Review & Enrichment

Weeks of May 18th & May 25th

Grade 6

Student Name _____

Email _____ phone number _____

Teacher Name _____

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Week of: May 18, 2020

Founders' Hall Middle School

6th Grade Math

Continuity of Education

Canova/Evans

Name: _____

Teacher: _____

NAME _____ DATE _____ PERIOD _____

Lesson 1 Reteach

Equations

An **equation** is a mathematical sentence showing two expressions are equal. An equation contains an **equals sign,** =. Some equations contain variables. When you replace a variable with a value that results in a true sentence, you **solve** the equation. The value for the variable is the solution of the equation.

Example 1

Solve $14 - p = 6$ using guess, check, and revise.

Guess the value of p, then check it.

Try 7.	Try 6.	Try 8.
$14 - p = 6$	$14 - p = 6$	$14 - p = 6$
$14 - 7 \neq 6$	$14 - 6 \neq 6$	$14 - 8 = 6$
revise	revise	yes

The solution is 8 because replacing p with 8 results in a true sentence.

Example 2

Solve $15 \div m = 5$ mentally.

$15 \div m = 5$	**Think** 15 divided by what number is 5?
$15 \div 3 = 5$	You know that $15 \div 3 = 5$.
$5 = 5$	

The solution is 3.

Exercises

Identify the solution of each equation from the list given.

1. $h + 19 = 56$; 36, 37, 38

2. $31 + x = 42$; 9, 10, 11

3. $k - 4 = 13$; 16, 17, 18

4. $34 - b = 17$; 16, 17, 18

5. $5w = 30$; 5, 6, 7

6. $63 = 7k$; 7, 8, 9

7. $36 \div s = 9$; 4, 5, 6

8. $x \div 3 = 8$; 23, 24, 25

Solve each equation mentally.

9. $j + 3 = 9$

10. $14 + n = 19$

11. $23 + x = 29$

12. $31 - h = 24$

13. $m - 5 = 11$

14. $3m = 27$

15. $56 = 7b$

16. $14 \div f = 2$

17. $j \div 8 = 4$

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Lesson 1 Skills Practice

Equations

Identify the solution of each equation from the list given.

1. $s + 12 = 17$; 5, 6, 7

2. $54 + f = 70$; 16, 17, 18

3. $69 = 50 + s$; 17, 18, 19

4. $47 = 77 - b$; 20, 30, 40

5. $44 = t - 10$; 52, 53, 54

6. $25 - k = 20$; 5, 6, 7

7. $4r = 40$; 8, 9, 10

8. $33 = 11d$; 3, 4, 5

9. $6g = 36$; 5, 6, 7

10. $28 \div w = 7$; 3, 4, 5

11. $b \div 6 = 4$; 22, 23, 24

12. $56 \div c = 8$; 6, 7, 8

Solve each equation mentally.

13. $4 + k = 11$

14. $7 + f = 15$

15. $z + 16 = 25$

16. $j + 15 = 30$

17. $20 = 30 - n$

18. $34 = r - 10$

19. $23 - m = 10$

20. $p - 4 = 13$

21. $8w = 80$

22. $7q = 21$

23. $48 = 6g$

24. $54 = 9m$

25. $18 \div t = 6$

26. $y \div 3 = 5$

27. $h \div 12 = 1$

28. **FLOWERS** Mickaela picked flowers for her shop. She picked 12 dozen flowers in the morning. By the end of the day, she had picked 18 dozen flowers. Use mental math or the *guess, check, and revise* strategy to solve the equation $12 + d = 18$, and find d, the number of dozen of flowers picked during the rest of the day.

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Lesson 2 Reteach

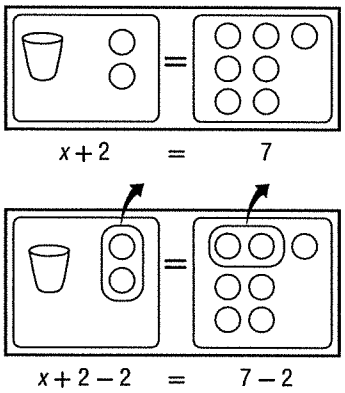
Solve and Write Addition Equations

You can solve an equation by using inverse operations, which *undo* operations. To solve an addition equation, you would use subtraction.

Example 1

Solve $x + 2 = 7$.

Method 1: Use models.



Method 2: Use symbols.

$x + 2 = 7$ Write the equation.

$-2 \quad -2$ Subtract 2 from each side to undo the addition of 2 on the left.

$x = 5$ Simplify.

Check

$x + 2 = 7$ Write the equation.

$5 + 2 \stackrel{?}{=} 7$ Replace x with 5.

$7 = 7$ The sentence is true. ✓

So, the solution is 5.

Subtraction Property of Equality If you subtract the same number from each side of an equation, the two sides remain equal.

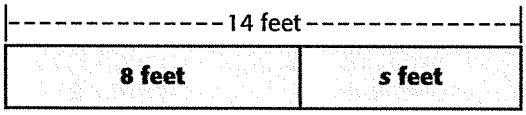
Example 2

While at an aquarium, Alec saw sharks swimming together. He noticed the 8-foot blacktip shark and a spinner shark together were the length of the 14-foot hammerhead shark. What was the length of the spinner shark?

Words Blacktip length and spinner length is hammerhead length.

Variable Let s represent the spinner length.

Model



Equation $8 + s = 14$

$8 + s = 14$ Write the equation.

$-8 \quad -8$ Subtract 8 from both sides.

$s = 6$ $14 - 8 = 6$

So, the length of the spinner shark is 6 feet.

Exercises

Solve each equation. Check your solution.

1. $a + 1 = 7$ **2.** $3 + b = 8$ **3.** $c + 3 = 10$

4. $9 = x + 4$ **5.** $10 = x + 6$ **6.** $11 = 2 + j$

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Lesson 2 Skills Practice

Solve and Write Addition Equations

Solve each equation. Check your solution.

1. $x + 4 = 7$

2. $t + 6 = 10$

3. $y + 3 = 7$

4. $z + 4 = 6$

5. $p + 2 = 8$

6. $b + 6 = 7$

7. $6 + a = 8$

8. $5 + r = 10$

9. $2 + h = 10$

10. $6 + y = 9$

11. $4 = 2 + v$

12. $8 = 7 + w$

13. $9 = 3 + r$

14. $8 = 5 + q$

15. $10 = t + 1$

16. $10 = q + 4$

17. $5 = a + 0$

18. $6 = b + 3$

19. **PROJECT** Zaira spent 55 hours in 2 weeks working on a science project. She worked 32 hours the first week. Write and solve an addition equation to find the amount of time she spent working the second week.

20. **BANK ACCOUNTS** Keshav has $250 in his account. This is $75 more than his brother Nalin has in his account. Write and solve an addition equation to find the amount of money in Nalin's account.

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Lesson 3 Reteach

Solve and Write Subtraction Equations

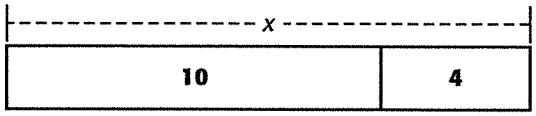
Addition and subtraction are inverse operations. Therefore, you can solve a subtraction equation by adding.

Example 1

Solve $x - 4 = 10$.

Method 1: Use models.

Model the equation.



Solve the equation.

By looking at the bar diagram, you can see that you will have to add to find x.

$10 + 4 = 14$

The solution is 14.

Method 2: Use symbols.

$x - 4 = 10$	Write the equation.
$+4 \quad +4$	Add 4 to each side.
$x = 14$	Simplify.

Check

$x - 4 = 10$	Write the original equation.
$14 - 4 \stackrel{?}{=} 10$	Replace x with 14.
$10 = 10$	The sentence is true. ✓

Addition Property of Equality If you add the same number to each side of an equation, the two sides remain equal.

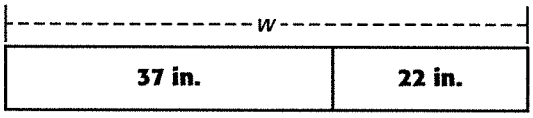
Example 2

An average Sandhill crane is 37 inches tall. This is 22 inches less than the average Whooping crane's height. How tall is the average Whooping crane?

Words Whooping crane's height minus 22 is Sandhill crane's height.

Variable Let w represent the Whooping crane's height.

Model



Equation $w - 22 = 37$

$w - 22 = 37$	Write the equation.
$+ 22 + 22$	Add 22 to both sides.
$w = 59$	Simplify.

An average Whooping crane has a height of 59 inches.

Exercises

Solve each equation. Check your solution.

1. $a - 2 = 3$ **2.** $b - 1 = 7$ **3.** $c - 4 = 4$

4. $5 = v - 8$ **5.** $4 = t - 6$ **6.** $9 = m - 3$

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Lesson 3 Skills Practice

Solve and Write Subtraction Equations

Solve each equation. Check your solution.

1. $a - 1 = 7$

2. $b - 2 = 1$

3. $3 = c - 1$

4. $x - 3 = 1$

5. $3 = y - 4$

6. $2 = k - 4$

7. $m - 5 = 6$

8. $n - 3 = 6$

9. $1 = s - 8$

10. $t - 9 = 1$

11. $v - 9 = 5$

12. $6 = v - 7$

13. $3 = g - 6$

14. $3 = h - 8$

15. $5 = z - 7$

16. $z - 3 = 7$

17. $5 = f - 1$

18. $1 = d - 2$

19. **ROCKETS** During a test flight, Jeri's rocket reached a height of 18 yards. This was 7 yards less than the height of Devon's rocket. Write and solve a subtraction equation to find the height of Devon's rocket.

20. **TADPOLES** For two days in a row, Winston rescued tadpoles from a puddle. He rescued 54 on Friday. This is 17 less than the number he rescued on Saturday. Write and solve a subtraction equation to find how many tadpoles he rescued on Saturday.

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Lesson 4 Reteach

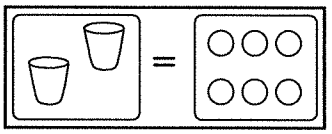
Solve and Write Multiplication Equations

The number by which a variable is multiplied is called the **coefficient**. For example, in the expression $5x$, the coefficient of x is 5. Because multiplication and division undo each other, use division to solve a multiplication equation.

Example 1

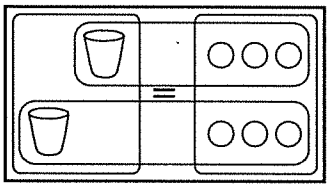
Solve $2x = 6$.

Method 1: Use models.



$2x = 6$

Model the equation.



$x = 3$

Divide the counters equally into two groups.

Method 2: Use symbols.

$2x = 6$	Write the equation.
$\frac{2x}{2} = \frac{6}{2}$	Divide each side by 2 to undo the multiplication on the left.
$x = 3$	Simplify.
Check $2x = 6$	Write the original equation.
$2(3) \stackrel{?}{=} 6$	Replace x with 3.
$6 = 6$	The sentence is true. ✓

The solution is 3.

Example 2

A category 5 hurricane can have a storm surge of 20 feet. This is about 5 times greater than the storm surge of a category 1 hurricane. What is the storm surge of a category 1 hurricane?

Words 5 times category 1 surge is category 5 surge.

Variable Let c = category 1 storm surge.

Equation $5c = 20$

$5c = 20$	Write the equation.
$\frac{5c}{5} = \frac{20}{5}$	Divide both sides by 5.
$c = 4$	Simplify.

The storm surge of a category 1 hurricane is about 4 feet.

Exercises

Solve each equation. Check your solution.

1. $5a = 25$ **2.** $7c = 49$ **3.** $3u = 27$

4. $24 = 6d$ **5.** $18 = 3z$ **6.** $56 = 7v$

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Lesson 4 Skills Practice

Solve and Write Multiplication Equations

Solve each equation. Check your solution.

1. $3a = 9$

2. $7b = 14$

3. $9c = 36$

4. $8c = 16$

5. $3x = 18$

6. $7n = 7$

7. $10g = 20$

8. $3k = 15$

9. $4h = 32$

10. $27 = 9h$

11. $24 = 12j$

12. $28 = 7y$

13. $36 = 9y$

14. $40 = 0.5r$

15. $5 = \frac{1}{5}w$

16. $50 = 5p$

17. $0.25f = 10$

18. $\frac{3}{4} = \frac{1}{4}w$

19. **CAT FOOD** A grocery store is selling 6 cans of cat food for $3. Write and solve a multiplication equation to find the cost of a can of cat food.

20. **DEPOSITS** Earline has put $250 into her savings account. To do this, she made 10 deposits of the same amount. Write and solve a multiplication equation to find the amount of each deposit.

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Lesson 5 Reteach

Solve and Write Division Equations

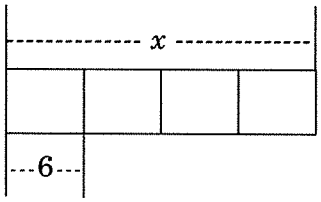
Use multiplication to solve division equations.

Example 1

Solve $\frac{x}{4} = 6$.

Method 1: Use models.

Model the equation.



There are four equal groups of 6. Multiply.

$6 \times 4 = 24$

The solution is 24.

Method 2: Use symbols.

$\frac{x}{4} = 6$	Write the equation.
$\frac{x}{4}(4) = 6(4)$	Multiply each side by 4 to undo the division on the left.
$x = 24$	Simplify.

Check

$\frac{x}{4} = 6$	Write the original equation.
$\frac{24}{4} \stackrel{?}{=} 6$	Replace x with 24.
$6 = 6$	The sentence is true. ✓

Example 2

The Yungs are making 6 payments of $200 on their new television set. What was the cost of the television set?

Words: Total cost divided by 6 is $200.

$\frac{c}{6} = 200$	Write the equation.
$\frac{c}{6}(6) = 200(6)$	Multiply both sides by 6.
$c = 1{,}200$	Simplify.

The total cost of the television was $1,200.

Exercises

Solve each equation. Check your solution.

1. $\frac{a}{2} = 4$

2. $\frac{c}{3} = 6$

3. $\frac{g}{5} = 10$

4. $6 = \frac{d}{4}$

5. $9 = \frac{t}{3}$

6. $11 = \frac{w}{6}$

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Lesson 5 Skills Practice

Solve and Write Division Equations

Solve each equation. Check your solution.

1. $4 = \frac{r}{2}$
2. $6 = \frac{j}{2}$
3. $7 = \frac{k}{2}$
4. $\frac{p}{4} = 9$
5. $\frac{h}{4} = 8$
6. $\frac{s}{5} = 6$
7. $10 = \frac{r}{5}$
8. $11 = \frac{a}{3}$
9. $12 = \frac{q}{4}$
10. $\frac{p}{5} = 9$
11. $\frac{y}{7} = 10$
12. $\frac{b}{12} = 10$
13. $12 = \frac{r}{5}$
14. $11 = \frac{d}{11}$
15. $9 = \frac{r}{13}$
16. $\frac{b}{15} = 2.5$
17. $2.2 = \frac{c}{14}$
18. $0.5 = \frac{d}{10}$

Write and solve a division equation.

19. **LAWN MOWING** Ali was paid \$75 for mowing a neighbor's yard. This is one fourth of the amount of money she earned all summer. How much did Ali earn all summer?

20. **POOL** The width of a swimming pool is one third of its length. The width of the pool is 15 feet. What is the length of the pool?

Week of: May 25, 2020

Founders' Hall Middle School

6th Grade Math

Continuity of Education

Canova/Evans

Name: _____

Teacher: _____

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Lesson 1 Reteach

Function Tables

A **function rule** describes the relationship between the input and output of a **function**. The inputs and outputs can be organized in a **function table**.

Example 1

Complete the function table.

Input (x)	$x - 3$	Output (y)
9	$9 - 3$	
8	$8 - 3$	
6	$6 - 3$	

The function rule is $x - 3$. Subtract 3 from each input.

Input		Output
9	$-3 \rightarrow$	6
8	$-3 \rightarrow$	5
6	$-3 \rightarrow$	3

$\rightarrow$

Input (x)	$x - 3$	Output (y)
9	$9 - 3$	6
8	$8 - 3$	5
6	$6 - 3$	3

Example 2

Find the input for the function table.

Input (x)	$4x$	Output (y)
		0
		4
		8

Work backward to find the input. Since the rule is $4x$, divide each output by 4.

The inputs are 0, 1, and 2.

Exercises

Complete each function table.

1.

Input (x)	$2x$	Output (y)
0		
2		
4		

2.

Input (x)	$4 + x$	Output (y)
0		
1		
4		

Find the input for each function table.

3.

Input (x)	$x + 2$	Output (y)
	$1 + 2$	3
	$2 + 2$	4
	$5 + 2$	7

4.

Input (x)	$x \div 2$	Output (y)
	$2 \div 2$	1
	$6 \div 2$	3
	$10 \div 2$	5

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Lesson 1 Skills Practice

Function Tables

Complete each function table.

1.

Input (x)	$x + 3$	Output (y)
0		
2		
4		

2.

Input (x)	$3x + 1$	Output (y)
0		
1		
2		

3.

Input (x)	$2x - 1$	Output (y)
7		
5		
4		

4.

Input (x)	$x \div 3$	Output (y)
12		
9		
6		

5. If a function rule is $2x - 3$, what is the output for the input 3?

6. If a function rule is $4 - x$, what is the output for the input 2?

Find the input for each function table.

7.

Input (x)	$x - 3$	Output (y)
		7
		4
		1

8.

Input (x)	$x + 9$	Output (y)
		12
		15
		17

9.

Input (x)	$5x$	Output (y)
		0
		10
		15

10.

Input (x)	$x \div 2$	Output (y)
		2
		3
		6

11.

Input (x)	$2x + 2$	Output (y)
		4
		6
		8

12.

Input (x)	$3x - 1$	Output (y)
		14
		8
		5

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Lesson 2 Reteach

Function Rules

A **sequence** is a list of numbers in a specific order. Each number in the sequence is called a **term**. An **arithmetic sequence** is a sequence in which each term is found by adding the same number to the previous term.

Example

Use words and symbols to describe the value of each term as a function of its position. Then find the value of the tenth term in the sequence.

Position	1	2	3	4	n
Value of Term	4	8	12	16	

Study the relationship between each position and the value of its term.

Notice that the value of each term is 4 times its position number. So, the value of the term in position n is $4n$.

To find the value of the tenth term, replace n with 10 in the algebraic expression $4n$. Since $4 \times 10 = 40$, the value of the tenth term in the sequence is 40.

Position		Value of term
1	$\times 4 =$	4
2	$\times 4 =$	8
3	$\times 4 =$	12
4	$\times 4 =$	16
n	$\times 4 =$	$4n$

Exercises

Use words and symbols to describe the value of each term as a function of its position. Then find the value of the tenth term in the sequence.

1.

Position	3	4	5	6	n
Value of Term	1	2	3	4	

2.

Position	1	2	3	4	n
Value of Term	5	10	15	20	

3.

Position	4	5	6	7	n
Value of Term	11	12	13	14	

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Lesson 2 Skills Practice

Function Rules

Use words and symbols to describe the value of each term as a function of its position. Then find the value of the tenth term in the sequence.

1.

Position	5	6	7	8	n
Value of Term	2	3	4	5	

2.

Position	1	2	3	4	n
Value of Term	6	12	18	24	

3.

Position	1	2	3	4	n
Value of Term	10	11	12	13	

4.

Position	1	2	3	4	n
Value of Term	5	10	15	20	

Find a rule for each function table.

5.

Input (x)	Output (y)
5	0
6	1
7	2
8	3
x	

6.

Input (x)	Output (y)
2	14
4	16
6	18
8	20
x	

7.

Input (x)	Output (y)
4	0
5	1
6	2
7	3
x	

8.

Input (x)	Output (y)
1	11
2	22
3	33
4	44
x	

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Lesson 3 Reteach

Functions and Equations

A **function table** displays **input** and **output** values that represent a function. The function displayed in a function table can be represented with an **equation**.

Example 1

Write an equation to represent the function.

Examine how the value of each input and output changes.

Input, x	1	2	3	4	5
Output, y	5	10	15	20	25

+1 +1 +1 +1

Input, x	1	2	3	4	5
Output, y	5	10	15	20	25

+5 +5 +5 +5

Each output y is equal to 5 times the input x.

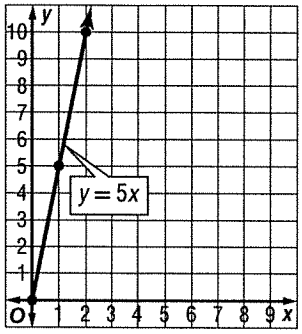
So, the equation that represents the function is $y = 5x$.

Example 2

Graph the equation $y = 5x$.

Select any three values for the input x, for example, 0, 1, and 2. Substitute these values for x to find the output y.

x	$5x$	y	(x, y)
0	5(0)	0	(0, 0)
1	5(1)	5	(1, 5)
2	5(2)	10	(2, 10)



The ordered pairs (0, 0), (1, 5), and (2, 10) represent the function. They are solutions of the equation.

Exercises

Write an equation to represent each function.

1.

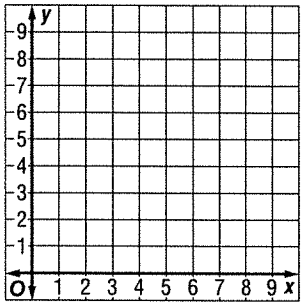
Input, x	1	2	3	4
Output, y	2	4	6	8

2.

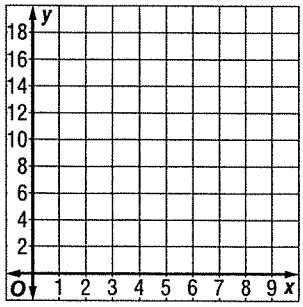
Input, x	0	1	2	3
Output, y	0	6	12	18

In Exercise 3, graph the equation you found in Exercise 1. In Exercise 4, graph the equation you found in Exercise 2.

3.



4.



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Lesson 3 Skills Practice

Functions and Equations

Write an equation to represent each function.

1.

Input, x	0	1	2	3	4
Output, y	0	3	6	9	12

2.

Input, x	0	1	2	3	4
Output, y	0	1	2	3	4

3.

Input, x	1	2	3	4	5
Output, y	7	14	21	28	35

4.

Input, x	0	1	2	3	4
Output, y	7	8	9	10	11

5.

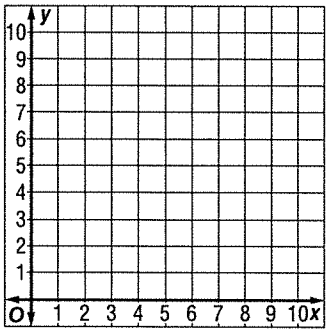
Input, x	2	4	6	8	10
Output, y	5	9	13	17	21

6.

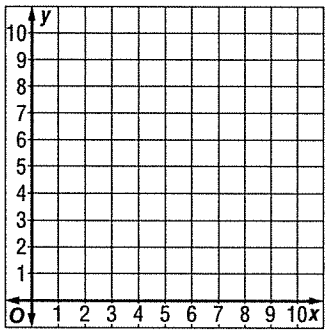
Input, x	0	1	2	3	4
Output, y	2	14	26	38	50

Graph each equation.

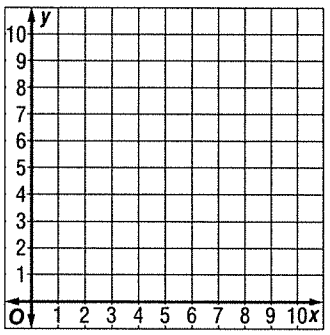
7. $y = 4x$



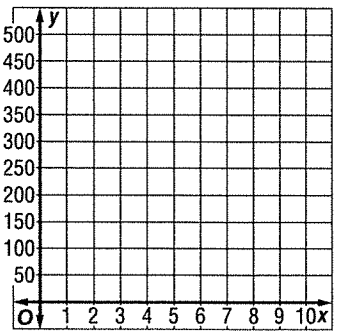
8. $y = x + 6$



9. $y = 2x + 1$



10. **ANIMALS** A manatee eats an average of 70 pounds of wet vegetation each day. The equation $y = 70x$ describes the amount y that a manatee eats in x days. Graph the function.



NAME _____ DATE _____ PERIOD _____

Lesson 5 Reteach

Inequalities

A mathematical sentence that compares quantities is an **inequality**. Inequalities contain the symbols $<$, $>$, $\leq$, $\geq$.

$<$	$>$	$\leq$	$\geq$
• is less than • is fewer than	• is greater than • is more than	• is less than or equal to • is at most	• is greater than or equal to • is at least

Example 1

Of the numbers 5, 6, or 7, which is a solution of the inequality $f + 4 < 10$?

Value of f	$f + 4 < 10$	True or False
5	$5 + 4 < 10$ $9 < 10$	true
6	$6 + 4 < 10$ $10 < 10$	false
7	$7 + 4 < 10$ $11 < 10$	false

The number 5 makes a true sentence.

Example 2

Is the given value a solution of the inequality?

a. $x + 4 > 8, x = 5$

$x + 4 > 8$	Write the inequality.
$5 + 4 \stackrel{?}{>} 8$	Replace x with 5.
$9 \stackrel{?}{>} 8$	Simplify.

Since $9 > 8$, 5 is a solution.

b. $10 \leq 15 - y, y = 7$

$10 \stackrel{?}{\leq} 15 - 7$	Write the inequality, replacing y with 7.
$10 \stackrel{?}{\leq} 8$	Simplify.

Since 10 is not less than or equal to 8, 7 is not a solution.

Exercises

Determine which number is a solution of the inequality.

1. $7 + a > 13$; 5, 6, 7 **2.** $12 - b \leq 4$; 6, 7, 8 **3.** $9 + n \geq 20$; 9, 10, 11

Is the given value a solution of the inequality?

4. $y - 3 < 5, y = 9$ **5.** $14 + s \geq 22, s = 8$ **6.** $r - 5 > 6, y = 10$

NAME _____ DATE _____ PERIOD _____

Lesson 5 Skills Practice

Inequalities

Determine which number is a solution of the inequality.

1. $18 + a > 21$; 2, 3, 4

2. $24 - x \leq 19$; 3, 4, 5

3. $7 + r \geq 18$; 11, 10, 9

4. $9 - h > 2$; 6, 7, 8

5. $32 - n \leq 17$; 13, 14, 15

6. $16 + j \geq 29$; 13, 12, 11

7. $10 - f < 7$; 2, 3, 4

8. $52 + q < 56$; 5, 4, 3

Is the given value a solution of the inequality?

9. $2 + s \geq 10; s = 7$

10. $14 - r < 9; r = 6$

11. $j - 11 \geq 20; j = 32$

12. $t + 6 > 40; t = 35$

13. $16 + m > 40; m = 16$

14. $9x \geq 80; x = 9$

15. $15 \leq 3z; z = 4$

16. $2n > 26; n = 5$

NAME _____ DATE _____ PERIOD _____

Lesson 6 Reteach

Write and Graph Inequalities

Example 1

Write an inequality for the sentence.

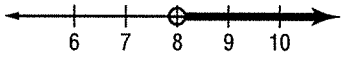
Fewer than 70 students attended the last dance.

Words	*Fewer than* 70 students attended the last dance.
Variable	Let s = the number of students.
Inequality	$s < 70$

Example 2

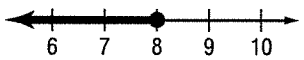
Graph each inequality on a number line.

a. $x > 8$



The **open dot** means 8 does *not* make the sentence true. The graph to the right means that numbers greater than 8 make the sentence true.

b. $x \leq 8$



The **closed dot** means 8 *does* make the sentence true. The graph to the left means that numbers less than 8 make the sentence true.

Exercises

Write an inequality for each sentence.

1. The maximum height h is 45 feet.

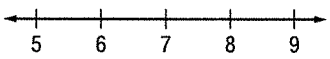
2. The adult male elephants m all weighed over 12,000 pounds.

3. The maximum fee f for any student is \$15.

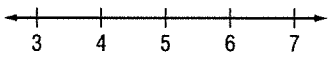
4. You must be at least 38 inches tall to ride the roller coaster.

Graph each inequality on the number line.

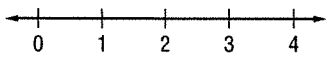
5. $x > 7$



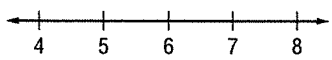
6. $s \geq 5$



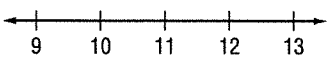
7. $m < 2$



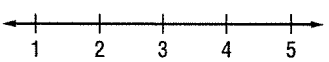
8. $f \leq 6$



9. $r > 11$



10. $n \geq 3$



NAME _____ DATE _____ PERIOD _____

Lesson 6 Skills Practice

Write and Graph Inequalities

Write an inequality for each sentence.

1. More than 40,000 fans attended the opening football game at the University of Florida.

2. Her earnings were no more than $86.

3. A savings account balance is now less than $550.

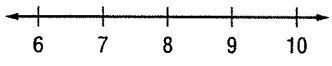
4. The number of club members is at least 25.

5. The spring calf class at the cattle show is for calves that weigh 825 pounds or less.

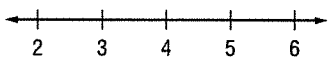
6. The minimum deposit for a new checking account is $75.

Graph each inequality on the number line.

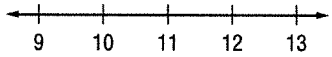
7. $a < 8$



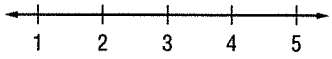
8. $d \leq 4$



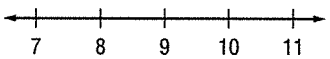
9. $b \geq 11$



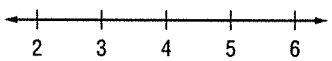
10. $x > 3$



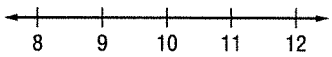
11. $x < 9$



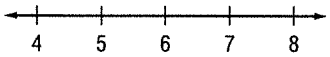
12. $r \geq 4$



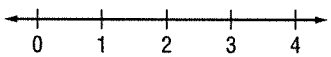
13. $x > 10$



14. $x \geq 6$



15. $x \leq 2$



NAME _____ DATE _____ PERIOD _____

Lesson 7 Reteach

Solve One-Step Inequalities

Addition and Subtraction Properties	
Words	When you add or subtract the same number from each side of an inequality, the inequality remains true.
Symbols	For all numbers a, b, and c, 1. if $a < b$, then $a + c < b + c$ and $a - c < b - c$. 2. if $a > b$, then $a + c > b + c$ and $a - c > b - c$.

Example 1

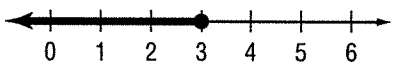
Solve $x + 9 \leq 12$. Graph the solution on a number line.

$x + 9 \leq 12$ Write the inequality.

$-9 \quad -9$ Subtract 9 from each side.

$x \leq 3$ Simplify.

The solution is $x \leq 3$. To graph it, draw a closed dot at 3 and draw an arrow to the left on the number line.



Multiplication and Division Properties	
Words	When you multiply or divide each side of an inequality by the same *positive* number, the inequality remains true.
Symbols	For all numbers a, b, and c, where $c > 0$, 1. if $a < b$, then $ac < bc$ and $\frac{a}{c} < \frac{b}{c}$. 2. if $a > b$, then $ac > bc$ and $\frac{a}{c} > \frac{b}{c}$.

Example 2

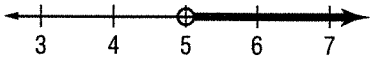
Solve $3x > 15$. Graph the solution on a number line.

$3x > 15$ Write the inequality.

$\frac{3x}{3} > \frac{15}{3}$ Divide each side by 3.

$x > 5$ Simplify.

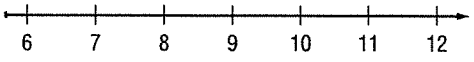
The solution is $x > 5$. To graph it, draw an open dot at 5 and draw an arrow to the right on the number line.



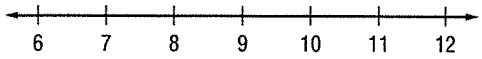
Exercises

Solve each inequality. Then graph the solution on a number line.

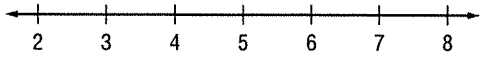
1. $9d > 81$



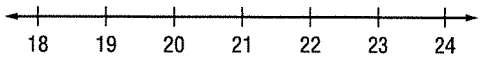
2. $t - 5 < 4$



3. $j + 6 \geq 11$



4. $\frac{n}{3} \leq 7$



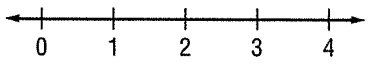
NAME _____ DATE _____ PERIOD _____

Lesson 7 Skills Practice

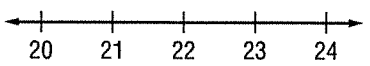
Solve One-Step Inequalities

Solve each inequality. Graph the solution on a number line.

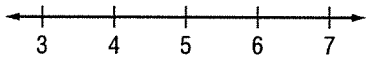
1. $8x > 16$



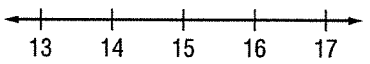
2. $h - 9 > 13$



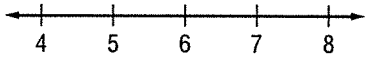
3. $t + 7 \leq 12$



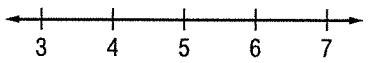
4. $\frac{r}{3} \geq 5$



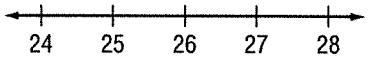
5. $j + 4 < 10$



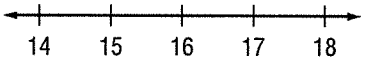
6. $7y < 35$



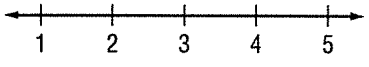
7. $b - 15 > 11$



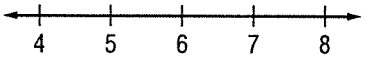
8. $\frac{n}{4} < 4$



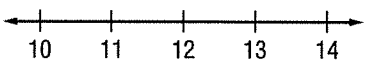
9. $4b \geq 12$



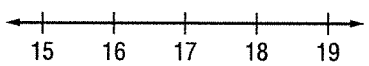
10. $z + 8 \geq 14$



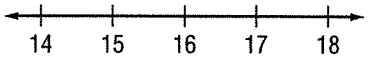
11. $\frac{y}{6} \geq 2$



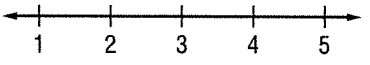
12. $j - 8 < 9$



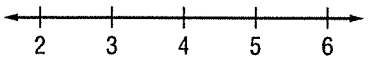
13. $k - 10 \geq 6$



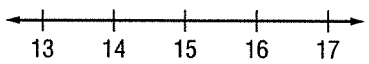
14. $6z \geq 18$



15. $12a \geq 48$



16. $\frac{s}{3} < 5$



17. SHOPPING Chantal would like to buy a new pair of running shoes. The shoes she likes start at $85. If she has already saved $62, write an inequality to show how much more money Chantal must save.

Reading Passage

What Is Force?

A **force** is a push or a pull. When you push on your pencil, you are **exerting** a force. When you pull a carrot out of the ground, you are exerting a force.

Forces act on you every day from all directions. You exert forces on many things every day. You must exert force to ride a bicycle. Your foot exerts a pushing force on the pedal. When the pedals move, they pull on the chain. The chain makes the back wheel turn. The wheel pushes on the ground, and you and the bicycle move forward.

When you use the bike's brakes, the bike stops because of another force called **friction.** Why does the bike stay on the ground instead of floating off into the sky? This isn't as silly as it sounds. The bike is held down by another force called **gravity.** We will learn about friction, gravity, and other forces later

Why don't things on Earth's surface float off into space?

Some things *sound* forceful that are not forces. Power, work, speed, mass, and energy are *not* kinds of force. Each of these is measured in a different way than force.

To tell about a force, we must tell both the amount of the force, and the direction in which it is acting. We can show both with an arrow. The arrow points in the direction the force is acting, and the length of the arrow shows the amount of force. The picture shows some of the forces acting when a person rides a bicycle.

NAME: _____

After You Read

What Is Force?

1. Put a check mark (✓) next to the answer that is most correct.

a) Which of these is a force?

- ○ **A** energy
- ○ **B** gravity
- ○ **C** power
- ○ **D** work

b) Which of these tells what force is?

- ○ **A** being able to do work
- ○ **B** any kind of push or pull
- ○ **C** anything that has energy
- ○ **D** something that is moving

c) What do we call the force that makes a car come to a stop when the driver puts on the brakes?

- ○ **A** friction
- ○ **B** gravity
- ○ **C** mass
- ○ **D** speed

2. a) Circle the words that are kinds of force.

energy	friction	gravity	mass	power
pull	push	speed	work	

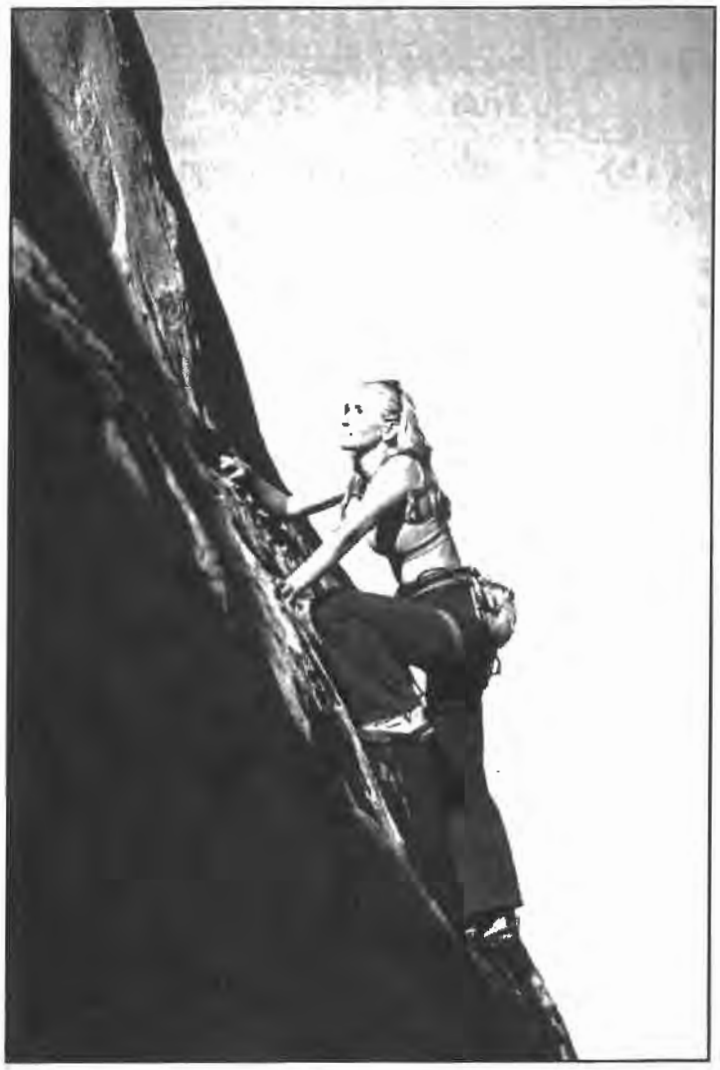
b) ~~Cross out~~ the words that are *not* kinds of force.

energy	friction	gravity	mass	power
pull	push	speed	work	

NAME: 6th Grade Science

Kinds of Force

We can divide forces into two kinds. Some forces are **contact forces**, and other forces exert **force at a distance.** "Contact" means things must touch for one thing to exert a force on the other. "Force at a distance" means a force acts on something without touching it.



Contact forces make the most sense to us. We push on something with our hands and it moves away from us. We pull on something and it follows us. We feel the push or pull and see the motion.

Contact forces don't always cause motion. No matter how hard you push on the side of a house, it won't move. You can pull on a locked door and it won't open. It sounds funny, but this is because no matter how hard you pull, the door pulls back just as hard!

Another contact force is the force of friction. This is the force that acts between two things that are touching and sliding past each other. The force of friction is large between rough surfaces and small between smooth surfaces. Friction always acts against **sliding motion**. If the force of friction is large enough, the thing won't slide at all.

NAME: _____

Reading Passage

Kinds of Force

Think about trying to push a large rock along the sidewalk. The force of friction acts against your push. When your pushing force is greater than the force of friction, the rock will start to move. Friction does not stop after you get the rock moving. Now it acts to slow the rock down. The rock would be easier to push on ice. Ice is smooth, so the friction is low. But even on ice, there would be a little friction acting against the motion of the rock.

Air resistance is another contact force. When you move through air, the tiny bits of air push against you. We can't see air, but it is made of **matter** and has **mass** so it resists movement. We don't notice air slowing us down unless we are moving very fast or walking into a strong wind.

Name two contact forces that act on a moving bicycle.

_____

_____

Some forces can push or pull on things without touching them. This sounds strange—like a power Superman might have—but it's true. One force at a distance you have felt is gravity. Gravity is the force of **attraction** between the mass in one thing and the mass in another thing. You can't feel it unless one of the things is *very* massive, like the Earth. So it is the attraction between your mass and the mass of Earth that holds you to the surface and that makes you fall out of trees.

Two other forces that act without touching are **magnetic force** and **electrostatic force.** Magnetic force acts between **magnets**, and electrostatic force acts between things that have an **electrical charge**. You will learn more about these three forces at a distance later in this book. And, yes, these forces ***are*** a bit strange. Scientists still don't understand everything about them.

NAME: 6th Grade Science

Kinds of Force

1. (Circle) the word True if the statement is true. (Circle) the word False if it is false.

a) Air resistance is a contact force.

True **False**

b) Gravity is a force that can act at a distance.

True **False**

c) When you push on a wall, the wall pushes back.

True **False**

d) Friction makes things move faster.

True **False**

e) Gravity is the force of attraction between one bit of matter and another bit of matter.

True **False**

2. a) (Circle) the words or group of words that are contact forces.

friction	gravity	air resistance
magnetic force	electrostatic force	

b) Underline the words or group of words that are forces that can act without touching.

friction	gravity	air resistance
magnetic force	electrostatic force	

NAME: _____

Reading Passage

More Than One Force

When more than one force acts on something, we can add the forces together to get one force. The result is called the **net force.** When we combine the forces, we have to think about the direction in which each force pushes or pulls. If two forces push or pull in **opposite** directions, the net force will be the smaller force subtracted from the larger force.

In the picture ten men are having a tug of war. Five men are pulling one way and five men are pulling the other way. Each man pulls with a force of 100 pounds.

Remember we said we can show a force as an arrow. The arrow points in the direction the force is acting, and the length of the arrow shows the amount of force. The force arrows for the tug of war would look like this:

Arrows pointing in opposite directions **cancel** each other, so the net force on the rope is zero. Even though the men are exerting a total force of 1,000 pounds, the rope is not moving because there is a 500-pound force to the left and a 500-pound force to the right. 500 minus 500 equals zero (500 – 500 = 0).

But wait! A man on the left has just slipped on the grass and dropped the rope! Now the arrows look like this:

And the net force is: → Now the rope moves to the right because the net force is 100 pounds to the right. That is because 500 pounds to the right minus 400 pounds to the left equals 100 pounds to the right (500 – 400 = 100).

Reading Passage

NAME: _____

More Than One Force

Name two forces acting on a falling stone. What is the direction of the net force on the stone as it begins to fall?

_____

_____

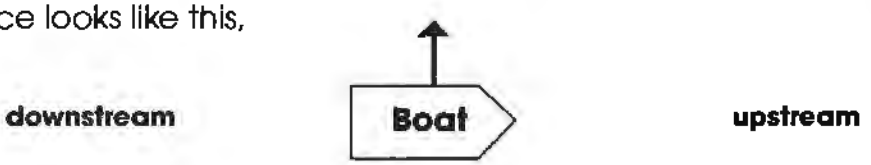
Here is another net force problem. A woman is rowing a boat upstream in a river. Her rowing applies a force to the boat in the upstream direction. The river current applies a smaller force in the downstream direction. The force arrows will look like this:

The net force arrow will look like this:

So the boat moves slowly upstream.

Then the woman runs into some bad luck. She comes to a part of the river where the current is stronger. Now the force of the current is the same as the force of her rowing. To make things worse, a wind comes up that blows the boat toward the riverbank. Now the force arrows look like this:

So now the net force looks like this,



and the boat moves toward the riverbank.

NAME: _____

After You Read

More Than One Force

1. **What is the direction of the net force in each question below? Circle your answer.**

   a) What is the direction of the net force on water as it goes over a waterfall?

   up **down** **no net force**

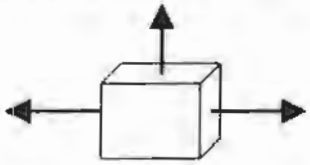
   b) What is the direction of the net force on a large building?

   up **down** **no net force**

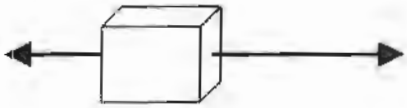
   c) What is the direction of the net force on a rocket as it takes off?

   up **down** **no net force**

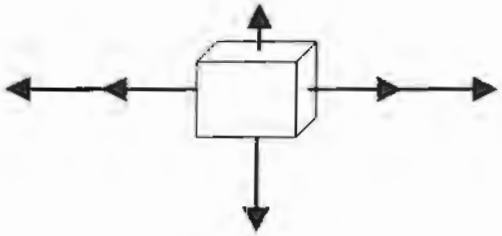
2. **Three boxes are shown below. The forces acting on the boxes are shown by arrows. Circle the word that tells which direction each box will move.**

a) 

left **right** **up** **down**

b) 

left **right** **up** **down**

c) 

left **right** **up** **down**

Reading Passage

NAME: 6th Grade Science

Balanced and Unbalanced Forces

We have read that the forces acting on something can be combined into a net force. You may remember that sometimes the net force is zero. When the net force is zero, we say the forces are **balanced.**

At other times, the forces combine to give a net force that is not zero and acts in one direction or another. When the net force acts in some direction, we say the forces are **unbalanced.**

When the forces on something are balanced, the motion of the thing does not change. If it is sitting still, it will go on sitting still. If it is moving at some speed in some direction, it will continue to move at that speed in that direction.

When forces on something are unbalanced, the motion of the object will change. It might go faster, it might go slower, or it might go in a different direction. Speeding up is called **acceleration.** Slowing down is called **deceleration.**

The forces on a ball thrown into the air are unbalanced. The main part of the net force on the ball is the force of gravity pulling it back to earth. This net force causes all three kinds of change in motion. As the ball goes up, it decelerates until it reaches its highest point. At the high point, the ball changes direction. Finally, the ball accelerates as it falls back to the ground.

Question: What is the best way to describe an unbalanced force?

NAME: _____

Reading Passage

Balanced and Unbalanced Forces

Think about a car traveling on a flat, straight road at 60 miles per hour. It is moving at a steady speed, and its direction stays the same, so the forces on the car must be balanced. The car is acted on by the forward force of the tires pushing on the road. The backward forces acting on the car are the forces of friction and air resistance. These forces combine to give a net force of zero.

A boy jumps off a diving board. Are the forces acting on him balanced as he falls toward the water? Explain why or why not.

_____

_____

A skydiver is acted on by both balanced and unbalanced forces during her fall through the air. The main forces acting on a skydiver are the down force of gravity and the up force of air resistance.

As soon as the skydiver jumps from the airplane, she begins to accelerate. Her speed gets faster and faster as she falls. The forces acting on her are unbalanced because the force of gravity is greater than the force of air resistance.

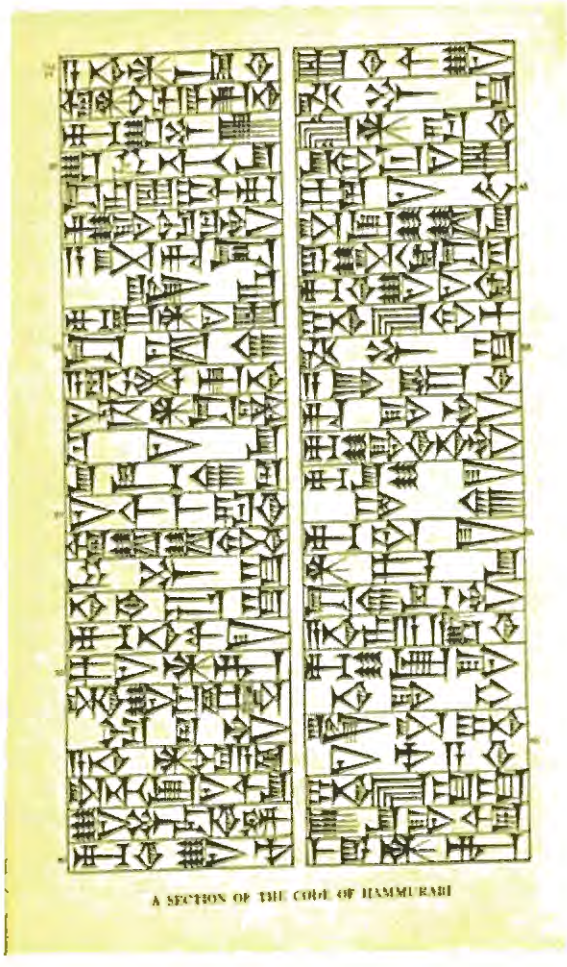
But the force of air resistance is greater at higher speeds. At some point in her fall, the force of air resistance will equal the force of gravity. Now the forces are balanced, and the net force is zero. At this point, she stops accelerating and continues to fall at a steady speed. This speed is about 120 miles per hour.

What do you think happens when she opens her parachute? A parachute has more air resistance than a body, so now the forces are unbalanced again. Now the net force is in the up direction, she slows down until the forces are balanced again. She will then fall the rest of the way at the new slower speed.

Question: If a feather is floating toward the ground at a steady speed, what is the net force?

The Code of Hammurabi

by ReadWorks



Section of the Code of Hammurabi

We may take for granted the existence of written laws. Many people grow up with the understanding that certain laws exist. If you fail to stop at a stop sign in your car, you will likely receive a fine. Refusal to pay your taxes can result in a prison sentence. In some states, killing another human being can even result in the death penalty.

The U.S. Constitution, the supreme law of the United States of America, was written to ensure that everyone knows the laws of living in this country. Instead of allowing a single ruler to impose his or her will, people are required to follow a set of written laws. Breaking them comes with certain punishments. Based on the code of laws, a judge determines the punishment for a particular crime. Committing murder is a much larger crime than running a red light. Thus, the punishment for murder is much greater than failing to stop at a red light.

Written laws existed long before the U.S. Constitution. Historians trace the creation of written laws to around 1772 B.C. At that time, what we now consider Iraq was known as Mesopotamia. And the ruler of Mesopotamia was a man named King Hammurabi. Hammurabi was a member of the Babylonian

people. He was also a talented military leader and a smart governor. It was he who is credited with creating the first written laws.

Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim in an effort to make the punishment fit the crime. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder. They helped to advance the rule of law in Mesopotamia.

Hammurabi created 282 laws, which dealt with aspects of everyday life. Crimes came with specific penalties, and many of them were punishable by death. The laws were inscribed on a stone pillar, and became known as Hammurabi's Code. To ensure that everyone knew all 282 laws, they were also probably read aloud in public on a regular basis. That way, no one could be excused for committing a crime because of not knowing the law. Laws in the United States function in a similar way. The United States government usually allows people full access to its laws, so the fact that you don't know that running a red light is illegal in the U.S. does not excuse you from paying a fine for doing so.

One of many differences between Hammurabi's Code and the U.S. Constitution is that the laws in Hammurabi's Code often depended on social standing. Soldiers and noblemen had certain rights that ordinary citizens and poor people did not. Still, the existence of laws prevented a future single ruler from imposing his will on the populace.

Hammurabi's Code also dealt with similar issues that we confront in our own justice system today. The laws covered issues related to trade, marriage, taxes, theft, and murder, among other things. To create the code, the king collected laws from different regions of Mesopotamia and compiled them into a single rulebook. If a person was accused of a crime, that person would face a judge. This judge would determine whether the accused person was innocent or guilty of the crime. If the person was found guilty, then the judge would prescribe the appropriate punishment as written in Hammurabi's Code.

Here's an example of how Hammurabi's Code might have been used in Mesopotamia. Imagine a shepherd is accused of stealing a sheep that was taken from a nobleman's flock. The shepherd and the nobleman are both brought before a judge. The nobleman introduces a witness. The witness claims to have seen the shepherd in the nobleman's field the night before the nobleman realized one of his sheep was missing. Then, the witness says, "The shepherd picked a sheep up and ran off with it in the direction of his own property." The witness is certain it was the same man because she got a good look at the shepherd's face and he was wearing the same hat that he now has on during this "trial." Later, the nobleman points out that the sheep found at the shepherd's place was marked with the nobleman's brand.

In an attempt to defend himself, the shepherd claims he purchased the sheep from a man in town. The shepherd names the man in town, and that man is also brought before the judge. The man says that he has never seen the shepherd and also that he was not selling sheep in the market on the day that the shepherd says he bought the sheep. The man continues to say that he was visiting his daughters. The man's daughters and their husbands act as witnesses and confirm that he was not in the market on said day.

Since the shepherd's story of purchasing a sheep from the marketplace has been cast into doubt by witnesses, the judge determines that he is guilty of stealing the sheep. The judge consults Hammurabi's Code.

Law number eight states: "If any one steals cattle or sheep, or an ass, or a pig or a goat, if it belongs to a god or to the court, the thief shall pay thirtyfold therefor." This means that if a man steals a sheep that's owned by the ruling class in Mesopotamia, he would be required to pay 30 times the amount of the sheep's worth. The law continues: "If they belonged to a freed man of the king he shall pay tenfold; if the thief has nothing with which to pay he shall be put to death." Because the shepherd is found guilty of stealing the sheep from a nobleman and noblemen are considered to be members of the court, the shepherd is required to pay 30 times the cost of the sheep based on the law. According to Hammurabi's Code, if the shepherd does not have enough money to cover his payment, he will be put to death.

Fortunately for the shepherd, he has many other sheep in his flock. He sells 30 of his sheep and pays the nobleman. As a result, the shepherd now has only three sheep left in his flock.

Name: _____ **Date:** _____

1. What is Hammurabi's Code?

A. a collection of 282 laws believed to be the first written laws

B. a group of soldiers and noblemen who lived in ancient Mesopotamia

C. the ancient idea that a punishment should fit the crime

D. the punishment for stealing sheep from a nobleman in ancient Mesopotamia

2. What does this passage describe?

A. the origin and meaning of the word "judge"

B. what Mesopotamian society was like before written law

C. the life and death of the Mesopotamian King Hammurabi

D. the function and influence of the first written laws

3. Read these sentences from the text.

In an effort to make the punishment fit the crime, Hammurabi's Code often required the criminal to receive the same injury that he or she had inflicted on a victim. Such laws may seem harsh today, but they were intended to prevent society from descending into chaos and disorder.

Based on this evidence, what might King Hammurabi have wanted to promote in society?

A. chaos and confusion

B. justice and order

C. anger and violence

D. wealth and fortune

4. How might Hammurabi's Code have prevented a single ruler from imposing, or forcing, his or her will on people?

A. by convincing the public that a ruler always wants what is best for the people

B. by punishing a ruler for trying to change the Code

C. by forcing a ruler to get people to agree on a new law before adding it to the Code

D. by preventing the ruler from making up new laws that were not mentioned in the Code

5. What is the main idea of this text?

A. In the time of Hammurabi's Code, it was illegal for a shepherd to steal a sheep from the flock of a nobleman.

B. The U.S. Constitution is mostly based on the ideas and laws mentioned in Hammurabi's Code.

C. Hammurabi's code and the U.S. Constitution differ in that the laws in Hammurabi's Code often depended on social standing.

D. Hammurabi's Code was the first collection of written law and advanced the rule of law in Mesopotamia.

6. Why might the author have described the imaginary trial of the shepherd who stole the nobleman's sheep?

A. to show that the shepherd did not commit the crime of which he was accused

B. to show that a single ruler could impose his or her will on other people

C. to show how Hammurabi's Code might apply to a specific situation

D. to convince the reader that Hammurabi's Code was unfair in its punishments

7. Choose the answer that best completes the sentence.

All 282 laws of Hammurabi's Code were also probably read aloud in public on a regular basis _____ no one could be excused for committing a crime because of not knowing the law.

A. although

B. however

C. above all

D. so that

8. What does law number eight of Hammurabi's Code describe the punishment for?

_____

_____

_____

6th Grade Reading
Week of May 18th

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh

Interpreting Literature

Implied Meaning of Plot

Tutorial

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh

Some stories and novels teach a lesson.

This lesson is called a **moral.** If you are careful, you can figure out the lesson the author is trying to teach you. Usually, the authors don't come right out and tell you what the moral, or lesson, of a story is. They let the **story** teach the lesson. They let the **story imply** the **moral.**

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh

For example, a writer who believes that spending unscheduled time without phones and access to the Internet is good for clearing one's head might write a story such as:

Once she left behind the city, her cell phone, and her 60-hour work week, Elizabeth could not believe how exhilarating it felt to do absolutely nothing. Looking at the clear night sky, marked by a glowing moon and too many stars to count, Elizabeth could feel her body—and even her mind—relax for the first time in a decade. Her normally stressed body seemed to hand itself over to the earth, and she was overtaken by the desire to make sand angels on the ground. She lay on the cool earth and moved her arms and legs up and down. At once, she was eight years old again.

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh

Moral: Unscheduled down time is good for people.

Did you notice that the author did not come right out and say, "You should turn off your cell phone and computer to relax and recharge"?

He (or she) let's the story teach the lesson.

Once she left behind the city, her cell phone, and her 60-hour work week, Elizabeth could not believe how exhilarating it felt to do absolutely nothing. Looking at the clear night sky, marked by a glowing moon and too many stars to count, Elizabeth could feel her body—and even her mind, relax for the first time in a decade. Her normally stressed body seemed to hand itself over to the earth, and she was overtaken by the desire to make sand angels on the ground. She lay on the cool earth and moved her arms and legs up and down. At once, she was eight years old again.

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh

Moral: The lesson a story or novel teaches.

Read the following story carefully.

Every time Paula's three-year-old son Hayden pulled another toy from the toy box, she rushed to clean up the discarded truck, puzzle, or train that no longer captured his attention. "Don't forget, Hayden, that you must put away each toy before you play with a new one," she scolded in a slightly playful yet still serious tone. Of course markers and finger paints were off limits in Paula's spotless house, and she just couldn't bear play dough. Visions of tiny crumbs of dried neon specks ground into her fine rugs sent her reeling. Later in the afternoon, while making cookies together, Paula initially gasped as she returned from the walk-in panty only to find a large, doughy smiley face on her wide-plank floors and her laughing son. Instead of raising her hands and voice as usual, however, she couldn't help but to laugh herself at the silly creation. For the first time ever, she joined Hayden on the floor, adding doughy hair to the happy face he created and popping a few chocolate chips in her own mouth.

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh — 1 of 3

Remember, the details of a story often imply the moral.

Which is the implied moral of this story?

Select the correct answer.

YES — It is good to loosen up and be messy and childish from time to time.

Don't clean your house too much.

It's not a good idea to let a three-year-old have markers and finger paint in the house.

Keeping your house clean is very important.

Answer

That's it. Select Next to continue.

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh — 2 of 3

Moral: The lesson a story or novel teaches.

Which statement **least** represents the moral of the story?

Select the correct answer.

Don't worry so much about cleaning your house when you have young children.

YES — Allow your child to do whatever he or she wants.

Letting your child get messy from time to time can be fun for you and your child.

Answer

Right. Select Next to continue.

Implied Meaning of Plot — Tutorial

Notebook | Hint | Glossary | Data | Dictionary | Refresh — 3 of 3

Remember, the details of a story often imply the moral.

How does the author of the story hope people will change their behavior?

Select the correct answer.

They will let dried play dough stay in the carpet.

They will keep their house clean.

YES — They will play more with their children.

Answer

Good. Select next to continue.

Question 1 .

Presidential Run
by c. safos

Denise and Wilma were running for class president. Denise was the favorite to win. She was the most popular. She had won the year before. She knew every nook and cranny of the school.

Wilma, however, wasn't nearly as popular. She had a group of three close friends, and everyone else was a stranger or an acquaintance. Wilma knew the school though. She knew what the school needed to be great. She was concerned that the school library wasn't as good as it could be. She was worried that the study hall wasn't helping people—that it had become a place for people to get together and hang out instead of study.

The thing that worried her the most was that the school's athletic teams weren't equal. For instance, the school had four sports—soccer, track and field, basketball, and baseball. Each sport had one female team and one male team. The problem was that the girls' soccer team only got a little bit of the money that's given to the sports budget. In fact, the boys' teams used 70 percent of the budget, but the girls' teams only used 30 percent. While the boys' soccer team got new uniforms every year, it had been three years since the girls' soccer team had gotten new uniforms.

Denise didn't see anything wrong with how the money was being spent. She thought that since more people went to see the boys' teams, they should get more money than the girls' teams. Denise was more worried about the prom. She wanted to hold it at a different place this year. She thought if she did, it would make her more popular with the students since she thought all they cared about was the prom. Her other major problem was that the school only had two vending machines. She wanted more. Their rivals from Dalton-Smith High School had 20 vending machines at their school. Denise thought her school, Unger High, could do better, and the students at Dalton would be jealous of the students at Unger.

Election Day finally came. The halls were flooded with banners and bunting. Ribbons and streamers flowed from the ceiling in the cafeteria. The poll lines seemed to go on for miles. Denise thought she had the election in the bag. Many of the students voting wore a "Denise for President" button. Then, Wilma arrived, bringing with her the female student athletes and their votes.

Denise was shocked when she lost the election. She thought she knew what her fellow students wanted, but she only knew what she wanted.

Which of Wilma's qualities **most** contributes to the plot of this story?

A. her ability to run fast

B. her desire to help people

C. her need to be popular

D. her mean personality

Question 2 .

adapted from **Heidi**
by Johanna Spyri

The children in the meantime were ascending slowly in a zigzag way, Peter always knowing where to find all sorts of good grazing places for his goats where they could nibble. Thus they strayed from side to side. The poor little girl had followed the boy only with the greatest effort and she was panting in her heavy clothes. She was so hot and uncomfortable that she only climbed by exerting all her strength. She did not say anything but looked enviously at Peter, who jumped about so easily in his light trousers and bare feet. She envied even more the goats that climbed over bushes, stones, and steep inclines with their slender legs. Suddenly sitting down on the ground the child swiftly took off her shoes and stockings. Getting up, she undid the heavy shawl and the two little dresses. Out she slipped without more ado and stood up in only a light dress. In sheer delight at the relief, she threw up her dimpled arms that were bare up to her short sleeves. To save the trouble of carrying them, her aunt had dressed her in her Sunday clothes over her workday garments, and Heidi arranged her dresses neatly in a heap and joined Peter and the goats. She was now as light-footed as any of them. When Peter, who had not paid much attention, saw her suddenly in her light attire, he grinned. Looking back, he saw the little heap of dresses on the ground and then he grinned yet more, till his mouth seemed to reach from ear to ear; but he said never a word.

The child, feeling free and comfortable, started to converse with Peter, and he had to answer many questions. She asked him how many goats he had, and where he led them, what he did with them when he got there, and so forth.

At last the children reached the summit in front of the hut. When Deta saw the little party of climbers she cried out shrilly: "Heidi, what have you done? What a sight you are! Where are your dresses and your shawl? Are the new shoes that I just bought for you gone, and the new stockings that I made myself? Where are they all, Heidi?"

The child quietly pointed down and said "There."

The aunt followed the direction of her finger and descried[1] a little heap with a small red dot in the middle, which she recognized as the shawl.

"Silly child!" Deta said excitedly. "What does all this mean and why have you taken your things all off?"

"Because I do not need them," said the child, not seeming in the least repentant[2] of her deed.

"How can you be so careless, Heidi? Have you lost your senses?" the aunt went on, in a tone of mingled vexation[3] and reproach[4]. "Who do you think will go way down there to fetch those things up again? It is half-an-hour's walk. Please, Peter, run down and get them. Do not stand and stare at me as if you were glued to the spot."

"I am late already," replied Peter, and stood without moving from the place where, with his hands in his trousers' pockets, he had witnessed the violent outbreak of Heidi's aunt.

"There you are, standing and staring, but that won't get you further," said Deta. "I'll give you this if you go down." With that she held a five-penny-piece under his eyes. That made Peter start and in a great hurry he ran down the straightest path. He arrived again in so short a time that Deta had to praise him and gave him her little coin without delay. He did not often get such a treasure, and therefore his face was beaming and he laughingly dropped the money deep into his pocket.

1. to catch sight of
2. feeling of regret
3. in an annoyed state
4. disappointment

What does Heidi do with her shoes, stockings, shawl, and Sunday dresses?

A. She carries them in her arms to the top of the hill.

B. She decides to put them back on after a while.

C. She folds them neatly and leaves them behind on the hill.

D. She convinces Peter to carry her shoes and other clothing.

Question 3 .

Working Hard for the Money

Henry swung open the heavy metal door of the warehouse and stepped inside, carrying a large black plastic garbage bag over his shoulder. He walked up to a large desk, where a woman greeted him. "Morning, Henry," she said. "Looks like you got a big bag today, young man!"

Henry smiled, "You bet! Actually, I think this will be my last bag. I should have enough for the ticket after this."

The woman shook her head. "I've never seen anyone your age work so hard to watch an old man play guitar. I will never understand. Go put your bag on the scale."

Henry walked over and dropped his bag onto a large metal scale next to the woman's desk. The cans in the bag crunched and rattled as the bag settled. The weight flashed up on the digital screen, and Henry smiled. "I knew it!" he yelled. "That's all I'm going to need!"

The woman opened a cash register and began counting out Henry's earnings. "Go throw your bag in the recycling bin," she said. "You know, I'm going to miss seeing you around here."

"I'll miss you too," Henry said, "but I sure won't miss digging around in the garbage for cans. It's too much work!"

"Well, you wanted something, and you worked hard until you got it. You should be proud of yourself."

"I am," said Henry, "and when I see G.G. Johnson play tomorrow night, I'm going to know what he means when he sings about working!"

What is Henry earning money to buy?

A. a concert ticket

B. video games

C. a new guitar

D. aluminum cans

Question 4 .

Cassandra's father pulled into a driveway and stopped the car. Cassandra looked up from her cell phone. She had been texting her best friend, Kellie. The text read, "I am sure I will hate it." Cassandra and her parents stepped out of the car and into the blazing Oklahoma sunlight.

"Well?" said her father. "What do you think?" He waved his hand out toward the house and the trees, toward everything around them. "It's ours, all of it. Nearest neighbor is a quarter mile away."

Cassandra's mother had a smile on her face so large that Cassandra thought her teeth might start falling out like large panes of glass. "Oh, Earl!" she squealed. "It's tremendous!" She clapped her hands delightedly. "What do you think, Cassandra?"

Cassandra shrugged and looked around. She didn't want to move, especially out to the country, and she'd been telling them that for months! There was nothing out here but trees, grass, and bushes. In town, they lived in an apartment with one bedroom above a laundromat. Looking out the window there, Cassandra could see hundreds of people, thousands maybe, running across the street, purchasing things from vendors on the sidewalk, driving and honking. Here, there was nothing, no people, no noise, no action, nothing. At the apartment, she had a dozen friends within walking distance. Who was she going to talk to out here, with the closest neighbor a quarter of a mile away?

She followed her parents into the house. Her father showed them the living room, the dining room, the kitchen, the master bedroom and bath, all empty. Everything was being moved next week. Her mother and father excitedly discussed the possible locations of chairs, sofas, and tables. Finally, her father said, "Why don't you go look for your room?" Cassandra left them chirping happily in the foyer and walked down a long hallway.

At the end of the hall was a closed door, and someone had taped a piece of paper to the door that said, "Cassandra's Room." She pushed open the door and flipped a light switch. For the first time, she had a room, her very own room. The walls were wallpapered to look like wood paneling, and there was a strong, slightly unpleasant odor, as if the previous owners had smoked cigars in the room. She could still hear her parents making decorating plans in the other room.

Cassandra began thinking about the apartment, where her parents slept in the one bedroom and Cassandra slept on the couch. Whenever her parents had friends over, Cassandra had to sleep in her parents' bed and then move out to the couch when the guests finally left. There was no privacy, no quiet. She was happy there, but it was not perfect.

She closed the door and listened carefully. Only the faintest murmur of her parents' voices could be heard. She noticed the lock on the doorknob, and she pressed it until it clicked. Cassandra turned in circles, closing her eyes, and then lowered herself to the carpet and lay back. *Yes*, she thought, *this was going to be fine. This new house was going to be just fine.*

What do Cassandra's parents talk about when they are in the house?

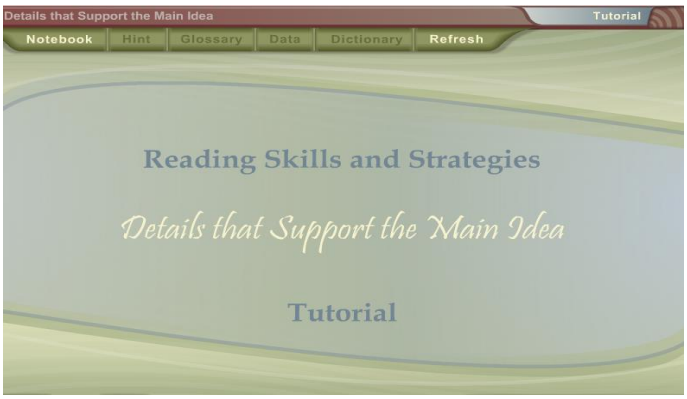
A. how much the house will cost

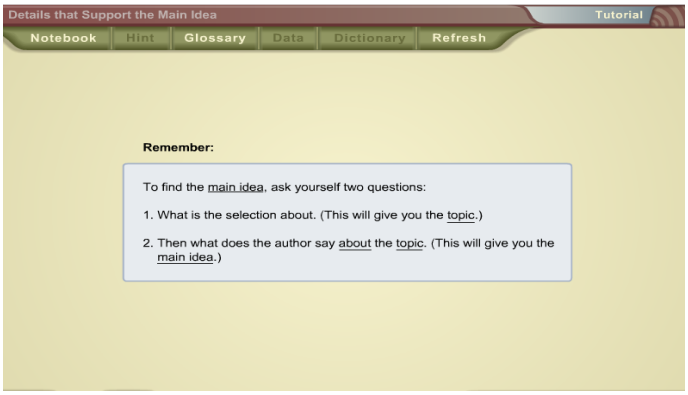
B. where to put the furniture

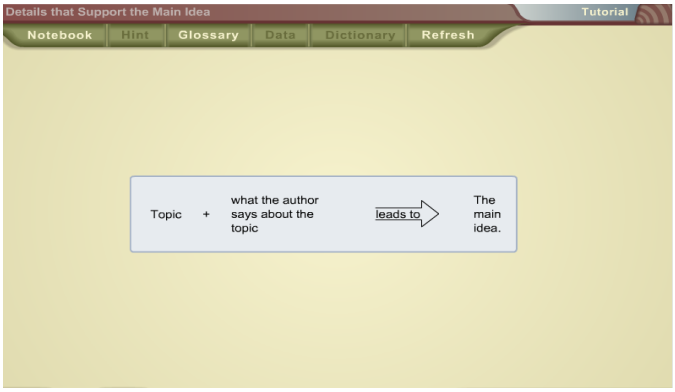
C. the difficulty of moving

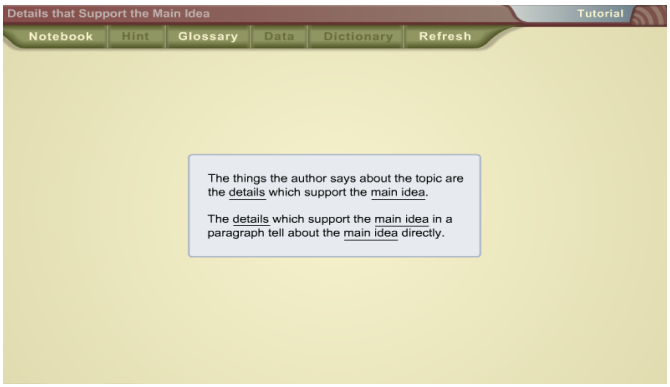
D. the size of the trees outside

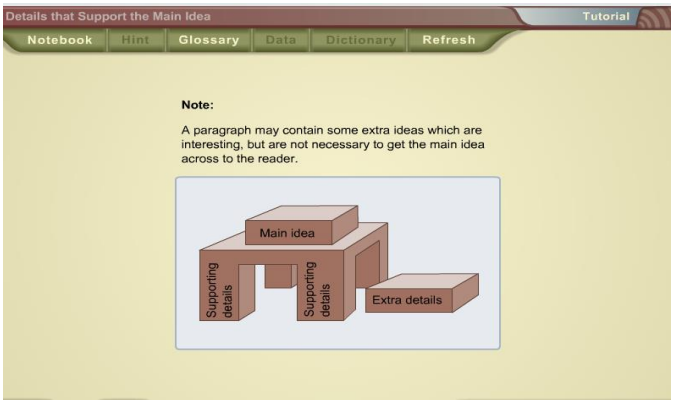
6th Grade Reading

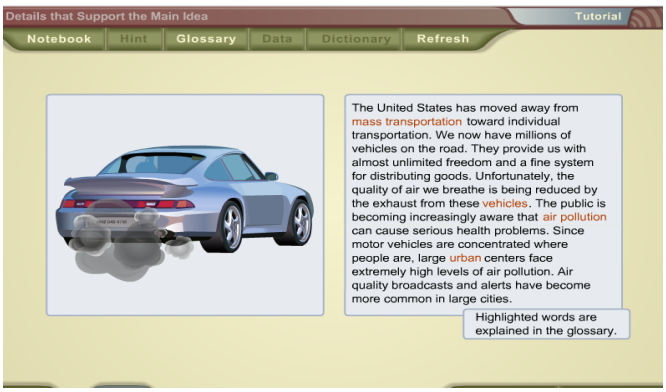


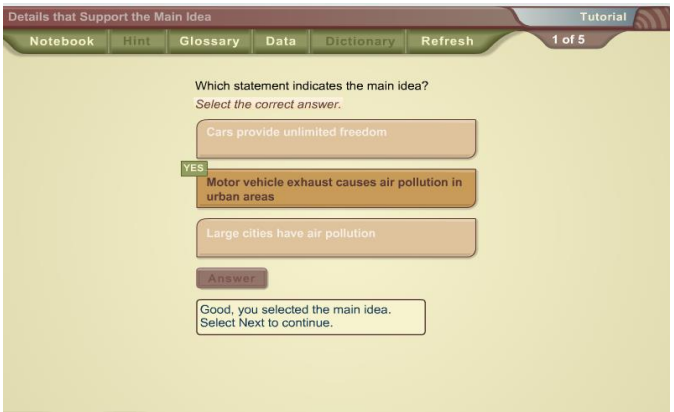


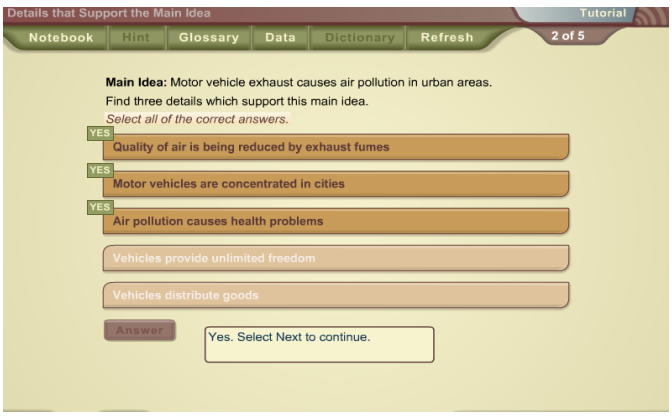












6th Grade Reading

Question 1 .

Storytelling: A Disappearing Art

Most of us grew up listening to bedtime stories from our parents or grandparents. The idea of listening to a magical tale while we are tucked under a warm blanket is very comforting. Not everyone can narrate a story well. Storytelling is an art that has social and educational advantages. Effective storytelling requires the speaker to narrate the story in such a way that the listeners can actually imagine the events unfolding before them, slowly and in detail.

The ritual of storytelling was more common when there were no televisions, mobile phones, or the Internet. Children would eagerly look forward to listening to fairy tales or folk tales during the evening hours and would flock toward their elders or parents to hear a new story. Evening time was ideal for this ritual, as both children and their parents and grandparents would be done with their respective chores. Elders narrated stories in great detail and with expressions and emotions. Children found it easy to visualize everything. Unknowingly, children would also learn the art of modulating voice, tone, pitch, and expressions. The stories would be chosen with care and would either be informative or have a moral. Parents often chose stories as a means to teach important values and lessons to their children. Through the actions and choices of the characters in these stories, children learned to differentiate the good from the bad. They learned how one should behave and treat others. Storytelling was done in such a way so as to prompt children to ask more questions. Parents encouraged their children's curiosity. Sometimes, parents would leave a story midway and ask the children to complete it. This helped them nurture and develop their kids' imaginations and creativity. Reading stories aloud also helped children to become familiar with new words, thus strengthening their vocabulary. Children also learned to become good and attentive listeners.

Sadly, today, with the use of the Internet and cell phones, the art of storytelling is disappearing. Parents do not have much time to spend with their children. Most children now choose to spend time surfing the Internet, chatting with their friends, or watching television. They hardly interact with family members. The bond that the siblings shared is no longer as strong as it was in the past.

Select ALL the correct answers.

Which **two** sentences from the passage **best** illustrate the idea that storytelling thrives when there are fewer distractions?

A. The ritual of storytelling was more common when there were no televisions, mobile phones, or the Internet.
B. Sadly, today, with the use of the Internet and cell phones, the art of storytelling is disappearing.
C. Most of us grew up listening to bedtime stories from our parents or grandparents.
D. The bond that the siblings shared is no longer as strong as it was in the past.
E. Reading stories aloud also helped children to become familiar with new words, thus strengthening their vocabulary.

Question 2 .

Reagan has just found out that the school she attends might be changing into a year-round schedule. This means there would be no more summer break. Instead, she would have to go to school year round. She is concerned because this could affect her plans to work during the summer. At one of the school board meetings, she tries to convince the school board that year-round school is a bad idea.

Which sentence should Reagan include in her speech to persuade the school board to reject year-round schooling?

A. A year-round school schedule would hurt the school's football team and their schedule.

B. Year-round schools have students who do better on tests and in the classroom.

C. Year-round schooling would interfere with students who go on vacation.

D. Year-round schooling costs more money because utilities must be used year-round.

Question 3

Magda's principal wants to cancel recess at her school, and Magda wants to persuade him that recess is good for students. Which sentence would **best** fit in a persuasive letter about keeping recess?

A. Last year, 50% of the fights at our school happened at recess.

B. Recess gives students the chance to exercise or work on homework.

C. The students would not like you anymore if you cancelled recess.

D. Studies show that recess is too distracting for students.

Question 4 .

What Causes Earthquakes

Natural earthquakes occur mostly from tectonic movements of the plates. Tectonic plates are large parts of the oceanic and continental lithosphere. The lithosphere is the solid outer section of Earth's crust. These sometimes shift into various positions both under water and above. Such movements generally occur along fault lines. When two rocks slide against each other, they create fault lines. These fault lines can be both extremely narrow or miles wide. Fault lines are created mostly in mountainous regions where plate tectonic movements are more likely. Movement between the tectonic plates is rarely smooth. When the plates slide against each other, they create a tremendous amount of friction. This friction forms seismic energy that travels in waves through the surface of the Earth. This causes the earthquake. While normal energy travels above the surface of the Earth, seismic energy travels under the Earth's surface. This creates more tension between the land plates, causes more shifting, and creates more fault lines. The spot below the Earth's surface where the rocks break against each other is called the focus of the earthquake. The place exactly above the focus on the surface of the planet is called the epicenter of the earthquake.

Sometimes, earthquakes can also be man-made instead of natural. These can sometimes be caused due to explosions underground. Explosions big enough to cause a shift in the surface of the Earth are generally caused in mining tunnels or during nuclear testing. But the seismic energy formed due to these explosions is rarely very strong. Therefore, the strength of the earthquakes caused is not very high.

Which of the following sentences could be added to the passage to help the reader better understand why tectonic plates shift?

A. The liquid mantle of the Earth's crust makes the rocks under the surface move and push the tectonic plates above, making them shift.

B. The tectonic plates on the Earth's uppermost crust are pieces of landmass and are also referred to as the Earth's lithosphere.

C. When the Earth's crust moves, it causes enough tension to break the surface of the Earth into fault lines, which may collide and create a new land mass.

D. The tectonic plates shift and sway periodically, which creates instability in the surface of the Earth, thus causing earthquakes.

Question 5 .

Our bodies are made up of muscles. The muscles help our bodies function properly. For example, they help move food through our bodies and move air in and out of our lungs. Muscles that help us move are fastened to our bones by strong, tough cords called tendons. We can feel these tendons on the insides of our wrists and at the backs of our ankles. The tendon in our ankle is called the Achilles' tendon, and it joins our calf muscles to our heel. It is named the Achilles' tendon after the warrior Achilles who was shot with an arrow in his heel, which ultimately led to his death.

Muscles are extremely important parts of our bodies. Leg muscles help us run and skip, arm muscles help us lift and carry objects, and face muscles help us express ourselves through actions such as winking and smiling. Our bodies have more than 600 major muscles. Some of these muscles are not fastened to our bones. Muscles mix and mash food in our stomach and also help us breathe. The heart is a very special and strong kind of muscle as well. Indeed, the importance of muscles in our bodies cannot be overestimated.

Which fact from the passage is least relevant for developing the topic?

A. The tendon in our ankle is called the Achilles’ tendon, and it joins our calf muscles to our heel.

B. It is named the Achilles’ tendon after the warrior Achilles who was shot with an arrow in his heel, which ultimately led to his death.

C. For example, they help move food through our bodies and move air in and out of our lungs.

D. Leg muscles help us run and skip, arm muscles help us lift and carry objects, and face muscles help us wink and smile.

As **prefix and suffix** play an important role in morphology, we should know the difference between suffix and **prefix**. **Prefix and suffix** are modifiers that when attached to a word, change its meaning. While **prefix** is attached at the start of the word, **suffix** gets attached at the end of the word.

Most Common Prefixes

Prefix	Meaning	Key Word
anti-	against	antifreeze
de-	opposite	defrost
dis-*	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-*	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-*	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-*	not	unfriendly
under-	under	undersea

*Most frequent. The four most frequent prefixes account for 97 percent of prefixed words in printed school English.

Most Common Suffixes

Suffix	Meaning	Key Word
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed*	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker, actor
-est	comparative	biggest
-ful	full of	careful
-ic	having characteristics of	linguistic
-ing*	verb form/ present participle	running
-ion, -tion, -ation, ition	act, process	occasion, attraction
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly*	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es*	more than one	books, boxes
-y	characterized by	happy

*Most frequent. The four most frequent suffixes account for 97 percent of suffixed words in printed school English.

6th Grade Reading

1. When I asked Dwayne why he was wearing a long-sleeve shirt and putting on sunscreen, he told me that he is on a medication that makes him hypersensitive to sunlight.

In this sentence, the word hypersensitive means

A. very sensitive.

B. normally sensitive.

C. not sensitive.

D. less sensitive.

.

2. Clara asked the receptionist to postpone her appointment.

What does the word postpone mean in the above sentence?

A. to change to an earlier time

B. to increase the time period

C. to put off to a later time

D. to make something slow

3. Mr. Gellar moved to New York when he got a promotion.

What is the meaning of the word promotion?

A. the chance of getting a new job position

B. the option of moving up a job position

C. the state of moving up a job position

D. the need of getting a new job position

4. Though the woods were dangerous, the boys were undaunted and decided to continue up the trail.

If the word daunted means to not have courage, what is the meaning of undaunted?

A. able to be courageous

B. with courage

C. study of courage

D. without courage

Using your knowledge of prefixes, suffixes, and word roots, answer the question.

5. Sara and her team found it inconvenient to travel by bus.

What is the meaning of the word inconvenient?

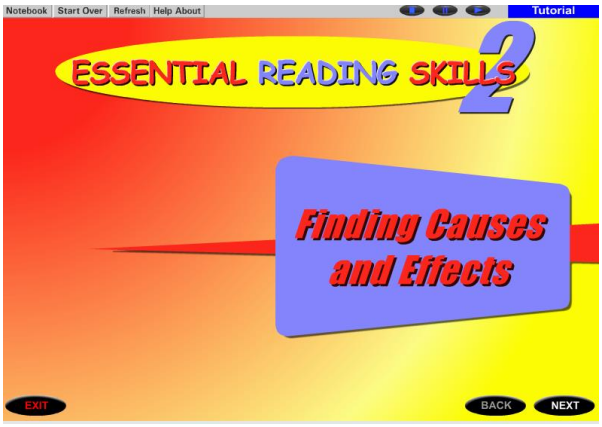
A. hardly convenient

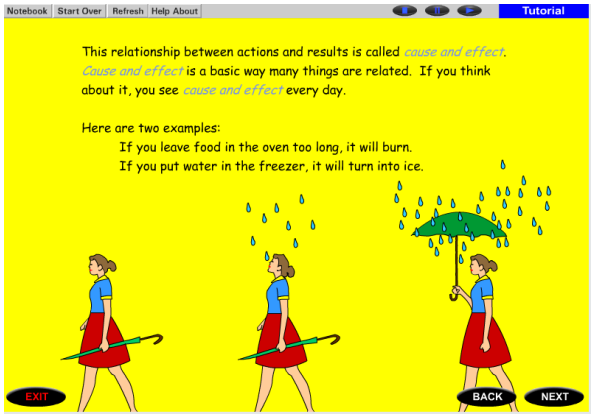
B. not convenient

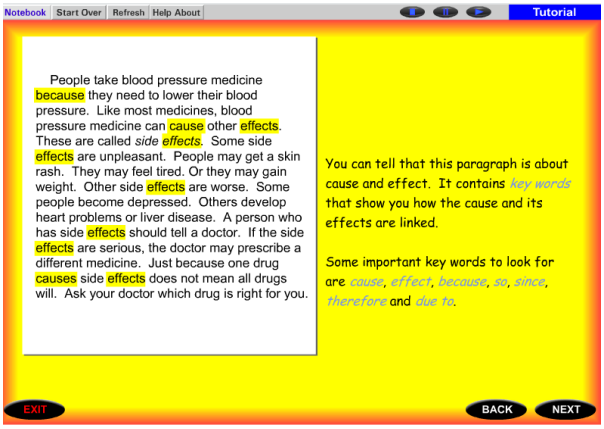
C. too convenient

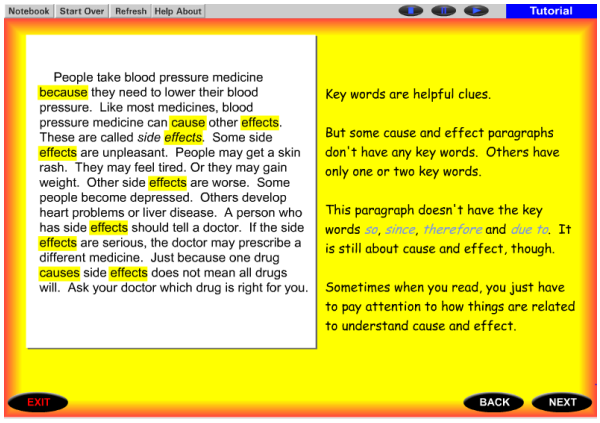
D. fairly convenient

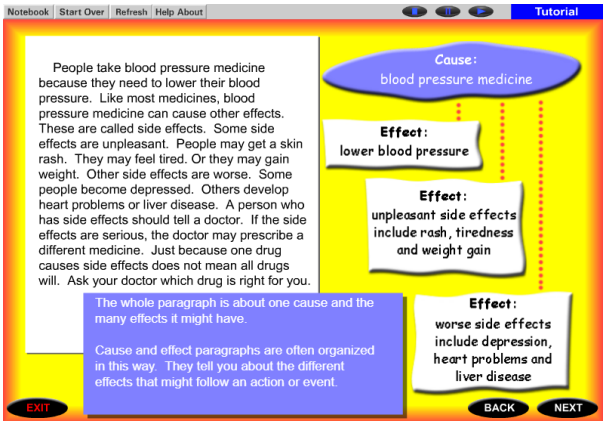
6th Grade Reading
Week of May 25th

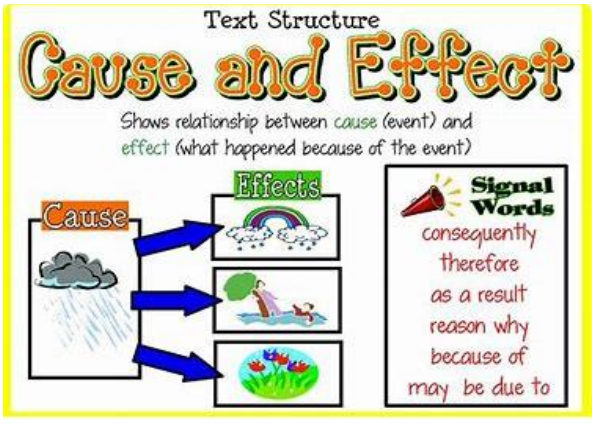












Question 1 .

Historic Day at Kitty Hawk

December 17, 1903, was a mighty big day in the history of flight. Sailing over a beach in Kitty Hawk, North Carolina, Orville Wright piloted the first engine-powered airplane. He flew just 20 feet above the sands, and the 120-foot flight took all of 12 seconds. The Wright Brothers made three additional flights that day. Wilbur Wright's was the longest, flying a record 59 seconds and covering 852 feet.

The two brothers had been bicycle mechanics in Dayton, Ohio. Then, in 1896, they started trying to build flying machines. They chose the beach at Kitty Hawk for their test runs because of the steady winds there, which would give their flying machine some lift. Before trying to build a powered machine with an engine, they first made hundreds of runs in a non-powered glider. This taught them what they needed to know about the science and physics of flight.

Inventing a powered flying machine that could be controlled by the pilot was harder than the brothers thought. Engines made by carmakers were either not powerful enough or they were too heavy. For this reason, the Wright Brothers finally opted to design and build their own. All their hard work paid off on that December day at the beach in Kitty Hawk, though only a handful of people were there to see it. They had even told a number of newspapers that they would be trying to make history that day. However, only the local paper reported the big event.

Why did the Wright Brothers make hundreds of test runs with a glider?

A. because they couldn't find an airplane engine

B. to learn about the science of flight

C. because gliders were safer to fly

D. to prove to the public that they could fly a plane

Question 2 .

The Home Run King

Babe Ruth was a legendary baseball player, perhaps the greatest player who ever lived. "The Bambino," as he was sometimes called, was born in Baltimore, Maryland, in 1895. He had a difficult childhood and seemed to only feel at home on the baseball diamond. His teachers noticed his talent, and they encouraged him to play. In 1914, Babe's teachers talked the owner of the Baltimore Orioles into letting him try out. The Orioles took him on, but later that season, they traded him to the Boston Red Socks as a pitcher.

Seeing how well Babe Ruth hit a ball, the Red Socks made him an outfielder instead so he'd get to bat in every game (pitchers don't always bat). That turned out to be a very smart decision, as Babe hit a record twenty-nine home runs that season. Then he was traded to the New York Yankees where he hit fifty-four homers one year and fifty-nine the following year!

At the time, the Yankees didn't even have their own stadium. Instead, their home games had to be played at the Polo Grounds, which they rented. Babe's amazing ability to hit home runs changed all of that. He drew thousands of fans and turned his team into a successful ball club. What's more, the money the crowds brought in meant that the Yankees could afford to build their own baseball park. It was called Yankee Stadium, but was nicknamed "the house that Ruth built."

Why did the Red Socks change Babe Ruth's position from pitcher to outfielder?

A. because outfielders made more money

B. so fans could see him better from the stands

C. so that he could bat in every game

D. because he wasn't a very good pitcher

Question 3 .

The Old Stone Age, or Paleolithic era, is one of the earliest periods of human history. It spans from about 2.5 million years ago until 10,000 BC. Although there are no signs that people lived in Greece for much of this era, bands of early humans are known to have made their home on Greek islands starting around 55,000 BC. From archaeological evidence, scientists have determined that these people lived on wild plants and on meat from hunting animals. These early people were not farmers. They may have been able to farm, but there was no need for it because enough food already grew in the area to feed them.

Rather than metal, early Stone Age peoples mostly made their tools from bone, wood, and stone. Other natural matter such as leather and plant fiber was also used. Unfortunately, due to the fact that natural material degrades, or rots, quickly, few of these other early tools have been found. Bones and tools from the Stone Age have been discovered in coastal caves on the Greek islands. These appear to indicate that the early peoples lived in existing caves rather than building their homes from wood or other materials.

According to the passage, why have so few Stone Age tools been found that are made from plant fiber?

A. The Greeks destroyed them.

B. They must been buried too deeply.

C. The material rots too quickly.

D. Scientists didn't know where to look.

Question 4 .

The Beginning of Farming in Africa

Before the people of Africa ever began farming, they gathered wild vegetables and hunted animals for meat. But by 6000 BC, the climate had gradually become very hot and dry. In fact, it was so dry that the Sahara Desert had begun to take over the grasslands. The result was that many African peoples found it harder to find the foods they were used to eating. The only way to survive was to begin growing some of their own crops. This was the start of farming in Africa.

The Sudan is south of the Sahara Desert. A similar climate change occurred in this area of Africa. With the hotter, drier weather, people had to start farming; otherwise there would have been no food to eat. While people grew wheat and barley in other parts of Africa, the climate was more extreme here because it was close to the equator, making it too hot to grow these crops. So instead, these West African peoples started growing other grasses that could stand the heat, such as millet. They used millet to make bread or mush for their meals.

The area just south of the Sudan is mainly rainforest. Here, it was impossible to grow grasses or grains to eat because it was too wet and the vegetation was too dense. People in this region of Africa learned to raise root vegetables instead, especially yams (sweet potato). Yams became the main food they ate.

What caused the people who lived south of the Sudan to begin growing yams?

A. The soil was too dry to grow millet with success.

B. The temperature was hot and the ground was scorched.

C. The climate was too wet to grow grasses or grains.

D. They got tired of only eating wheat and barley.

When you have completed this activity, go to Status Check.

English 7B
Unit 2

Student Activity: Author's Purpose

PLATO LEARNING

Name _____ **Date** _____

Objective

In this lesson you will:

- identify the author's purpose(s) in a text when it is not stated.

Activities

Authors write with a purpose in mind. Sometimes, they want to tell or educate you about a topic. Other times, they want to convince you of an idea. Lastly, some writers like to entertain the reader. Understanding the author's purpose will help you to understand his or her writing better.

There are three main purposes that authors have when writing—to inform, to persuade, or to entertain:

- **To inform**: a passage that is informative will include a lot of facts, statistics, and examples. There will be very little emotional language, and the style of the writing is likely to be formal.
- **To persuade**: a passage that is persuasive will state the author's opinion about a particular topic and will provide examples and anecdotes to support that topic.
- **To entertain**: a passage that is entertaining is likely to have descriptive language, dialogue and other literary elements such as a plot.

1. Sometimes, an author can have several purposes in mind. This activity will help you to identify an author's purpose. Read through each of the following passages and decide if the author's purpose is to inform, persuade, or entertain. Then, explain why.

Passage One

One of the biggest problems of living in a city is noise pollution. Every day, people who live in cities listen to cars, buses, airplanes, and loud pedestrians. Cities should have local laws that require people to be quieter during certain hours, such as from 10 in the evening until 6 in the morning. If cities did this, the residents of the city would be much happier.

Author's purpose: _____

Why I think so: _____

PLATO LEARNING

Passage Two

Marlene looked through the stacks of books reluctantly. She knew the book she wanted was there, but she knew that if she read it, it would make her even more nervous. Standing silently, she paused for a moment and then ran her fingers across the bindings, stopping at the title she was looking for.

"Can I help you?" The voice startled Marlene, and she jumped slightly as she turned to see the librarian staring at her.

"No, thank you. I've found what I'm looking for."

Author's purpose: _____

Why I think so: _____

Passage Three

The color wheel is, in many ways, like a circular rainbow. If one looks closely at it, one can understand how the colors blend together to make a new color.

The primary colors are blue, red, and yellow. If you mix two primary colors, you will create a secondary color. For example, if you mix red and yellow, you will make orange. Orange is a secondary color.

Author's purpose: _____

Why I think so: _____

Question 1

At first, Selena yawns;
her mouth is open wide.
Then, her eyelids droop;
she falls over to a side.

She tries to be awake,
but she's a sleepyhead.
Even in her classroom
Selena needs a little bed.

What is the purpose of this poem?

A. to persuade the reader to be awake in class

B. to entertain the reader with a lighthearted poem

C. to inform the reader about a girl named Selena

D. to instruct the reader how to rhyme in poetry

Question 2 .

Laurence walked in the front door and stopped. The room he had just stepped into looked familiar, but something about it was not right. The woman sitting on the couch looked like someone he knew, but he did not know her name. He looked around and saw a stereo, a television, and a fireplace. He knew how to use all of these things, but he did not know whom they belonged to. After standing there confused for several seconds, he said to the woman, "Who are you?"

She looked at him and smiled. "Very cute, Larry. I'm still your wife; I just got my hair done. Do you like it?"

Laurence looked at her and nodded. It was going to be a long afternoon.

Which of the following **best** describes the author's purpose in writing this selection?

A. to describe what to do if the reader has memory loss

B. to narrate a story about a man with a poor memory

C. to inform the reader about a man named Laurence

D. to get the reader to give money to a mental hospital

Question 3 .

I'm a daredevil racer,
a surfer king who rides the waves
and crashes hard.
I'm a speeding sports car
with brakes I never use,
an engine burning hot and fast.
I'm a lightning storm
who will crash and burn,
a fire clearly out of control—I'm reckless,
running hard for the finish line,
and wild in my soul.

What is the purpose of this poem?

A. to persuade the reader to take up the sport of racing

B. to instruct the reader how to race a car and ride a surfboard

C. to entertain the reader with a poetic portrait of a risk taker

D. to inform the reader about risks that are worth taking

Question 4.

Ballet dancers have not always performed on the tips of their toes. But for the past two hundred years, special shoes have allowed ballet dancers to appear almost weightless as they move across the stage. These pointe shoes allow dancers to rise up and balance their weight on their toes. Pointe shoes, which are typically covered with pink satin, look beautiful from the outside, but inside they are all business. They have a hardened box to hold the toes and support them. They also have a stiff piece called the shank to support the rest of the dancer's foot. A dancer's shoes are made to her exact measurements. Before she can dance in them, she has to break them in. How? She slams them in doors, she scrapes the soles with a metal claw, and she rips off the satin over the toes so she will not slip and slide.

Which of the following best describes the author's purpose in writing this selection?

A. to describe the difficulty of dancing on one's toes

B. to persuade the reader to choose a career in ballet

C. to narrate a story about a world-famous dancer

D. to inform the reader about a special type of ballet shoe

Question 5 .

adapted from **A Little Princess**
by Frances Hodgson Burnett

Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lit and the shop windows blazed with light as they do at night, a sweet, little girl sat in a cab with her father and was driven rather slowly through the busy streets.

She sat with her feet tucked under her, and leaned against her father, who held her in his arm, as she stared out of the window at the passing people with a strange thoughtfulness in her big eyes.

She was such a little girl that one did not expect to see such a look on her small face. It would have been an old look for a child of twelve, and Sara Crewe was only seven. The fact was, however, that she was always dreaming and thinking odd things and could not herself remember any time when she had not been thinking things about grown-up people and the world they belonged to. She felt as if she had lived a long, long time.

At this moment, she was remembering the voyage she had just made from Bombay with her father, Captain Crewe. She was thinking of the big ship, of the group of sailors from India passing silently to and fro on it. She was also thinking of the children playing about on the hot deck, and of some young officers' wives who used to try to make her talk to them and laugh at the things she said.

Mainly, she was thinking of what a strange thing it was that at one time one was in India in the blazing sun, and then in the middle of the ocean, and then driving in a strange vehicle through strange streets where the day was as dark as the night. She found this so puzzling that she moved closer to her father.

What **best** describes the author's purpose in this passage?

A. to narrate the author's experience of writing the story

B. to entertain the reader with the story of a young girl

C. to teach the reader how to travel from Bombay

D. to explain how the girl sailed with her father

Question 6 .

Ballet dancers have not always performed on the tips of their toes. But for the past two hundred years, special shoes have allowed ballet dancers to appear almost weightless as they move across the stage. These pointe shoes allow dancers to rise up and balance their weight on their toes. Pointe shoes, which are typically covered with pink satin, look beautiful from the outside, but inside they are all business. They have a hardened box to hold the toes and support them. They also have a stiff piece called the shank to support the rest of the dancer's foot. A dancer's shoes are made to her exact measurements. Before she can dance in them, she has to break them in. How? She slams them in doors, she scrapes the soles with a metal claw, and she rips off the satin over the toes so she will not slip and slide.

Which of the following best describes the author's purpose in writing this selection?

A. to describe the difficulty of dancing on one's toes

B. to persuade the reader to choose a career in ballet

C. to narrate a story about a world-famous dancer

D. to inform the reader about a special type of ballet shoe

Question 7.

Nothing is more effective in putting a stop to neighborhood crime than the neighborhood watch. All you have to do is pay attention. If you are looking out your front window and you see something suspicious, like a person crawling through a neighbor's window, call the police. If each house on the block participates, over 100 eyes would be watching the block at all times, much better than any police department can do. So, pay attention, and together, we can put a stop to neighborhood crime.
Which of the following **best** describes the author's purpose in writing this paragraph?

A. to describe the benefits of a neighborhood watch

B. to inform the reader about the problem of crime

C. to narrate a story about a neighborhood crime

D. to persuade the reader to help watch for crime

Question 8 .

Prince William of Britain graduated from St. Andrew’s University in Scotland with honors. He has become the first in the royal family to do so. He got the second highest possible score of 2:1. Prince William’s degree is a Master of Arts in geography.

Prince Charles, William’s father, did not receive the same honors in college as William. Neither did his mother, the late Princess Diana. William also received three A-levels in high school. His father and brother, Harry, only got two. A-levels are tests taken in Britain at the end of high school. William is second in line for the throne.

What was the author's purpose in writing this article?

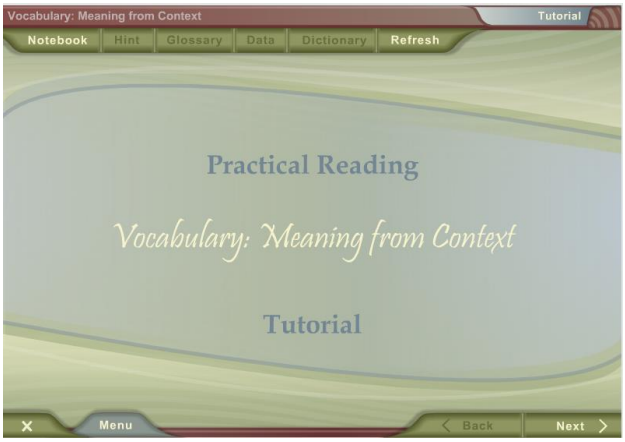
A. to confuse the reader with a false story about Prince William

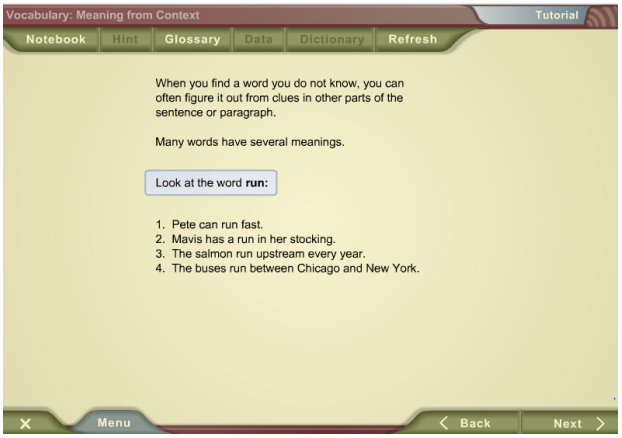
B. to inform the reader about the academics of Prince William

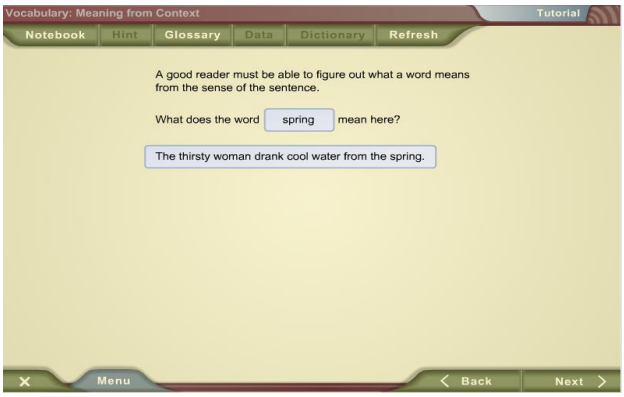
C. to entertain the reader with stories about the royal family

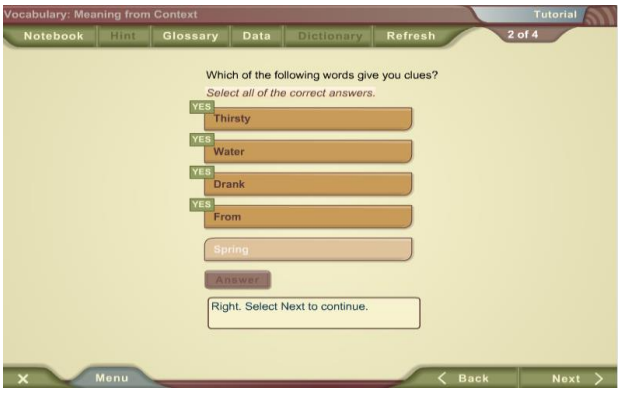
D. to inform the reader about the education system in Britain

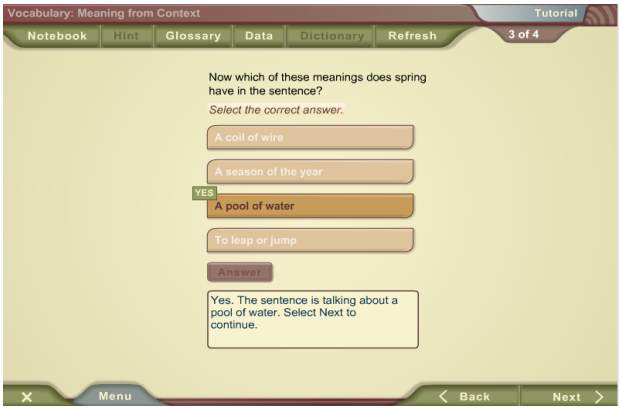
6th Grade Reading

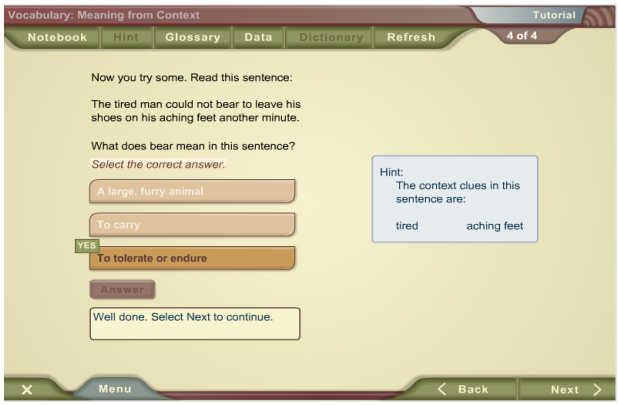












Question 1

Bart had a reputation for doing perilous activities. For instance, he loved to climb steep mountains without a safety rope, and he enjoyed diving among sharks.

In the passage, what is the definition of perilous?

A. dangerous

B. childish

C. safe

D. boring

6th Grade Reading

Question 2 .

Each summer, Kate takes a new class to learn a new skill. This time, she chose an art class that focused on painting. The class was intense because the teacher wanted them to be great artists at the end of the summer. Kate took the class seriously. She practiced daily on canvas using acrylic. The paint dried faster than oil paint because it had an artificial resin.

Kate painted the scenery around her from the beach to the trees. Each sky was made of tints of blue. Kate created the blue for the sky by adding white into a darker blue. She was even able to blend the light blue with white so that there was no clear division between the colors. She did this every day. By the end of the summer, she was one of the best students in the class.

What are tints?

A. skies that require a certain type of white

B. sceneries that have different blues in them

C. blues that are just used for making the sky

D. colors that are made lighter by adding white

Question 3 .

Gabe was dreading the moment he had to walk into English. For him, today was going to make him or break him. Mr. Sullivan had made the entire class write a poem of their choosing. When Gabe had heard the assignment, he knew exactly what he was going to write. He wanted to write an epic poem. However, he didn't think about how long it would take him to write one. It would take pages upon pages to write a story as a poem. Plus, Gabe wanted to add a lot of alliteration to the poem. The repeating sounds at the beginning of the words in the same line just seemed to add more to the narrative. Now, he looked at his 10-page poem and was scared to read it aloud.

In the passage, what does the word alliteration mean?

A. the repetition of the same sound at the beginning of words

B. the sound that a person makes when he or she is very nervous

C. a line of poetry that adds to the story of an interesting poem

D. a comparison made between two things that are different

Question 4 .

Doug, the cat, leaped from the top of his scratching post down to the kitchen counter. As he did so, he knocked off three glasses with a swish of his tail, sending them crashing to the floor. Ruben, the dog, only opened one eye despite the loud crash of glass breaking. He was used to the catastrophes that Doug caused daily. Unbothered, Doug bounded to the floor and curled up next to Ruben. Ruben closed his eye again. Doug caused many trials in Ruben's life, but he made a good nap companion.

What does the word catastrophes mean?

A. disasters

B. solutions

C. fights

D. circumstances

Name _____

Add to the beginning of each group of words so that it forms a sentence. The information in parentheses will tell you what type of sentence it should be. Be sure to begin each sentence with a capital letter and end it with the correct punctuation mark.

1. each hiker from the nature group (declarative)

_____

2. know the location of the nearest ranger station (interrogative)

_____

_____

3. embarrassing to the group (exclamatory)

_____

_____

4. extra food and clothing (imperative)

_____

5. good idea to have an extra map (declarative)

_____

6. a mother bear (exclamatory)

_____

7. with her buddy Tasha, (declarative)

_____

_____

8. know they were such good friends (interrogative)

_____

9. can check your supplies (imperative)

_____

_____

10. never shows up late (declarative)

_____

Name _____

Revise the following paragraph so that it reads more clearly. Combine short sentences with a conjunction to form compound subjects, compound predicates, or compound sentences. Not every sentence needs to be combined or revised.

People put on their clothing every day. They do not think about how their pants stay put. They do not think about how their jackets stay put. Jackets have zippers. Pants have zippers. The zipper was invented in 1893 by Whitcomb L. Judson. He called his invention a "clasp-locker." In 1923, Mr. B.F. Goodrich coined the word "zipper." His company made rubber boots with zippers. His company sold rubber boots with zippers. Mr. Goodrich named them zippers because they made a zipping sound when opened and closed.

Name ..... Class ..... Date .....

10.1 Action Verbs and Direct Objects

Key Information

All verbs can be grouped as action verbs or linking verbs. Action verbs tell what someone or something does. Action verbs can be divided into two groups—transitive and intransitive. **Transitive verbs** take **direct objects**. A **direct object** is a noun that receives the action of the verb. It answers the question whom? or what? after an action verb.

A chimpanzee enjoys **company**.

Directions

Change each sentence into a question that asks *whom?* or *what?* after the verb. The answer is the direct object.

My uncles drive two large tractors on the farm.

My uncles drive what? tractors

1. Walruses follow the currents in arctic oceans. _____

   Question: _____

   Direct object: _____

2. Both males and females have large ivory tusks. _____

   Question: _____

   Direct object: _____

3. Walruses dig clams with their tusks. _____

   Question: _____

   Direct object: _____

4. Walruses like cold weather._____

   Question: _____

   Direct object: _____

5. They ride flat chunks of ice._____

   Question: _____

   Direct object: _____

6. Thick layers of fat insulate walruses from the cold._____

   Question: _____

   Direct object: _____

Name ..... Class ..... Date .....

10.2 Indirect Objects

Key Information

Action verbs with direct objects may also have indirect objects. Unlike the direct object, which answers the question *whom?* or *what?*, the indirect object tells to *whom* or to *what* or for *whom* or for *what* the verb's action was done.

The trainer tossed the **dolphin** a fish.

To determine whether a word is an indirect object, try adding the word *to* or *for* before the indirect object and placing it after the direct object: The *trainer tossed a fish to the dolphin*. If the sentence still makes sense, the word is an indirect object.

Directions

Identify the indirect objects in these sentences. Rewrite each sentence, using *to* or *for* before the indirect object and placing it after the direct object. The direct object is underlined.

Dolphins gave the fish a <u>scare</u>.

indirect object: fish *Dolphins gave a scare to the fish.*

1. The trainer at the water park threw the dolphin a <u>ball</u>. _____

_____

2. The dolphin tossed the trainer the <u>ball</u>. _____

_____

3. One dolphin flipped the trainer a <u>hoop</u>. _____

_____

4. Sometimes dolphins give a ship's crew a <u>show</u> at sea. _____

_____

5. They show sailors <u>dives</u> and <u>flips</u>. _____

_____

6. Sailors throw the dolphins <u>food</u>. _____

_____

7. We bought the dolphins <u>treats</u>. _____

_____

8. Dolphins give people an <u>understanding</u> of their world. _____

_____

Name _____

- Two sentences can be combined by adding an adjective or adverb to one sentence.

Read each pair of sentences. Combine the two sentences into one sentence by adding an adjective or adverb. Write the new sentence on the line provided.

1. Mount Etna is a volcano. It is active.

_____

_____

2. Mount Etna is located in Sicily. Sicily is a beautiful island.

_____

_____

3. Mount Etna has violent eruptions. The eruptions are frequent.

_____

_____

4. Catania is a city in Sicily. It is crowded and bustling.

_____

_____

5. Regina would like to see Mount Etna. She would like to see it someday.

_____

_____

At Home: Have the student circle the adjectives and adverbs in the sentences above.

Name ..... Class ..... Date .....

11.3 Pronouns and Antecedents

Key Information

The noun a pronoun refers to is called the pronoun's **antecedent**. Make sure the pronouns you use agree with their antecedents in **number** (singular and plural) and **gender** (masculine, feminine, or neuter). Whenever you use a pronoun, make sure the antecedent is clear.

Directions

In the space provided, supply the correct pronoun for each underlined antecedent.

My classmates and I were studying the brain in science class. *We* learned some interesting new information.

1. The brain has <u>three major parts</u>. _____ are the *cerebrum*, the *cerebellum* and the *medulla*.
2. The <u>cerebrum</u> is largest. _____ controls conscious acts.
3. The teacher asked <u>Aiko</u>. "What part of the brain do _____ use to think?"
4. Then the teacher tossed a foam rubber ball to <u>Karen</u>. _____ caught it.
5. "Those were <u>voluntary muscle movements</u>," Mrs. Arnett said. "The cerebrum controls _____."
6. We don't need to think about <u>involuntary actions</u>. _____ are controlled by the medulla.
7. A baseball game shows all types of actions. When the <u>pitcher</u> breathes, _____ is performing involuntary action.
8. The <u>batter</u> thinks fast and uses voluntary movements when someone pitches _____ a curve ball.
9. When base <u>runners</u> trip, voluntary movements, such as reaching out, help _____.
10. <u>You and I</u> depend on the signals our brains give _____.

Name ..... Class ..... Date .....

9.2 Singular and Plural Nouns

Key Information

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea. To form the plural of most nouns, simply add *-s* or *-es*. To form the plural of nouns that end with a consonant and *-y*, change the *-y* to *-i* and add *-es* (sky—skies). For the plural of nouns ending in *-o*, add *-s* or *-es* (pianos, tomatoes). Consult a dictionary if you are not sure. For the plural of nouns ending with *-f* or *-fe*, add *-s* or change the *-f* to *-v* and add *-es* (roofs, loaves). Again, consult a dictionary if you are not sure. Some irregular nouns totally change their spelling to form the plural (foot, feet). Others keep the same spelling (deer, deer).

Directions

Write the plural form of each singular noun in the space provided.

party *parties*

1. fireplace_____ **2.** reef_____

3. mouse _____ **4.** tray_____

5. beach_____ **6.** patio_____

7. bass _____ **8.** calf _____

9. cheese _____ **10.** match_____

11. potato _____ **12.** wife _____

13. cargo _____ **14.** birch_____

15. strawberry_____ **16.** key _____

17. kiss _____ **18.** assembly _____

19. alto _____ **20.** chair_____

21. rodeo_____ **22.** lunch _____

23. jury _____ **24.** woman_____

Name ..... Class ..... Date .....

9.3 Possessive Nouns

Key Information

A **possessive noun** tells who or what has or owns something. Plural nouns and singular nouns can be possessive.

Most singular nouns form the possessive by adding an **apostrophe** and ***s ('s)***.

Bob**'s** house James**'s** brother

Plural nouns ending in ***-s*** add an **apostrophe(')**.

the girl**s'** tent

Plural nouns not ending in ***-s*** add an **apostrophe** and ***s('s)***.

the children**'s** library

Directions

Read the following sentences. Decide whether the underlined words are possessives. Write *yes* or *no* in the space provided. If the answer is *yes*, write whether the possessive noun is *singular* or *plural*.

The factory's workers were very busy. *Yes, singular*

The factory's going to open six days a week. No

1. Levi Strauss's life is an American success story. _____
2. He headed west when he heard of California's gold rush. _____
3. He saw that men's pants weren't strong enough for gold mining. _____
4. He asked, "Who's going to want to wear these thin pants?" _____
5. He turned the canvas he had into prospectors' pants. _____
6. The miners' lives were changed after that. _____
7. Jeans today are made in factories around the world. _____
8. It's hard to imagine teenagers without blue jeans. _____
9. Advertisers' promotions show fashionable teens in jeans. _____
10. Nobody's wardrobe is complete without a pair of jeans. _____

Name _____

- An **adjective** is a word that modifies, or describes, a noun or pronoun and tells *what kind, how many,* or *which one*.
- A **predicate adjective** follows a linking verb and describes the subject.

Underline each adjective in the following sentences. (Some sentences have more than one adjective.)

1. Francisco had a difficult time writing English.
2. His teacher had a round face, a small nose, and blue eyes.
3. Francisco worked hard on his homework assignments.
4. He memorized long poems that he kept in his shirt pocket.
5. Francisco was a slow reader.
6. The apartment had four rooms with painted walls.
7. The dusty room was filled with ceramic statues.

Underline each predicate adjective in the following sentences. (Some sentences have more than one predicate adjective.)

8. The novel, *The Grapes of Wrath*, seemed long and difficult to Francisco.
9. Miss Bell looked upset.
10. Francisco was nervous.
11. Miss Bell's smile seemed friendly.
12. Like Francisco's family, the Joad family was poor.
13. To Mr. Bell, the rooms appeared old and uninhabited.
14. The first edition of the novel was expensive.

At Home: Together, write three sentences about a difficult school assignment using three adjectives or predicate adjectives.

Name ..... Class ..... Date .....

13.1 Adverbs Modifying Verbs

Key Information

An **adverb** is a word that modifies a verb, an adjective, or another adverb. Adverbs that modify verbs tell *how, when,* or *where* something happens.

The cat stretched **lazily**. [how]
My friend **often** tells jokes. [when]
The pioneers traveled **westward**. [where]

When an adverb modifies a verb, it may come before or after the verb or at the beginning or end of the sentence. Many adverbs, such as *proudly,* are formed by adding *-ly* to adjectives, but there are many other adverbs, such as *after, often, now,* and *later.*

Directions

An adverb is underlined in each sentence below. Circle the verb the adverb modifies, and in the space provided, write whether the adverb tells *how, when,* or *where.*

English sparrows gobble bugs eagerly.

English sparrows (gobble) bugs eagerly. *how*

1. Starlings often live in the city. _____
2. Sometimes, starlings are a nuisance to city people. _____
3. Many people chase starlings away. _____
4. In fact, some cities relentlessly wage war on starlings. _____
5. Starlings originally lived in Europe. _____
6. They were first introduced to New York City in 1890. _____
7. They travelled westward. _____
8. Today many live east of the Rocky Mountains. _____
9. Starlings sing beautifully. _____
10. However, sometimes they squeak and wheeze. _____