oval, wooden top.
From Happy Birthdays to new siblings—
It's the only unchanged prop
In the photos I see now.
There it is in black and white.
My mom, the birthday girl, turned one.
It held Grandma's "Celebration Cake."
Wow, Grandma sure looked young!

It's held all our Celebration Cakes
And heard all our birthday wishes.
And it's always waited patiently
While we helped clear all the dishes.

I love Grandma's kitchen table.
It's where my family comes together.
And there's one thing I know for sure—
It will save our stories forever.

Reread the passage. Follow the directions below.

1. From whose point of view is this poem written? **Circle** words that reveal the narrator.

2. **Underline** precise language that helps the reader picture what is being described.

3. **Draw a box** around a transition that tells when a scene takes place.

4. **Write** an appositive on the line.

_____

Name _____

- An **essential** or **restrictive appositive** defines a noun so the sentence is easier to understand.
- A **nonessential** or **nonrestrictive appositive** is not necessary to understand the sentence.

Underline the appositive in each sentence. Write *E* if the appositive is essential. Write *N* if the appositive is nonessential.

1. The spelling bee, a yearly event at our school, is exciting to watch. _____
2. Our local television station, KJBR-TV, broadcasts the spelling bee each year.

   _____
3. About fifty students, all sixth graders, compete in the spelling bee each year.

   _____
4. Mrs. Bates, our school principal, is one of the judges. _____
5. My friend Katie won the top prize this year. _____
6. Katie was the only student who could spell the word *spaghetti.* _____
7. David Bedner, a boy in my class, won second place. _____
8. Last year's winner, Victor Martinez, presented the awards. _____
9. My brother Antone plans to enter the spelling bee when he is old enough. _____
10. Antone is only seven and he can already spell the word *recommend.* _____

Name _____

Quick Check
5-4

1. A 642.5 acre piece of land is being divided into 5-acre parcels. How many parcels will there be?

   A 12.85

   B 128.5

   C 1,285

   D 12,850

2. In what place will the first digit of the quotient be for 8.64 ÷ 16?

   A tens place

   B ones place

   C tenths place

   D hundredths place

3. Which division problem will have a quotient less than 1?

   A 19.8 ÷ 9

   B 4.5 ÷ 5

   C 952 ÷ 17

   D 84 ÷ 10

4. **Writing to Explain** A 16-ounce can of cashews costs $6.72. A 10-ounce can costs $4.50. Which can is the better buy? How do you know?

Name _____

Quick Check
5-5

1. Find 1.5 ÷ 0.03.

   A 5

   B 50

   C 500

   D 5,000

2. Which does **NOT** have the same quotient as 6.4 ÷ 0.08?

   A 0.64 ÷ 0.008

   B 64 ÷ 0.8

   C 640 ÷ 8

   D 64,000 ÷ 8,000

3. Find 73.15 ÷ 0.05.

   A 1,463

   B 146.3

   C 14.63

   D 1.463

4. **Writing to Explain** Find 1.47 ÷ 3.5. Does the answer change if you use a different power of 10 to multiply the dividend and the divisor before you start to divide? If not, is one choice better than another choice? Explain your reasoning.

humans are in.

Piecing Together the Story of Early Hominins

Have you ever put together a jigsaw puzzle? You start with a picture that shows what the completed puzzle will look like. Then you fit the pieces together until they make up that picture.

Suppose, though, that you didn't have a picture to work with, but only the pieces? Even worse, what if most of the pieces were missing? How hard would the puzzle be then?

That's the situation facing scientists who study early hominins. These scientists are trying to understand how and when early hominins developed. The puzzle pieces they work with are bits of bone that are millions of years old. Scientists know that they have only some of the pieces. Each new find gives them another clue to work with.

Gradually, the overall shape of the picture becomes a bit clearer. For instance, scientists today agree that hominins first appeared in Africa. But only 60 years ago, even this much of the picture was unclear. It took many finds to convince scientists that Africa was the birthplace of early hominins.

Each of these finds was the result of hard, patient work. Here you will learn about some other important pieces of the hominin puzzle—and the people who found them.

The Taung Child

In 1924, an anthropologist named Raymond Dart examined an ancient skull that had been found in a quarry in Taung, South Africa. The skull belonged to a young, apelike creature. It became known as the Taung Child. Dart gave the fossil a more scientific name: *Australopithecus africanus*. This name is Latin for "southern ape from Africa."

The Taung Child was the first *Australopithecus* fossil ever found. It is 2 to 3 million years old. Dart was thrilled by the discovery. He thought it showed that the earliest hominins appeared in Africa. Other scientists disagreed. At that time, many of them believed that hominins first appeared in Asia. Over the next 20 years, a Scottish anthropologist, Robert Broom, collected more and more *Australopithecus* fossils in Africa. By the 1940s, most scientists had to agree that Dart was right.

Nutcracker Man

Far to the north, Mary Leakey found more puzzle pieces at Olduvai

Gorge in modern-day Tanzania. Mary and her husband, Louis, had spent 30 years searching the gorge for hominin remains. In 1959, Mary found hundreds of bits of bone. When she pieced them together, they made up the skull of a previously unknown type of hominin. The fossil was nicknamed Nutcracker Man for its large jaw. Today it is called *Australopithecus boisei*. It is more than 1.7 million years old.

More evidence was found by Mary and Louis's son, Richard Leakey. Richard found his first fossil when he was just six years old—a part of an extinct pig. As a young man, he began leading expeditions in East Africa.

Richard made many important finds, including skulls and other bones of *Homo habilis* and *Homo erectus*. In 1970, he found another Nutcracker Man fossil.

Richard's most famous discovery came in 1984, near Lake Turkana in Kenya. Most hominin fossils are small parts of the body. The new find was a nearly complete *Homo erectus* skeleton. Known as the Turkana Boy, it is about 1.6 million years old.

Richard's wife, Meave, has also hunted fossils in Africa. Among her finds are still more species of early hominins. Richard and Meave's daughter, Louise, has worked with Meave on field expeditions, continuing the proud Leakey tradition.

Footprints at Laetoli

Mary Leakey made many finds during her long career. The one that excited her the most was a truly fantastic discovery: hominin footprints that were more than 3.5 million years old!

Mary's team spotted the footprints in 1976 at Laetoli in Tanzania. This site is about 30 miles south of Olduvai Gorge. The footprints were found in a layer of volcanic ash. Apparently, a volcano erupted shortly after the footprints were made. When the ash hardened, it preserved the footprints.

Besides being amazingly old, the footprints were important for another reason. The creatures that made them had walked upright on two feet. The footprints were even older than the famous fossil nicknamed Lucy. They showed that hominins were walking upright at a very early date.

A Truly Ancient Hominin

Tim White, an American anthropologist, helped excavate the Laetoli footprints. He also worked with Donald Johanson, who found Lucy. White's own teams have made a number of other finds. One of them pushed hominin history even farther back in time.

In 1994, White was working in Ethiopia. An African member of his team discovered hominin fossils that proved to be 4.4 million years old. The fossils had a very ancient combination of apelike and humanlike features.

White and his co-workers called the new species *Ardipithecus ramidus*. The word *ramid* means "root" in the Afar language of Ethiopia. The researchers thought that the fossil was very close to the root of the hominin family tree.

These discoveries, and many more like them, are helping scientists to piece together the story of early hominins. Scientists often argue about exactly how the pieces fit together and what the big picture looks like. Meanwhile, they keep on looking. They know that there are many more pieces of the puzzle scattered around Africa, waiting to be found.

Piecing Together the Story of Early Hominins

1. Explain the role that chance played in the creation and discovery of the Laetoli footprints.

2. Create a cover for an issue of *Dig It!* magazine that highlights the discoveries of scientists studying early hominins. Your cover must include

   - an imaginative subtitle.
   - attractive visuals of three discoveries made by scientists studying early hominins.
   - brief captions that describe each discovery and explain why it is important to the study of early hominins.
   - writing that is free of grammar and spelling mistakes.
   - other colorful and creative touches.

Grade 6 Twig Science

Week 2

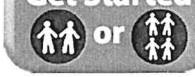
Module 1: BioTech Systems Worldwide

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
Step 1	Type this in your Internet browser: **bit.ly/g6m1science**
Step 2	Scroll to the bottom
Step 3	Choose your reading level: Diamond: ◆ On Level Triangle: ▲ Advanced Level Circle: ● Below Level Square: ■ English Learner
Step 4	Click on the word "Read"

Book Title: "It's Alive!"	
Read Chapter 1 and Chapter 2	
Answer these questions after reading:	What are the main ideas? What was something interesting that you learned? What is something you are wondering about?

Tic Tac Toe

Get Started  Get 20 squares in one color and 20 in another color. Get paper and a pencil. Get two number cubes for players to share. Take turns.

For Each Round Toss two cubes. Form a decimal by writing the two numbers with a decimal point between them. Form a second decimal by reversing the digits on either side of the decimal point. Explain how to multiply those decimals. If you toss a double, for example, 3 and 3, multiply 3.3 × 3.3. Cover the product. If the answer is taken, lose your turn.

Example  The decimals are **3.5** and **5.3.**
Explain how to multiply **3.5 × 5.3.**

How to Win The first player or team to cover a row, column, or diagonal in one of the four sections of the game board wins.

18.55	5.74	2.52	29.44	9.76	36.4
30.25	1.21	10.08	24.3	19.36	14.62
4.03	13	7.36	16.12	7.65	22.68
22.68	14.62	36.4	5.74	13	7.36
7.65	10.89	9.76	18.55	43.56	4.84
29.44	16.12	24.3	4.03	10.08	2.52

If you have more time Play again!

Display the Digits

0 1 2 3 4 5 6 7 8 9

Get Started or

Show the missing digits in the dividend.
Display each 0 – 9 tile exactly once.
If you have a partner, take turns.

a.

$$\begin{array}{r} 2.18 \\ 4\overline{)\square.7\square} \\ \underline{8} \\ 7 \\ \underline{4} \\ 32 \\ \underline{32} \\ 0 \end{array}$$

b.

$$\begin{array}{r} 7.8 \\ 8\overline{)\square2.\square} \\ \underline{56} \\ 64 \\ \underline{64} \\ 0 \end{array}$$

c.

$$\begin{array}{r} 18.2 \\ 5\overline{)\square1.\square} \\ \underline{5} \\ 41 \\ \underline{40} \\ 10 \\ \underline{10} \\ 0 \end{array}$$

d.

$$\begin{array}{r} 1.09 \\ 7\overline{)\square.6\square} \\ \underline{7} \\ 6 \\ \underline{0} \\ 63 \\ \underline{63} \\ 0 \end{array}$$

e.

$$\begin{array}{r} .83 \\ 7\overline{)\square.8\square} \\ \underline{56} \\ 21 \\ \underline{21} \\ 0 \end{array}$$

If you have more time

Make up other division puzzles like these.
Ask your partner to display the answers with 0 – 9 tiles.

Name _____

José and the Market

José's family members were rancheros. They had settled in New Mexico some time ago to be farmers in a new land with new opportunities. Today, he began the morning in the usual way. He awoke early to the rooster's crow and the wonderful smell of breakfast cooking downstairs.

When José came downstairs, his sister, Maria, met him. He got his oatmeal and sat down beside her. She looked at him.

"José, have you forgotten? It's your turn to accompany Papa to the market!" José suddenly remembered. The market was his favorite place. It was very exciting to help Papa sell the family's goods. As he joyfully ran to meet Papa, he imagined that he would be responsible for a farm of his own when he was grown up.

The Hopi

The Hopi are Native Americans who have lived on the mesas of northern Arizona for over a thousand years. Two of their villages, Walpi and Old Oraibi, are considered by historians to be two of the oldest continuously inhabited villages in North America.

Hopi culture is unique. For one thing, their family identity is traced through the mother's side of the family. Hopi society is organized by groups of families called clans.

The Hopi have passed their history down through generations by telling stories. These stories teach about morals and good behavior. The Hopi try to live in harmony with the land, as they believe that their deity, Massawu, gave it to them and that they must fulfill their duty to keep it healthy and protect its treasures.

☆ACTIVITY Describe a kind of business you would like to own someday. ☆

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____

Review Words

22. _____
23. _____
24. _____

Challenge Words

25. _____

1. guaranteed
2. creatures
3. poisonous
4. appointment
5. exploit
6. earthbound
7. streamline
8. wealthy
9. healthy
10. shoulder
11. straighten
12. moisten
13. pedigree
14. volunteer
15. impeach
16. spoilage
17. treasures
18. toughest
19. ceiling
20. equality
21. valuable
22. survival
23. bicycle
24. maintained
25. weightlessness

Name _____

A. Read each word below and listen for the sound of the vowel team. Sort the words by writing them in the correct column below. Underline the vowel team in each word.

moisten	guarantee	household	impeach	exploit
painful	agreed	straighten	about	creatures

ai as in *main*	*ea* as in *reader*	*ee* as in *breezy*	*ou* as in *mouth*	*oi* as in *coil*
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B. Find the word in each row that has a vowel team used in the chart above. Write the word on the line, divide the word into syllables, and circle the vowel team.

1. streamline	shimmer	solution	_____
2. calming	earthbound	coward	_____
3. equality	pedigree	understood	_____
4. spoilage	paper	lurking	_____
5. education	boyhood	gaining	_____

Name _____

resemblance	unseemly	enthralled	regulation
capacity	fallow	negotiate	insight

Use each pair of vocabulary words in a single sentence.

1. enthralled, resemblance

_____

_____

2. unseemly, negotiate

_____

_____

3. capacity, regulation

_____

_____

4. fallow, insight

_____

_____

Name _____

Reteaching
6-1

Greatest Common Factor

The greatest number that divides into two numbers is the greatest common factor (GCF) of the two numbers. Here are two ways to find the GCF of 12 and 40.

List the Factors

Step 1: List the factors of each number.

12: 1, 2, 3, 4, 6, 12

40: 1, 2, 4, 5, 8, 10, 20, 40

Step 2: Circle the factors that are common to both numbers.

12: 1, (2), 3, (4), 6, 12

40: 1, (2), (4), 5, 8, 10, 20, 40

Step 3: Choose the greatest factor that is common to both numbers. Both 2 and 4 are common factors, but 4 is greater.

The GCF is 4.

Use Prime Factorization

Step 1: Write the prime factorization of each number.

12: $2 \times 2 \times 3$

40: $2 \times 2 \times 2 \times 5$

Step 2: Circle the prime factors that the numbers have in common.

12: (2) × (2) × 3

40: (2) × (2) × 2 × 5

Step 3: Multiply the common factors.

$2 \times 2 = 4$ The GCF is 4.

Find the GCF for each set of numbers.

1. 10, 70 _____ **2.** 4, 20 _____ **3.** 18, 24 _____

4. 18, 63 _____ **5.** 17, 31 _____ **6.** 14, 28 _____

7. Number Sense Name two numbers that have a greatest common factor of 8.

_____

8. Geometry Al's garden is 18 feet long and 30 feet wide. He wants to put fence posts the same distance apart along both the length and width of the fence. What is the greatest distance apart he can put the fence posts?

_____

Name _____

Practice
6-1

Greatest Common Factor

Find the GCF for each set of numbers.

1. 12, 48 _____ **2.** 20, 24 _____ **3.** 19, 22 _____

4. 24, 100 _____ **5.** 18, 130 _____ **6.** 200, 205 _____

7. Number Sense Name three pairs of numbers that have 5 as their greatest common factor. Use each number only once in your answer.

_____

8. The bake-sale committee divided each type of item evenly onto plates, so that every plate contained only one type of item and every plate had exactly the same number of items with no leftovers. What is the maximum number of items that could have been placed on each plate?

Bake Sale Donations	
Muffins	96
Bread sticks	48
Rolls	84

_____

9. Using this system, how many plates of rolls could the bake-sale committee make? _____

10. Using this system, how many plates of muffins could the bake-sale committee make? _____

11. Which of the following pairs of numbers is correctly listed with its greatest common factor?

A 20, 24; GCF: 4

B 50, 100; GCF: 25

C 4, 6; GCF: 24

D 15, 20; GCF: 10

12. Writing to Explain Explain one method of finding the greatest common factor of 48 and 84.

_____

_____

_____

_____

Name _____

guaranteed	exploit	healthy	pedigree	treasures
creatures	earthbound	shoulder	volunteer	toughest
poisonous	streamline	straighten	impeach	ceiling
appointment	wealthy	moisten	spoilage	equality

Fill in the missing letters of each word to form a spelling word. Write the spelling word on the line. Then circle the vowel team or teams in each word.

1. p _____ _____ sonous _____
2. volunt _____ _____ _____ _____
3. sp _____ _____ lage _____
4. imp _____ _____ ch _____
5. guarant _____ _____ d _____
6. cr _____ _____ tures _____
7. m _____ _____ sten _____
8. tr _____ _____ sures _____
9. app _____ _____ ntment _____
10. eq _____ _____ lity _____
11. str _____ _____ mline _____
12. c _____ _____ ling _____
13. w _____ _____ lthy _____
14. earthb _____ _____ nd _____
15. sh _____ _____ lder _____
16. pedigr _____ _____ _____
17. t _____ _____ ghest _____
18. expl _____ _____ t _____
19. str _____ _____ ghten _____
20. h _____ _____ lthy _____

Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to help you understand the theme.

Stuck Together

Rosa entered her apartment building just as a woman with red hair was coming out. The woman nodded at Rosa but didn't say anything. Rosa remembered seeing the woman when she was getting mail, but other than that, Rosa had no idea who she was. Then again, Rosa didn't know anyone in the building. She and her mother had just moved in a month ago, and while people weren't rude, they weren't exactly friendly, either. Everyone kept to himself or herself. Rosa missed the people in her old building where tenants knew one another and chatted in the lobby, knocked on doors to borrow milk, and had a big holiday party annually.

Rosa pushed the "up" button on the elevator and allowed her backpack to drop to the floor as she waited for the elevator to arrive. And waited. And then she waited some more. "Oh no," she muttered quietly to herself, "not again."

Rosa lived on the seventh floor. Sighing, she slung the strap of her heavy backpack over her shoulder and trudged slowly up the stairs. By the time she got to her floor, there were beads of sweat rolling down her face. Rosa's mother was inside the apartment, painting the walls. "Que pasa, mija?" asked her mother.

"I had to walk up the stairs, again. Somebody should do something about that elevator," Rosa answered.

"I called the landlord several times, but I haven't heard anything back," her mother told her.

The next morning, Rosa and her mother walked to the elevator and hoped for the best. Luckily, the elevator actually arrived. There were a few people already on it, including the red-haired lady. Rosa and her mother entered, and the doors closed behind them. People smiled, but no one spoke. That is, nobody spoke until they realized that the elevator wasn't moving.

"Great," the woman with the red hair said sarcastically.

Name _____

"I've written to the landlord about how frequently this broken elevator malfunctions," said a man with a black briefcase. He pulled the red alarm button, and it began to clang outside the door. "Now we just have to wait until someone hears the signal and pushes a button for the elevator."

Rosa looked at her mom, who smiled and said, "It doesn't seem like the landlord is listening to our complaints. Maybe if we all got together and pressured him, he would fix the elevator."

"I don't know," said a man in jogging shorts. "I don't really like to get involved in problems."

Rosa smiled at him. "You're stuck in an elevator. You're already involved." She put out her hand. "I'm Rosa, in 7L, and this is my mom, Maria."

The man shook Rosa's hand. "Okay, you have a point. I'm Saul, 8R."

One by one, everyone in the elevator introduced himself or herself, and as they waited, they talked about the difficulties they'd been having with the elevator and ways to get the landlord to fix it.

"Perhaps if we could write a letter and have everyone in the building sign it, the landlord would listen," someone suggested.

"We could say that we are going to contact the city's housing department," Saul put in. "Or if we all say that we won't pay our rent, I bet we get the elevator fixed."

"I can write the letter," offered Rosa's mother.

The other people in the elevator agreed to review the letter and help get signatures from all the building's tenants.

Just then the elevator started descending again. As it made its way down to the first floor, Rosa felt proud of her mother for getting everyone to agree to work together. Maybe this building would turn out to be as friendly as the old one. At the very least, it would have a working elevator.

Name _____

A. Reread the passage and answer the questions.

1. At the beginning of the story, how does Rosa feel about living in her new building?

_____

_____

2. What had happened when Rosa's mother called the landlord about the broken elevator?

_____

3. How do the people in the elevator respond when Rosa's mother says they should get together and pressure the landlord to fix the elevator?

_____

_____

_____

4. Based on the events of the story, what do you think the theme of this story is?

_____

_____

B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Reteaching
6-2

Least Common Multiple

There are different ways to find the least common multiple (LCM) of two numbers. Here are two ways of finding the LCM of 4 and 5:

List Multiples

Step 1: List multiples of each number.

4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48...

5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50...

Step 2: Check the multiples the numbers have in common.

4: 4, 8, 12, 16, (20), 24, 28, 32, 36, (40), 44, 48...

5: 5, 10, 15, (20), 25, 30, 35, (40), 45, 50...

Step 3: Determine which of the common multiples is the least.

20 and 40 are both common multiples, but 20 is the least.

The LCM of 4 and 5 is 20.

Use Prime Factors

Step 1: List the prime factors of each number.

4: 2×2

5: 5

Step 2: Circle the greatest number of times each different factor appears.

4: (2×2)

5: (5)

Step 3: Find the product of the factors you circled.

$2 \times 2 \times 5 = 20$

The LCM of 4 and 5 is 20.

Find the LCM of each set of numbers.

1. 6, 7 _____ **2.** 4, 5 _____ **3.** 10, 11 _____

4. 2, 5 _____ **5.** 6, 11 _____ **6.** 8, 10 _____

7. 3, 10 _____ **8.** 5, 10 _____ **9.** 7, 8 _____

10. Number Sense If you know the LCM of 4 and 5, how could you find the LCM of 40 and 50?

_____

_____

11. Writing to Explain Peter says the least common multiple of 4 and 6 is 24. Do you agree or disagree? Explain.

_____

_____

_____

Name _____

Practice
6-2

Least Common Multiple

Find the LCM of each set of numbers.

1. 5, 9 _____ **2.** 4, 10 _____ **3.** 8, 12 _____

4. 7, 12 _____ **5.** 4, 11 _____ **6.** 3, 7 _____

7. 7, 8 _____ **8.** 6, 9 _____ **9.** 3, 12 _____

10. At what times of the day between 10:00 A.M. and 5:00 P.M. do the chemistry presentation and the recycling presentation start at the same time?

_____

_____

Science Museum
— Show Schedule —
Chemistry — Every 10 minutes
Electricity — Every 20 minutes
Recycling — Every 6 minutes
Fossils — Every 45 minutes
The first showing for all shows is at 10:00 A.M.

11. The museum does shows in schools every Monday and shows in public libraries every fifth day (on both weekdays and weekends). If the museum did both a school show and a library show on Monday, how many days will it be until it does both shows on the same day again?

_____

12. Which of the following pairs of numbers is correctly listed with its LCM?

A 5, 10; LCM: 50

B 2, 3; LCM: 6

C 2, 6; LCM: 12

D 7, 9; LCM: 21

13. Writing to Explain What method would you use to find the LCM of a group of four numbers? Explain and give an example.

_____

_____

_____

_____

_____

Name _____

guaranteed	exploit	healthy	pedigree	treasures
creatures	earthbound	shoulder	volunteer	toughest
poisonous	streamline	straighten	impeach	ceiling
appointment	wealthy	moisten	spoilage	equality

Write the spelling words that contain the matching vowel team. If a word has more than one vowel team, choose one way to sort it.

ee

1. _____
2. _____

ea

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

ua

9. _____
10. _____

oi

11. _____
12. _____
13. _____
14. _____
15. _____

ou

16. _____
17. _____
18. _____

ai

19. _____

ei

20. _____

Name _____

Practice Makes Perfect

"Rosa, it's a great way to practice your Italian," my mother had told me. She had asked me to babysit for Christina, my four-year-old cousin from Italy.

"La palla!" Christina screams from the backyard.

"What are you saying?" I mumble. Crying, she points up at a red ball caught in the tree.

My neighbors, the Chens, rush over. "Why is Christina screaming?" they ask.

"Her ball's up there," I reply.

"Get some other balls from the bin, Rosa," Mrs. Chen suggests. "We'll toss them up and try to free hers."

Agreeing, we throw balls into the tree, knocking the red one down. "La palla," I say, handing Christina her ball.

Mr. Chen says, "Rosa, you speak Italian!"

Answer the questions about the text.

1. List three text features that let you know this is realistic fiction.

_____

2. From what point of view is the story told? How do you know?

_____

_____

3. How is foreign language dialogue used to portray Christina?

_____

_____

4. How does the first sentence of the text foreshadow future events?

_____

_____

_____

Name _____

In each item below, underline the context clues that help define the word in bold. Then write the word's meaning on the line.

1. Rosa missed the people in her old building where **tenants** knew one another and chatted in the lobby, knocked on doors to borrow milk, and had a big holiday party annually.

   _____

2. "Oh no," she **muttered** quietly to herself, "not again."

   _____

3. Sighing, she **slung** the strap of her heavy backpack over her shoulder and trudged slowly up the stairs.

   _____

4. Sighing, she slung the strap of her backpack over her shoulder and **trudged** slowly up the stairs. By the time she got to her floor, there were beads of sweat rolling down her face.

   _____

5. "I've written to the landlord about how frequently this broken elevator **malfunctions**," said a man with a black briefcase.

   _____

6. Just then the elevator started **descending** again. As it made its way down to the first floor, Rosa felt proud of her mother for getting everyone to agree to work together.

   _____

Name _____

- An **action verb** expresses a **physical** or **mental** action. An action verb must agree with its subject.
- The word that answers the question *what?* or *whom?* is called the **direct object**.

Underline the action verb in each sentence. Put brackets [ ] around the direct object.

1. The students displayed their talents in the variety show.
2. The school principal introduced each act.
3. Wilson played the drums.
4. Two girls sang a beautiful ballad.
5. Adam performed a solo.
6. Adam's sister recited a poem.
7. Matthew wrote an original song for the show.
8. Isabelle told jokes in a comedy act.
9. Mrs. Hernandez and Mr. Underwood judged the contest.
10. Matthew won the top prize.

Name _____

Reteaching
6-6

Dividing Fractions

To divide by a fraction, you can multiply by its reciprocal. The reciprocal of a number has the numerator and the denominator reversed.

Find $\frac{4}{5} \div \frac{3}{10}$.

Step 1

Rewrite the division as multiplication using the reciprocal of the divisor.

The reciprocal of $\frac{3}{10}$ is $\frac{10}{3}$.

$\frac{4}{5} \div \frac{3}{10} = \frac{4}{5} \times \frac{10}{3}$

Step 2

Divide out common factors if possible. Then multiply.

$\frac{\cancel{4}^{1}}{\cancel{5}_{1}} \times \frac{\cancel{10}^{2}}{3} = \frac{8}{3}$

Step 3

If your answer is an improper fraction, change it to a mixed number.

$\frac{8}{3} = 2\frac{2}{3}$

Find each quotient. Simplify if possible.

1. $\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times$ _____ = _____

↑ Reciprocal of $\frac{1}{4}$

2. $\frac{4}{7} \div \frac{8}{21} =$ _____ $\times$ _____ = _____

↑ Reciprocal of $\frac{8}{21}$

3. $\frac{1}{3} \div \frac{1}{2}$ _____

4. $\frac{2}{5} \div \frac{2}{3}$ _____

5. $\frac{5}{8} \div \frac{7}{10}$ _____

6. $\frac{3}{7} \div 3$ _____

7. $\frac{1}{3} \div \frac{8}{9}$ _____

8. $\frac{5}{6} \div \frac{1}{8}$ _____

9. $\frac{5}{9} \div \frac{1}{2}$ _____

10. $\frac{3}{5} \div \frac{3}{4}$ _____

11. $\frac{3}{4} \div \frac{5}{6}$ _____

12. $\frac{9}{10} \div \frac{4}{5}$ _____

13. $\frac{1}{3} \div \frac{3}{8}$ _____

14. $\frac{4}{7} \div \frac{3}{4}$ _____

15. Aaron has $\frac{7}{8}$ gallon of bottled water. How many $\frac{3}{16}$-gallon servings can he pour?

_____

16. Draw a Picture Show how Rebecca can divide $\frac{3}{4}$ of a cake into 9 pieces. What fraction of the whole cake will each piece be?

_____

Name _____

Practice
6-6

Dividing Fractions

Find each quotient. Simplify if possible.

1. $\frac{1}{3} \div \frac{5}{6} =$ _____ **2.** $\frac{3}{8} \div \frac{1}{2} =$ _____ **3.** $\frac{7}{8} \div \frac{7}{12} =$ _____

4. $\frac{5}{9} \div 5 =$ _____ **5.** $\frac{6}{7} \div \frac{3}{4} =$ _____ **6.** $\frac{2}{3} \div \frac{3}{4} =$ _____

7. $\frac{1}{2} \div \frac{3}{10} =$ _____ **8.** $\frac{5}{12} \div \frac{2}{3} =$ _____ **9.** $\frac{14}{15} \div \frac{2}{5} =$ _____

10. $\frac{1}{3} \div \frac{3}{4} =$ _____ **11.** $\frac{3}{8} \div 4 =$ _____ **12.** $\frac{9}{10} \div \frac{3}{5} =$ _____

13. Writing to Explain Serena said that by looking for common factors and simplifying the expression, she found that $\frac{4}{10} \div \frac{5}{8} = 1\frac{9}{16}$. Do you agree with Serena? Why or why not?

$$\frac{\cancel{10}^{5}}{4} \times \frac{5}{\cancel{8}_{4}} = \frac{25}{16} = 1\frac{9}{16}$$

_____

_____

_____

14. A $\frac{5}{6}$-yard piece of fencing is made of boards that are $\frac{1}{12}$ yard wide. How many boards make up the fence?

_____

15. Nathan has $\frac{7}{8}$ lb of hummus. How many $\frac{3}{10}$-lb servings does he have?

_____

16. Algebra Which equation can you use to find the number of $\frac{1}{4}$–inch pieces that can be cut from a piece of metal $\frac{5}{8}$ of an inch long?

A $\frac{5}{8} \div \frac{1}{4} = n$

B $\frac{1}{4} \div \frac{5}{8} = n$

C $\frac{5}{8} \times \frac{1}{4} = n$

D $\frac{1}{4} \times \frac{8}{5} = n$

Name _____

guaranteed	exploit	healthy	pedigree	treasures
creatures	earthbound	shoulder	volunteer	toughest
poisonous	streamline	straighten	impeach	ceiling
appointment	wealthy	moisten	spoilage	equality

A. Write the spelling word that is a synonym for each word below.

1. use _____
2. rich _____
3. unbend _____
4. accuse _____
5. riches _____
6. most difficult _____
7. dampen _____
8. robust _____
9. toxic _____
10. pure-bred _____

B. Write the spelling word that best completes each sentence.

11. There are many sea _____ living in the ocean, including sea otters, sharks, and whales.
12. They installed an overhead fan in the living room _____.
13. She is the best _____ at the animal shelter.
14. Jake rested the tray of dishes on his left _____ and carried it into the kitchen.
15. Many products advertised on TV are _____ to last at least a year.
16. I have a doctor's _____ on Friday afternoon.
17. The spacecraft will be _____ in a few days.
18. The toy company needs to _____ its production facility.
19. _____ was the most important issue during the Civil Rights movement.
20. _____ can happen when food is not refrigerated.

The Music of Many

1 One summer morning, a king sat by an open window in his castle. Outside a chorus of birds chirped and warbled together. Each bird had a unique song, but the beautiful sounds blended together in exquisite harmony, delighting the king.

2 Listening to the beautiful birdsong soon became the king's greatest pleasure, and he looked forward to the birds' melodies. Yet in autumn, as the days began to shorten, the birds flew away one by one, leaving silence where their music had once graced the air.

3 The king was saddened by the loss of music. Upon seeing the king's glum face, his most loyal and humble servant said, "Your Majesty, perhaps in winter, a musician could play to while away the quiet." The king agreed, and he ordered his servant to find the most talented musicians in the world.

4 Soon a harpsichordist arrived from England. A sitar player brought his stringed instrument from India. A Peruvian pipe player arrived in a brightly woven shirt, bursting with color. In a short time, musicians from many lands had gathered in the courtyard of the king's castle to audition.

Reread and use the prompts to take notes in the text.

Reread paragraphs 1 and 2. Underline phrases that describe how the king feels about the birds' songs.

Circle the words that tell how the king's feelings change in paragraph 3.

COLLABORATE

Talk with a partner about how the author foreshadows what happens at the end of the allegory. Draw a box around the text evidence that supports your ideas. Write it here:

1 As the sun began to ebb in the late afternoon, the musicians needed to keep warm, so the flutist decided to limber up and began to play a few notes. The drummer beat a slow tap to keep time with the flutist, and then the guitarist from Spain strummed a few chords and the Peruvian pipe player took up the tune and harmonized soulfully. The other musicians joined in.

2 Inside the throne room, the final musician finished her audition, but the king stared into space, dreaming of the birds that had sung so beautifully outside his window.

3 As the king sat, his ears strained to pick up a few notes that wafted through the thick castle walls. A grin slowly crept across the king's face. "At last!" he exclaimed. "That is the sound I have been seeking!" He looked at the members of the court and exclaimed, "Allow me to share an insight I have gained. It is not one sound but the music of many blended together that is truly beautiful."

4 With that, he commanded his servants to invite all of the musicians to enter and form a royal orchestra. Of course, they would have summers off, once the birds returned.

Reread paragraph 2. Circle how you know how the king feels about the musicians who were auditioning. Write what the king does here:

1. _____

2.

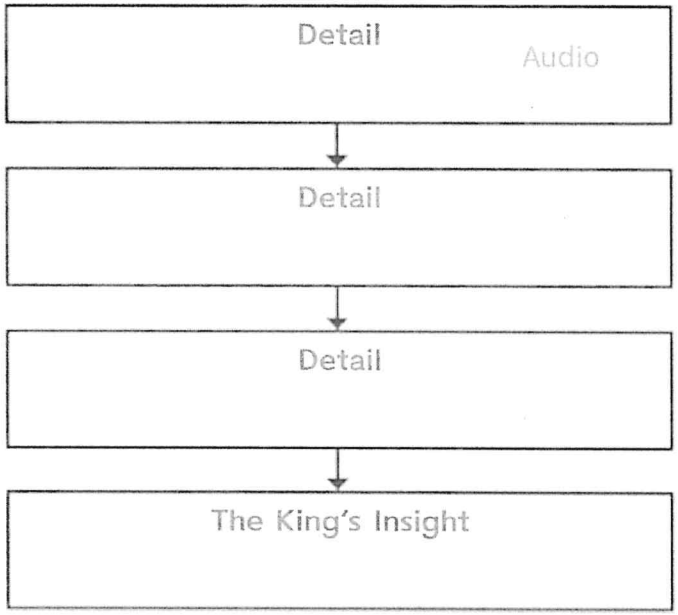
Talk with a partner about what the king hears. How does the author help you visualize what the king is feeling? Underline text evidence in paragraph 3 to support your discussion.

How does the author help you visualize how the king gains insight about the value of working together?

COLLABORATE

Talk About It Reread paragraphs 1 and 2 on page 70. Then, reread paragraph 3 on page 71. Talk with a partner about what the king does.

Cite Text Evidence What clues help you understand how the king realizes the lesson about working together? Record your answers in the chart below.



Write I visualize how the king gains his insight because the author _____

_____

_____

QUICK TIP

When I reread, I can compare and connect the author's ideas throughout the text.

Name _____

Reteaching
6-8

Dividing Mixed Numbers

You can follow these steps to find $5\frac{1}{3} \div 1\frac{1}{3}$ and $21 \div 2\frac{1}{3}$.

Step 1	Step 2	Step 3
First estimate. Then write each number as an improper fraction.	Find the reciprocal of the divisor. Rewrite as a multiplication problem.	Look for common factors. Simplify, then multiply.
Find $5\frac{1}{3} \div 1\frac{1}{3}$. Estimate $5 \div 1 = 5$. $5\frac{1}{3} \div 1\frac{1}{3} =$ $\downarrow \quad \downarrow$ $\frac{16}{3} \div \frac{4}{3}$	$\frac{16}{3} \div \frac{4}{3} =$ $\frac{16}{3} \times \frac{3}{4}$	$\frac{16}{3} \times \frac{3}{4} =$ $\frac{\overset{4}{\cancel{16}}}{\underset{1}{\cancel{3}}} \times \frac{\overset{1}{\cancel{3}}}{\underset{1}{\cancel{4}}} = \frac{4}{1} = 4$ 4 is close to 5, so the answer is reasonable.
Find $21 \div 2\frac{1}{3}$. Estimate $21 \div 2 = 10\frac{1}{2}$. $21 \div 2\frac{1}{3}$ $\downarrow \quad \downarrow$ $\frac{21}{1} \div \frac{7}{3}$	$\frac{21}{1} \div \frac{7}{3} =$ $\frac{21}{1} \times \frac{3}{7}$	$\frac{21}{1} \times \frac{3}{7} =$ $\frac{\overset{3}{\cancel{21}}}{1} \times \frac{3}{\underset{1}{\cancel{7}}} = \frac{9}{1} = 9$ 9 is close to $10\frac{1}{2}$, so the answer is reasonable.

Find each quotient. Simplify if possible.

1. $2\frac{2}{3} \div 3\frac{1}{4} =$ _____

2. $1\frac{3}{4} \div 4\frac{1}{8} =$ _____

3. $2\frac{1}{5} \div 2\frac{1}{3} =$ _____

4. $5\frac{1}{4} \div 3 =$ _____

5. $10 \div 3\frac{1}{4} =$ _____

6. $7\frac{1}{4} \div 2\frac{1}{8} =$ _____

7. Writing to Explain Paper needs to be cut for voting ballots. Each piece of paper is $10\frac{1}{2}$ in. long. Each ballot should be $1\frac{3}{4}$ in. long. How many ballots can be cut from one piece of paper?

_____

Name _____

Practice
6-8

Dividing Mixed Numbers

Find each quotient. Simplify if possible.

1. $1\frac{1}{2} \div 2\frac{1}{3} =$ _____
2. $4\frac{1}{4} \div 3\frac{1}{8} =$ _____
3. $2\frac{1}{4} \div 5\frac{1}{2} =$ _____
4. $3\frac{1}{2} \div 2\frac{1}{4} =$ _____
5. $3\frac{3}{4} \div 2 =$ _____
6. $1\frac{1}{2} \div 2\frac{1}{4} =$ _____
7. $8 \div 2\frac{3}{4} =$ _____
8. $2\frac{1}{2} \div 1\frac{3}{8} =$ _____
9. $4\frac{2}{3} \div 1\frac{3}{4} =$ _____

10. **Reasoning** Is it possible to divide 15 by a mixed number and get a quotient that is greater than 15? Explain.

_____

_____

Room	Gallons of Paint
Kitchen	$2\frac{1}{2}$
Bedroom	$3\frac{3}{4}$
Living room	$4\frac{1}{3}$

Max is painting the inside of an apartment complex. The table shows how many gallons of paint are needed to paint each type of room.

11. How many kitchens can Max paint with 20 gal? _____
12. How many living rooms can Max paint with 26 gal? _____
13. How many bedrooms can Max paint with 60 gal? _____
14. Find $4\frac{1}{2} \div 2\frac{1}{4}$.

    A 1

    B 2

    C 3

    D 4

15. **Writing to Explain** Explain how you would find $4\frac{1}{5} \div 2\frac{1}{3}$.

_____

_____

_____

Name _____

A. There are six misspelled words in the paragraphs below. Underline each misspelled word. Then write the words correctly on the lines.

Once there was a young man who was in love with the daughter of a welthy farmer. The farmer didn't think anyone was good enough for his daughter. The young man said, "I may not have a fancy pedigrea, but I am a hard worker. I am helthy, and I love your daughter."

To prove himself, the young man became a voluntear on the farm and performed difficult jobs. He worked in the fields until he could hardly strayghten himself up. The farmer finally said, "Men who are willing to *say* they love someone are common. Men who are willing to *show* they love someone are like tresures. Welcome to the family."

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Writing Activity

B. Write a story about a time when you or someone you know showed honesty. Use at least four words from the spelling list.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about transitional words and phrases that will make it easier for readers to keep track of where and when events take place.

Draft Model

It had snowed hard during the night. The snow was very deep. Sally and her sisters built a snow fort. They saw that their elderly neighbors needed help shoveling their sidewalk. Sally and her sisters discussed together the idea of helping them.

1. What transitional words and phrases would show when Sally and her sisters built the fort? What words and phrases would show when other events happened?

2. What transitional words and phrases would show where different events took place?

3. What other words and phrases would help guide the reader smoothly from one event to the next?

B. Now revise the draft by adding transitions to help readers keep track of when events take place and where the sisters are when events occur.

Name _____

The student who wrote the paragraphs below used relevant details from two different sources to respond to the prompt: *Imagine that Tía Lola visited the castle and solved the king's problem. Write a scene in which Tía Lola talks to the musicians and solves the king's problem.*

When Tía Lola entered the courtyard, she saw that the musicians were just as disappointed as the king. They slumped in their chairs, like a defeated sports team. Tía Lola decided to give the musicians a pep talk. "Hola!" she said. "I heard each of you play for the king. You are all very talented!" Most of the musicians sat up a little straighter, but the violinist crossed his arms.

"Then why isn't the king satisfied?" he asked.

"Well," explained Tía Lola, "The king's servant told me that the king missed the chorus of birds that sing together in the summer. Each bird sang a different song, but hearing their combined songs made the king happy."

The musicians listened, so Tía Lola continued. "You have brought music from all over the world, and while each of your songs is impressive, just think how beautiful it would sound if you all shared your music and played together!"

All of the musicians—including the violinist—agreed, and began to play together. The king heard the music and smiled.

Reread the passage. Follow the directions below.

1. Where does Tía Lola talk to the musicians? **Circle** the transitional phrase that shows where this scene takes place.

2. **Draw a box** around the relevant details that show why the king was disappointed.

3. **Underline** the dialogue that shows how Tía Lola solved the king's problem.

4. **Write** one of the action verbs on the line.

_____

Name _____

- A **direct object** receives the action of the verb in a sentence and tells whom or what is affected by the verb's action.
- An **indirect object** always appears before the direct object and tells to whom or for whom the action is done.

Draw one line under the action verb. Draw two lines under the indirect object. Put brackets [ ] around each direct object.

1. Grace handed her mother the notebook.
2. Jackie tossed me the basketball.
3. Ben played the class a recording.
4. The teacher taught the group the song.
5. Mr. Yamada bought his daughter a winter coat.
6. Zane's grandmother knitted him a red scarf.
7. The waiter gave each person a menu.
8. The chef prepared the customers a special meal.
9. The host showed his guests a good time.
10. The guests thanked him for the invitation.

Name _____

Quick Check
6-6

1. Mr. Brady has a $\frac{3}{4}$-acre land site. He plans to divide the site into smaller parcels. Which size parcel should he choose to evenly divide his land?

   A $\frac{1}{5}$ acre
   B $\frac{1}{6}$ acre
   C $\frac{1}{8}$ acre
   D $\frac{1}{10}$ acre

2. Which is the quotient for $\frac{6}{7} \div 6$?

   A $\frac{1}{7}$
   B $\frac{7}{36}$
   C $5\frac{1}{6}$
   D 7

3. Beth makes her own liquid cleanser. The recipe makes $\frac{2}{3}$ gallons. Beth prefers to carry smaller bottles, so she puts the cleaner in $\frac{1}{8}$-gallon bottles. How many bottles does she fill for each batch?

   A 12 bottles
   B 5 bottles
   C $\frac{3}{16}$ bottle
   D $\frac{1}{12}$ bottle

4. **Writing to Explain** Find the quotient and simplify if possible. Explain how you do it.

   $\frac{5}{8} \div \frac{3}{4}$

Name _____

Quick Check
6-8

1. Find $3\frac{1}{2} \div 1\frac{1}{4}$.

   A $\frac{8}{35}$
   B $\frac{5}{14}$
   C $2\frac{4}{5}$
   D $4\frac{3}{8}$

2. Find $15 \div 3\frac{1}{3}$.

   A 50
   B $4\frac{1}{2}$
   C $\frac{2}{9}$
   D $\frac{1}{50}$

3. Students at Lincoln High School spend $7\frac{1}{2}$ hours at school. Classes are scheduled in $1\frac{3}{4}$ hour blocks with 30 minutes for lunch. Solve $(7\frac{1}{2} - \frac{1}{2}) \div 1\frac{3}{4}$ to find how many classes students attend each day.

   A 3 classes
   B 4 classes
   C 5 classes
   D 7 classes

4. **Writing to Explain** An algebraic expression is one way to state a rule. State the rule in the table below in another way. Then complete the table.

t	$\frac{3}{4}$	$1\frac{1}{3}$	$2\frac{1}{2}$	$4\frac{7}{8}$
$t \div 2\frac{1}{2}$				

Make your own rule. Write an algebraic division expression that has a mixed number as the divisor. Complete the table using your expression as its rule. Then state the rule in another way.

x	$\frac{1}{2}$	$1\frac{3}{8}$	$2\frac{5}{6}$	5

Toss and Talk

Get Started (or)

Get 10 squares in one color and 10 in another color.
Get two number cubes. Take turns with another player or team.
Talk about math as you play!

At Your Turn

Toss two number cubes. Add the dots. Find your toss below.
Follow the directions. Explain your thinking. Cover the answer.
If the answer is taken, lose your turn. Have fun!

Toss	Identify the division expression below whose quotient matches your toss. Explain your answer.
2	4
3	$\frac{1}{14}$
4	3
5	$\frac{3}{16}$
6	$\frac{4}{15}$
7	$\frac{1}{7}$
8	$9\frac{3}{5}$
9	2
10	$12\frac{1}{2}$
11	6
12	$13\frac{1}{3}$

$5 \div \frac{3}{8}$	$3 \div \frac{3}{4}$	$\frac{27}{3} \div 3$	$2 \div \frac{2}{3}$
$\frac{1}{2} \div 7$	$4 \div \frac{2}{3}$	$\frac{3}{4} \div 4$	$\frac{4}{5} \div 3$
$2 \div \frac{1}{2}$	$5 \div \frac{2}{5}$	$6 \div \frac{3}{2}$	$9 \div \frac{6}{4}$
$1 \div \frac{1}{2}$	$1 \div \frac{1}{4}$	$8 \div \frac{5}{6}$	$\frac{8}{7} \div 8$

How to Win

You win if you are the first to get four connected rectangles, like:

If you have more time

Play again!

Clip and Cover

Partner Talk

Share your thinking while you work.

Get Started (or)

Get 10 squares in one color and 10 in another color, two paper clips, and two number cubes. Take turns.

At Your Turn

Toss two cubes to find your ovals. **EXAMPLE:**  Choose the 3rd oval on the left and the 5th oval on the right, **or** choose the 5th oval on the left and the 3rd oval on the right. Mark your ovals with paper clips.

How to Play

Explain how to divide the fraction in the left oval by the fraction in the right oval. The quotient may be a fraction or a mixed number in simplest form. Find and cover the answer. Lose your turn if the answer is taken.

How to Win

The first player or team to get any three connected rectangles in a row or column wins.

$\frac{1}{8}$	$\frac{32}{35}$	$\frac{16}{21}$	$1\frac{5}{7}$	$\frac{3}{20}$
$\frac{2}{3}$	$1\frac{1}{3}$	$\frac{4}{5}$	$\frac{5}{24}$	$\frac{18}{35}$
$\frac{1}{8}$	$\frac{1}{7}$	$2\frac{2}{3}$	$\frac{24}{25}$	$\frac{5}{7}$
$\frac{2}{3}$	$\frac{1}{2}$	$1\frac{1}{9}$	$\frac{24}{49}$	$3\frac{1}{5}$
$\frac{4}{5}$				$\frac{5}{6}$
$\frac{3}{7}$				$\frac{1}{4}$

$\frac{5}{6}$ $\frac{3}{5}$ $\frac{7}{8}$ $\frac{1}{4}$

If you have more time

Play again! Talk about each step as you divide.

History Social-Science

Surplus, Population Growth, and Inequality: Three Results of Neolithic Technology and Domestication

Level: A

2019 Teachers' Curriculum Institute

The shift away from a foraging lifestyle was a major change in the way people lived in Neolithic times. Some people settled in one spot and created a routine of planting and harvesting. Others raised herds. Some did both. Switching from food gathering to herding or to settled agriculture, or to a combination of both, often led to surpluses, population growth, and inequality. In this reading we'll look at how these elements are related.

Domestication

Both herding and settled agriculture depended on domestication. Domesticated crops had two new features not present in wild crops. They did not release their seeds upon ripening, making them easier to harvest. And they ripened at the same time, making it possible to harvest them in large masses. Long ago edible grasses, the genetic ancestors of wheat and other grains, were domesticated in the Middle East and probably Egypt. Ancient peoples settled near these grasses and began to sow the plants that had favorable qualities such as a larger size, a better taste, and an easier time to cook.

Domesticating animals had several results. First, they were used for food, mainly their meat and milk. In addition, other animal products came to be seen as valuable. Uses were found and/or products made from wool and hides; horn, bone, and sinew; and dung. In addition, technological uses of animals were invented. For example, cattle were used to pull tools that tilled the fields.

Surpluses

Foraging is a subsistence lifestyle, one that provides support at a minimum level. It provided just enough food to keep people alive. But it didn't allow them to produce any extra. Under the right conditions, such as favorable climate, planting and harvesting crops allowed for food increases. Domesticated animal herds, new technologies, and workers' labor also led to food surpluses.

Surpluses could be used in several ways. They could be stored for a year with a small yield. This provided security for a community. Surpluses could also make population growth possible. A larger population also added security to a community. Surpluses could be turned into more labor: with more to eat, people could invest more work to improve their crops or herds or could make some other products to use or trade. Surpluses could support migration. Or, surpluses could be used directly in trade.

Population Growth

Adding just 10 percent reliance on agriculture could result in a food surplus that would support a population increase of 50 percent. With the overall growth of settled agriculture and herding over the period from 9000 to 6500 B.C.E., the birth rate more than doubled, from 4.5 per woman to 10 per woman. Population growth was linked with the spread of Neolithic cultures from the Fertile Crescent into Europe, through South Asia, and from the Southeast China mainland through the South China Sea.

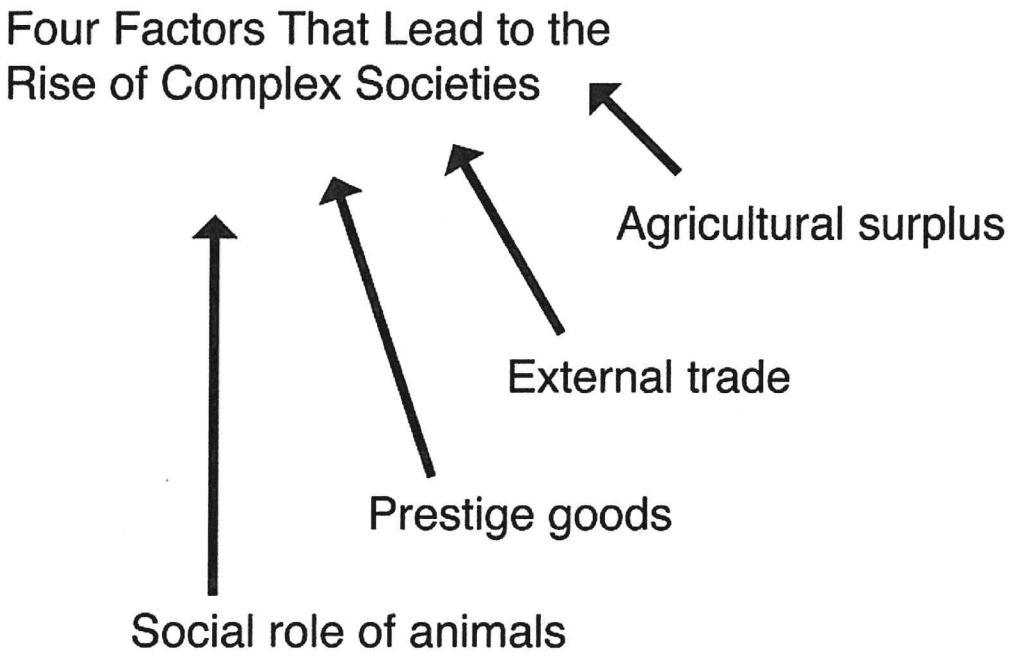
Inequality

Foragers tended to have more **egalitarian societies**, communities in which everyone is more-or-less equal. But as soon as fields were cultivated and herds were tended, inequality arose. As a result of the development of social differences, society became very different.

Subsistence means everyone is equally poor. Once there is surplus, it usually means that someone has more. For one thing, cultivation and herding result in a division of labor so that people are no longer all performing the same work. In addition, someone's sow will have nine piglets, while someone else's only has seven, or someone's sheep will yield more wool than someone else's. Someone's cattle will be stronger and finish the job of tilling more quickly.

Once production and trade are introduced, the quality of products will not be identical. Someone's horses will be faster and be in greater demand. Someone's obsidian knives will be more finely made and be considered more desirable. Even before written records of inequalities in trade records, for example, evidence of inequality could be found in architecture, graves, and artifacts. For example, people of higher rank, might be buried with ornaments of metal or strings of shell beads, whereas others did not have these goods buried with them.

The Rise of Complex Societies



Traditionally, many scholars have pointed to three factors in the rise of complex societies. One of these is agricultural surplus, having more food than is needed for the community to survive. A second is involvement in external trade, exchanging products with other communities. A third is having prestige goods, those that are considered to set their owners apart as having a higher status. But current scholars are pointing to a fourth factor. This fourth factor is the social role of animals in the development of complex societies. Animals were used for social gain, acquiring wealth, and creating products.

Connected to these four factors are increasing specialization, exchange of services, as well as products, and the human desire to protect any form of wealth. Out of this desire, walled cities arose.

Scholars suggest that complex societies are unequal by definition. That is, state-supported forms of inequality are the main characteristic feature of complex societies. The inequality may be based on material goods, on prestige or power, on status, or on some combination of these. With complex societies also came economic systems, political systems, and complex social relationships.

Surplus, Population Growth, and Inequality: Three Results of Neolithic Technology and Domestication

1. What could a community do when they managed to create a food surplus?

2. How did inequality arise?

3. What was the relationship between inequality and the rise of complex societies?

Grade 6 Twig Science

Week 3

Module 1: BioTech Systems Worldwide

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
Step 1	Type this in your Internet browser: **bit.ly/g6m1science**
Step 2	Scroll to the bottom
Step 3	Choose your reading level: Diamond: ◆ On Level Triangle: ▲ Advanced Level Circle: ● Below Level Square: ■ English Learner
Step 4	Click on the word "Read"

Book Title: "It's Alive!"	
Read Chapter 3	
Answer these questions after reading:	What are the main ideas? What is something interesting that you learned? What is something you are wondering about?
Optional:	What's Next on page 32 (only if materials are available at home)

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Curriculum

At Home Learning - Digital Resources

Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.

ClassLink
Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.
portal.ggusd.us

Orange County Department of Education
These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.
https://ocde.instructure.com/courses/224/pages/start-here

Learning Heroes
Resources from trusted organizations to help your child succeed in school.
https://bealearninghero.org/learning-tools/students/

Khan Academy
Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.
https://www.khanacademy.org/

Splash Learn
Personalized learning path for catching up, enrichment or practice of grade level standards.
https://www.splashlearn.com/

Prodigy
Curriculum-aligned math content designed by trained, certified educators.
https://www.prodigygame.com/

Design Squad Global
Teaches kids about science and engineering through fun games and activities.
https://pbskids.org/designsquad

PBS KIDS
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.
https://pbskids.org/

ClassLink Quick Guide

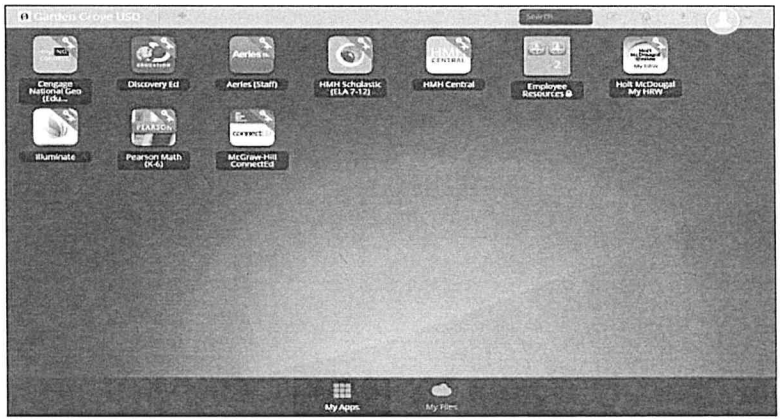
portal.ggusd.us

1. Sign In

Sign in by using your school login.

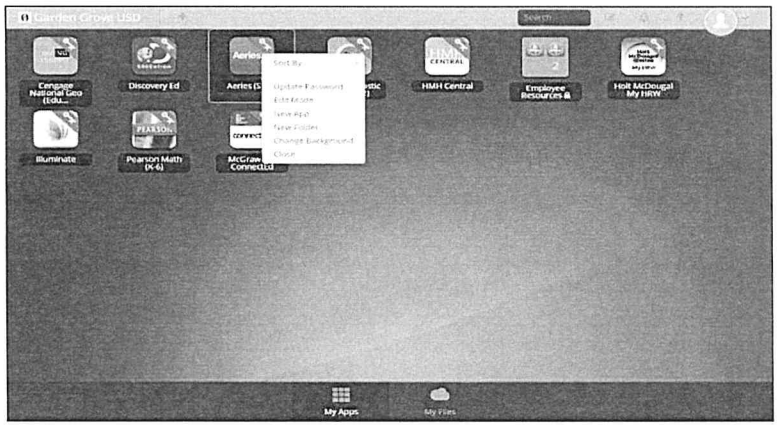
2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!



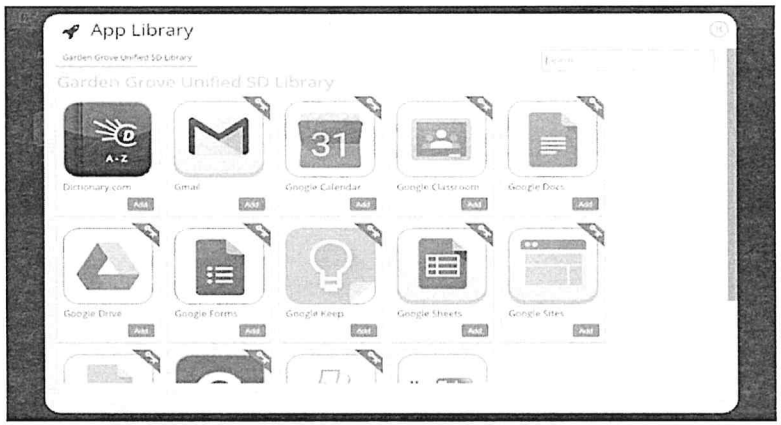
3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



4. App Library

The library contains many educational resources to choose from. Click the Plus **(+)** on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.

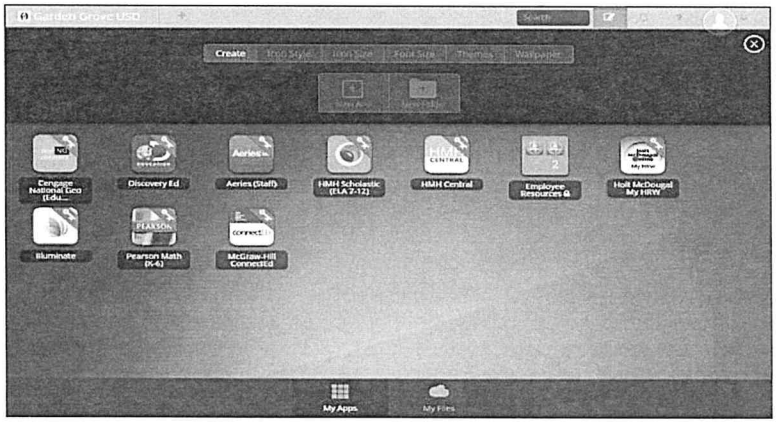


ClassLink Quick Guide

portal.ggusd.us

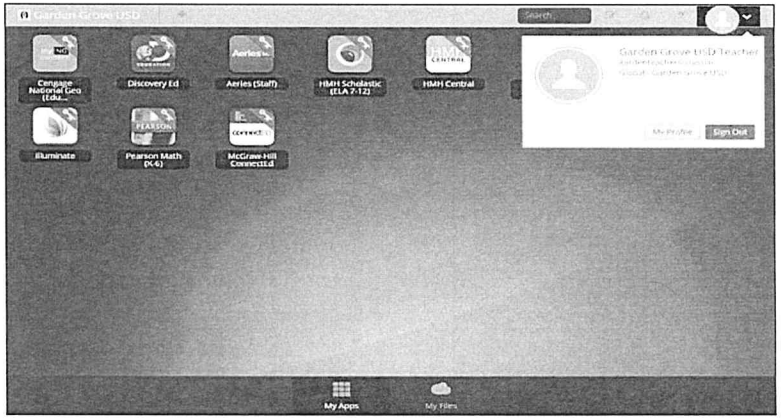
5. Edit Mode

To go into Edit Mode, click the paper and pencil symbol on the top right of your screen. While in Edit Mode, you can create folders and customize your My Apps screen.



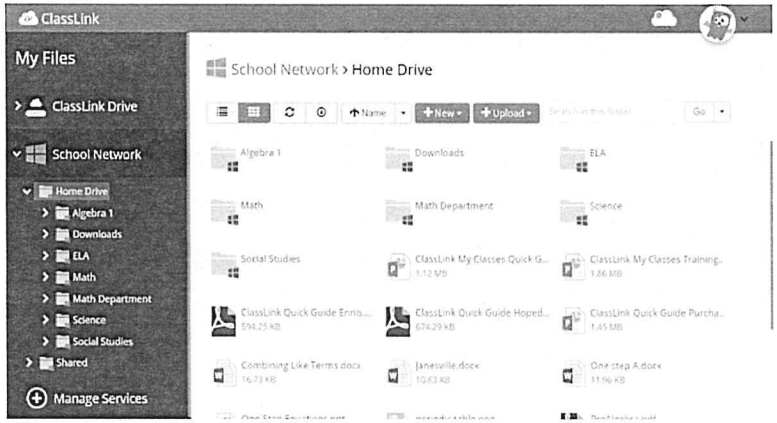
6. My Profile

Here is where you change your profile picture, themes & colors and access your password locker.



7. My Files

My Files > School Network allows you to access your school network drives from any device, any where, any time.



8. Cloud Services

My Files > Manage Services > Connect allows you to connect other Cloud Drives in ClassLink to access all of your files in one location!

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Curriculum

At Home Learning - Digital Resources

Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.

ClassLink
Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.
portal.ggusd.us

Orange County Department of Education
These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.
https://ocde.instructure.com/courses/224/pages/start-here

Learning Heroes
Resources from trusted organizations to help your child succeed in school.
https://bealearninghero.org/learning-tools/students/

Khan Academy
Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.
https://www.khanacademy.org/

Splash Learn
Personalized learning path for catching up, enrichment or practice of grade level standards.
https://www.splashlearn.com/

Prodigy
Curriculum-aligned math content designed by trained, certified educators.
https://www.prodigygame.com/

Design Squad Global
Teaches kids about science and engineering through fun games and activities.
https://pbskids.org/designsquad

PBS KIDS
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.
https://pbskids.org/

ClassLink Quick Guide

portal.ggusd.us

1. Sign In

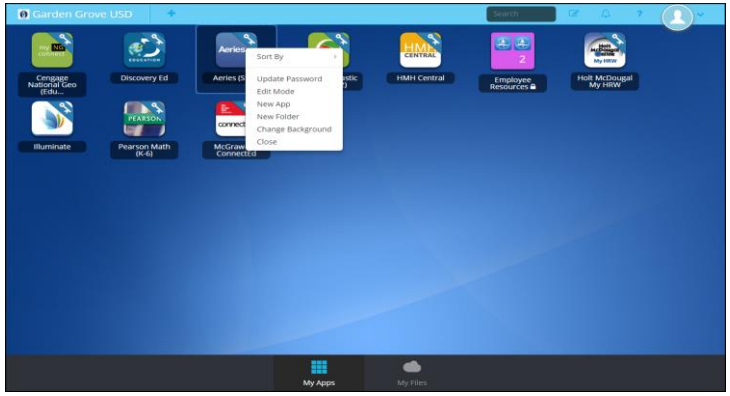
Sign in by using your school login.

2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!

3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



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