

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 21**

**READ THE PASSAGE** Compare Larry Walters's flight with what you know about flying.

### The Lawn Chair Flyer

Larry Walters was a truck driver who always dreamed of flying. When he couldn't get into the U.S. Air Force, he came up with a new plan. One sunny day in July of 1982, Larry made history when he took flight in a homemade aircraft near Los Angeles, California.

Larry tied 45 weather balloons to a lawn chair and used helium tanks to fill the balloons. Sitting in his sturdy chair like the proud captain of a ship, he ordered his friends to cut the anchor rope. But instead of rising slowly to a height of 100 feet as he had expected, Larry's aircraft rushed skyward. It rose to over 16,000 feet in the air. The truck driver with no flight experience was suddenly in airplane territory—in a lawn chair.

Fortunately, Larry had brought along a pellet gun and a two-way radio. He used the radio to communicate with surprised emergency officials. He also shot a few balloons with the pellet gun to lower his aircraft. However, the lawn chair eventually drifted into some power lines, causing a power outage in the nearby city of Long Beach.

After his historic flight, Larry had to pay a fine to the Federal Aviation Administration (FAA) for flying an uncertified aircraft. He complained that the Wright brothers, inventors of the first airplane, had also flown uncertified aircraft. Later, Larry said, "I fulfilled my dream. But I wouldn't do this again for anything."

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- |  |   |
|--|---|
| <p>1. How was Larry's lawn chair aircraft similar to most aircraft?</p> <p><input type="radio"/> Ⓐ It was certified for flight.</p> <p><input type="radio"/> Ⓑ It was propelled by balloons.</p> <p><input type="radio"/> Ⓒ It rose to a high altitude.</p> <p><input type="radio"/> Ⓓ It was able to land safely.</p>   | <p>3. The author compares Larry to the proud captain of a ship because Larry ____.</p> <p><input type="radio"/> Ⓐ was proud of his job</p> <p><input type="radio"/> Ⓑ was proud of his weather balloons</p> <p><input type="radio"/> Ⓒ was proud of his friends</p> <p><input type="radio"/> Ⓓ was proud of his chair</p> |
| <p>2. How is Larry similar to the Wright brothers?</p> <p><input type="radio"/> Ⓐ Both experimented with flight.</p> <p><input type="radio"/> Ⓑ Both had legal issues with the FAA.</p> <p><input type="radio"/> Ⓒ Neither had successful flights.</p> <p><input type="radio"/> Ⓓ Neither are recognized by history.</p> | <p>4. How was Larry's flight different than he expected?</p> <p><input type="radio"/> Ⓐ It was very expensive.</p> <p><input type="radio"/> Ⓑ He flew higher than he thought he would.</p> <p><input type="radio"/> Ⓒ The chair broke.</p> <p><input type="radio"/> Ⓓ The balloons popped when he shot them.</p>          |

**STRATEGY PRACTICE** What materials did Larry Walters use for his flight? Use your notes to help you.

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# Otters play a vital role in ecology of rivers

By Ann Cameron Siegal, Washington Post on 03.26.20

Word Count **556**

Level **MAX**



Image 1. A river otter named Mary has been at the Maryland Zoo since 2001 when she arrived as an orphaned pup. Here, she enjoys some fish. An otter's strong jaws can bite through bones and even turtle shells. Photo: Ann Cameron Siegal/Washington Post

Playful North American river otters often sound like squeaky toys as they wrestle each other, slide down riverbanks or frolic in water. Spotting these cute, furry animals is good fun. It is also good news for the environment.

North American river otters are a species whose population can indicate how healthy (or not) the environment is. The otters experienced a steep drop in numbers in the 1900s. This was due to fur trapping and pollution. They are not considered endangered today, though. The nomadic animals often travel miles over land or through rivers and streams. They seek habitats with clean water and a healthy fish population.

River otters are high on the food chain. They eat fish, clams, snakes, turtles, small mammals and birds. Researchers look for contaminants and parasites in otter spraint, or poop. This helps scientists learn about the health of the surrounding environment and its food sources.

River otters don't need music to do a funny rhythmic two-step with their short hind legs, while raising their long tails and wiggling their butts as they defecate. This funny motion, known as "the

poop dance, releases spraint that serves as an identification among otters.

Spraint is one of the things scientists look for to track the presence of otters.

Karen Sheffield is the manager of Huntley Meadows Park in Virginia. She notes that while otter sightings are unpredictable, recent tracks and spraints show there has been increased otter activity there. A wetlands restoration project finished six years ago at the park. It is minimizing invasive species, making way for healthy native ones.

The Elizabeth River is a key Chesapeake Bay tributary flowing between Norfolk and Portsmouth, Virginia. It was long considered a "dead river" because of toxins. It's now flourishing after a decade of community efforts to keep out chemicals and waste.

"In the past five years, we have seen a great many more otters," said Marjorie Mayfield Jackson. She is the director of the Elizabeth River Project. "It means we are doing our job in the community and for the otters."



Nonprofit organizations are raising awareness of river otters' importance.

The Elizabeth River Project helped develop an otter display at Nauticus science center in nearby Norfolk, Virginia. Wild otters are often seen hanging around the docks there. An "Otter Spotter" program encourages volunteers within the river's watershed to document any other sightings or signs of activity.

A newly formed Smithsonian Institution project is looking for people, including kids, to help scientists learn more about the animals.

"No one has ever done scientific research on otters in the Chesapeake Bay area," said Karen McDonald. She is part of the Chesapeake Bay Otter Alliance. The alliance is the Smithsonian's citizen-science project. It is designed to help people understand otters and their important role in the food web. Anyone can email sightings of river otters or their spraints.

And everyone can help provide a good home for the otters.

"Otters need a clean watershed to live," McDonald said. "We are all watershed neighbors, and we need to be good neighbors."

- 1 Select the sentence from the article that suggests scientists study otters to understand the overall health of river habitats.
- (A) The nomadic animals often travel miles over land or through rivers and streams.
  - (B) Researchers look for contaminants and parasites in otter spraint, or poop.
  - (C) Nonprofit organizations are raising awareness of river otters' importance.
  - (D) Wild otters are often seen hanging around the docks there.

- 2 Read the conclusion below.

*It is possible for dedicated organizations and citizens to remove pollution from their local waterways.*

Which selection from the article provides the BEST support for the statement above?

- (A) The otters experienced a steep drop in numbers in the 1900s. This was due to fur trapping and pollution.
- (B) River otters are high on the food chain. They eat fish, clams, snakes, turtles, small mammals and birds.
- (C) It was long considered a "dead river" because of toxins. It's now flourishing after a decade of community efforts to keep out chemicals and waste.
- (D) The alliance is the Smithsonian's citizen-science project. It is designed to help people understand otters and their important role in the food web.

- 3 Read the following selection introducing the Elizabeth River Project.

*"In the past five years, we have seen a great many more otters," said Marjorie Mayfield Jackson. She is the director of the Elizabeth River Project. "It means we are doing our job in the community and for the otters."*

What does the author MOST likely want the reader to think about the Elizabeth River Project based on this selection?

- (A) The Elizabeth River Project is finding new ways to locate otters.
- (B) The Elizabeth River Project is doing important work to help otters and the environment.
- (C) The Elizabeth River Project is the only effort of its kind in the United States.
- (D) The Elizabeth River Project is doing more harm than good for otters and other river animals.

- 4 What is the MOST likely reason the author included information about the Chesapeake Bay Otter Alliance?

- (A) to illustrate how the Chesapeake Bay has gotten healthier for otters
- (B) to show how the public can help study and learn about otters
- (C) to explain why the Chesapeake Bay was so polluted in the 1900s
- (D) to compare the water quality of the Chesapeake Bay and Elizabeth River

**LESSON**  
**16-1**

# Measures of Center

## Practice and Problem Solving: A/B

Use the situation below to complete Exercises 1–4.

The heights (in inches) of the starting players on a high school basketball team are as follows: 72, 75, 78, 72, 73.

1. How many starting players are there? 5 players

2. What is the mean height?  $72 + 75 + 78 + 72 + 73 = 370 \div 5 = 74$

3. What is the median height? 73

4. Does one measure describe the data better than the other? Explain.

The values are very close - they both describe the data well.

In Exercises 5–7, find the mean and median of each data set.

5. Daily high temperatures (°F): 45, 50, 47, 52, 53, 45, 51

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

6. Brian's math test scores: 86, 90, 93, 85, 79, 92

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

7. Players' heart rates (beats per minute): 70, 68, 70, 72, 68, 66, 65, 73

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

8. Hikers spent the following amounts of time (in minutes) to complete a nature hike: 48, 46, 52, 57, 58, 52, 61, 56.

a. Find the mean and median times.

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

b. Does one measure describe the data better than the other? Explain.

c. Suppose another hiker takes 92 minutes to complete the hike. Find the mean and median times including this new time.

Mean: \_\_\_\_\_ Median: \_\_\_\_\_

d. Does one measure describe the data better than the other now? Explain.

The mean is the average of the set of data.

To find the mean add all values

together & divide the sum by the # of values in the set.

The median is the middle # in a data set when #s are in numerical order.

# **Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 22**

**READ THE PASSAGE** Read the passage and study the chart.

### Confidence

What is your *guerdon* (meaning “reward”) for studying spelling? If you’re Sameer Mishra, winner of the 2008 Scripps National Spelling Bee, knowing how to spell *guerdon* meant a reward of scholarships, cash prizes, and the title of the best speller in the United States.

The Scripps National Spelling Bee has challenged students since 1925. Students under the age of 15 train year-round for a chance to show their spelling skills to the world. Round 1 of the spelling bee is a written test. All other rounds are oral competitions. In the final rounds, spellers have one chance to spell a word correctly before elimination. It’s an event that requires a lot of c-o-n-f-i-d-e-n-c-e.



Year	Winning Word	Champion
2001	succedaneum	Sean Conley
2002	prospicience	Pratyush Buddiga
2003	pococurante	Sai R. Gunturi
2004	autochthonous	David Scott Pilarski Tidmarsh
2005	appoggiatura	Anurag Kashyap
2006	Ursprache	Kerry Close
2007	serrefine	Evan M. O'Dorney
2008	guerdon	Sameer Mishra
2009	Laodicean	Kavya Shivashankar
2010	stromuhr	Anamika Veeramani

**STRATEGY PRACTICE** How might the chart be helpful to students who want to compete in the Scripps National Spelling Bee?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Which final word did Sean Conley spell correctly to become champion in 2001?  
(A) pococurante  
(B) appoggiatura  
(C) guerdon  
(D) succedaneum
- To compete in the Scripps National Spelling Bee, a student must be \_\_\_\_\_.  
(A) 14 years old or younger  
(B) at least 15 years old  
(C) 16 years old or younger  
(D) at least 17 years old
- Which student won in 2007 by spelling the word *serrefine*?  
(A) Kerry Close  
(B) Evan M. O'Dorney  
(C) Sameer Mishra  
(D) Sai R. Gunturi
- How does the title apply to the passage?  
(A) *Confidence* was a winning spelling word.  
(B) *Confidence* means the same as *guerdon*.  
(C) To win, spellers must have confidence.  
(D) Only champion spellers have confidence.

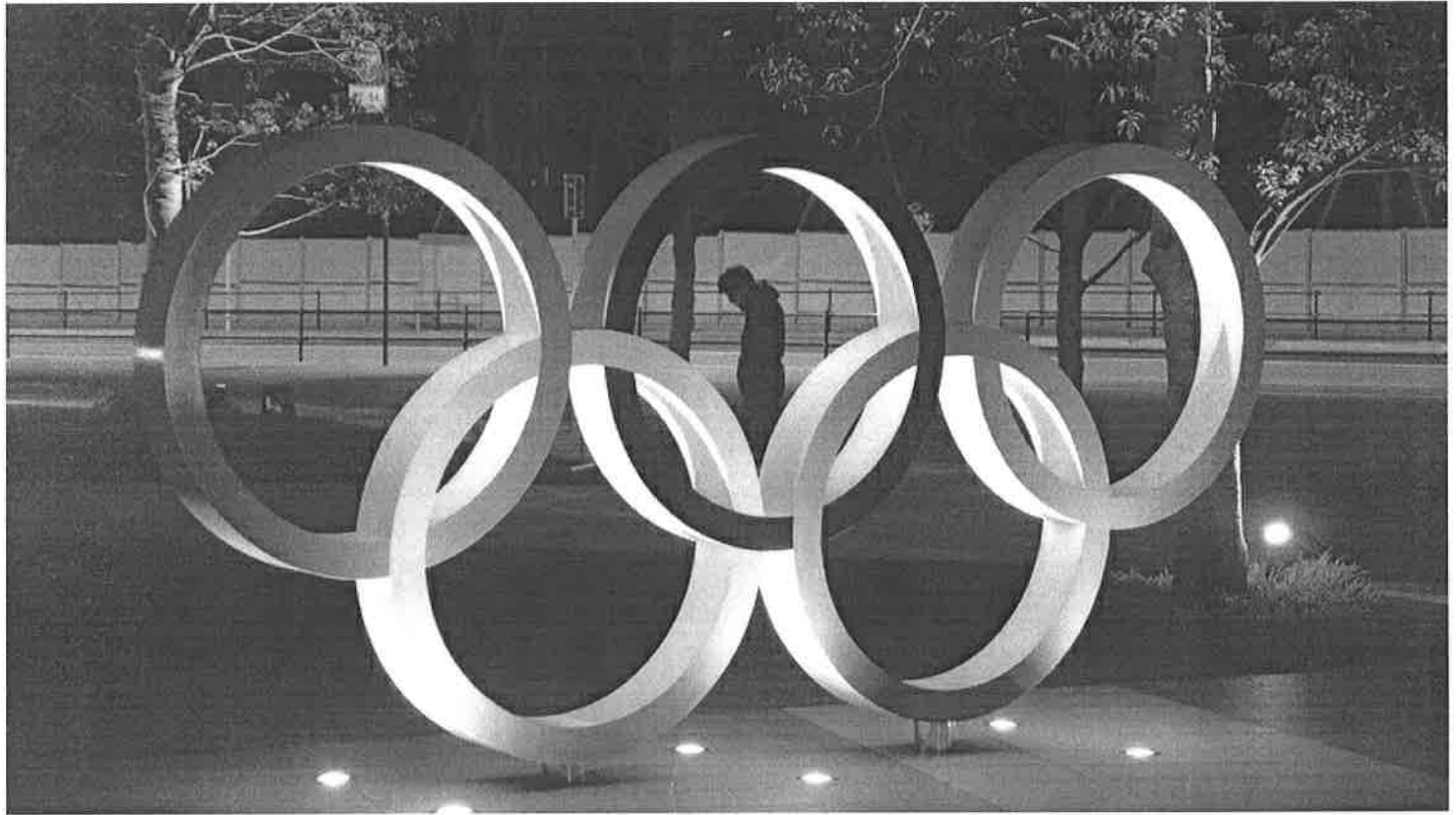


# Tokyo Summer Olympics postponed until 2021 due to coronavirus

By Associated Press, adapted by Newsela staff on 03.25.20

Word Count **631**

Level **840L**



The Olympic rings in front of the New National Stadium in Tokyo, Japan, on March 24, 2020. International Olympic Committee President Thomas Bach has agreed "100 percent" to a proposal of postponing the Tokyo Olympics for about one year until 2021 because of the coronavirus outbreak, Japanese Prime Minister Shinzo Abe said on March 24. Photo: Jae C. Hong/AP Photo

On March 24, the Tokyo Olympics that were going to take place this summer were delayed until 2021. The announcement ended weeks of guessing about whether the games would go ahead as scheduled. Concern over the coronavirus pandemic fueled the decision.

Coronavirus is a flu-like illness. It began in China and has been spreading across the globe since December 2019. Health officials have been encouraging social distancing. This means staying home and staying away from other people to help slow the spread of the virus.

The International Olympic Committee (IOC) issued the statement. The group consulted with the Japanese prime minister and local organizers.

**Prime Minister Abe Recommended Postponement**

The IOC said the games will be held no later than summer 2021. They will start in July.

The statement said the decision was based on information from the World Health Organization (WHO). Also, there were conversations between IOC President Thomas Bach and Japanese Prime Minister Shinzo Abe. The IOC said that rescheduling Tokyo Olympics was necessary. They want "to safeguard the health of the athletes, everybody involved in the Olympic Games and the international community."

Before the announcement, Abe proposed a one-year postponement, and Bach agreed.

"President Bach said he will agree '100 percent.' We agreed to hold the Tokyo Olympics and Paralympics in the summer of 2021 at the latest," Abe said. He added that next year's games would be "proof of a victory by human beings against the coronavirus infections."

### **IOC Wanted To Go Ahead With The Games**

On March 22, Bach said a decision on the games would be made in the next month. However, pressure on the organization grew. National federations and sports governing bodies spoke out against having the opening ceremony as planned on July 24. Athletes voiced their concerns as well.

Four-time Olympic hockey champion Hayley Wickenheiser was the first athlete to speak out. She objected to Bach's position that the games should go ahead as planned. Wickenheiser publicly criticized the IOC.

After the announcement to delay the games, she posted on social media site Twitter. She wrote that the decision was the "message athletes deserved to hear."

"To all the athletes: take a breath, regroup, take care of yourself and your families. Your time will come," she wrote.

The decision to delay came only a few hours after local organizers said the torch relay would start as planned on March 26. It was expected to start in the northeastern Fukushima region of Japan. There was to be no torch, no torchbearers and no public. Those plans also changed.

"The flame will be stored and displayed in Fukushima," said Yoshiro Mori. He is president of the organizing committee.

### **"A Beacon Of Hope To The World"**

The Olympics have never before been postponed. They have only ever previously been canceled in wartime.

Organizers will now have to keep things running for another year. They will need to make sure venues are kept up-to-date.

"A lot can happen in one year. We have to think about what we have to do," said Toshiro Muto, a member of the organizing committee. "The decision came upon us all of a sudden."

The IOC and Tokyo organizers said they hope the decision to delay will be helpful. They hope this change will help the world heal from the pandemic.

The leaders agreed that the Olympic Games in Tokyo could be an inspiration. The games could be "a beacon of hope to the world during these troubled times. The Olympic flame could become the light at the end of the tunnel," the IOC statement said. "Therefore, it was agreed that the Olympic flame will stay in Japan. It was also agreed that the Games will keep the name Olympic and Paralympic Games Tokyo 2020."

*The statement said the decision was based on information from the World Health Organization (WHO). Also, there were conversations between IOC President Thomas Bach and Japanese Prime Minister Shinzo Abe. The IOC said that rescheduling Tokyo Olympics was necessary. They want "to safeguard the health of the athletes, everybody involved in the Olympic Games and the international community."*

Which of the following is an accurate explanation of what this paragraph means?

- (A) The athletes told the IOC that they wanted to delay or cancel the Olympics.
- (B) The WHO told leaders that they must decide to delay or cancel the Olympics.
- (C) Leaders had many disagreements when deciding what to do to protect the athletes.
- (D) Leaders worked together to arrive at a decision that would be best for everyone involved.

## 2 Read the section "A Beacon Of Hope To The World."

Which selection from the section shows that the IOC's decision is the FIRST of this kind?

- (A) The Olympics have never before been postponed. They have only ever previously been canceled in wartime.
- (B) Organizers will now have to keep things running for another year. They will need to make sure venues are kept up-to-date.
- (C) "A lot can happen in one year. We have to think about what we have to do," said Toshiro Muto, a member of the organizing committee.
- (D) The leaders agreed that the Olympic Games in Tokyo could be an inspiration. The games could be "a beacon of hope to the world during these troubled times."

## 3 WHY did hockey champion Hayley Wickenheiser feel angry after Bach said the IOC would make a decision in the next month?

- (A) Wickenheiser believed it was a mistake to wait any longer to delay the games.
- (B) Wickenheiser believed that athletes had already prepared to go to the Olympics.
- (C) Wickenheiser wanted the games to go ahead as they were planned.
- (D) Wickenheiser wanted to send a message to athletes of the world.

## 4 What is the relationship between the coronavirus and the delay in the Olympics?

- (A) Some athletes have caught the coronavirus, and delaying the Olympics will give them time to get well again.
- (B) People need to practice social distancing to stop the coronavirus, and delaying the Olympics will help with this.
- (C) The coronavirus is affecting people in Japan, but the delay gives time to find a new place for the Olympics.
- (D) The IOC is in charge of stopping the coronavirus, but they have little power to decide to delay the Olympics.

**LESSON**  
**13-4**

# Area of Polygons

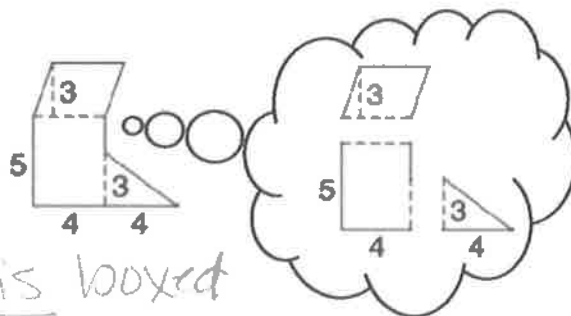
## Reteach

Sometimes you can use area formulas you know to help you find the area of more complex figures.

You can break a polygon into shapes that you know. Then use those shapes to find the area.

The figure at right is made up of a triangle, a parallelogram, and a rectangle.

*The formula for each shape is boxed*



### Triangle

$$A = \frac{1}{2}bh$$

$$= \frac{1}{2}(3 \times 4)$$

$$= 6 \text{ square units}$$

### Parallelogram

$$A = bh$$

$$= 3 \times 4$$

$$= 12 \text{ square units}$$

### Rectangle

$$A = lw$$

$$= 4 \times 5$$

$$= 20 \text{ square units}$$

Finally, find the sum of all three areas.

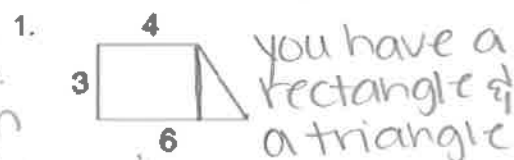
$$6 + 12 + 20 = 38$$

The area of the whole figure is 38 square units.

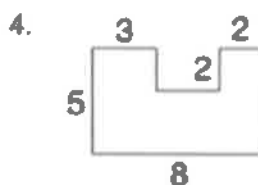
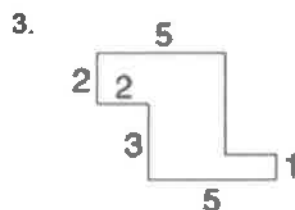
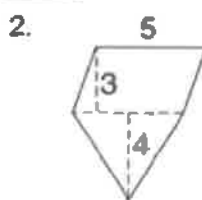
Find the area of each figure.

*12 + 3 = 15 units<sup>2</sup>*

*triangle formula:  
A = 1/2bh  
A = 1/2 \* 2 \* 3  
A = 3 units<sup>2</sup>*



*rectangle formula is A = bh A = 3 \* 4 A = 12 units<sup>2</sup>*

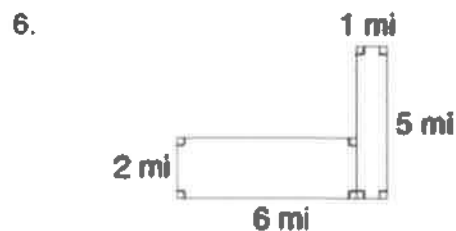
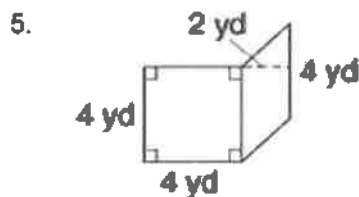
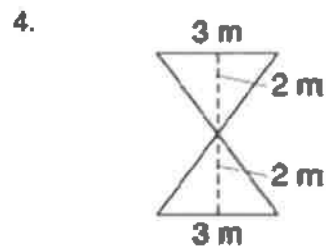
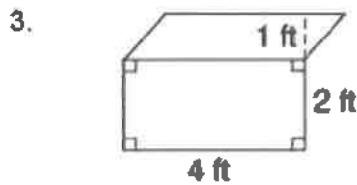
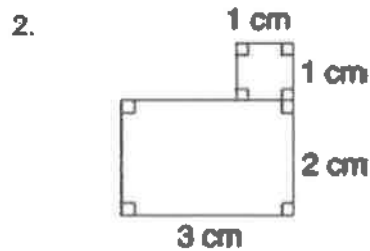
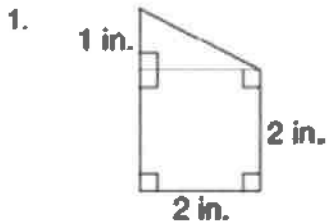


**LESSON**  
**13-4**

# Area of Polygons

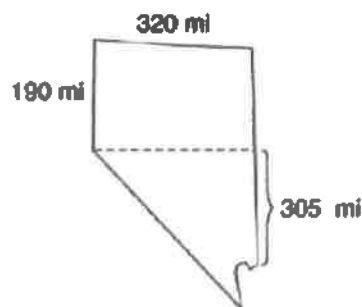
## Practice and Problem Solving: A/B

Find the area of each polygon.

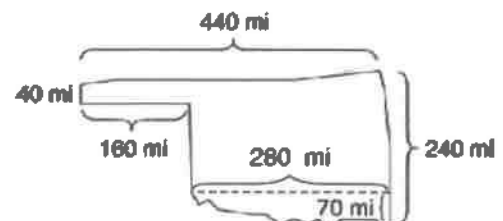


Solve.

7. The shape of Nevada can almost be divided into a perfect rectangle and a perfect triangle. About how many square miles does Nevada cover?



8. The shape of Oklahoma can almost be divided into 2 perfect rectangles and 1 triangle. About how many square miles does Oklahoma cover?



# **Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 23**

## READ THE INTERVIEW

Think about the information that the interviewer is trying to learn from Janette Flores.

## Planning a Beautiful Day

Janette Flores is a wedding planner in Baltimore, Maryland. **Bubbly Bride** magazine wanted to find out what it takes for a professional to plan one of the most important days of someone's life.

**Bubbly Bride:** What happens in a typical day for a wedding planner?

**Janette Flores:** Planning a wedding involves much more than the wedding day itself. I start at least six months in advance, calling catering companies and arranging flower deliveries and dress fittings.

**Bubbly Bride:** What do you do on the day of the wedding?

**Janette Flores:** I make sure everything goes smoothly. No matter how carefully you plan, there can often be last-minute problems or surprises.

**Bubbly Bride:** Have you planned any weddings that you think are especially memorable?

**Janette Flores:** Every wedding I plan is memorable for a different reason. One couple, both scuba divers, wanted to get married under water. Another couple wanted to exchange vows on the train where they had met. The best weddings reflect the couple's personalities.



**STRATEGY PRACTICE** Summarize the tasks that Janette Flores does in her job.

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- According to the interview, which is *not* a job for a wedding planner?  
☐ Ⓐ calling catering companies  
☐ Ⓑ arranging flower deliveries  
☐ Ⓒ solving last-minute problems  
☐ Ⓓ sewing wedding dresses
- What is the purpose of the text between the title and the first question?  
☐ Ⓐ to tell where the interview takes place  
☐ Ⓑ to explain when the interview takes place  
☐ Ⓒ to describe who is being interviewed  
☐ Ⓓ to name the magazine in which the interview appears
- Who would probably be most interested in reading the interview?  
☐ Ⓐ a florist  
☐ Ⓑ a scuba diver  
☐ Ⓒ a couple that is engaged  
☐ Ⓓ a married couple
- When does Janette start planning a wedding?  
☐ Ⓐ the day of the wedding  
☐ Ⓑ at least six months before the wedding  
☐ Ⓒ after calling catering companies  
☐ Ⓓ no more than six months in advance

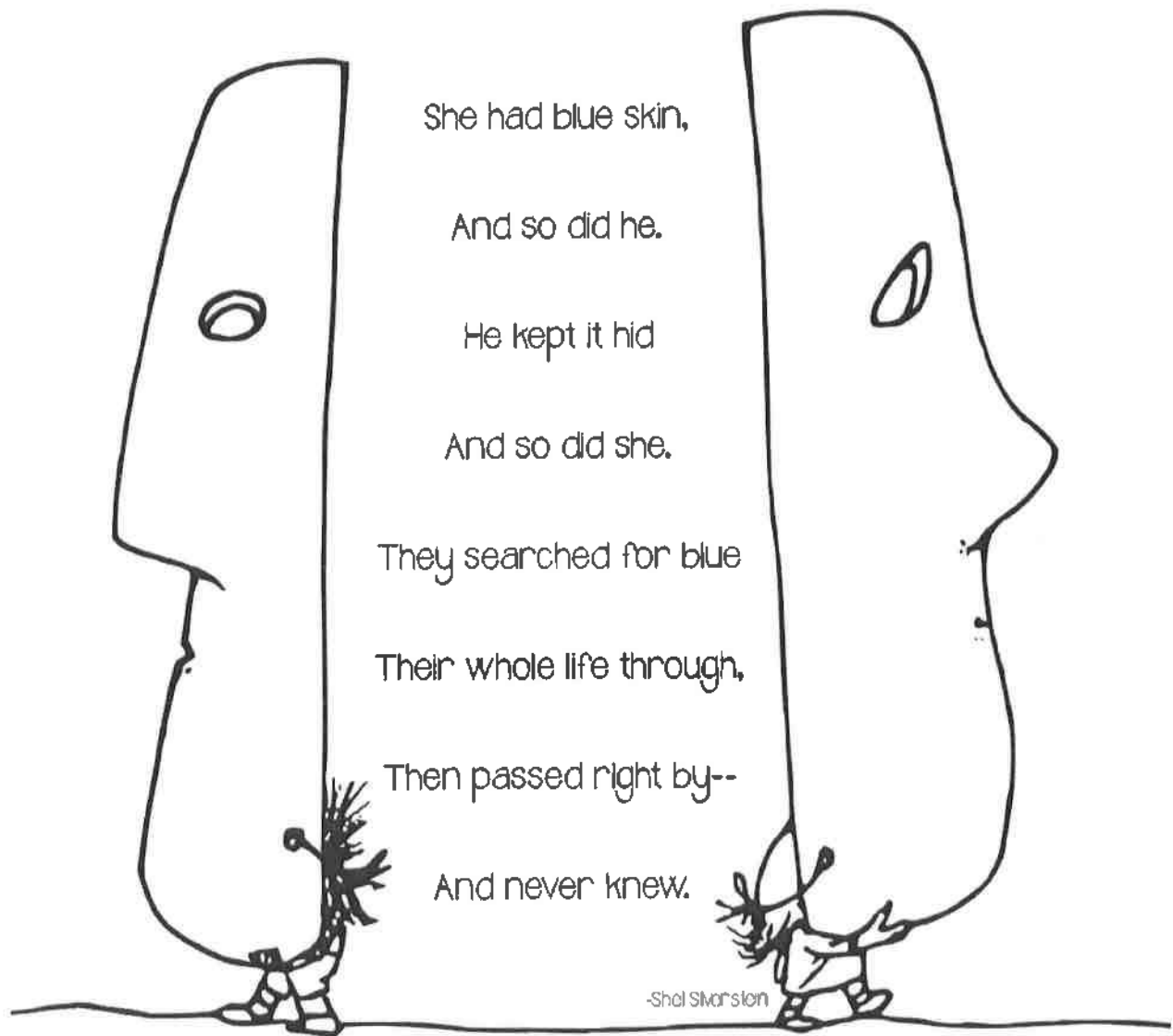


Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Masks

By Shel Silverstein  
2011

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, and author of children's books. "Masks" is a poem from Silverstein's book of poems called *Everything On It*. As you read, take notes on what you think the masks stand for.



"Masks" from "Everything On It," © 2011, Evil Eye, LLC. Reprinted with permission, all rights reserved.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best explains the metaphorical meaning of blue skin in the poem?
  - A. In the poem, only two people in the whole world have blue skin, which means that they must be soulmates.
  - B. In the poem, blue skin is such a common trait that people must wear masks in order to appear unique.
  - C. In the poem, blue skin represents a quality that people are afraid to share even though it is an important part of their identity.
  - D. In the poem, blue skin represents the sadness that people try to hide by always being polite and keeping smiles on their faces.
  
2. PART B: Which quote from the poem best supports the answer to Part A?
  - A. "She had blue skin"
  - B. "kept it hid"
  - C. "searched for blue"
  - D. "never knew"
  
3. How does the illustration contribute to the meaning of the poem?
  - A. The size of the masks in the illustration emphasizes how hard people try to hide their true selves.
  - B. The simplicity of the drawing shows that being your true self is easy to do.
  - C. The masks facing opposite directions in the illustration show that lying will get you nowhere.
  - D. The different hairstyles in the drawing show that just because two people have blue skin doesn't mean they are alike in every way.
  
4. How do the last four lines help develop the message of the poem?

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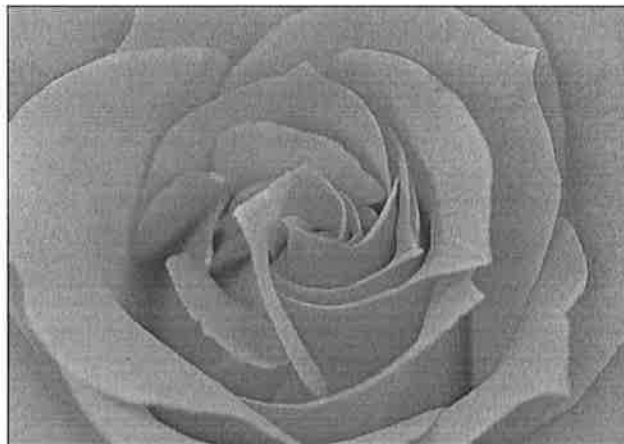
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Rose That Grew from Concrete

By Tupac Shakur  
1999

*Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.*

- [1] Did you hear about the rose that grew  
from a crack in the concrete?  
Proving nature's laws wrong it  
learned to walk without having feet.
- [5] Funny it seems, but by keeping its dreams,  
it learned to breathe fresh air.  
Long live the rose that grew from concrete  
when no one else ever cared.



*"rose" by georgereyes is licensed under CC BY 2.0*

*"The Rose That Grew from Concrete" from The Rose That Grew from Concrete by Tupac Shakur. Copyright © 1999. Used with permission. All rights reserved.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a main theme of the text?
  - A. All living things need support from others in order to grow.
  - B. We must learn and grow from our failures.
  - C. People can overcome difficulties and succeed.
  - D. Nature can overcome problems better than people.
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "Did you hear about the rose that grew" (Lines 1)
  - B. "learned to walk without having feet." (Line 4)
  - C. "Long live the rose that grew from concrete" (Line 7)
  - D. "when no one else ever cared." (Line 8)
3. How does the speaker's point of view influence how the rose is described?
  - A. Curious about the rose, the speaker asks several questions about it.
  - B. Believing that the rose is not real, the speaker exaggerates its qualities.
  - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
  - D. Impressed by the rose, the speaker explains what makes it so admirable.
4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

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**LESSON**  
**11-3**

# Multiplication and Division Equations

## Practice and Problem Solving: A/B

How to  
Solve the  
Equation:

\* Use the  
inverse  
(opposite)  
operation  
ex:  $\neq 1$ .

$(\frac{e}{2})^2 = 3$   
 $\frac{e}{2} \cdot \frac{2}{1} = \frac{2e}{1}$   
2e divided  
by 2 = 1e  
(all variables  
have a  
one in  
front of  
them)  
So you  
have e  
by itself  
(Solve  
for e)

Then  
multiply  
3 by 2  
 $3 \cdot 2 = 6$

$$\left(\frac{e}{2}\right)^2 = (3)^2$$

$$e = 6$$

Solve each equation. Graph the solution on the number line.  
Check your work.

1.  $\left(\frac{e}{2}\right)^2 = 3$        $e = 6$

- you are dividing e by 2 - so if you multiply both sides  $\frac{e}{2}$  & 3 by 2 - you will have e by itself (solving for e)



2.  $20 = 2w$        $w = 10$



3.  $\frac{1}{2} = 2m$        $m = \frac{1}{4}$



4.  $\frac{k}{5} = 2$        $k = 10$



Use the drawing at the right for Exercises 5–6.

5. Write an equation you can use to find the length of the rectangle.

\_\_\_\_\_

6. Solve the equation. Give the length of the rectangle.

\_\_\_\_\_

8 m

Area =  $72 \text{ m}^2$

x m

Solve.

7. Alise separated her pictures into 3 piles. Each pile contained 9 pictures. How many pictures did she have in all? Write and solve an equation to represent the problem. State the answer to the problem.

\_\_\_\_\_

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 24**

**READ THE PASSAGE** As you read about the Rockettes, think about other activities that require a lot of skill and practice.

### The Famous Rockettes

Imagine a long line of dancers performing a difficult high kick at exactly the same time. That was the vision of Russell Markert, who came up with the idea for the Rockettes back in 1925. The Rockettes, an all-female dance group, have come a long way with their high kicks. They have performed at the Radio City Music Hall in New York City since its opening in 1932.

The goal of the Rockettes is for all of the dancers to make the same movements at the exact same time, as if they were one person rather than 36. This task requires a lot of practice, skill, and cooperation. The Rockettes perform in more than 200 shows over a two-month period. The schedule requires a huge commitment from the dancers.

Over the years, more than 3,000 women have danced as Rockettes. They say that performing with the group is a dream come true, despite the long hours of practice and the demanding schedule. They love it when the audience stands and cheers.

**STRATEGY PRACTICE** Write about a time when you saw an athlete or performer do something amazing. How did remembering that event help you understand the passage?

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. According to the passage, what are the Rockettes best known for?  
☐ Ⓐ their individual dance skills  
☐ Ⓑ their training with Russell Markert  
☐ Ⓒ their high kicks  
☐ Ⓓ their demanding schedule
2. Based on the passage, who was Russell Markert?  
☐ Ⓐ a member of the audience  
☐ Ⓑ the founder of the Rockettes  
☐ Ⓒ the first male dancer in the Rockettes  
☐ Ⓓ the owner of Radio City Music Hall
3. Which theme does the passage communicate?  
☐ Ⓐ Dance is a good form of exercise.  
☐ Ⓑ Female and male dancers are different.  
☐ Ⓒ Many dancers can perform as if they were one.  
☐ Ⓓ Dance has changed over time.
4. Based on the passage, what conclusion can you draw about the Rockettes?  
☐ Ⓐ It is easy to become a Rockette.  
☐ Ⓑ Men have recently joined the group.  
☐ Ⓒ They are popular with audiences today.  
☐ Ⓓ They were more popular in the past.

# What are the different types of communities?

By Newsela on 03.26.20

Word Count **595**

Level **MAX**

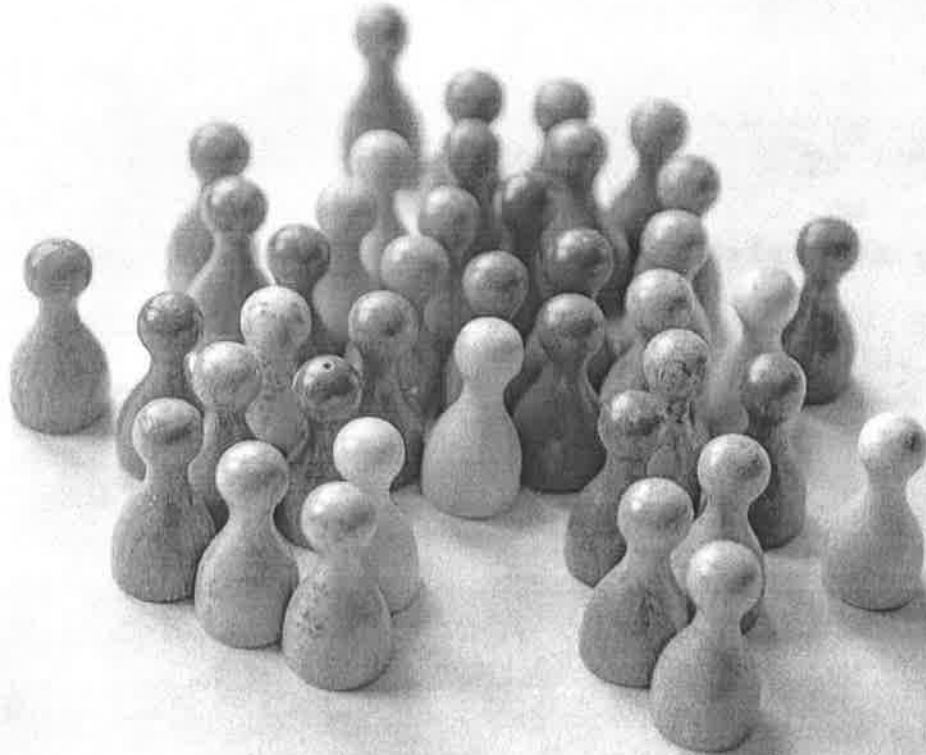


Image 1. A group of colorful gameboard pieces. Photo: Metsik Garden/Pixabay

## What Is A Community?

A community is a group of people who live together or who have a particular characteristic in common. Communities come in a variety of sizes. The country you live in is a very large community, but your household is a very small community.

Here is a list of some types of communities you can be a member of.

### Household Community

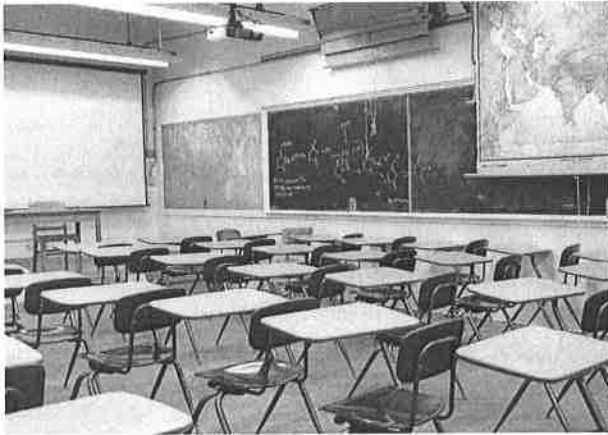
A household community includes all of the people that you live with, such as your parents, brothers, sisters, grandparents, other family members or roommates. You do not have to be related to the people in your household community. People in a household community often share meals with each other and do other day-to-day activities together.

### Classroom Community



A classroom community includes all of the students in a particular class, as well as the teacher and any teaching aides. The teacher has the responsibility to guide the students and promote positive academic achievement. The students participate in discussions, follow classroom rules and respect other students.

### **School**



### **Community**

Your school community consists of everyone who goes to or works at your school. This includes the students, teachers, administrators, nurses, janitors and more. People in a school community are often united by school pride and common standards of education. They have a responsibility to one another to create a healthy social atmosphere.

### **Social Community**

A social community is a group of people who you enjoy spending time with — aka your friends. This can include people from class, school or different activities, such as sports or music lessons.



### **Neighborhood Community**

A neighborhood community is your nearby community. It includes schools, grocery stores, businesses and social communities that are near you. A neighborhood community can be urban, suburban or rural.

### **City Community**

Four neighborhood community may be a part of a larger city, like Chicago or Houston. A city community includes all the neighborhoods that make up the city, as well as the schools, businesses, law enforcement, health care and social communities.

### State



### Community

City communities can also be part of state communities. State communities consist of all the people who live in a particular state. They share a state constitution, a state flag and even a state animal.

### Country Community

If you live in the United States, the state you live in is part of the larger country. A country community is not as tight-knit as a social or neighborhood community, but the citizens of a country often share common values, cultures, languages and systems of government.



### Continent



### Community

The United States is part of the larger continent of North America. Continents can consist of many different countries with people who speak different languages and have different cultures.

1

Read the sentence below.

*The people in a community are not always close to one another.*

Which sentence from the article provides the BEST support for the statement above?

- (A) A social community is a group of people who you enjoy spending time with — aka your friends.
- (B) A city community includes all the neighborhoods that make up the city, as well as the schools, businesses, law enforcement, healthcare and social communities.
- (C) A country community is not as tight-knit as a social or neighborhood community, but the citizens of a country often share common values, cultures, languages and systems of government.
- (D) Continents can consist of many different countries with people who speak different languages and have different cultures.

2

Read the section "School Community."

Select the sentence from the article that suggests that people in schools depend on one another.

- (A) Your school community consists of everyone who goes to or works at your school.
- (B) This includes the students, teachers, administrators, nurses, janitors and more.
- (C) People in a school community are often united by school pride and common standards of education.
- (D) They have a responsibility to one another to create a healthy social atmosphere.

3

How effective is the section "What Is A Community?" at introducing the topic of communities?

- (A) It is effective because it provides a general definition of what a community is.
- (B) It is effective because it highlights the common characteristics of people in a community.
- (C) It is ineffective because it does not list the different kinds of communities there are.
- (D) It is ineffective because it does not explain the difference between a household community and a school community.

4

Read the section "Household Community."

What does this section show that other sections do not?

- (A) the role of family in a community
- (B) the role of rules in a community
- (C) the role of values in a community
- (D) the role of culture in a community

**LESSON**  
**11-2**

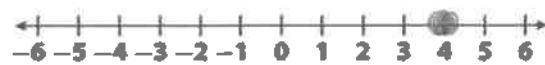
# Addition and Subtraction Equations

## Practice and Problem Solving: A/B

Solve each equation. Graph the solution on the number line.

$$\begin{array}{r} 1. \ 6 = r + 2 \\ -2 \quad -2 \\ \hline 4 = r \end{array}$$

$$r = 4$$



$$2. \ 26 = w - 12$$

$$w = \underline{\hspace{2cm}}$$



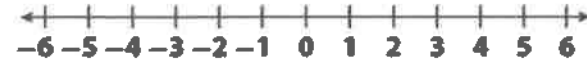
$$3. \ \frac{1}{2} = m - \frac{1}{8}$$

$$m = \underline{\hspace{2cm}}$$



$$4. \ t + 1 = -3$$

$$t = \underline{\hspace{2cm}}$$



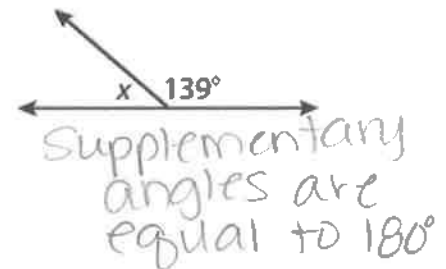
Use the drawing at the right for Exercises 5–6.

5. Write an equation to represent the measures of the angles.

\_\_\_\_\_

6. Solve the equation to find the measure of the unknown angle.

\_\_\_\_\_



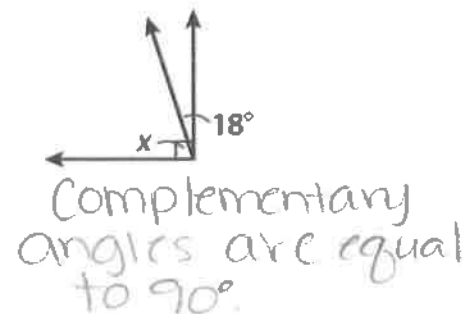
Use the drawing at the right for Exercises 7–8.

7. Write an equation to represent the measures of the angles.

\_\_\_\_\_

8. Solve the equation to find the measure of the unknown angle.

\_\_\_\_\_



Write a problem for the equation  $3 + x = 8$ . Then solve the equation and write the answer to your problem.

9. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 25**

**READ THE PASSAGE** Look for details that help you form a mental image of the animal shelter.

### A Sheltered Life

If you visit the animal shelter in Salinas, California, you'll see giant wood cutouts of a dog and a cat. These signs were placed in front of the building to catch people's attention. The supersized cutouts make people curious and encourage them to visit the shelter—and maybe even adopt a pet. Each year, the Salinas shelter takes in around 2,000 dogs and 2,000 cats. The animals are either strays or are dropped off by people who couldn't take care of them. Of the 4,000 animals, some of them are eventually adopted into new homes. Some animals are transferred to other shelters. And, unfortunately, some cannot be saved because they are too sick or are considered dangerous.

Animal shelters provide food, medicine, and a safe place for animals to sleep. But they are not ideal homes. The shelters are loud, and the animals stay in small cages. The people who work at shelters do their best to care for the animals, but the animals do not always get the attention or exercise they need.

To prevent so many animals from becoming homeless, pet owners should take good care of their pets. One of the best ways to care for pets is to spay or neuter them. This surgery prevents cats and dogs from having more babies. And that reduces the number of homeless animals that end up in shelters.

**STRATEGY PRACTICE** Describe how you pictured the animal shelter in Salinas.

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- |  |   |
|--|---|
| 1. What is the passage mainly about?<br>Ⓐ the city of Salinas, California<br>Ⓑ homeless animals in shelters<br>Ⓒ how to attract visitors to animal shelters<br>Ⓓ people who work at animal shelters  | 3. What is the result of spaying and neutering?<br>Ⓐ More puppies and kittens are adopted.<br>Ⓑ Pets need less attention.<br>Ⓒ Fewer animals become homeless.<br>Ⓓ More people work at animal shelters. |
| 2. Dogs in shelters probably do not get enough exercise because _____.<br>Ⓐ the workers do not enjoy walking them<br>Ⓑ the workers think the dogs will be adopted soon<br>Ⓒ there are too many animals for the workers to care for<br>Ⓓ the workers are afraid of the dogs | 4. What can good homes offer that animal shelters cannot?<br>Ⓐ plenty of personal care<br>Ⓑ medical attention<br>Ⓒ a safe place to sleep<br>Ⓓ food and water  |

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Sometimes a Dream Needs a Push

By Walter Dean Myers  
2007

Walter Dean Myers (1937-2014) was an American writer of children's books and young adult literature. Myers wrote over one hundred books and received many awards, including five Coretta Scott King Awards. In this short story, a boy must find a new way to accomplish his dreams after his life changes. As you read, take notes on Chris' attitude throughout the text.



*Backboard: By CNili Head is licensed under CC BY 2.0.*

[1] You might have heard of my dad, Jim Blair. He's 65<sup>+</sup> and played a year of good basketball in the pros before tearing his knee up in his second year. The knee took forever to heal and was never quite the same again. Still, he played pro ball in Europe for five years before giving it up and becoming an executive with a high-tech company.

Dad loved basketball and hoped that one day I would play the game. He taught me a lot, and I was pretty good until the accident. It was raining and we were on the highway, approaching the turnoff toward our house in Hartsdale, when a truck skidded across the road and hit our rear bumper. Our little car spun off the road, squealing as Dad tried to bring it under control. But he couldn't avoid the light pole. I remember seeing the broken windows, hearing Mom yelling, amazingly bright lights flashing crazily in front of me. Then everything was suddenly dark. The next thing I remember is waking up in the hospital. There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again.

I didn't like the idea, but Mom and I learned to live with it. Dad took it hard, real hard. He was never much of a talker, Mom said, but he talked even less since I was hurt.

"Sometimes I think he blames himself," Mom said. "Whenever he sees you in the wheelchair he wants to put it out of his mind."

[5] I hadn't thought about that when Mr. Evans, an elder in our church, asked me if I wanted to join a wheelchair basketball team he was starting.

"We won't have the experience of the other teams in the league," he said. "But it'll be fun."

When I told Mom, she was all for it, but Dad just looked at me and mumbled something under his breath. He does that sometimes. Mom said that he's chewing up his words to see how they taste before he lets them out.

Our van is equipped with safety harnesses for my chair, and we used it on the drive to see a game between Madison and Rosedale. It was awesome to see guys my age zipping around in their chairs playing ball. I liked the chairs, too. They were specially built with rear stabilizing wheels and side wheels that slanted in. Very cool. I couldn't wait to start practicing. At the game, Mom sat next to me, but Dad went and sat next to the concession stand. I saw him reading a newspaper and only looking up at the game once in a while.

"Jim, have you actually seen wheelchair games before?" Mom asked on the way home.

[10] Dad made a little motion with his head and said something that sounded like "Grunpa-grunpa" and then mentioned that he had to get up early in the morning. Mom looked at me, and her mouth tightened just a little.

That was okay with me because I didn't want him to talk about the game if he didn't like it. After washing and getting into my pj's I wheeled into my room, transferred to the bed, and tried to make sense of the day. I didn't know what to make of Dad's reaction, but I knew I wanted to play.

The next day at school, tall Sarah told me there was a message for me on the bulletin board. Sarah is cool but the nosiest person in school.

"What did it say?" I asked.

"How would I know?" she answered. "I don't read people's messages."

[15] "Probably nothing important," I said, spinning my chair to head down the hall.

Just something about you guys going to play Madison in a practice game and they haven't lost all season," Sarah said. "From Nicky G."

"Oh."

The school has a special bus for wheelchairs and the driver always takes the long way to my house, which is a little irritating when you've got a ton of homework that needs to get done, and I had a ton and a half. When I got home, Mom had it: a entire living room filled with purple lace and flower things she was putting together for a wedding and was lettering nameplates for them. I threw her a quick "Hey" and headed for my room.

"Chris, your coach called," Mom said.

[20] "Mr. Evans?"

"Yes, he said your father had left a message for him," Mom answered. She had a big piece of the purple stuff around her neck as she leaned against the doorjamb. "Anything up?"

"I don't know," I said with a shrug. My heart sank. I went into my room and started on my homework, trying not to think of why Dad would call Mr. Evans.

With all the wedding stuff in the living room and Mom looking so busy, I was hoping that we'd have pizza again. No such luck. Somewhere in the afternoon she had found time to bake a chicken. Dad didn't get home until nearly 7:30, so we ate late.

While we ate Mom was talking about how some woman was trying to convince all her bridesmaids to put a pink streak in their hair for her wedding. She asked us what we thought of that. Dad grunted under his breath and went back to his chicken. He didn't see the face that Mom made at him.

[25] "By the way" — Mom gave me a quick look — "Mr. Evans called. He said he had missed your call earlier."

"I spoke to him late this afternoon," Dad said.

"Are the computers down at school?" Mom asked.

"No, I was just telling him that I didn't think that the Madison team was all that good," Dad said. "I heard the kids saying they were great. They're okay, but they're not great. I'm going to talk to him again at practice tomorrow."

"Oh," Mom said. "I could see the surprise in her face and felt it in my stomach."

[30] The next day zoomed by. It was like the bells to change classes were ringing every two minutes. I hadn't told any of the kids about my father coming to practice. I wasn't even sure he was going to show up. He had made promises before and then gotten called away to work. This time he had said he was coming to practice, which was at 2:30, in the middle of his day.

He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous, I couldn't do anything right. I couldn't catch the ball at all, and the one shot I took was an air ball from just behind the foul line. We finished our regular practice, and Mr. Evans motioned for my father to come down to the court.

"Your dad's a giant!" Kwame whispered as Dad came onto the court.

"That's how big Chris is going to be," Nicky G said.

I couldn't imagine ever being as tall as my father.

[35] "I was watching the teams play the other day," Dad had both hands jammed into his pockets. "And I saw that neither of them were running baseline plays and almost all the shots were aimed for the rims. Shots off the backboards are going to go in a lot more than rim shots if you're shooting from the floor."

Dad picked up a basketball and threw it casually against the backboard. It rolled around the rim and fell through. He did it again. And again. He didn't miss once.

"I happen to know that you played pro ball," Mr. Evans said, "and you're good. But I think shooting from a wheelchair is a bit harder."

1. the line marking each end of the court

3

"You have another chair?" Dad asked.

Mr. Evans pointed to his regular chair sitting by the watercooler. Dad took four long steps over to it, sat down, and wheeled himself back onto the floor. He put his hands up and looked at me. I realized I was holding a ball and tossed it to him. He tried to turn his chair back toward the basket, and it spun all the way around. For a moment he looked absolutely lost, as if he didn't know what had happened to him. He seemed a little embarrassed as he glanced toward me.

[40] "That happens sometimes," I said. "No problem."

He nodded, exhaled slowly, then turned and shot a long, lazy arc that hit the backboard and fell through.

"The backboard takes the energy out of the ball," he said. "So if it does hit the rim, it won't be so quick to bounce off. Madison made about 20 percent of its shots the other day. That doesn't win basketball games, no matter how good they look making them."

There are six baskets in our gym, and we spread out and practiced shooting against the backboards. At first I wasn't good at it. I was hitting the underside of the rim.

"That's because you're still thinking about the rim," Dad said when he came over to me. "Start thinking about a spot on the backboard. When you find your spot, really own it, you'll be knocking down your shots on a regular basis."

[45] Nicky G got it first, and then Kwame, and then Bobby. I was too nervous to even hit the backboard half the time, but Dad didn't get mad or anything. He didn't even murmur. He just said it would come to me after a while.

Baseline plays were even harder. Dad wanted us to get guys wheeling for position under and slightly behind the basket.

"There are four feet of space behind the backboard," Dad said. "If you can use those four feet, you have an advantage."

We tried wheeling plays along the baseline but just kept getting in each other's way.

"That's the point," Dad said. "When you learn to move without running into each other you're going to have a big advantage over a team that's trying to keep up with you."

[50] Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby. Dad shook his head and Mr. Evans laughed.

We practiced all week. Dad came again and said we were improving.

"I thought you were terrible at first," he said, smiling. I didn't believe he actually smiled. "Now you're just pretty bad. But I think you can play with that Madison team."

2. a competition in which cars are driven into each other until only one is left running

4



Madison had agreed to come to our school to play, and when they arrived they were wearing jackets with their school colors and CLIPPERS across the back.

We started the game and Madison got the tip-off.<sup>3</sup> The guy I was holding blocked me off so their guard, once he got past Nicky G, had a clear path to the basket. The first score against us came with only 10 seconds off the clock.

[55] I looked up in the stands to see where Mom was. I found her and saw Dad sitting next to her. I waved and she waved back, and Dad just sat there with his arms folded.

Madison stopped us cold on the next play, and when Bobby and Lou bumped their chairs at the top of the key, there was a man open. A quick pass inside and Madison was up by four.

We settled down a little, but nothing worked that well. We made a lot of wild passes for turnovers,<sup>4</sup> and once, when I was actually leading a fast break, I got called for traveling<sup>5</sup> when the ball got ahead of me, and I touched the wheels twice before dribbling. The guys from Madison were having a good time, and we were feeling miserable. At halftime, we rolled into the locker room feeling dejected.<sup>6</sup> When Dad showed up, I felt bad. He was used to winning, not losing.

"Our kids looked a little overmatched in the first half," Mr. Evans said.

"I think they played okay," Dad said. "Just a little nervous. But look at the score. It's 22 to 14. With all their shooting, Madison is just eight points ahead. We can catch up."

[60] I looked at Dad to see if he was kidding. He wasn't. He wasn't kidding, and he had said "we." I liked that.

We came out in the second half all fired up. We ran a few plays along the baseline, but it still seemed more like bumper cars than basketball with all the congestion. Madison took 23 shots in the second half and made eight of them plus three foul shots for a total score of 41 points. We took 17 shots and made 11 of them, all layups<sup>7</sup> off the backboard, and two foul shots for a total of 38 points. We had lost the game, but everyone felt great about how we had played. We lined up our chairs, gave Madison high fives before they left, and waited until we got to the locker room to give ourselves high fives.

Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league. Dad had shown us that we could play, and even though we had lost we knew we would be ready for the next season.

Dad only comes to practice once in a while, but he comes to the games when they're on the weekend. At practice he shows us fundamentals,<sup>8</sup> stuff like how to line your wrist up for a shot, and how the ball should touch your hand when you're ready to shoot. That made me feel good even if he would never talk about the games when he wasn't in the gym. I didn't want to push it too much because I liked him coming to practice. I didn't want to push him, but Mom didn't mind at all.

3. a jump ball in basketball, between one player from each side, that's used to begin the game with the official tossing the ball in the air
4. when a player loses the ball to the other team
5. to go too far with the ball without dribbling it
6. dejected (adjective): sad and depressed
7. a one-handed shot made from near the basket
8. a basic principle that serves as the groundwork of a system

"Jim, if you were in a wheelchair," she asked, "do you think you could play as well as Chris?"

[55] Dad was on his laptop and looked over the screen at Mom, then looked over at me. "Then he looked back down at the screen and grumbled something. I figured he was saying that there was no way he could play as well as me in a chair, but I didn't ask him to repeat it."

*Sometimes a Dream Needs a Push* from *Boys' Life* by Walter Dean Myers. Copyright © 2007 by Walter Dean Myers. Used by permission of Publisher. All rights reserved.

## Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the text? [RL.2]

A. Obstacles arise in life, but that doesn't mean a person should give up on what they want.  
B. When a tragedy occurs, we should allow people to grieve in different ways.  
C. Overcoming life's difficulties will always make a person stronger.  
D. Children cannot succeed without the support of their family.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]

A. "There were surgeries and weeks in the hospital, but the important thing was that I wasn't going to be walking again." (Paragraph 2)  
B. "He was there. He sat in the stands and watched us go through our drills and a minigame. I was so nervous. I couldn't do anything right." (Paragraph 31)  
C. "Okay, so most of the guys are pretty good wheeling their chairs up and down the court. But our baseline plays looked more like a collision derby." (Paragraph 50)  
D. "Afterward, the team voted, and the Hartsdale Posse all agreed that we wanted to play in the league." (Paragraph 62)

3. What does Chris' mother mean when she tells Chris that his dad is "chewing up his words to see how they taste before he lets them out"? (Paragraph 7). [RL.4]

A. That Chris' dad wants to make sure he is clear.  
B. That Chris' dad is trying not to be mean.  
C. That Chris' dad is deciding what to say.  
D. That Chris' dad doesn't like what he's about to say.

4. How does the scene where Jim uses a wheelchair contribute to the text (Paragraph 39)? [RL.5]

A. He is able to better understand Chris' experience in a wheelchair.  
B. He realizes he isn't as good of a basketball player from the wheelchair.  
C. He understands Chris' frustration playing basketball in a wheelchair.  
D. He feels guilty for not working with Chris' basketball team sooner.

5. How does Chris' dad's attitude gradually change throughout the text? [RL.3]

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**LESSON**  
**10-2**
**Evaluating Expressions**
**Practice and Problem Solving: A/B**

Evaluate each expression for the given value(s) of the variable(s).

1.  $a - 4$  when  $a = 16$

$$16 - 4 = 12$$

2.  $2b + 9$  when  $b = 3$

---

3.  $c + 2$  when  $c = 26$

---

4.  $5(9 + d) - 6$  when  $d = 3$

---

5.  $g^2 + 23$  when  $g = 6$

---

6.  $3h - j$  when  $h = 8$  and  $j = 11$

---

7.  $(n - 2) \cdot m$  when  $n = 5$  and  $m = 9$

---

8.  $r(s^2)(t)$  when  $r = 2$ ,  $s = 3$ , and  $t = 5$

---

Use the given values to complete each table.

9.

$p$	$2(13 - p)$
2	$2(13 - 2) = 22$
3	
4	

10.

$v$	$w$	$3v + w$
4	2	
6	3	
8	4	

11.

$x$	$y$	$x^2 + y$
2	1	
6	2	
8	4	

Solve.

12. The sales tax in one town is 8%. So, the total cost of an item can be written as  $c + 0.08c$ . What is the total cost of an item that sells for \$12?

In this question  
 $c = \$12$

---

13. To change knots per hour to miles per hour, use the expression  $1.15k$ , where  $k$  is the speed in knots per hour. A plane is flying at 300 knots per hour. How fast is that plane flying in miles per hour?

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14. Lurinda ordered some boxes of greeting cards online. The cost of the cards is  $\$6.50n + \$3$  where  $n$  is the number of boxes ordered and \$3 is the shipping and handling charge. How much will Lurinda pay if she orders 8 boxes of cards?

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**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 26**

**READ THE PASSAGE** Think about how the different kinds of salt are similar and different.

### Flavoring the Globe

Most people are familiar with plain white table salt. But if you think that salt is just a bunch of tiny white crystals, you're mistaken. This common seasoning has many different colors and flavors.

French sea salt comes from seawater. The larger grains and milder flavor of this salt make it a popular choice for meals. Some people even like to sprinkle it on chocolate cakes and cookies.

Hawaiian sea salt, on the other hand, has a rosy color that comes from the clay in the region. The mellow flavor of the salt is perfect for pork dishes.

Like Hawaiian sea salt, Australian river salt is also pink. Its color, however, comes from algae in the groundwater. The soft pink flakes melt easily on warm foods.

Mediterranean black lava salt resembles tiny cubes of coal. This salt is made by mixing sea salt from the Mediterranean sea with charcoal from volcanic lava. The dark crystals, unlike the other salts mentioned, add a dramatic color contrast to baked potatoes.

Sampling different salts is a wonderful way to travel the world without leaving home! Try sprinkling one of the many varieties of salt on your food and enjoy the unique flavor and texture.

**STRATEGY PRACTICE** How are the different kinds of salt mentioned in the passage similar? How are they different?

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- |   |  |
|---|--|
| <p>1. What makes French sea salt popular?</p> <p><input type="radio"/> Ⓐ the dark color</p> <p><input type="radio"/> Ⓑ the fine grains</p> <p><input type="radio"/> Ⓒ a chocolate flavor</p> <p><input type="radio"/> Ⓓ a mild taste</p> <p>2. What causes the rosy color of Hawaiian sea salt?</p> <p><input type="radio"/> Ⓐ the regional clay</p> <p><input type="radio"/> Ⓑ algae from underground water</p> <p><input type="radio"/> Ⓒ volcanic lava</p> <p><input type="radio"/> Ⓓ pork</p> | <p>3. Which statement is an opinion?</p> <p><input type="radio"/> Ⓐ Most people are familiar with plain white table salt.</p> <p><input type="radio"/> Ⓑ French sea salt comes from seawater.</p> <p><input type="radio"/> Ⓒ Australian river salt is pink.</p> <p><input type="radio"/> Ⓓ Sampling different salts is a wonderful way to travel the world without leaving home.</p> <p>4. How are Australian and Hawaiian salts similar?</p> <p><input type="radio"/> Ⓐ Both melt easily.</p> <p><input type="radio"/> Ⓑ Both come from the sea.</p> <p><input type="radio"/> Ⓒ Both are pink.</p> <p><input type="radio"/> Ⓓ Both have large grains.</p> |
|---|--|

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# The Legend of the Dipper

By Carolyn Sherwin Bailey  
1906

*Carolyn Sherwin Bailey was the principal of an elementary school and wrote stories for her students. In this adaptation of an old legend, a girl hurries to bring water for her mother in a tin dipper, a large spoon with a long handle. As you read, take notes on the little girl's actions on her way back with the water.*

- [1] There was once a little girl who had a dear mother, and they lived, quite alone, in a little house in the woods. They were always very happy, but one day the mother grew so ill that it seemed as if she could never be strong and well again.

"I must have a drink of clear, cold water," she cried, as she lay in bed, so weak and suffering from thirst.

It was dark night, and there was no one near to ask for water, so the little girl took her tin dipper and started out alone to the spring<sup>1</sup> to bring her mother a drink. She went a long way through the woods, and she ran so that she grew very tired, being such a tiny girl; but she filled her tin dipper at the spring and started home.



*"The Big Dipper" by VincentJames21 is licensed under CC BY-NC 2.0.*

Sometimes the water spilled, because it was not easy to carry, and sometimes the little girl stumbled over the stones in the dark road. All at once she felt a warm touch upon her hand, and she stopped. It was a little dog who had been following her, for he, too, was nearly dying of thirst, and he had touched her hand with his hot tongue.

- [5] The little girl looked at her dipper. There was only a very little water in it, but she poured a few drops into her hand, and let the thirsty dog lap<sup>2</sup> them. He seemed as refreshed as if he had been to the river to drink. And a wonderful thing happened to the tin dipper—although the little girl did not see. It was changed to a silver dipper, with more water in it than before.

The little girl started on again, hurrying very fast, for she remembered how much her mother needed her, but she had not gone very far when she met a stranger in the road. He was tall, and wore shining garments,<sup>3</sup> and his eyes looked down with a wonderful smile into the little girl's face. He reached out his hand for the dipper, and he begged for a drink of the clear, cold water.

Now, the little girl thought how her mother had told her that she should be always kind to a stranger, so she held the water up to his lips. And very suddenly, as the stranger drank, the silver dipper was changed to a gold dipper—full to the brim with sparkling water.

1. a source or supply of water
2. for an animal to drink liquid with its tongue
3. another word for "clothing"

The little girl hurried on, but the road was so very long, and she was so tired, that it seemed as if she could never reach home again. She was weak and faint,<sup>4</sup> and she longed to drink just a few drops of the water; but, no, her mother would need all that was left. Had she not given some to the thirsty dog and to the stranger? So she never took a drink herself, but hastened<sup>5</sup> home and carried it to the dear mother. And then came the greatest wonder of all! As soon as the dear mother drank she became quite well and strong once more; and the gold dipper, as it touched her lips, was changed to a diamond dipper—all shining and blazing<sup>6</sup> with glittering gems!

And the diamond dipper left her fingers to shine up in the sky, over the house and the woods. There it shines every night to tell all little children how, once, a child was brave and unselfish and kind.

*"The Legend of the Dipper" from For the Children's Hour by Carolyn Sherwin Bailey (1906) is in the public domain.*

4. **Faint** (*adjective*): weak and dizzy
5. to hurry
6. **Blaze** (*verb*): to burn brightly

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the lesson of the story?
  - A. It's more important to help strangers than people you know.
  - B. Family is more important than anything.
  - C. Being kind brings rewards.
  - D. There is nothing more valuable than diamonds.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "They were always very happy, but one day the mother grew so ill that it seemed as if she could never be strong and well again." (Paragraph 1)
  - B. "It was dark night, and there was no one near to ask for water, so the little girl took her tin dipper and started out alone to the spring to bring her mother a drink." (Paragraph 3)
  - C. "And very suddenly, as the stranger drank, the silver dipper was changed to a gold dipper—full to the brim with sparkling water." (Paragraph 7)
  - D. "She was weak and faint, and she longed to drink just a few drops of the water; but, no, her mother would need all that was left." (Paragraph 8)
  
3. Which of the following best describes the setting of the story?
  - A. The little girl spends most of the story in the woods carrying water.
  - B. The little girl spends most of the story by her mother's side.
  - C. The little girl spends most of the story at the spring collecting water.
  - D. The little girl spends most of the story in the woods trying to find the spring.
  
4. Why doesn't the little girl drink any of the water herself?
  - A. She is too lazy to go back to the spring for more water.
  - B. She promised her mother she wouldn't drink it.
  - C. She's worried she might meet more thirsty people.
  - D. She wants to save the water for her mother.

5. How does paragraph 9 contribute to the overall structure of the text?

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**LESSON**  
**7-1**
**Ratios, Rates, Tables, and Graphs**
**Practice and Problem Solving: A/B**

Use the table to complete Exercises 1–7.

The table shows information about the packets of flavoring added to an amount of water to make soup.

<b>Packets of Flavoring</b>	2	5		10	
<b>Ounces of Water</b>	24		84		144

1. Find the rate of ounces of water needed for each packet of flavoring.

Show your work.

$$\frac{\text{ounces of water}}{\text{packets of flavoring}} =$$

$$\frac{24 \div 2}{2 \div 2} = \frac{12}{1}$$

*Finding unit rate  
(How much water for one packet?)*

2. Use the unit rate to help you complete the table.

3. Graph the information in the table. *(Label your graph)*

4. How much water should be added to 23 packets of flavoring?

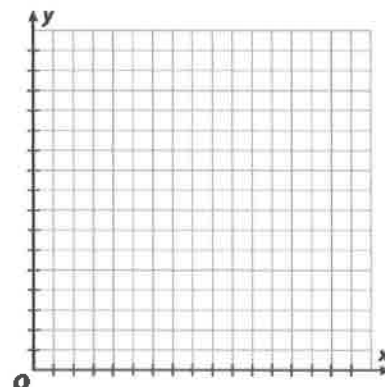
\_\_\_\_\_

5. Does the point (9.5, 114) make sense in this context? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6. What are the equivalent ratios shown in the table?

Complete the statement.

$$\frac{24}{2} = \frac{3}{1} = \frac{5.5}{1.375} = \frac{108}{9} = \frac{15}{1}$$

7. Does the relationship shown use addition or multiplication? Explain.

\_\_\_\_\_

\_\_\_\_\_

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 27**

**READ THE PASSAGE** Read slowly. Think about the main idea of each section.

### In a Pickle

With the right supplies, you can make your own pickles at home.

#### A Clean Start

All supplies that you use must be very clean when you make pickles at home. A dirty jar or spoon can spoil an entire batch of pickles.

#### The Cucumber Is King

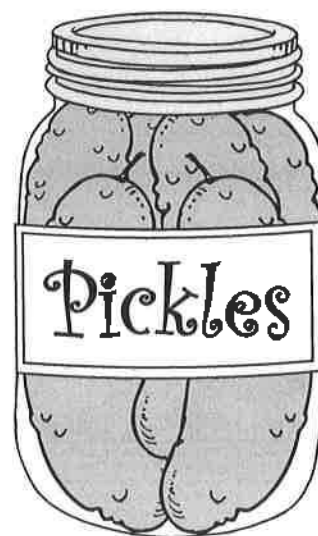
The perfect pickle is crunchy. It starts with a firm, fresh cucumber. To make fresh pickles, fill jars with freshly picked cucumbers. Then pour a heated mixture of salt, vinegar, and spices into the jars. Seal the jars with clean lids. Allow the pickles to cool, and put the jars in the refrigerator. Write the date on the jars.

#### Timing Is Everything

Leave your homemade pickles in the refrigerator. Pay attention to the date on the jars. If you haven't eaten the pickles after six months, throw them away.

#### Other Pickled Foods

In addition to making pickles at home, you can try pickling other vegetables. Pickled carrots, cauliflower, and garlic cloves make tasty snacks and give salads some extra flavor.

**STRATEGY PRACTICE** Explain to a partner how using the section headings helped you understand the text.**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Under which heading can you find the ingredients for making pickles?  
☐ A "A Clean Start"  
☐ B "The Cucumber Is King"  
☐ C "Timing Is Everything"  
☐ D "Other Pickled Foods"
- What do you think would happen if you used soft cucumbers for your pickles?  
☐ A The jars would not seal tightly.  
☐ B The pickles would not be crunchy.  
☐ C The pickles would stay fresh longer.  
☐ D The cucumbers would not fit in the jars.
- What might happen if you do *not* write the date on the jars?  
☐ A You might forget what is in the jars.  
☐ B You might get extra-crunchy pickles.  
☐ C You might eat bad pickles.  
☐ D You might not be able to open the jars.
- What is the last step in making pickles?  
☐ A Seal the jars with clean lids.  
☐ B Place the jars in the refrigerator.  
☐ C Wash the jars, lids, and spoon.  
☐ D Heat vinegar, salt, and spices.

# Ancient Egypt: Life along the Nile

By USHistory.org on 03.07.17

Word Count **861**

Level **MAX**



Crops in the Nile River valley in Egypt. Photo from: DeAgostini/Getty Images.

Ancient Egyptian civilization lasted for several thousand years. It spanned from 3,000 B.C. until 30 B.C, when Egypt was annexed, or taken over, by the Roman Empire.

Many of the discoveries and practices of ancient Egypt have survived an even greater test of time. The sands of the Nile River Valley hold many clues about this mysterious, progressive and artistic ancient civilization.

None of the achievements of the remarkable ancient Egyptian civilization would have been possible without the Nile River. There is always a connection between landscape and how a people develop. It does not take the wisdom of a sphinx to understand why.

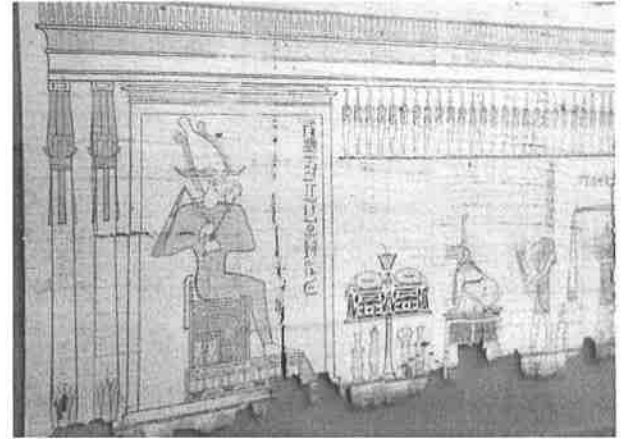
Archaeologists and historians don't know exactly how Egyptian civilization evolved. It is believed that humans started living along the Nile's banks starting in about 6,000 B.C.E. For the earliest inhabitants of the Nile Valley, food was not easy to find. There were no McTut's selling burgers, and, though there were a lot of crocodiles, those critters were pretty hard to catch.

**Food For Thought**



From north to south, the Sahara is between 800 and 1,200 miles wide; it stretches over 3,000 miles from east to west. The total area of the Sahara is more than 3,500,000 square miles. It's the world's biggest sandbox.

And, as if there weren't enough sand in the Sahara, east of the Nile are other deserts.



Although sand had limited uses, these deserts presented one tremendous strategic advantage: few invaders could ever cross the sands to attack Egypt — the deserts proved too great a natural barrier.

After learning to take advantage of the Nile's floods — and not having to fear foreign attacks — the Egyptians concentrated on improving farming techniques. As the years passed, Egyptians discovered that wheat could be baked into bread, that barley could be turned into soup (or even beer) and that cotton could be spun into clothing.

With many of life's necessities provided, the Egyptians started thinking about other things, such as art, government, religion and philosophy — some of the basics needed to create a civilization. Eventually, pyramids, mummies, Cleopatra and the Sphinx of Giza became touchstones of this flourishing culture.

1 Read the summary below. Choose the answer that BEST fits into the blank to complete the summary.

Ancient Egyptian civilization was able to flourish along the Nile River 5,000 years ago.

\_\_\_\_\_

The Egyptians are known for their art, government, religion and architectural marvels.

- (A) Because the Egyptians were able to find and grow food so easily along the Nile, they decided they did not need the year-round irrigation anymore.
- (B) Because the Egyptians were able to find and grow food so easily along the Nile, they decided to stay in the middle of the Sahara Desert.
- (C) Because the Egyptians were able to find and grow food so easily along the Nile, they were worried that invaders would try to attack them.
- (D) Because the Egyptians were able to find and grow food so easily along the Nile, they were able to spend time on other advancements.

2 How does the section "Food For Thought" relate to the section "Prime Time"?

- (A) The section "Food For Thought" describes why Egyptians had a hard time finding food in the desert; the section "Prime Time" describes how Egyptians knew when to plant the crops so that they would always have plenty of food.
- (B) The section "Food For Thought" describes what types of food the Egyptians liked to eat along the Nile River; the section "Prime Time" describes how the Egyptians used papyrus to make baskets, mats, rope and even sandals.
- (C) The section "Food For Thought" describes how the Nile River informed when the farmers planted and harvested; the section "Prime Time" describes how the Egyptians created a calendar to keep track of planting and harvesting.
- (D) The section "Food For Thought" describes why Egyptians could not make canals and an irrigation systems without the help of papyrus; the section "Prime Time" describes how Egyptians showed that papyrus can be used in many different ways.

3 Which sentence from the article MOST highlights the idea that the Nile directly influenced the advancement of the Egyptian civilization?

- (A) The sands of the Nile River Valley hold many clues about this mysterious, progressive and artistic ancient civilization.
- (B) None of the achievements of the remarkable ancient Egyptian civilization would have been possible without the Nile River.
- (C) Farmers learned to dig short canals leading to fields near the Nile, thus providing fresh water for year-round irrigation.
- (D) They developed a calendar based on the flooding of the Nile that proved remarkably accurate.

4 Read the section "Sand, Land And Civilization." Which paragraph BEST supports the idea that multiple deserts benefited the Egyptians?

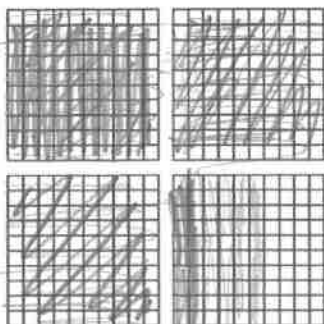
**LESSON**  
**5-4**

# Dividing Decimals

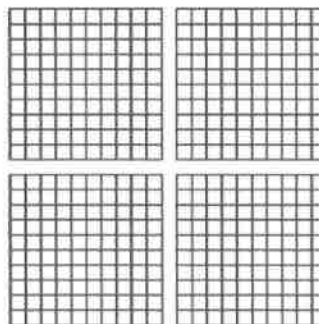
## Practice and Problem Solving: A/B

Use decimal grids to find each quotient. First, shade the grid. Then, separate the model to show the correct number of equal parts.

1.  $3.6 \div 1.2$



2.  $3.27 \div 3$



Divide decimals:  $3.6 \div 1.2 = \textcircled{3}$

\*move the decimal in the divisor to right to make it a whole #.  
 \*move the decimal in the dividend the same amount of times as you did the decimal in the divisor.  
 \*raise the decimal straight up (in the dividend) & divide as usual.

Find each quotient.

3.  $9.5 \overline{)142.5} = 15$

4.  $3 \overline{)39.6}$

5.  $2 \overline{)10.88}$

6.  $10.5 \div 1.5$

7.  $9.75 \div 1.3$

8.  $37.5 \div 2.5$

Estimate each quotient to the nearest whole number. Then, find the actual quotient.

9.  $0.9 \overline{)3.78}$

10.  $2.5 \overline{)36}$

11.  $0.25 \overline{)7}$

12.  $9.5 \overline{)142.5}$

Solve.

13. A camera attached to a telescope photographs a star's image once every 0.045 seconds. How many complete images can the camera capture in 3 seconds?

14. A geologist noticed that land along a fault line moved 24.8 centimeters over the past 175 years. On average, how much did the land move each year?



**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 28**

**READ THE PASSAGE** As you read, think of questions about the topic of shale oil.

### Oil from a Stone

It may seem impossible to remove oil from a stone, but that hasn't stopped people from trying. Scientists argue that with new technology and creative thinking, getting oil from a stone may not be as difficult as we think. Of course, it also takes the right kind of rocks.

Shale oil is oil that exists in solid form within rock. This unique oil was formed from fossilized creatures from the Tertiary (TUR-shee-air-ee) period, about 65 million years ago, and high levels of heat and pressure.

Mining shale oil is much more difficult than removing liquid oil. Workers must take extra care to protect the surrounding area during this difficult procedure. Otherwise, the process can cause erosion and can pollute the groundwater. In addition, shale oil must be heated to extreme temperatures and must be refined even further after it has been pulled from the ground. The refining process, like the mining process, takes a lot of water. This is another serious concern.

Although it is hard to collect, shale oil has long-term potential. There is enough shale oil in the western United States to meet current oil demands for about 400 years. Some people say that with enough funding for research, shale oil could be collected easily one day.

**STRATEGY PRACTICE** Write a question that the passage answers. Then have a partner answer it.

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**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What is the purpose of the last paragraph?  
☐ Ⓐ to emphasize that extra care must be taken in collecting shale oil  
☐ Ⓑ to persuade readers to use less oil  
☐ Ⓒ to argue that shale oil is too difficult to collect  
☐ Ⓓ to convince readers that research is worthwhile
2. How are shale oil and liquid oil different?  
☐ Ⓐ Shale oil is more difficult to mine.  
☐ Ⓑ Mining liquid oil causes more erosion.  
☐ Ⓒ Liquid oil requires more refining.  
☐ Ⓓ Shale oil is easier to cool.
3. How are shale oil and liquid oil alike?  
☐ Ⓐ High temperatures are needed to extract them.  
☐ Ⓑ Neither is found in the United States.  
☐ Ⓒ More research is needed to collect them easily.  
☐ Ⓓ Both are found in the ground.
4. Which quote best shows concern for the environment?  
☐ Ⓐ "Shale oil must be heated to extreme temperatures . . ."  
☐ Ⓑ "Workers must take extra care to protect the surrounding area . . ."  
☐ Ⓒ "... shale oil has long-term potential."  
☐ Ⓓ "... with enough funding for research, shale oil could be collected easily one day."

# Who ruled the world? In ancient Egypt, oftentimes it was a woman

By Dara Elasar, Washington Post, adapted by Newsela staff on 04.26.19

Word Count **504**

Level **MAX**

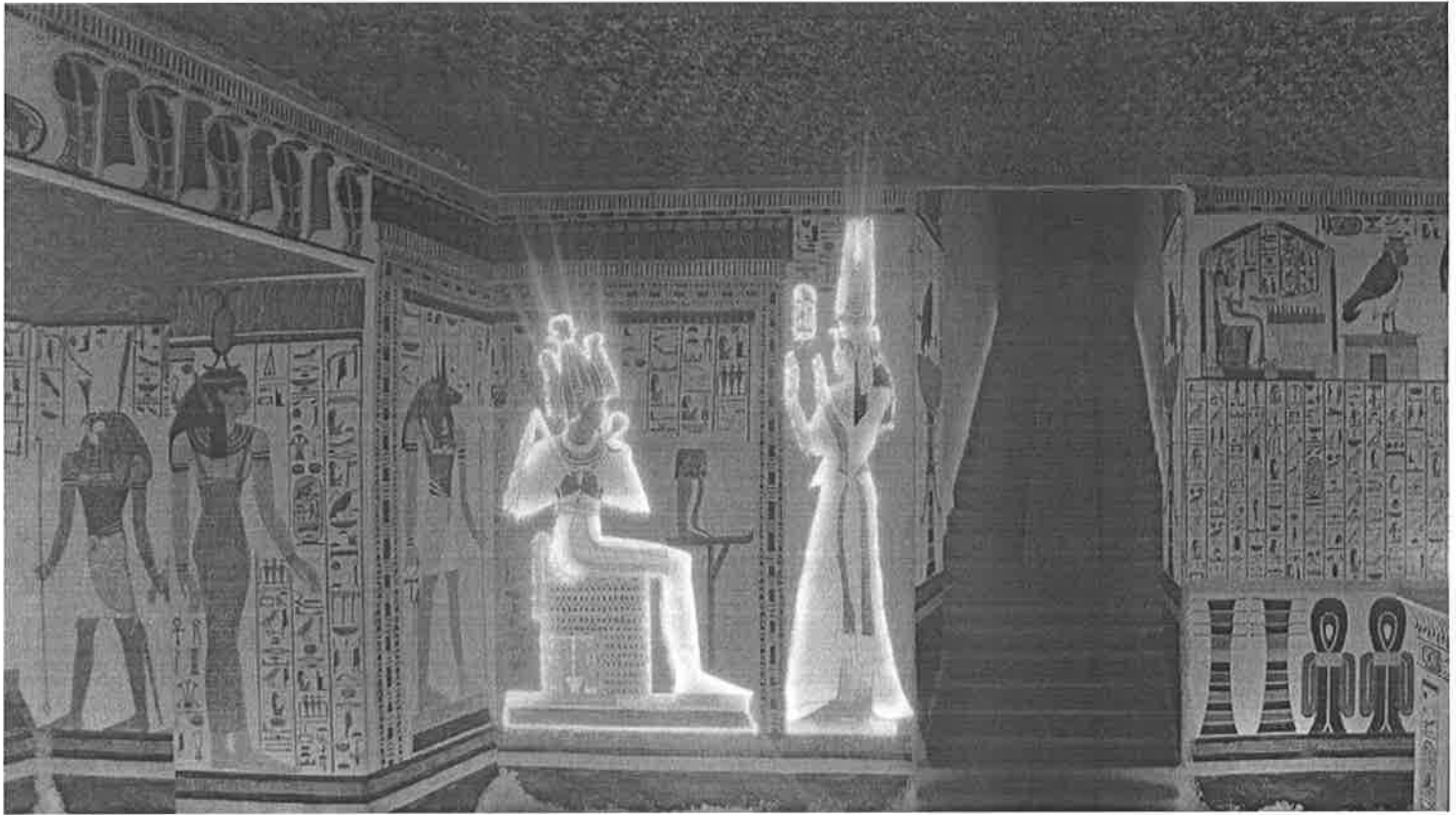


Image 1. The "Queens of Egypt" exhibit at the National Geographic Museum in Washington, D.C., features a virtual-reality experience of Queen Nefertari's tomb as well as several hands-on installations. Photo by: National Geographic

If you had 10 seconds to name a queen of ancient Egypt, who would it be? Probably Cleopatra. She was famous for her alliances with Roman leaders Julius Caesar and Marc Antony.

But who came before her? Nefertari, Isis, Ahmose and Hatshepsut are just a few queens of Egypt whose legacies aren't as widely known. A new exhibit at the National Geographic Museum in Washington, D.C., aims to change that.

"I only knew there was Cleopatra, I didn't know there were so many other queens," said Roxie Mazelan. She is a 9-year-old Girl Scout visiting the "Queens of Egypt" exhibit.

Roxie and her troop from Alexandria, Virginia, put on their 3-D glasses to explore the exhibit's virtual-reality dome. They traveled back in time and walked through the virtual tomb of Queen Nefertari, principal wife of Ramsesses II.

Addison Hood, age 9, thought it was cool to see artifacts virtually. And to then come across them physically throughout the exhibit. Among the popular artifacts are Nefertari's shoes. They were found in her tomb by an Italian archaeologist in 1904. Jewelry, makeup jars and mirrors that once belonged to Egypt's female rulers are also on display.

There are hands-on exhibit features, including jars that contain scents such as henna and lotus. You can pop them open and smell. Archaeologists found jars like these in tombs, and from the residue they could extract the scents Egyptian women once wore. You can also play Senet, a board game similar to Chutes and Ladders that pharaohs played around 1550 B.C.

Queen Hatshepsut (pronounced hat-SHEP-soot) was the most influential Egyptian queen and known as a great diplomat during her 22-year reign. To gain respect, she dressed as a man, wore a false beard and created statues of herself with a pharaoh's headdress. When her stepson took the throne, he made sure people knew there was a new leader in town.



"Out of all the ancient civilizations, Egypt's was the only one that really valued women," says Lexie de los Santos. She helps promote National Geographic exhibits.

Egyptian women could own land, choose a husband, get divorced and even govern.

"But after their rule, [male leaders] just erase all memory of these women because they don't want them to have all that success," De Los Santos said.

Kara Cooney, an Egyptologist who wrote a book for National Geographic about the queens, said these women were often used as protectors. Men would put women in high positions to keep young male leaders safe and give them time to mature. When a man was ready to take over as pharaoh, the woman in charge would step down.

Addison noted that even after thousands of years, female leaders haven't gained a lot of ground.

"I think it was cool to see women in the place of men," she said. "You don't see that a lot now."

Read the following sentences from the article.

1. *They traveled back in time and walked through the virtual tomb of Queen Nefertari, principal wife of Ramsesses II.*
2. *There are hands-on exhibit features, including jars that contain scents such as henna and lotus. You can pop them open and smell.*
3. *You can also play Senet, a board game similar to Chutes and Ladders that pharaohs played around 1550 B.C.*

What CENTRAL idea does this evidence support?

- (A) Male Egyptian leaders tended to downplay the success of Egyptian queens.
- (B) Most visitors to the National Geographic Museum in Washington, D.C., think of Cleopatra when asked to name a queen of ancient Egypt.
- (C) Egypt was the only ancient civilization to consider women to be powerful and valuable.
- (D) A new exhibit at the National Geographic Museum in Washington, D.C., helps visitors learn about queens of Egypt.

Read the following sentence from the article.

*Egyptian women could own land, choose a husband, get divorced and even govern.*

HOW does this detail develop a central idea of the article?

- (A) It supports the idea that ancient Egypt valued the role of women.
- (B) It supports the idea that Queen Hatshepsut was a great diplomat.
- (C) It shows why a female Egyptian leader would have decided to dress as a man.
- (D) It shows why young male Egyptian leaders needed time to mature.

Which answer choice accurately characterizes Addison Hood's reaction to the new exhibit?

- (A) She was shocked by what she learned about Nefertari and wondered why her legacy was not widely known.
- (B) She was most impressed by the artifacts related to Queen Hatshepsut and bemoaned the fact that her stepson took over the throne.
- (C) She enjoyed both the virtual and physical exhibit features and celebrated the idea that women in Egypt had power.
- (D) She preferred the virtual exhibit features over the physical ones and expressed a desire to learn more about Cleopatra.

How does the author build an understanding of the new exhibit?

- (A) by describing the activities available to visitors and then providing historical information about the women featured in the exhibit
- (B) by detailing a Girl Scout's experience in the exhibit and then ranking the exhibit features from most significant to least
- (C) by explaining how artifacts for the exhibit were collected and then summarizing visitors' reactions to the hands-on exhibit features
- (D) by highlighting the most influential queens featured in the exhibit and then comparing them to male Egyptian leaders

**LESSON**  
**5-3**

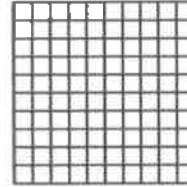
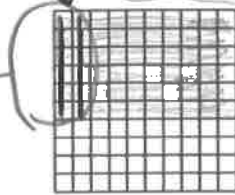
# Multiplying Decimals

## Practice and Problem Solving: A/B

Show the decimal multiplication on the grids. Find the product.

1.  $0.2 \times 0.6 = 0.12$

2.  $0.3 \times 0.7 =$  \_\_\_\_\_



Draw an area model to represent the multiplication problems below. Find the product.

3.  $1.2 \times 3.3 = 1.96$

4.  $4.1 \times 2.1 =$  \_\_\_\_\_

Multiply.

5.  $0.1$   
 $\times 0.2$

6.  $0.9$   
 $\times 6$

7.  $0.3$   
 $\times 0.8$

8.  $1.6$   
 $\times 2.9$

9.  $1.5 \times 0.41 =$

10.  $0.24 \times 2.68 =$

11.  $3.13 \times 4.69 =$

12.  $5.48 \times 15.12 =$

Solve.

13. Each basket can hold 2.5 pounds of apples. How many pounds can 7 baskets hold?

14. Canvas cloth costs \$7.50 per square meter. How much will 3.5 square meters of canvas cost?

To multiply decimals:

- ① multiply as usual
- ② Once you find the product, place your decimal \* to place your decimal, find how many places are to the right of all decimals & count left that many places in the product.

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 29**

**READ THE PASSAGE** Pay attention to the order of events for swimming with the Polar Bear Club.

### The Coolest Club Around

Every Sunday from November through April, a group of men and women run shouting into the freezing waters of the Atlantic Ocean off the coast of New York City. Are they crazy? Maybe. Do they have a great time? Definitely.

The Coney Island Polar Bear Club was founded in 1903 by Bernarr Macfadden. He believed that a daily dip in cold water had big health benefits. He proclaimed this theory while in the freezing water as onlookers gawked. Today, men and women still flock to the Polar Bear Club's weekly outings as a way to "chill out." Water temperatures vary from about 60°F, down to about 33°F. Add to that the windchill factor, and you have one frosty swim!

Swimming with the Coney Island Polar Bear Club takes some preparation. First, you should check with your doctor before swimming in cold water to make sure you're in good physical health. Next, you'll need a bathing suit and a warm towel. Most members also wear special boots that protect their feet from rocks and other sharp objects on the beach. The boots also help keep their feet warm in the freezing water.

Once you're ready to go, it's just a matter of gathering the courage to make that big leap. Plenty of people end up at the water's edge and turn away at the last second. If you're sure you want the Polar Bear experience, you might want to bring a friend who won't let you leave until you've taken the plunge!

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. According to the passage, what should new Polar Bear Club members do before entering the water?
  - (A) warm up with exercises
  - (B) make a friend go in first
  - (C) turn away at the last second
  - (D) check with their doctor
2. What is the last step in preparing to swim with the Polar Bear Club?
  - (A) consult the weather
  - (B) gather the courage to get in the water
  - (C) bring a bathing suit and towel
  - (D) wear protective boots
3. What happened after Macfadden founded the Coney Island Polar Bear Club?
  - (A) Other people joined.
  - (B) Everyone believed swimming in cold water was healthful.
  - (C) He began selling special swim boots.
  - (D) He quit the club in April 1904.
4. When should Polar Bear Club members put on special protective boots?
  - (A) after they leave the water
  - (B) while walking on rocks near the beach
  - (C) before they step onto the beach
  - (D) while swimming in the cold water

**STRATEGY PRACTICE** Underline the words and phrases that helped you understand what the people in the club do and why they do it.



# What are the different climate types?

By NOAA SciJinks, adapted by Newsela staff on 10.17.19

Word Count **840**

Level **960L**

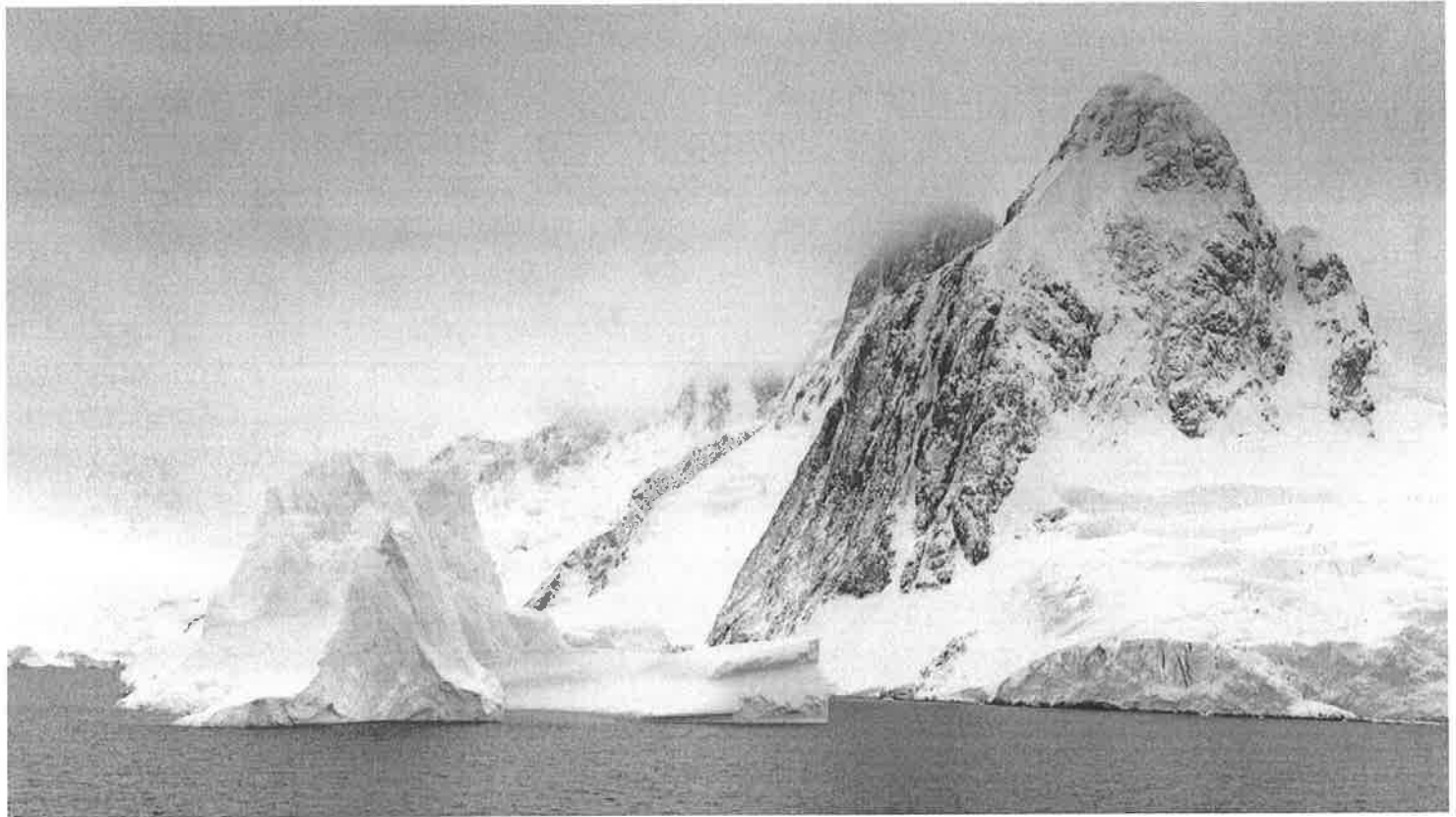


Image 1. Antarctica is an example of a polar climate. There are five main climate types. Photo by: Delta Images/Getty Images

Climate is the average weather conditions in an area over a long period of time — 30 years or more. Unsurprisingly, there are a large variety of climates on Earth.

For example, regions that have the hottest climates are normally closest to the equator. This is because these areas on average receive larger amounts of solar radiation throughout the year. The sun's light and heat are more direct at the equator. Meanwhile, the north and south poles are much colder because the sun's light and heat are least direct there.

Using this information, in the late 1800s and early 1900s, a German climate scientist and botanist named Wladimir Köppen divided the world's climates into vegetation zones. These zones were based on several factors. For example, he considered seasonal temperatures, the amount of precipitation (rain/snow), the times of year when precipitation occurs, among other things. He also considered a region's latitude. A zone's latitude is determined by how far north or south it is from the equator. Latitude involves geographical lines used on maps.

Today, several different classification systems for mapping climate zones are available to scientists, depending on what they wish to measure. However, Köppen's system is still widely

used. In general, he categorized the Earth's land areas into five zones of climates. They are:

- Group A: Tropical. These are hot and humid zones with average temperatures greater than 64 degrees Fahrenheit year-round and with significant annual precipitation.
- Group B: Dry. A dry zone has very little annual precipitation. In these zones, moisture rapidly evaporates from the air.
- Group C: Temperate. These zones normally have mild winters and warm and humid summers with thunderstorms.
- Group D: Continental. A continental zone has warm to cool summers and cold winters. It is known for extreme seasonal changes. At least one month will average below 32 degrees Fahrenheit.
- Group E: Polar. A polar climate zone is extremely cold. Even in summer, the temperatures never go higher than 50 degrees Fahrenheit!

### What Does A Map Of Climate Zones Really Look Like?

Distance from the equator is one factor that impacts an area's climate, as this affects the angle of sunlight the area receives throughout the year due to the Earth's tilt. Many other geographic variables affect how weather patterns form in a region over time. The presence or absence of mountain ranges is important, for example. River valleys, coastal regions and prevailing offshore ocean currents can play a role as well.

You can classify the United States into climate zones using this information. A climate zone map of the U.S. would look like this:

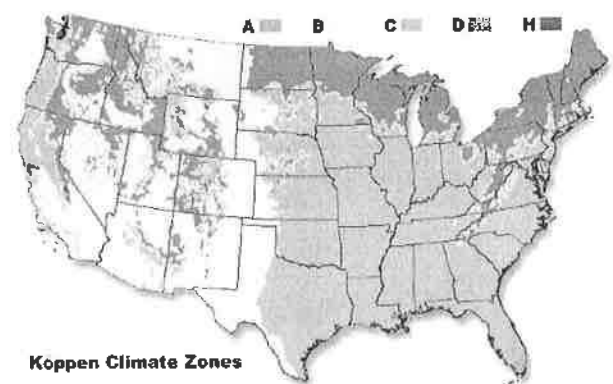
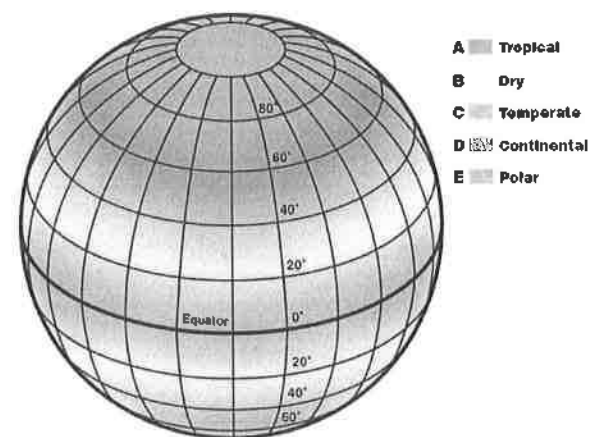
### How Can Information About Climate Zones Be Used?

Knowing your climate zone can be useful for many things; take, for example, gardening and farming. Certain plants grow best in certain climates. Some do not grow at all in some zones. If you wanted to plant an apple orchard, you would first check to see which varieties of apples grow well in your region's climate.

### How Do Weather Satellites Play A Role?

Weather satellites mostly help with tracking conditions that are happening right now. They also help with forecasting weather for the near future. However, in addition to this, they can collect information that helps scientists monitor a region's climate over time.

A good example is the satellites in the GOES-R series — short for Geostationary Operational Environmental Satellite-R — which can take measurements and images of the Earth's weather, oceans and environment. The satellites monitor environmental phenomena: hurricanes,



Koppen Climate Zones

thunderstorm activity, tornado formation, smoke and dust, etc. Monitoring the increase in extreme weather events is key to understanding climate change.

These satellites also monitor the temperature of the land as it cools at night as well as changes in cloud cover. If increasing cloudiness traps heat at night, the land will not cool off as well as it would with clear skies. This information can help scientists understand how the differences between day and night can affect a region's climate.

Satellites in the Joint Polar Satellite System (JPSS) can also provide information on factors that affect climate. For example, the JPSS satellites circle the Earth from pole to pole 14 times a day. They provide a full picture of the planet twice a day.

The JPSS system provides global observations that track many different weather and climate variables. It tracks atmospheric temperature and water vapor, as well as snow and ice accumulation and cover. It also tracks changing vegetation, sea and land surface temperatures, precipitation and more. This data provides important information to scientists. It adds to their records of regional differences in Earth's climate.

- 1 Which sentence from the article would be MOST important to include in a summary of the article?
- (A) Meanwhile, the north and south poles are much colder because the sun's light and heat are least direct there.
  - (B) Today, several different classification systems for mapping climate zones are available to scientists, depending on what they wish to measure.
  - (C) Distance from the equator is one factor that impacts an area's climate, as this affects the angle of sunlight the area receives throughout the year due to the Earth's tilt.
  - (D) If increasing cloudiness traps heat at night, the land will not cool off as well as it would with clear skies.

- 2 Read the following sentence from the section "How Can Information About Climate Zones Be Used?"

*If you wanted to plant an apple orchard, you would first check to see which varieties of apples grow well in your region's climate.*

How does this detail develop the article's CENTRAL idea?

- (A) by highlighting how understanding climate zones can be useful in a variety of ways
  - (B) by describing the climate zones that are best for growing fruits and vegetables
  - (C) by explaining the role that precipitation plays in determining the climate of a region
  - (D) by showing how climate change has influenced weather patterns globally
- 3 How do Image 2 and the article's introduction [paragraphs 1-9] develop an understanding of climate zones?
- (A) by explaining how geographic features affect a region's climate
  - (B) by highlighting where the world's climate zones are located
  - (C) by describing why climate zones change over time
  - (D) by showing the features of each climate zone in the United States
- 4 Based on the images and the article, what conclusion can be made?
- (A) The United States contains all five major climate zones.
  - (B) The areas closest to the equator usually receive little rain.
  - (C) The United States primarily falls into the continental climate zone.
  - (D) The areas farthest from the equator are the coldest regions on Earth.

**LESSON**  
**4-3**

# Dividing Mixed Numbers

## Practice and Problem Solving: A/B

Find the reciprocal. Show that the product of the mixed number and its reciprocal is 1.

1.  $10\frac{1}{2}$   $10 \times 2 = 20$   
 $20 + 1 = 21$   
 $\frac{21}{2} \times \frac{2}{21} = \frac{42}{42} = 1$
2.  $6\frac{3}{7}$   $6 \cdot 7 = 42 + 3 = 45$   
 $\frac{45}{7} \cdot \frac{7}{45} = \frac{315}{315} = 1$
3.  $2\frac{8}{9}$
4.  $15\frac{1}{4}$
5.  $9\frac{2}{3}$
6.  $7\frac{5}{8}$

\*change mixed number to fraction greater than one then find reciprocal.

Divide. Write each answer in simplest form.

7.  $\frac{8}{10} \div 1\frac{5}{6} = \frac{8}{10} \div \frac{11}{6}$   
 $\frac{8}{10} \times \frac{6}{11} = \frac{48}{110} = \frac{24}{55}$
8.  $2 \div 1\frac{6}{7}$
9.  $3\frac{3}{5} \div 2\frac{1}{4}$
10.  $4\frac{1}{2} \div 2\frac{3}{8}$
11.  $5\frac{5}{6} \div 3\frac{1}{6}$
12.  $\frac{11}{12} \div 2\frac{5}{8}$
13.  $1\frac{9}{13} \div \frac{3}{8}$
14.  $6\frac{4}{5} \div 3\frac{2}{9}$
15.  $9\frac{2}{3} \div 6\frac{8}{9}$

\*mixed # to fraction greater than one: whole # multiplied by the denominator add numerator equals your new numerator and keep the denominator  
 ex:  $1\frac{1}{2}$

Write each situation as a division problem. Then solve.

16. A concrete patio is  $5\frac{2}{3}$  feet wide. It has an area of  $36\frac{5}{6}$  square feet.

Is the concrete slab long enough to fit a 7-foot picnic table without placing the table along the diagonal of the patio? Explain.

17. The area of a mirror is 225 square inches, and its width is  $13\frac{3}{4}$  inches.

Will the mirror fit in a space that is 15 inches by 16 inches? Explain.

18. Barney has  $16\frac{1}{5}$  yards of fabric. To make an elf costume, he needs

$5\frac{2}{5}$  yards of fabric. How many costumes can Barney make?

**Lewis County Schools**

**6<sup>th</sup> Grade**

**Day 30**

**READ THE PASSAGE** Think about why the pyramid was built and what is happening to it today.

### A Pyramid in Wyoming

When you think of pyramids, you probably picture one in Egypt or Mexico. Did you know that there is also a pyramid in the United States? Not many people do. You can find the pyramid, called the Ames Monument, off a quiet dirt road in the southeast corner of Wyoming.

Back in the 1800s, two brothers named Oliver and Oakes Ames worked with the Union Pacific Railroad to build railroad tracks that stretched across the country. This was a spectacular feat. However, Oakes was later charged with dishonest business practices, so the Ames brothers and the railroad company gained a bad reputation. After the Ames brothers died, the people who ran Union Pacific wanted to restore the company's public image. So they built a monument near Sherman, a quiet town at the highest point along the rail line. The builder used blocks of pink granite found in the area to construct the monument—a 60-foot pyramid. An artist added two 9-foot-tall carved portraits, one of each Ames brother.

At one time, train passengers traveling through the area could get off the train and view the pyramid up close. However, since then, the railroad tracks have been moved and the town of Sherman no longer exists. Few people come to see the Ames Monument anymore, and the odd structure has fallen into disrepair. As a result, this pyramid may eventually vanish into history.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. According to the passage, why did Union Pacific build the pyramid?  
☐ Ⓐ to give passengers something to look at  
☐ Ⓑ to improve the railroad's public image  
☐ Ⓒ to impress the Ames brothers  
☐ Ⓓ to compete with Egyptian pyramids
2. Which of these was an effect of Oakes Ames being charged with dishonest business practices?  
☐ Ⓐ The Ames brothers moved to Sherman.  
☐ Ⓑ People stopped taking the train.  
☐ Ⓒ Union Pacific gained a bad reputation.  
☐ Ⓓ An artist carved Oakes Ames's portrait.
3. According to the passage, why might the pyramid vanish into history?  
☐ Ⓐ It is already falling apart.  
☐ Ⓑ The railroad tracks were moved.  
☐ Ⓒ The town of Sherman no longer exists.  
☐ Ⓓ People do not remember the Ames brothers.
4. What is the most likely reason that few people visit the pyramid today?  
☐ Ⓐ Passenger trains no longer stop there.  
☐ Ⓑ Union Pacific built a different monument.  
☐ Ⓒ The Ames brothers died.  
☐ Ⓓ The pyramid is in disrepair.

**STRATEGY PRACTICE** Write a question about the Ames Monument. Write the answer, too, if the passage provides that information.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

## The Four Dragons

*In this folktale, four dragons work to help a community that is suffering from a long drought. As you read, take notes on what the dragons do to help the people.*

- [1] Once upon a time, there were no rivers and lakes on earth, but only the Eastern Sea, in which lived four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. One day the four dragons flew from the sea into the sky. They soared and dived, playing at hide-and-seek in the clouds.

"Come over here quickly!" the Pearl Dragon cried out suddenly.

"What's up?" asked the other three, looking down in the direction where the Pearl Dragon pointed.

On the earth they saw many people putting out fruits and cakes, and burning incense sticks. They were praying! A white-haired woman, kneeling on the ground with a thin boy on her back, murmured,



*"Untitled" by Rhonlee is licensed under CC0*

- [5] "Please send rain quickly, God of Heaven, to give our children rice to eat."

For there had been no rain for a long time. The crops withered, the grass turned yellow and fields cracked under the scorching sun.

"How poor the people are!" said the Yellow Dragon. "And they will die if it doesn't rain soon."

The Long Dragon nodded. Then he suggested, "Let's go and beg the Jade Emperor for rain."

So saying, he leapt into the clouds. The others followed closely and flew towards the Heavenly Palace. Being in charge of all the affairs in heaven, on earth, and in the sea, the Jade Emperor was very powerful. He was not pleased to see the dragons rushing in.

- [10] "Why do you come here instead of staying in the sea and behaving yourselves?"

The Long Dragon stepped forward and said, "The crops on earth are withering<sup>1</sup> and dying, Your Majesty. I beg you to send rain down quickly!"

"All right. You go back first, I'll send some rain down tomorrow." The Jade Emperor pretended to agree while listening to the songs of the fairies.

1. **Wither (verb):** to become dry and shriveled



The four dragons responded, "Thanks, Your Majesty!"

The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots, some forced to eat white clay when they ran out of bark and grass roots. Seeing all this, the four dragons felt very sorry, for they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely on themselves to relieve the people of their miseries. But how to do it? Seeing the vast sea, the Long Dragon said that he had an idea.

[15] "What is it? Out with it, quickly!" the other three demanded.

"Look, is there not plenty of water in the sea where we live? We should scoop it up and spray it towards the sky. The water will be like rain drops and come down to save the people and their crops," said Long Dragon.

"Good idea!" said the others as they clapped their hands.

"But," said the Long Dragon after thinking a bit, "we will be blamed if the Jade Emperor learns of this."

"I will do anything to save the people," the Yellow Dragon said resolutely.

[20] "Then let's begin. We will never regret it," said Long Dragon.

The Black Dragon and the Pearl Dragon were not to be outdone. They flew to the sea, scooped up water in their mouths, and then flew back into the sky where they sprayed the water out over the earth. The four dragons flew back and forth, making the sky dark all around. Before long the sea water became rain pouring down from the sky.

"It's raining! It's raining! The crops will be saved!" the people cried and leaped with joy.

On the ground the wheat stalks raised their heads and the sorghum<sup>2</sup> stalks straightened up. The god of the sea discovered these events and reported to the Jade Emperor.

"How dare the four dragons bring rain without my permission!" said the Jade Emperor.

[25] The Jade Emperor was enraged, and ordered the heavenly generals and their troops to arrest the four dragons. Being far outnumbered, the four dragons could not defend themselves, and they were soon arrested and brought back to the heavenly palace.

"Go and get four mountains to lay upon them so that they can never escape!" The Jade Emperor ordered the Mountain God.

2. a type of grain

The Mountain God used his magic power to make four mountains fly there, whistling in the wind from afar, and pressed them down upon the four dragons. Imprisoned as they were, they never regretted their actions. Determined to do good for the people forever, they turned themselves into four rivers, which flowed past high mountains and deep valleys, crossing the land from the west to the east and finally emptying into the sea. And so China's four great rivers were formed — the Heilongjian (Black Dragon) in the far north, the Huanghe (Yellow River) in central China, the Changjiang (Yangtze, or Long River) farther south, and the Zhujiang (Pearl) in the very south.

*"The Four Dragons" is in the public domain.*

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: How do the dragon's actions contribute to the development of the theme of the folktale?
  - A. Their playfulness shows that appearances can be misleading when making character judgments.
  - B. Their willingness to disobey the Jade Emperor shows that sacrifice is often needed for the good of others.
  - C. Their reliability shows that respecting one's elders and following instructions are necessary for a successful society.
  - D. Their respect for the Jade Emperor shows that children can learn much from their ancestors about historical events.
  
2. PART B: Which TWO paragraphs from the folktale support the answer to Part A?
  - A. Paragraph 1
  - B. Paragraph 8
  - C. Paragraph 13
  - D. Paragraph 18
  - E. Paragraph 23
  - F. Paragraph 27
  
3. PART A: As used in paragraph 19, what is the meaning of the word "resolutely"?
  - A. acting with determination
  - B. hesitating to act
  - C. producing results
  - D. proceeding cautiously
  
4. PART B: Which quotation most helps the reader understand the meaning of "resolutely"?
  - A. "Look, is there not plenty of water in the sea where we live?" (Paragraph 16)
  - B. "We should scoop it up and spray it towards the sky." (Paragraph 16)
  - C. "Good idea!" said the others as they clapped their hands." (Paragraph 17)
  - D. "Then let's begin. We will never regret it," said Long Dragon." (Paragraph 20)
  
5. PART A: In the folktale, how do the dragons most impact the resolution of the plot?
  - A. by providing rain for the people
  - B. by becoming imprisoned in mountains
  - C. by creating a permanent water supply
  - D. by angering the god of the sea

6. PART B: Which detail from the folktale best supports the answer to Part A?
- A. "The water will be like rain drops and come down to save the people" (Paragraph 16)
  - B. "discovered these events and reported to the Jade Emperor." (Paragraph 23)
  - C. "Go and get four mountains to lay upon them" (Paragraph 26)
  - D. "they turned themselves into four rivers" (Paragraph 27)
7. PART A: Which difference in attitudes between the Jade Emperor and the dragons influences events later in the folktale?
- A. The Jade Emperor is amused by the needs of the people, and the dragons are annoyed.
  - B. The Jade Emperor is angered by the needs of the people, and the dragons are pleased.
  - C. The Jade Emperor is indifferent about the needs of the people, and the dragons are concerned.
  - D. The Jade Emperor is upset about the needs of the people, and the dragons are worried.
8. PART B: Which paragraphs provide evidence to support the answer to Part A?
- A. Paragraphs 2-3
  - B. Paragraphs 5-6
  - C. Paragraphs 11-12
  - D. Paragraphs 22-23

**LESSON**  
**4-2****Dividing Fractions****Practice and Problem Solving: A/B****Find the reciprocal.**

1.  $\frac{5}{7}$   $\frac{7}{5}$

2.  $\frac{3}{4}$  \_\_\_\_\_

3.  $\frac{3}{5}$  \_\_\_\_\_

4.  $\frac{1}{10}$  \_\_\_\_\_

5.  $\frac{4}{9}$  \_\_\_\_\_

6.  $\frac{13}{14}$  \_\_\_\_\_

7.  $\frac{7}{12}$  \_\_\_\_\_

8.  $\frac{3}{10}$  \_\_\_\_\_

9.  $\frac{5}{8}$  \_\_\_\_\_

**Divide. Write each answer in simplest form.**

10.  $\frac{5}{6} \div \frac{1}{2}$   $\frac{10}{6} = 1\frac{4}{6} = 1\frac{2}{3}$

11.  $\frac{7}{8} \div \frac{2}{3}$  \_\_\_\_\_

12.  $\frac{9}{10} \div \frac{3}{4}$  \_\_\_\_\_

13.  $\frac{3}{4} \div 9$  \_\_\_\_\_

14.  $\frac{6}{9} \div \frac{6}{7}$  \_\_\_\_\_

15.  $\frac{5}{6} \div \frac{3}{10}$  \_\_\_\_\_

16.  $\frac{5}{6} \div \frac{3}{4}$  \_\_\_\_\_

17.  $\frac{5}{8} \div \frac{3}{5}$  \_\_\_\_\_

18.  $\frac{21}{32} \div \frac{7}{8}$  \_\_\_\_\_

**Solve.**

19. Mrs. Marks has
- $\frac{3}{4}$
- pound of cheese to use making sandwiches.

She uses about  $\frac{1}{32}$  pound of cheese on each sandwich. How many sandwiches can she make with the cheese she has?24 Sandwiches

$$\frac{3}{4} \div \frac{1}{32} = \frac{3}{4} \times \frac{32}{1}$$
$$\frac{96}{4} = 24$$

20. In England, mass is measured in units called
- stones*
- . One pound equals
- $\frac{1}{14}$
- of a stone. A cat weighs
- $\frac{3}{4}$
- stone. How many pounds does the cat weigh?

\_\_\_\_\_

21. Typographers measure font sizes in units called
- points*
- . One point is equal to
- $\frac{1}{72}$
- inch. Esmeralda is typing a research paper on her computer. She wants the text on the title page to be
- $\frac{1}{2}$
- inch tall. What font size should she use?

\_\_\_\_\_