Colonel Weather Packet
Day 1
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 1, Day 1
Math	Chapter 1 Extra Practice (Answer even numbered problems)
Science	Week 13, Day 1
Social Studies	Week 2, Day 1

NAME:_____ DATE:_____

Read the text and then answer the questions.

Your body needs energy to grow and heal itself. Your body also needs energy to move and think. That energy comes from the food you eat. It also comes from what you drink. How can you tell how much energy you get when you eat and drink? You can look at the calories. Most foods and drinks have labels that tell you how many calories they have. That number tells you how much energy you could get from eating or drinking something. You need the right number of calories every day. That way, your body can stay healthy. But what is the right number? Everyone is different. Most kids need between 1,600 and 2,500 calories every day. Your doctor can help you decide how many calories you should get.

1. ⓎⓃ

2. ⓎⓃ

3. ⓎⓃ

1. Which title summarizes this text?

Ⓐ All About Calories
Ⓑ Cooking a Great Dinner!
Ⓒ The Earth's Energy
Ⓓ New Food For You to Try

2. Where does your body get energy?

Ⓐ from growing
Ⓑ from healing itself
Ⓒ from food and drinks
Ⓓ from labels

3. When the author claims that people need the *right* number of calories, what can you infer about the meaning of that phrase?

Ⓐ It means that everyone should eat the exact same number of calories.
Ⓑ It means finding the healthy amount for each individual's body.
Ⓒ It means not exceeding 2,500 calories.
Ⓓ It means only consuming certain types of calories.

4. What is a grammatical feature of this sentence: *Your body needs energy to grow and heal itself.*

Ⓐ It has only one noun.
Ⓑ It has a compound predicate.
Ⓒ It has five predicates.
Ⓓ It has four verbs.

5. Which is the tone of this text?

Ⓐ informative
Ⓑ humorous
Ⓒ fearful
Ⓓ sorrowful

4. ⓎⓃ

5. ⓎⓃ

___ / 5
Total

Chapter 1 Extra Practice

Lesson 1.1

Estimate. Then find the quotient. Write the remainder, if any, as a fraction.

1. $27\overline{)89,420}$

2. $452\overline{)17,628}$

3. $19\overline{)1,353}$

Lessons 1.2

Find the prime factorization.

4. 250

5. 420

6. 360

Lesson 1.3

Find the LCM.

7. 12, 18

8. 20, 15

9. 8, 3

Lessons 1.4 and 1.5

Find the GCF.

10. 26 and 36

11. 40 and 32

12. 21 and 35

Solve.

13. Mr. Ramirez teaches dance. He has 18 sixth-grade students and 24 seventh-grade students. He wants to put the students in equal groups. Each group will have students of only one grade level. How many students should be in each group? How many of each group will there be?

_____

_____

Lesson 1.6

Estimate. Then find the sum or difference.

14. $6.48 - 3.29$ | 15. $59.58 + 39.6$ | 16. $21 - 8.42$ | 17. $0.95 + 3.409 + 16.7$

Lesson 1.7

Estimate. Then find the product.

18. 3.77×7.19 | 19. 0.71×12.6 | 20. 9.2×106.45 | 21. 1.08×0.8

Lessons 1.8 and 1.9

22. Desean spent $60.85 on 3 video games. If each game was the same price, how much did Desean pay for each?

23. Ted earned $147.20 working for $9.20 per hour. How many hours did he work?

Name:_____ Date:_____

Directions: Read the text, and answer the questions.

Ancient Greece was not one country like it is today. Instead, it was made up of several city-states. Each city-state had a central city. This city ruled the land around the city. Each city-state had its own government. A king or tyrant ruled some city-states. An oligarchy (a group of powerful men) ruled other city-states.

The city-state of Athens was unique. Athenians invented the idea of democracy. Athenian male citizens ruled Athens. Women, children, enslaved people, and foreigners could not vote.

Religion was also very important in the Greek city-states. They had many gods. They built temples for their gods. They also told stories about the adventures of the gods, goddesses, and the human heroes. For example, Poseidon was the god of the sea, horses, storms, and earthquakes. He was a bad-tempered and greedy god.

Poseidon

History
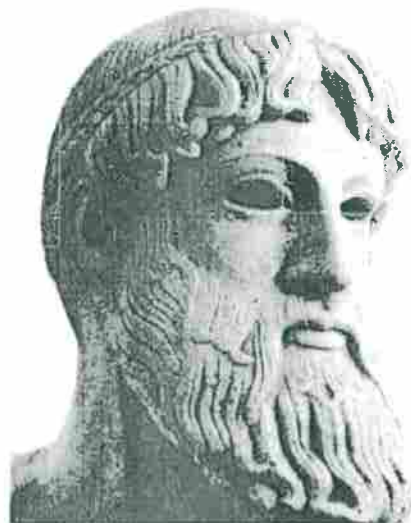
1. What made ancient Greece different from modern Greece?
   a. It had large, fertile rivers.
   b. It had many gods.
   c. It had city-states.
   d. It was one big country.

2. How were city-states governed?
   a. Male citizens voted.
   b. A king controlled some city-states.
   c. A group of powerful men ran some city-states.
   d. all the above

3. What characteristic made Poseidon a good god for storms and earthquakes?
   a. He enjoyed having fun.
   b. He was often angry.
   c. He was calm.
   d. He was generous.

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

Physical Changes

What is a physical change? Think of holding a cup of water. The water in the cup is a liquid, and you can drink it. But suppose you put it in the freezer. The water freezes and becomes ice. Is the ice still water? Yes. It has simply had a physical change. Now, suppose you allow the ice to melt back into liquid. This is another physical change. If you boil it and create steam, this will also be a physical change. Is the steam still water? Yes.

gas   liquid   solid

In seeing the water change from liquid to ice, back to liquid, and then to steam, what was really changing? The form of the water. The form of the water can also be called the state of water. The formula for water is H_2O: two hydrogen atoms and one oxygen atom. If a substance undergoes a change, and its formula remains the same, the change is physical.

Sometimes, a physical change can be reversed. It is easy to reverse the form of water. However, not all physical changes are reversible.
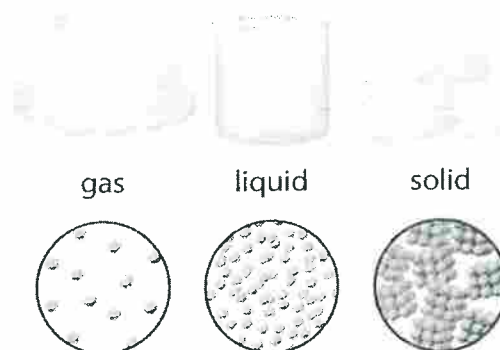
1. In a physical change, what changes?

   a. the form, or state, of the substance

   b. the formula of the substance

   c. the sign of the substance

   d. none of the above

2. What is the formula for water?

   a. P_2O

   b. H_3O

   c. H_2O

   d. HO_2

3. Describe the scientific reasons that crushing a can is a physical change.

   _____

   _____

   _____

Learning Content

Colonel Weather Packet
Day 2
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 1, Day 2
Math	Chapter 2 Review (Answer even numbered problems)
Science	Week 13, Day 2
Social Studies	Week 2, Day 2

NAME:_____ **DATE:**_____

DIRECTIONS Read the text and then answer the questions.

What does your body do with the calories you eat and drink? Your body uses that energy to help you move and think. Your body also uses calories to help you grow. If you do not get enough calories, you do not have much energy. You cannot think as well. You do not grow properly and it is hard for your body to heal properly. Your hair, skin, and nails are not at their healthiest. Your body needs calories for growing, for healing, and for energy. So it is very important to get enough calories. What happens if you get more calories than you need? Your body stores that energy. You use that energy when you are active. If you do not use that energy, you can gain weight. Being overweight is not healthy. So it is important to be active. It is also important not to get more calories than you need.

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

___ / 5
Total

1. Which is **not** a way that your body uses calories?

(A) thinking

(B) growing

(C) healing

(D) getting rid of energy

2. Which sentence reflects a fact from this text?

(A) Calories are not important.

(B) It is a good idea to eat as much as you can.

(C) It is important to get the right number of calories.

(D) You should not get any calories.

3. Which prefix could be added to *properly* to make its antonym?

(A) pre–

(B) im–

(C) ab–

(D) pro–

4. Which of these words is an adverb?

(A) properly

(B) grow

(C) heal

(D) you

5. Which word is a synonym for *gain*?

(A) lose

(B) increase

(C) notice

(D) calculate

Chapter 2 Extra Practice

Lessons 2.1 and 2.2

Write as a decimal. Tell whether the decimal terminates or repeats.

1. $\frac{3}{8}$

2. $\frac{5}{6}$

3. $1\frac{13}{20}$

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

Order from least to greatest.

5. $\frac{2}{3}, \frac{7}{10}, \frac{3}{5}$

6. $\frac{5}{12}, \frac{1}{3}, \frac{1}{4}$

7. $1\frac{1}{5}, 1.15, 1\frac{3}{25}$

Lessons 2.3 and 2.4

Find the product. Simplify before multiplying.

8. $6 \times \frac{2}{3}$

9. $\frac{5}{6} \times \frac{3}{5}$

10. $\frac{8}{9} \times \frac{3}{10}$

11. $3\frac{2}{5} \times 1\frac{2}{3}$

Evaluate using the order of operations.

12. $\left(\frac{8}{9} - \frac{1}{3}\right) \div \frac{2}{3}$

13. $\left(\frac{1}{4} + \frac{2}{7}\right) \times \frac{3}{4}$

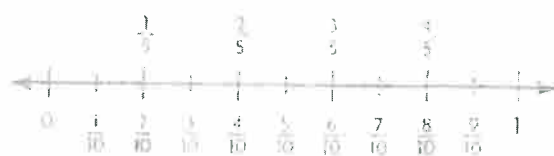14. $\frac{5}{6} \times \left(\frac{3}{10} + \frac{1}{2}\right) - \frac{2}{5}$

Lesson 2.5

Use the model to find the quotient.

15. $\frac{3}{4} \div 6$ _____

16. $\frac{9}{10} \div \frac{2}{5} =$ _____

Lessons 2.6 and 2.7

Estimate. Then write the quotient in simplest form.

17. $1 \div \frac{1}{5}$

18. $\frac{5}{9} \div \frac{5}{7}$

19. $\frac{2}{5} \div \frac{7}{10}$
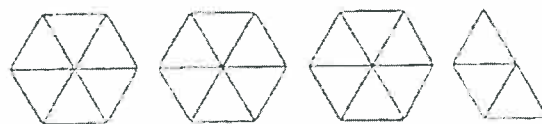
20. $\frac{13}{16} \div \frac{3}{8}$

Lessons 2.8 and 2.9

Use the model to find the quotient.

21. $2\frac{2}{3} \div \frac{1}{3} =$ _____

22. $3\frac{1}{2} \div \frac{1}{6}$ _____

Estimate. Then write the quotient in simplest form.

23. $1\frac{5}{8} \div 2\frac{1}{2}$

24. $3\frac{3}{5} \div 2\frac{1}{4}$

25. $8 \div 5\frac{1}{3}$

26. $5\frac{4}{9} \div 3\frac{1}{2}$

Lesson 2.10

Solve.

27. Tom ate $\frac{1}{4}$ of a pizza. He divided the leftover pizza into pieces each equal to $\frac{1}{12}$ of the original pizza. After he gave some friends one piece each, $\frac{1}{6}$ of the original pizza remained. How many friends got pizza?

28. Bobcat Park is a rectangular park with an a of $5\frac{1}{5}$ square miles. Its width is $1\frac{1}{5}$ miles. How long is the park?

History

Name: _____ Date: _____

Directions: Read the text, and answer the questions

Sparta was a very powerful Greek city-state because all the men trained to be brave warriors. Spartan boys went to harsh schools when they reached age seven. The boys lived at the school. They were often beaten and given little food so they would become tough. When the boys reached age 20, they joined the army. Girls also went to school. They were expected to exercise and be strong and fit so they would have warrior sons. Two kings and a council of older men ruled the city-state. The Spartan men were all soldiers. The hands-on work was done by enslaved people called Helots.

The Spartans honored brave soldiers.

1. What does the picture tell you about Sparta?
   a. Soldiers were important.
   b. The men did all the manual work.
   c. The men kept the women company.
   d. The men ran the schools.

2. What was a woman's role in Sparta?
   a. to marry and have many warrior sons
   b. to become a brave soldier
   c. to help her sons with homework
   d. to look after the gods

3. Based on the text, how do you think Sparta was ruled?
   a. an oligarchy
   b. a tyranny
   c. a democracy
   d. a matriarchy

Name: _____   Date: _____

Analyzing Data

Directions: Read the text, study the chart,

In a physical change, the substance continues to be the same substance that it was; only its form changes. Think of water as liquid, ice, and steam.

In a chemical change, the substance changes into something else. The original substance loses its identity. Something new is created. Think of burning a piece of wood. It becomes a pile of ashes. It is no longer wood.

Chemical vs Physical Change	
Chemical Change	**Physical Change**
Was cooking involved?	Did the shape change?
Was burning involved?	Did something dissolve in water?
Was there an explosion?	Did something melt?
Was there smoke or ashes?	Did something freeze?
Were there gas bubbles?	Did something evaporate?
Did the change create a new substance?	Did the form of the substance change?
Change cannot be reversed.	Change can be reversed.

1. If cooking or burning are involved, what kind of change is made?

   a. physical   b. chemical

   c. kitchen   d. none of the above

2. What could you do to create a physical change?

   a. Cut paper in two.   b. Bake a cake.

   c. Shoot firecrackers.   d. Burn wood.

3. What can you learn from physical and chemical changes?

   _____

   _____

   _____

   _____

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Colonel Weather Packet
Day 3
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 1, Day 3
Math	Chapter 3 Review (Answer even numbered problems)
Science	Week 13, Day 3
Social Studies	Week 2, Day 3

NAME:_____ DATE:_____

Read the text and then answer the questions.

SCORE

Some foods are higher in calories than other foods. Foods that are high in fat often have more calories than foods that are low in fat. For example, a small serving of french fries has 14.5 grams of fat and 271 calories, but two ounces of turkey has just over 1.5 grams of fat and only 85 calories. Healthy foods such as lean meat, whole grains, fruits, and vegetables are usually low in fat. They are also very good for you. That doesn't mean you can never have french fries or potato chips, but it is a good idea to make sure that most of the calories you eat are healthy calories. Eat plenty of fruits and vegetables and protein, and get most of your calories from these foods. Save high-fat foods, such as candy, potato chips, and fried food, for treats.

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

1. Which of these is **not** a high-calorie food?

(A) lean meat
(B) cookies
(C) french fries
(D) fried chicken

2. How would a reader use a title such as "Choosing Healthy Foods" to understand more about this text?

(A) The title would hint at the main idea of the text.
(B) The title would be a joke from the author to the reader.
(C) The title would reveal the words that are most common in the text.
(D) The title would describe a picture.

3. What is the definition of *usually*?

(A) never
(B) most of the time
(C) once in a while
(D) every week

4. If the author recommends that readers eat plenty of fruits, vegetables, and protein, what does the word *plenty* tell you?

(A) Eat no vegetables.
(B) Eat a few pieces of fruit.
(C) Eat no fruits, vegetables, or protein.
(D) Eat lots of fruits, vegetables, and protein.

5. What does the phrase *most of* mean?

(A) none of
(B) a few of
(C) the majority of
(D) some of

____ / 5

Total

Chapter 3 Extra Practice

Lesson 3.1

Name the integer that represents the situation.

1. lose 3 points

2. 4 questions correct

3. spent $25

4. dropped 8 degrees

_____ _____ _____ _____

Lesson 3.2 and 3.4

Compare the numbers. Write < or >.
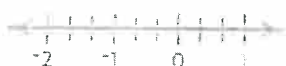
5. 7 ◯ 9

6. 5 ◯ 6

7. 0 ◯ 10

8. $\frac{1}{2}$ ◯ 0.1

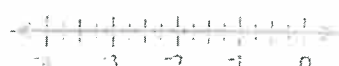9. $\frac{3}{5}$ ◯ $\frac{1}{8}$

10. 8 ◯ 9.25

Lesson 3.3

Graph the number on the horizontal number line.

11. $\frac{2}{3}$
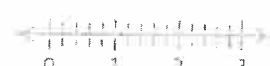
12. $3\frac{1}{4}$

13. 2.2

Lesson 3.5

Find the absolute value.

14. 1

15. $\frac{3}{10}$

16. 0.28

_____ _____ _____

Find the number or numbers that make the statement true.

17. 29

18. | = 5.3

19. 2.1

Lesson 3.6

Compare. Write <, >, or =.

20. -18 ◯ 19

21. $|-24|$ ◯ 24

22. -14 ◯ 5

23. Yesterday, Jamal scored -20 points on a puzzle. Today he scored more points. Use absolute value to describe today's score as a loss.

    Today's score is a loss of _____ than 20 points.

24. The surface of the water in a pool is at an elevation greater than -8 feet. Use absolute value to describe the depth of the surface.

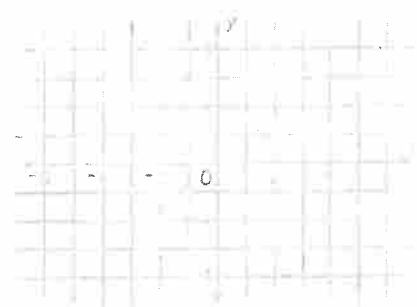   The surface is at a depth _____ than 8 feet.

Lesson 3.7

Graph and label the point on the coordinate plane.

25. $A(0, -2)$

26. $B\left(2, 3\frac{1}{2}\right)$

27. $C\left(-4\frac{1}{2}, -1\right)$

28. $D(3, -2.5)$

Lesson 3.8

Give the reflection of the point across the given axis.

29. $(2, -5)$, y-axis

30. $(-1, 4)$, x-axis

31. $(-5, 0)$, y-axis

Lesson 3.9

Find the distance between the pair of points.

32. $(7, -3)$ and $(1, -3)$

33. $(-3, 1)$ and $(-3, -2)$

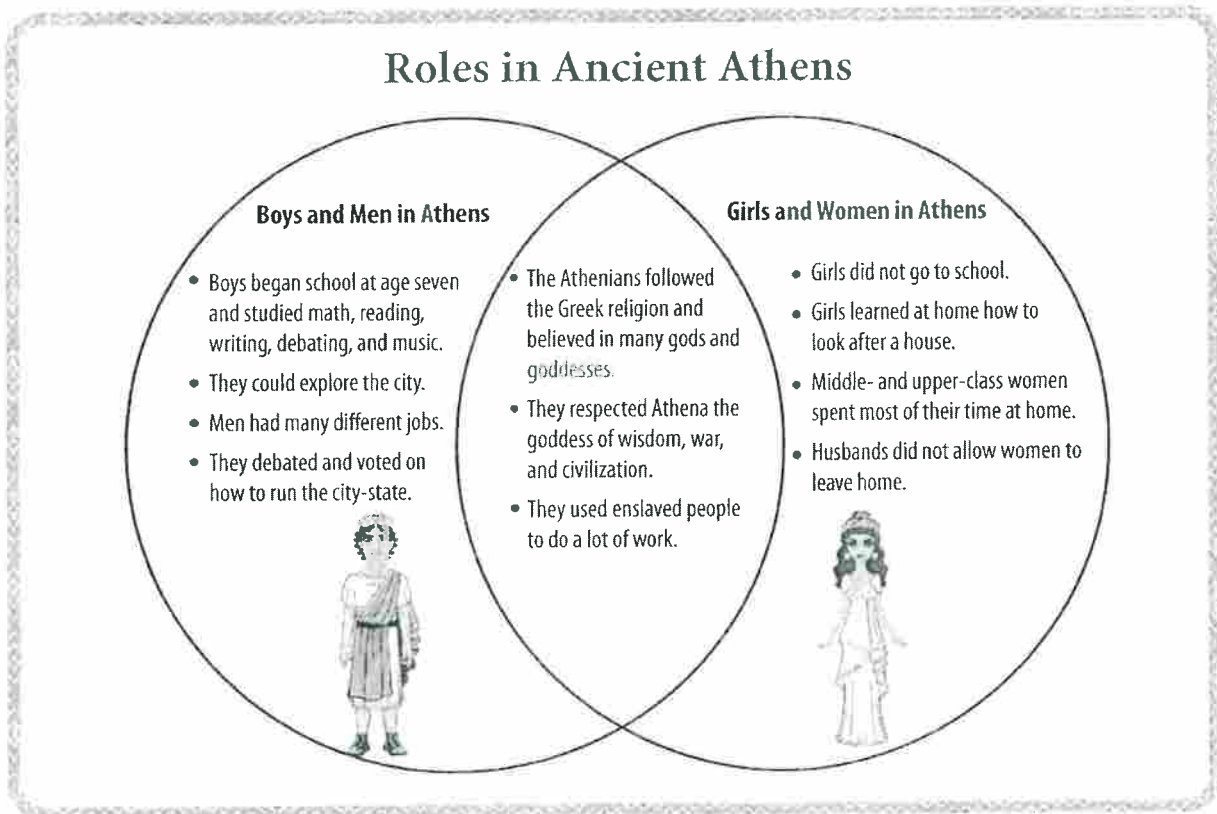34. $(-2, 3)$ and $(-7, 3)$

Lesson 3.10

Solve.

35. On a map, the pie shop is located at $(-4, 5)$. To get from the pie shop to the grocery store, go 3 blocks east and 5 blocks south. What are the coordinates of the grocery store?

36. Lara drew a rectangle with vertices at $(-1, -1)$, $(-1, 2)$, $(4, 1)$, and $(4, -2)$. What is the perimeter of the rectangle?

Name: _____ Date: _____

Directions: Look at the graphic, and answer the questions.

Roles in Ancient Athens

Boys and Men in Athens

- Boys began school at age seven and studied math, reading, writing, debating, and music.
- They could explore the city.
- Men had many different jobs.
- They debated and voted on how to run the city-state.

- The Athenians followed the Greek religion and believed in many gods and goddesses.
- They respected Athena the goddess of wisdom, war, and civilization.
- They used enslaved people to do a lot of work.

Girls and Women in Athens

- Girls did not go to school.
- Girls learned at home how to look after a house.
- Middle- and upper-class women spent most of their time at home.
- Husbands did not allow women to leave home.

1. Why didn't Athenian girls go to school?
   a. They didn't want to learn to read and write.
   b. They used enslaved people for help.
   c. They were not allowed to go to school.
   d. They didn't want to be with the boys.

2. Pale faces were a sign of beauty for women in Athens. Why were the women's faces pale?
   a. They wore hats to protect their faces.
   b. The goddesses had pale faces.
   c. The women rarely went outside.
   d. The women worked very hard.

3. Athenian men kept their wives and daughters in the house. Newborn girls were not wanted. What can you infer about Athenian attitudes toward women?

_____

_____

Name: _____ Date: _____

Directions: Read the text, study the chart, and answer the questions.

> To show the result of a chemical change, Mrs. Martine brought a rusted steel garbage can to class. The iron (Fe) in the metal combined with oxygen (O_2) in the atmosphere to create a new substance: iron oxide, or rust (Fe_2O_3).
>
> She said that sometimes when a chemical change is taking place, there may be fizzy bubbles or a color change. An explosion might even happen. Chemical changes cannot be reversed.
>
> Peggy asked Mrs. Martine for another example of a chemical change. Mrs. Martine said that baking a cake is a chemical change. Sugar, salt, milk, and butter are mixed and baked to become a cake. So they are no longer the individual ingredients they were.

Physical Changes	Chemical Changes
Aluminum foil is cut in half.	Milk goes sour.
Clay is molded into a new shape.	Jewelry tarnishes.
Butter melts on warm toast.	Bread becomes toast.
Water evaporates from the surface of the ocean.	Rust forms on a nail.

1. Chemical changes cannot be _____ .

   a. completed   b. difficult

   c. easy   d. reversed

2. A chemical change creates a _____ .

   a. new substance   b. bad result

   c. good result   d. messy substance

3. Write a question you might ask about physical or chemical changes.

   _____

   _____

   _____

Colonel Weather Packet
Day 4
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 1, Day 4
Math	Chapter 4 Review (Answer even numbered problems)
Science	Week 13, Day 4
Social Studies	Week 2, Day 4

NAME: _____ DATE: _____

SUPERSIZED

Have you eaten at a fast-food restaurant lately? Many restaurants serve much bigger portions of food than they used to serve. A *portion* is the amount of food that you get when you order. For example, in the 1950s, a portion of french fries was about 2.4 ounces. Today's portion can be as high as 7 ounces or more. In the 1950s, a regular soda was 8 ounces. Today, that size soda is more likely to be 24 ounces.

Why does it matter if portion sizes are bigger now? Isn't that a good thing for customers? Not if you want to eat a healthy diet. Bigger portions have more food in them, and the more food you eat, the more calories your body gets. If you eat a lot of fast food, you are probably getting many more calories than you need, and those calories may not be healthy calories. Here is just one example: A meal with a large burger, fries, and a soda at one major fast-food restaurant has 1,200 calories. That is one-half to three-quarters of the number of calories most kids should eat in one day. That meal has a lot of fat and salt without a lot of the vitamins and minerals that your body needs. So, that meal gives you a lot of calories but not much nutrition.

You can enjoy fast food sometimes without overeating. Most restaurant menus tell you the number of calories in each item. Look for a food choice with a lower number of calories. Chances are you will find something you like. When you do order fried foods or other high-fat foods, order a small portion. You will still enjoy the taste! Don't eat too quickly—it takes your brain up to twenty minutes to realize that your stomach is full. So eat your food more slowly to give your brain time to catch up. Then, you will feel satisfied with less food. And remember that fast food is best if you have it as a treat once in a while—not every day.

NAME:_____ DATE:_____

Read "Supersized" and then answer the questions.

SCORE

1. Which fact is true about restaurants in the 1950s?

- (A) They served bigger portions.
- (B) They did not serve soda.
- (C) They did not serve french fries.
- (D) They served smaller portions.

2. Which is a likely purpose for reading this text?

- (A) I want to know how to supersize my own meals at home.
- (B) I want to understand why restaurants are getting bigger.
- (C) I want to read about the history of farms that grow our food.
- (D) I want to learn about healthy portion sizes.

3. What is the author hoping readers will do?

- (A) eat a lot of fast food
- (B) eat fast food wisely
- (C) never eat fast food again
- (D) eat as quickly as you can

4. Why are bigger portions a problem?

- (A) They have too many calories.
- (B) They are too expensive.
- (C) They do not taste good.
- (D) They do not fit on plates.

5. Since it takes the brain up to twenty minutes to know the stomach is full, which conclusion makes sense?

- (A) Meals should not be longer than twenty minutes.
- (B) Meals should take only twenty minutes.
- (C) Eating slowly prevents you from getting too full.
- (D) Brains work slowly.

6. Which is likely the author's opinion?

- (A) A healthy diet is important.
- (B) Fast food is very good for you.
- (C) A healthy diet doesn't matter.
- (D) Kids should eat more fast food.

7. It takes Celia thirty minutes to eat lunch, but it takes Lisa fifteen minutes. What can you infer?

- (A) Celia will not feel satisfied.
- (B) Lisa and Celia are not friends.
- (C) Celia will feel satisfied with less food than Lisa will.
- (D) Lisa will be very hungry.

8. Which conclusion about people in the 1950s is the most realistic?

- (A) They ate more fast food than we do.
- (B) They ate less fast food than we do.
- (C) They ate the same amount of fast food as we do.
- (D) They ate no fast food at all.

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

6. (Y)(N)

7. (Y)(N)

8. (Y)(N)

___ / 8
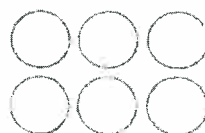**Total**

Chapter 4 Extra Practice

Lessons 4.1 and 4.2

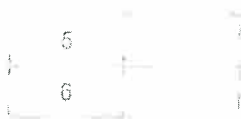Write the ratio of white counters to gray counters in two different ways.

1.

2.

3.

Lesson 4.3

Write two equivalent ratios.

4.
$\frac{1}{3}$

5.
$\frac{5}{6}$

6.
$\frac{8}{5}$

Determine whether the ratios are equivalent.

7. $\frac{3}{4}$ and $\frac{6}{7}$

8. $\frac{12}{5}$ and $\frac{36}{15}$

9. $\frac{24}{51}$ and $\frac{4}{9}$

Lesson 4.4

Solve.

10. The table shows the number of free throws that several people attempted when playing basketball. Which two people have equivalent ratios of successes to attempts? Explain how you know.

Free Throws Attempted and Made	
Person	Success
Chris	x out of y
Gary	y out of y
Kenny	y out of y
Sheila	z out of y

Lesson 4.5

Use equivalent ratios to find the unknown value.

11. $\dfrac{16 \quad 4}{\quad\; 5}$

12. $\dfrac{7}{10 \quad 30}$

13. $\dfrac{8}{18}$

14. $\dfrac{25 \quad 75}{4}$

Lesson 4.6

Write the rate as a fraction. Then find the unit rate.

15. A jar containing 14 ounces of jelly costs $3.22.

16. The mass of 4 bananas is 512 grams.

Lesson 4.7

Use equivalent ratios to solve.

17. Ms. Brown biked 35 miles in 2.5 hours. How many miles could she bike in 3 hours at the same rate?

18. There are 180 calories in 4 cheese-flavored rice cakes. Pete eats 3 rice cakes. How many calories does he consume?

Lesson 4.8

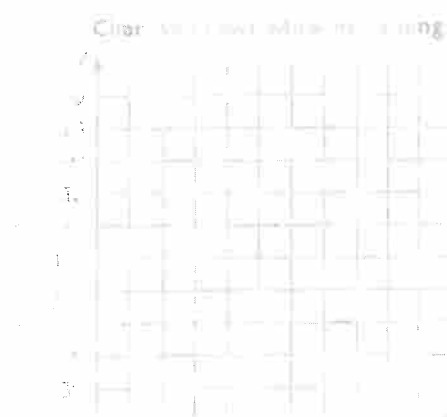The graph shows the money that Chinese earns mowing lawns. Use the graph for 19 and 20.

19. Complete the table of equivalent ratios.

Earnings ($)				
Lawns		2	3	

20. What does the point (1, 30) represent?

Name:_____ Date:_____

History

Directions: Read the web, and answer the questions.

What Greeks Gave Us

Athenians developed direct democracy. This means that male citizens could propose laws and vote on every issue.

Athenian men debated philosophy, and their ideas influenced how we think today.

The Greeks on Crete (the Minoans) developed plumbing (underground clay pipes to bring in fresh water and remove waste). They also invented a flush toilet.

What We Learned from the Greeks

In the Hippocratic Oath, the Greeks established medical standards of treatment. New doctors today take the oath written thousands of years ago.

The first Olympic games were held at Olympia in Greece in 776 BC. Only men competed.

Greek mathematicians helped establish the foundation of modern geometry.

Greeks made many contributions to science. Aristotle created categories for animals. The Greek alphabet is still used for symbols in mathematics, engineering, and science.

1. What is direct democracy?
   a. elected officials representing a group of people
   b. a way for a king to rule a city-state
   c. citizens discuss, vote, and create laws
   d. the type of democracy used in the United States

2. Think about the activities of the ancient Greeks. What can you infer about their ability to provide for their basic needs?

   _____

   _____

   _____

3. Which of the Greek contributions do you think is the most significant? Why?

   _____

   _____

   _____

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

After studying about physical and chemical changes, Jaden asked permission to do an experiment at home. In the kitchen, he poured a small amount of vinegar into a cup. He added one tablespoon of baking soda. It fizzed and bubbled. He concluded that he had created a chemical change.

These are examples of chemical changes:
- exploding fireworks
- rotting bananas
- grilling hamburgers
- burning wood
- digesting food
- cooking eggs
- baking cakes

1. Why can't chemical changes be reversed?

   a. They are too complicated.

   b. It takes too long.

   c. The materials are worn out.

   d. A new substance has already been created.

2. From the list above, which changes do not require cooking or high heat?

   a. rotting bananas

   b. digesting food

   c. exploding fireworks

   d. both a and b

3. What experiment could you do to compare the difference between a physical change and a chemical change?

   _____

   _____

   _____

Colonel Weather Packet
Day 5
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 1, Day 5
Math	Chapter 5 Review (Answer even numbered problems)
Science	Week 13, Day 5
Social Studies	Week 2, Day 5

NAME:_____ **DATE:**_____

SUPERSIZED

Have you eaten at a fast-food restaurant lately? Many restaurants serve much bigger portions of food than they used to serve. A *portion* is the amount of food that you get when you order. For example, in the 1950s, a portion of french fries was about 2.4 ounces. Today's portion can be as high as 7 ounces or more. In the 1950s, a regular soda was 8 ounces. Today, that size soda is more likely to be 24 ounces.

Why does it matter if portion sizes are bigger now? Isn't that a good thing for customers? Not if you want to eat a healthy diet. Bigger portions have more food in them, and the more food you eat, the more calories your body gets. If you eat a lot of fast food, you are probably getting many more calories than you need, and those calories may not be healthy calories. Here is just one example: A meal with a large burger, fries, and a soda at one major fast-food restaurant has 1,200 calories. That is one-half to three-quarters of the number of calories most kids should eat in one day. That meal has a lot of fat and salt without a lot of the vitamins and minerals that your body needs. So, that meal gives you a lot of calories but not much nutrition.

You can enjoy fast food sometimes without overeating. Most restaurant menus tell you the number of calories in each item. Look for a food choice with a lower number of calories. Chances are you will find something you like. When you do order fried foods or other high-fat foods, order a small portion. You will still enjoy the taste! Don't eat too quickly—it takes your brain up to twenty minutes to realize that your stomach is full. So eat your food more slowly to give your brain time to catch up. Then, you will feel satisfied with less food. And remember that fast food is best if you have it as a treat once in a while—not every day.

NAME:_____ **DATE:**_____

DIRECTIONS Reread "Supersized." Then, read the prompt and respond on the lines below.

How can you make smart food choices at your favorite fast-food restaurant? Write about what you could do to make smart food choices.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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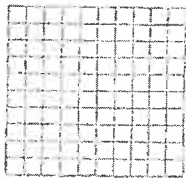Name _____

Chapter 5 Extra Practice

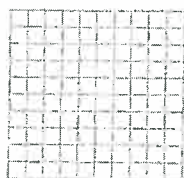## Lesson 5.1

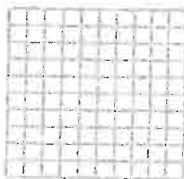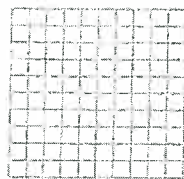Write a ratio and a percent to represent the shaded part.
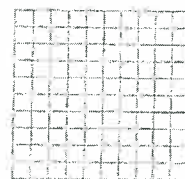
1.
2.
3.

Model the percent.

4. 23%

5. 80%

6. 56%

Lesson 5.2

Write the percent as a fraction and as a decimal.

7. 19%

8. 3%

9. 102%

10. 0.5%

Lesson 5.3

Write the fraction or decimal as a percent.

11. 0.08

12. 0.4

13. $\frac{2}{5}$

14. $\frac{19}{20}$

Lessons 5.4 and 5.5

Find the percent of the quantity.

15. 40% of 50

16. 2% of 250

17. 75% of 1,800

18. 120% of 40

19. A cafeteria sold 80 frozen yogurts on Monday, and 55% of these were peach yogurt. How many peach yogurts were sold on Monday?

20. Jamal has 1,210 songs on his MP3 player, and 40% of the songs are rock songs. How many of the songs are NOT rock songs?

21. Rianda bought 32 apples. She set aside 25% to eat and divided the rest equally among 6 pies. How many apples are in each pie?

22. The math class has a set of 40 calculators and 85% of the calculators have working batteries. How many calculators need new batteries?

Lesson 5.6

Find the unknown value.

23. 63 is 90% of ?

24. 648 is 54% of ?

25. 21 is 105% of ?

26. 8 is 20% of ?

Name: _____ **Date:** _____

Directions: Read the text, and study the images. Complete the task.

Socrates was an Athenian philosopher. His ideas shaped western thought. He taught his students to use questions and discussion. Socrates made some people angry because of his beliefs.
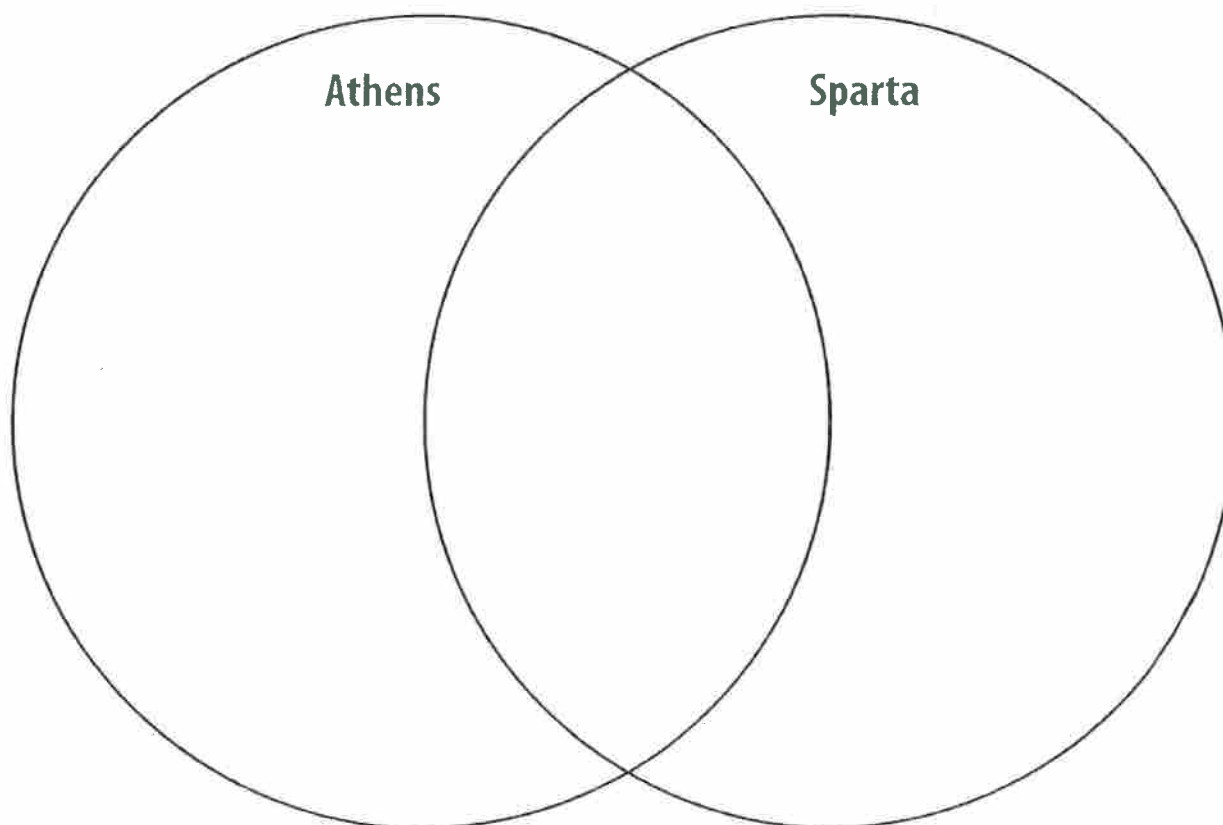
The Spartan king Leonidas led about 7,000 soldiers at the Battle of Thermopylae. They fought more than 10 times as many Persian enemies. Leonidas and his 300-man bodyguard refused to retreat and were killed.

1. Compare and contrast the city-states of Athens and Sparta.

Athens   **Sparta**

Name: _____ Date: _____

Directions: Study the chart. Indicate whether each activity is a physical or chemical change.

Activity	Result	Physical or Chemical Change
Crush a can.	shape change/size	
Change the shape of clay.	shape change/size	
Rip a piece of paper.	shape change/size	
Burn a piece of paper.	fire/heat/light	
Get paper wet.	mixture	
Add Alka-Seltzer to water.	fizzy bubbles	
Melt ice.	change in form	
Burn fireworks.	color changes/fire	
Make bread from dough.	color change/ shape change	
Add baking soda to vinegar.	fizz/heat	
Burn a candle.	light/heat	
Heat sugar to make caramel.	heat/color change/ shape change	

ABC

Communicating Results

Colonel Weather Packet
Day 6
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 2, Day 1
Math	Practice Test pgs. 23-24
Science	Week 1, Day 1
Social Studies	Week 8, Day 1

NAME:_____ **DATE:**_____

Read the text and then answer the questions.

Brooke had been in her school's library for half an hour, looking unsuccessfully for some information for a project. She was nearly ready to give up in frustration when she spotted the school's librarian. "Mrs. Jordan," Brooke pleaded, "can I please have some help finding some things?"

"I'll certainly do my best, Brooke. What is it that you need?" Mrs. Jordan asked.

"I need good resources for my project on ancient Assyria, but there's not much here."

"I'm sorry you're not finding what you need," Mrs. Jordan said with some embarrassment. "I wish we had more material on ancient Assyria, but we just don't have the funding we need for all the books we would like to have."

Mrs. Jordan helped Brooke as best she could, but Brooke couldn't help thinking the school ought to hold a fund-raiser for more library materials.

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5
Total

1. What is Brooke's problem?

Ⓐ Mrs. Jordan is angry with her.

Ⓑ She does not like being in the library.

Ⓒ She can't find the material she needs.

Ⓓ She has lost a library book.

2. How does the text explain why the library does **not** have the material it needs?

Ⓐ The material is hard to find.

Ⓑ There is not enough funding.

Ⓒ Mrs. Jordan does not like the material.

Ⓓ The library is too small.

3. Which two words are synonyms?

Ⓐ *resources* and *project*

Ⓑ *material* and *ancient*

Ⓒ *project* and *library*

Ⓓ *funding* and *money*

4. What does the prefix *un–* in the word *unsuccessfully* tell the reader about Brooke's search?

Ⓐ She finds everything she needs.

Ⓑ She is successful.

Ⓒ She is not successful.

Ⓓ She is afraid to ask for help.

**5.** Which word is used to describe what a group holds in order to raise money?

Ⓐ fund-raiser

Ⓑ library

Ⓒ material

Ⓓ project

1. A flag pole is located at point 0 on a map of Orange Avenue. Other points of interest on Orange Avenue are indicated by their distances, in miles, to the right of the flag pole (positive numbers) or to the left of the flag pole (negative numbers). Graph and label each location on the number line.

Name	Location
School	0.4
Post Office	1.8
Library	⁻1
Fire Station	⁻1.3
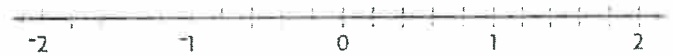
2. Select the numbers that are between ⁻1 and 2. Mark all that apply.

A $\frac{4}{5}$

B $1\frac{2}{3}$

C ⁻1.3

D $-1\frac{1}{4}$

E $2\frac{1}{10}$

3. Choose the number that makes the statement correct.

On a number line, $3\frac{5}{8}$ is between ⁻3 and

⁺3
0
⁻2
⁻4

GO ON

Name _____

4. Select the numbers that are between ⁻1 and 1. Mark all that apply.

   (A) $-\frac{4}{5}$

   (B) ⁻0.9

   (C) $1\frac{1}{4}$

   (D) $-1\frac{1}{10}$

5. Choose the number that makes the statement correct.

   On a number line, $1\frac{7}{8}$ is between 1 and

⁻1
0
⁺$\frac{7}{8}$
⁺2

6. A thermometer shows a temperature of ⁻4.5°C. A nearby thermometer shows a temperature of ⁻3.5°C. Explain how absolute value can be used to decide which temperature is warmer.

Name:_____ Date:_____

Directions: Read the text, and answer the questions.

Humans have been living on Earth for thousands of years. For most of that time, humans depended mainly on foods found in the wild. Hunting, trapping, and fishing were used to catch animals. Humans searched for plants to eat. They collected plants such as fruits, seeds, and nuts. They also gathered shellfish and insects.

People tended to live in family groups of a few dozen people. They traveled over large areas to find enough food to support their needs. As a result, large villages or towns were rare, because few areas had enough resources to support a large group of people.

1. Why did people live in small groups?
   a. They didn't want to get along with lots of other people.
   b. It was hard to find enough food in one area.
   c. They did not want to build a town.
   d. It was easier to celebrate together.

2. What would be necessary for hunter-gatherers to form a village?
   a. someone who wanted a town
   b. many families with lots of children
   c. houses that were made of the same material
   d. an area with a very rich supply of wild foods

3. Based on the text, what types of food did hunters and gathers search for?
   a. animals and shellfish
   b. plants and insects
   c. fruits, seeds, and nuts
   d. all the above

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

Weathering

Weathering is a natural process that happens over time. It causes rocks to break down. The three types of weathering are chemical, physical, and biological.

Chemical weathering decays rocks and minerals. This occurs when rocks interact with chemicals such as oxygen, carbon dioxide, water, and acids. When this happens, rocks break down or change color. This often takes place in caves.

Physical weathering breaks rocks into smaller pieces. This happens naturally because of heat from the sun, running water, or shifting ice. With physical weathering, no chemical changes occur. An example of physical weathering is frost action or shattering. This happens when water gets into cracks in bedrock. As the water freezes, it expands, and the cracks are opened a little wider.

Biological weathering can be caused by bacteria or fungi, and by plants that break down rocks with their roots.

1. What is chemical weathering?

   a. bedrock

   b. frostbite of rocks

   c. decay of rocks

   d. lack of rocks

2. What is physical weathering?

   a. wide openings in minerals

   b. the breakup of rock without chemical changes

   c. physical hardships

   d. none of the above

3. Why do scientists study weathering?

   _____

   _____

Colonel Weather Packet
Day 7
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 2, Day 2
Math	Practice Test pgs. 27-28
Science	Week 1, Day 2
Social Studies	Week 8, Day 2

NAME:_____ **DATE:**_____

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5
Total

DIRECTIONS Read the text and then answer the questions.

Brooke was working on a project about ancient Assyria. She had looked in her school's library for material, but there wasn't very much. So she had to go to the public library. Brooke got what she needed at the public library, but she kept thinking that the school's library should have more resources. Mrs. Jordan, the librarian, told Brooke that the library didn't have the funding it needed. That was why there wasn't enough material. So Brooke decided to ask if there could be a fund-raiser to get more library books and materials. She talked to Mrs. Archer, who was head of the school's booster club. Mrs. Archer thought a library fund-raiser was a terrific idea. She and Brooke talked about what to do for a fund-raiser and finally they hit on the perfect idea—a block party where everyone would bring food and a small donation.

1. Who is Mrs. Jordan?

- Ⓐ Brooke's teacher
- Ⓑ the librarian
- Ⓒ the head of the booster club
- Ⓓ none of the above

2. How do Brooke and Mrs. Archer plan to solve the library's funding problem?

- Ⓐ a block party fund-raiser
- Ⓑ a bigger library
- Ⓒ a trip to the public library
- Ⓓ a new booster club

3. Which word is a synonym for *donation*?

- Ⓐ discussion
- Ⓑ library
- Ⓒ party
- Ⓓ contribution

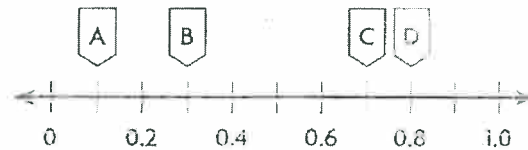**4.** What is an example of a proper noun?

- Ⓐ Assyria
- Ⓑ Mrs. Jordan
- Ⓒ Brooke
- Ⓓ all of the above

5. Which word is an antonym of *public*?

- Ⓐ library
- Ⓑ large
- Ⓒ private
- Ⓓ terrific

Practice Test

6.NS.C.6c
Apply and extend previous understandings of numbers to the system of rational numbers.

1. Which point on the number line represents $\frac{4}{5}$?

| A | B | | C | D |

$\begin{array}{cccccc} 0 & 0.2 & 0.4 & 0.6 & 0.8 & 1.0 \end{array}$

A   Point A

B   Point B

C   Point C

D   Point D

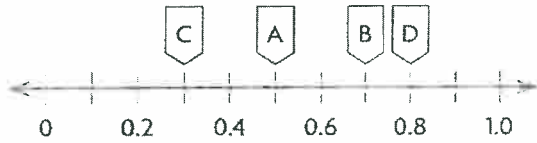2. Choose the word that makes the statement correct.

| |
| positive |
| negative |
| equal |

If both the x- and y-coordinates are   negative   , the point is

always to the left of the y-axis and below the x-axis.

3. Explain how to graph points $A(^-3, 0)$, $B(0, 0)$, and $C(0, \ 3)$ on the coordinate plane. Then, explain how to graph point D so that $ABCD$ is a square.

GO ON

Name _____

4. Write the decimal and fraction in simplest form represented by each point.


```
        C      A     B D
    ┌───┐  ┌───┐  ┌─┐┌─┐
    │ C │  │ A │  │B││D│
    └─┬─┘  └─┬─┘  └┬┘└┬┘
  ←──┼──┼──┼──┼──┼──┼──┼──┼──┼──┼──→
     0   0.2   0.4   0.6   0.8   1.0
```

Point A [   ]   Point B [   ]

Point C [   ]   Point D [   ]

5. Write the values in order from least to greatest.

$\frac{1}{3}$ 0.45   0.39 $\frac{2}{5}$

_____   _____

6. Select the statements that are correct. Mark all that apply.

   A   Point A (2, ⁻1) is to the right of the y-axis and below the x-axis.

   B   Point B (⁻5, 2) is to the left of the y-axis and below the x-axis.

   C   Point C (3, 2) is to the right of the y-axis and above the x-axis.

   D   Point D (⁻2, ⁻1) is to the left of the y-axis and below the x-axis.

7. For numbers 7a–7b, compare. Choose <, >, or =.
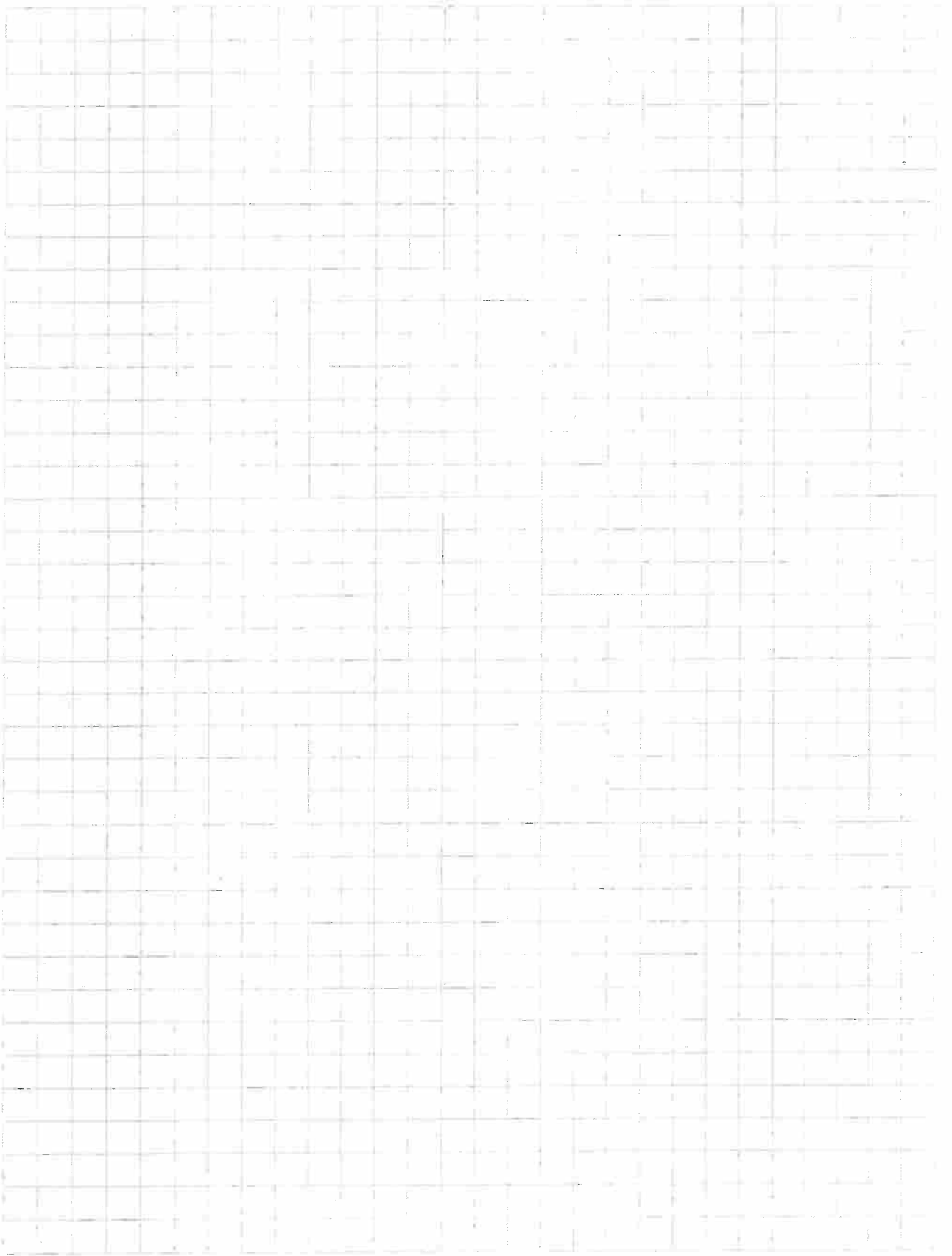
7a.   0.25   [< > =] $\frac{1}{4}$ 7b. $1\frac{1}{5}$ [< > =]   1.5

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

History

Over 14,000 years ago, in the Paleolithic period, humans used tools. They used the tools to hunt animals. They used fire to cook and to preserve meat. Preserving food was a way to prepare for times when food was lacking.

Paleolithic humans made many kinds of stone tools. They made knives, scrapers, arrowheads, and axes. It is also likely that they used softer materials like ivory, bone, and wood. However, these tools made of softer materials have not survived to be examined today.
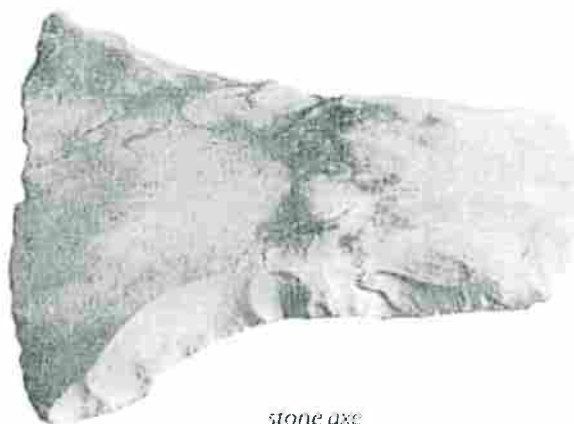
stone axe

1. Why was fire an important tool for Paleolithic humans?
   a. to signal for others
   b. to scare away animals
   c. to cook and preserve meat
   d. to tell the time of day

2. Look at the image. How can you tell that this stone axe was made by a human?
   a. There are marks where bits of stone were chipped off.
   b. It does not look very sharp.
   c. It looks like something found in nature.
   d. You can see tooth and claw marks.

3. What is one reason Paleolithic people may have made tools with ivory, bone, and wood?
   a. They wanted anyone to be able to make them.
   b. They did not want to waste materials they hunted or collected.
   c. They liked the texture and look of these materials.
   d. They were harder to carve than stone.

Analyzing Data

Name: _____ Date: _____

Directions: Study the infographic. Then, answer the questions.

Weathering
Weathering causes rock to break down. Weathering happens before erosion does. Weathering does not involve movement of the broken rock.

Erosion
Erosion always involves movement in a downhill direction.

Deposition
When sediment is dropped in a location, time after time, the buildup changes the landscape. Deposition creates sand dunes in the desert, and sandy beaches near the ocean.
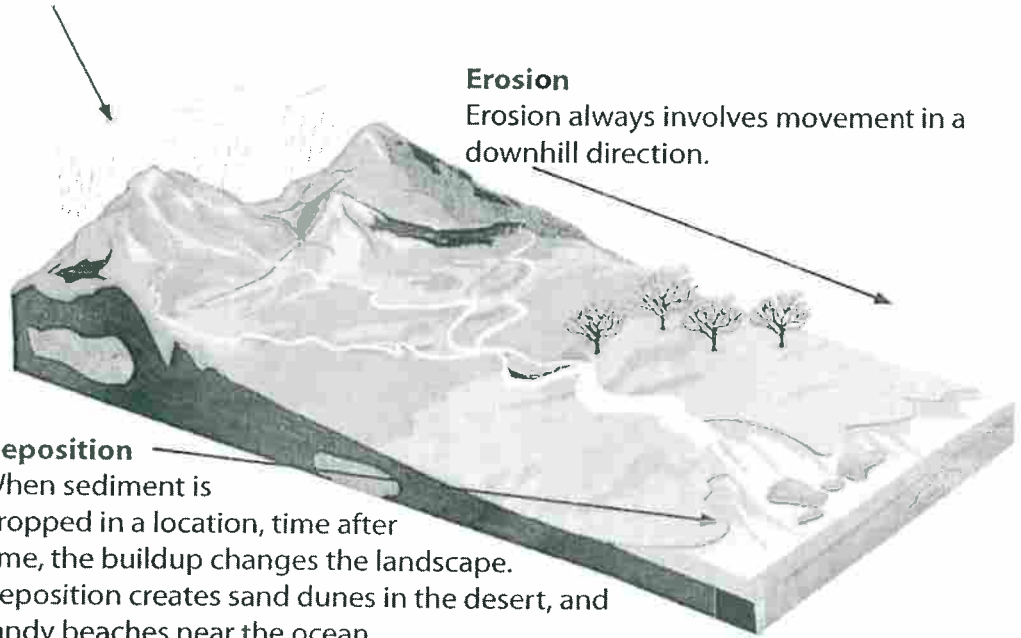
1. In what direction does erosion always occur?

   a. downhill

   b. uphill

   c. south

   d. west

2. Erosion always involves _____.

   a. dedication

   b. justification

   c. pace

   d. movement

3. Why is the Earth's surface constantly changing?

   _____

   _____

   _____

Colonel Weather Packet
Day 8
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 2, Day 3
Math	Practice Test pgs. 29-30
Science	Week 1, Day 3
Social Studies	Week 8, Day 3

NAME:_____ **DATE:**_____

SCORE

Don't Miss the Fabulous Blowout Block Party Potluck!

Do you enjoy eating delicious homemade food? Do you like to play games, watch movies, and spend time with your friends? Then, you want to be there for the amazing Blowout Block Party Potluck! The Block Party Potluck will be held at Mason Street School on Saturday, September 17, from 1:00 p.m. until 5:00 p.m. Bring a potluck dish to share, and sample some of the finest cooking in town! There will be music, movies, games, and prizes, too! Don't miss out on this spectacular event!

Get your tickets now: Adult tickets are $5.00, and student tickets are $4.00.

All proceeds from ticket sales will benefit the Mason Street School library, so get ready to have a great time and help the library, too!

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

___ / 5

Total

1. Which information is **not** provided in this flyer?

- (A) the date of the block party
- (B) the time and place of the block party
- (C) the price of the tickets
- (D) titles of the movies that will be shown

2. Why is a flyer helpful for a reader?

- (A) It is small.
- (B) It is colorful.
- (C) It includes the most important facts.
- (D) It only includes pictures.

3. Which word is a synonym for *sample*?

- (A) taste
- (B) cook
- (C) attend
- (D) ticket

4. What does the adjective *delicious* tell you about the food?

- (A) It is hard to find.
- (B) It is expensive.
- (C) It tastes very good.
- (D) It is easy to make.

5. Which word is **not** a compound word?

- (A) blowout
- (B) potluck
- (C) homemade
- (D) spectacular

Practice Test

6.NS.C.7a
Apply and extend previous
understandings of numbers to the
system of rational numbers

1. The low weekday temperatures for a city are shown.

Low Temperatures	
Day	Low Temperature (°F)
Monday	-5
Tuesday	-3
Wednesday	2
Thursday	-7
Friday	3

Part A

Using the information in the table, order the temperatures from lowest to highest.

Part B

Explain how to use a vertical number line to determine the order.

2. Choose <, >, or =.

2a. 0.25 [< > =] $\frac{3}{4}$

2c. $2\frac{7}{8}$ [< > =] 2.875

2b. $\frac{1}{3}$ [< > =] 0.325

2d. $\frac{-3}{4}$ [< > =] $\frac{-1}{2}$

GO ON

Name _____

3. Compare $\frac{-2}{3}$ and $\frac{-5}{9}$. Use words and numbers to explain your answer.

4. Choose $<$, $>$, or $=$.

4a. $\frac{-3}{5}$ | $<$ $>$ $=$ | $\frac{-4}{5}$

4b. $\frac{-2}{5}$ | $<$ $>$ $=$ | $\frac{-3}{4}$

4c. -6.5 | $<$ $>$ $=$ | -4.2
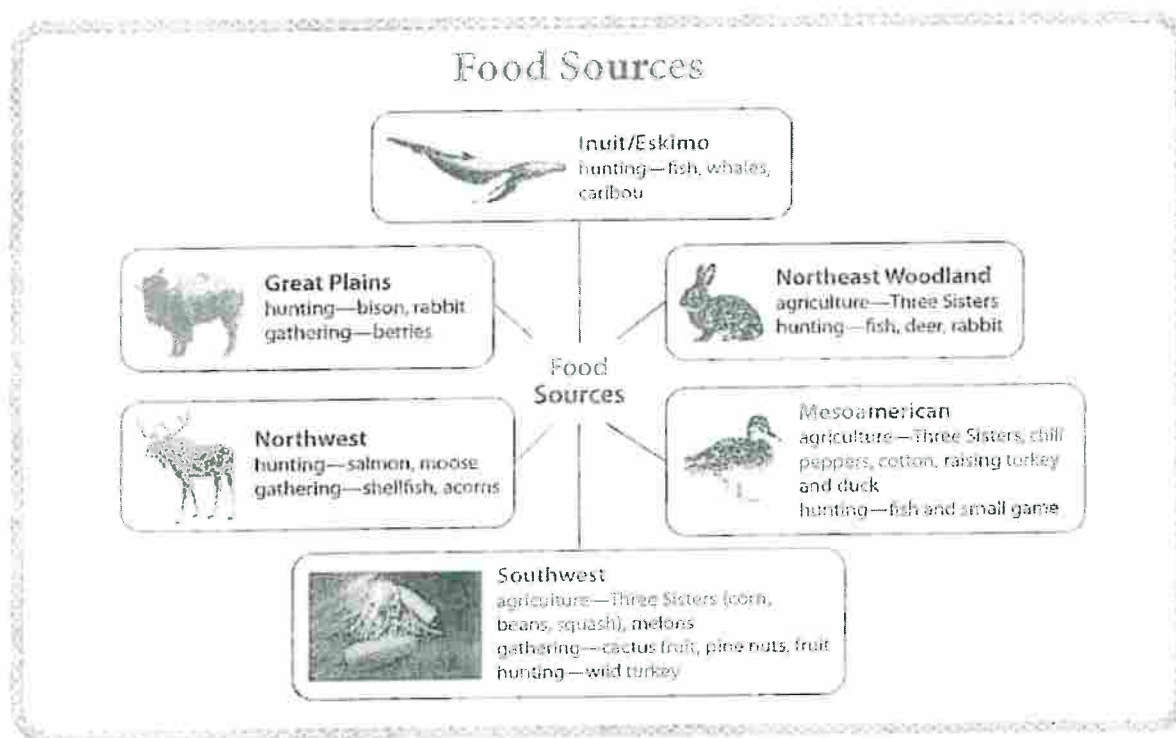
4d. -2.4 | $<$ $>$ $=$ | -3.7

5. Compare $\frac{-1}{5}$ and -0.9. Which number is greater? Use numbers and words to explain your answer.

STOP

Name: _____ Date: _____

Directions: Look at the graphic, and answer the questions.

Food Sources

Inuit/Eskimo
hunting—fish, whales, caribou

Great Plains
hunting—bison, rabbit
gathering—berries

Northeast Woodland
agriculture—Three Sisters
hunting—fish, deer, rabbit

Food Sources

Northwest
hunting—salmon, moose
gathering—shellfish, acorns

Mesoamerican
agriculture—Three Sisters, chili peppers, cotton, raising turkey and duck
hunting—fish and small game

Southwest
agriculture—Three Sisters (corn, beans, squash), melons
gathering—cactus fruit, pine nuts, fruit
hunting—wild turkey

1. Why do you think the Inuit/Eskimo depend mainly on hunted food sources?
   a. They preferred the taste of food from the sea.
   b. Few edible plants grow in the cold Arctic.
   c. They liked hunting.
   d. The summers were very long.

2. How did raising animals help people get enough meat?
   a. People had the types of meat they liked.
   b. People didn't have to feed the animals.
   c. People did not have to hunt for the animals.
   d. The animals were bigger.

3. People in the Northwest built large communities, even though they did not grow a lot of food. What can you infer about the amount of food found in the wild in that region?

   _____

   _____

   _____

Name: _____ Date: _____

Directions: Read the text, and answer the questions.

Emily spent time with her brother learning about the sand and the surf when he was home on vacation. They liked to walk on the sandy beaches. Emily's brother was helping her learn about weathering and erosion for school. On the beach he showed her how it happened.

1. How did the sand on the beach get there?

   a. by rail car

   b. by deposition

   c. by erosion

   d. by weathering

2. What are four natural causes of weathering, erosion, and deposition?

   a. animals, water, weeds, and wind

   b. seeds, wind, hail, and copper

   c. wind, water, ice, and gravity

   d. none of the above

3. _____ is the process by which sediment is deposited in a new location.

   a. Deposition

   b. Erosion

   c. Weathering

   d. Winter

4. What question could you ask about the processes of weathering, erosion, and deposition on the beach?

   _____

   _____

Colonel Weather Packet
Day 9
6th Grade
Table of Contents

Subject	Assignment
Reading	Week 2, Day 4
Math	Practice Test pgs. 31-32
Science	Week 1, Day 4
Social Studies	Week 8, Day 4

NAME:_____ DATE:_____

THE BLOWOUT BLOCK PARTY

Brooke was concerned because the library at her school needed more books and other materials. But Mrs. Jordan, the librarian, told Brooke that there wasn't enough funding for new materials. So Brooke decided to ask if the school could have a fund-raiser for the library. She talked to Mrs. Archer, the head of the booster club, and they settled on a block party potluck. Each person would be asked to buy a ticket and bring a dish to share as the price of admission. The money from the ticket sales would be given to the library to buy new materials.

Brooke worked with her friends and Mrs. Archer, and together they created flyers and got tickets printed. Mrs. Archer arranged for the party to be held at the school and got permission to use some of the rooms. One room would be used to show movies. There was even going to be popcorn. There would be games outside, with prizes for the winners. There would also be long tables set up outside for the food and drinks. Mrs. Archer knew someone who played in a local band, so there would be music at the party, too.

Once everything was planned, the next step was to publicize the party and let everyone know about it. Brooke and her friends passed out the flyers, posted a notice about the party on the school's website, and called everyone they knew. They posted notices in the local newspaper, too, and called some of the radio stations to ask them to help spread the word.

Brooke was really hoping that the party would be a success. It certainly seemed that it would be. It was a beautiful day. The party was to begin at one o'clock, but when Brooke got to the school at twelve-thirty, there were already people waiting! She knew then that her idea had worked.

The fund-raising party raised hundreds of dollars for the library. Before long, the school was able to buy many new books and computer programs. Now, Brooke and the other students would have more resources, and it was all because of a party!

NAME:_____ **DATE:**_____

Read "The Blowout Block Party" and then answer the questions.

SCORE

1. Which is a good word to describe Brooke?

(A) fearful

(B) organized

(C) selfish

(D) athletic

2. Which word in this text would help a reader understand the relevant definition of *band*?

(A) programs

(B) music

(C) tables

(D) books

3. What do you think might happen if it rained during the party?

(A) Brooke would not play in the band.

(B) The money would not be given to the library.

(C) The party would be held outside.

(D) People would go inside and have the party there.

4. Which statement reflects a purpose for reading this text?

(A) I want to learn how to cook for my friends.

(B) I want to find out why someone would throw a blowout block party.

(C) I want to see a map of a block party.

(D) I want to know where my own block party is in my neighborhood.

5. How does Brooke likely feel, given that her idea worked so well?

(A) proud

(B) jealous

(C) fearful

(D) curious

6. What do you think Mrs. Jordan's opinion is about the fund-raiser?

(A) She probably thinks the fund-raiser is not a good idea.

(B) She is probably happy that money was raised for the library.

(C) She is probably angry about the fund-raiser.

(D) She is probably afraid to get new materials for the library.

7. What indicates that the party will be a success?

(A) It rains on the day of the party.

(B) People stay up all night the night before the party.

(C) A few students go to the party.

(D) When Brooke gets to the school, there are already people there.

8. Which is a theme in this text?

(A) determination

(B) dishonesty

(C) discrimination

(D) conceitedness

SCORE

1. (Y)(N)

2. (Y)(N)

3. (Y)(N)

4. (Y)(N)

5. (Y)(N)

6. (Y)(N)

7. (Y)(N)

8. (Y)(N)

___ / 8

Total

Name _____

Practice Test

6.NS.C.7b
Apply and extend previous
understandings of numbers to the
system of rational numbers

1. Golf scores compared to par are shown.

   ### Part A

   Using the information in the table, order the scores from lowest to highest.

   ### Part B

   Explain how to use a horizontal number line to determine the order.

Golf Scores	
Player	Score
Alex	-4
Bart	-1
Cal	3
Deon	-2

2. Four friends played a new game and Vance kept score.

   When the game was finished, Vance wrote the scores in order from lowest to highest. Is Vance correct? Use words and numbers to explain why or why not. If Vance is incorrect, what is the correct order?

   $$-30, \ -20, 15, 25$$

Player	Score
Lou	25
Mary	-20
Nina	-30
Otto	15

GO ON

Name _____

3. Choose <, >, or =.

3a. 1.75 meters [< / > / =] $1\frac{3}{4}$ meters

3c. $3\frac{7}{8}$ k [< / > / =] 3.375 k

3b. $\frac{-2}{3}$ point [< / > / =] ⁻0.667 point

3d. $\frac{-3}{8}$ ft [< / > / =] $\frac{1}{2}$ ft

4. Jasmine recorded the low temperatures for 3 cities.

City	Temperature (°F)
A	6
B	⁻4
C	2

-5 -4 -3 -2 -1 0 1 2 3 4 5 6 7
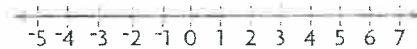
Draw a dot on the number line to represent the low temperature of each city. Write the letter of the city above the dot.

5. Travis made a list of his town's lowest recorded temperatures in March. He wrote the temperatures in order from coldest to warmest. Is Travis correct or incorrect? Explain your answer.

Date	Temperature (°F)
March 2	5
March 9	-2
March 17	⁻9
March 21	3

⁻2, 3, 5, ⁻9

Name: _____ Date: _____

History

Directions: Read the chart, and answer the questions.

Types of Goods	
Society	**Goods**
hunter-gatherers—have to move from place to place to find food	simple tools portable shelter clothing
agricultural societies—can stay in one place for several or many years	permanent shelters pottery, cooking, and storage materials clothing stored food simple toys fields for planting domesticated animals
modern societies	permanent shelters cars clothing toys technology food from stores

1. Hunter-gatherers had only a few goods. Why was this important for them?

   a. They needed to be able to travel long distances.

   b. They preferred to hunt rather than to make things.

   c. They did not want to be robbed.

   d. There were no places to buy or trade for goods.

2. Why did agricultural societies have more goods?

   _____

   _____

   _____

   _____

3. What could you learn about the importance of goods from a hunter-gatherer?

   _____

   _____

   _____

   _____

8

Name: _____ Date: _____

Planning Solutions

Directions: Read the text, write a plan for Kim to record and analyze the results of her experiment.

> Kim is doing an experiment on weathering. She puts 5 M&M's on a tin pan. Each day for a week she uses a pipet to place 6 drops of water on the first M&M, 5 drops on the second, 4 drops on the third and so on. She wants to study how water (rain) will affect the structure and the color of the M&Ms.

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Colonel Weather Packet
Day 10
6th Grade
Table of Contents

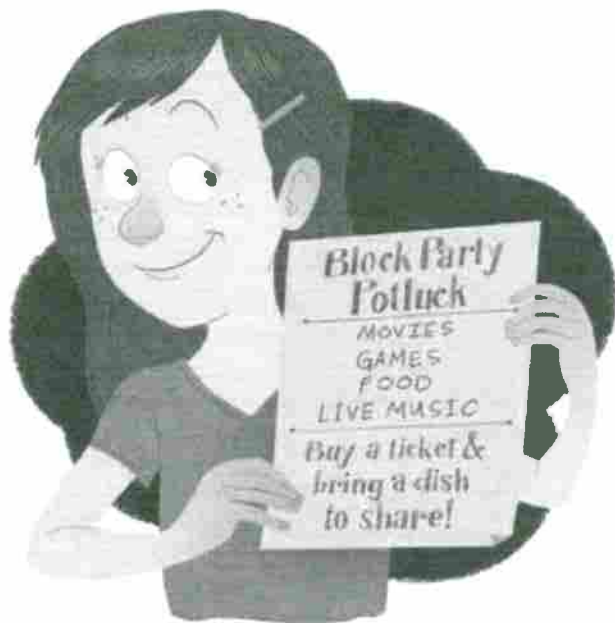| Subject	Assignment
Reading	Week 2, Day 5
Math	Practice Test pgs. 33-34
Science	Week 1, Day 5
Social Studies	Week 8, Day 5

NAME:_____ **DATE:**_____

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Block Party
Potluck
MOVIES
GAMES
FOOD
LIVE MUSIC
Buy a ticket &
bring a dish
to share!

Brooke was really hoping that the party would be a success. It certainly seemed that it would be. It was a beautiful day. The party was to begin at one o'clock, but when Brooke got to the school at twelve-thirty, there were already people waiting! She knew then that her idea had worked.

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NAME:_____ **DATE:**_____

DIRECTIONS Reread "The Blowout Block Party." Then, read the prompt and respond on the lines below.

What kind of fund-raiser would you plan for your school? Write about what you would do for your fund-raiser, and where the money would go.

_____

_____

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Practice Test

6.NS.C.7c
Apply and extend previous understandings of numbers to the system of rational numbers.

1. Jeandre said |3| equals |⁻3|. Is Jeandre correct? Draw a number line and explain your answer.

2. Tyler writes the following statements to describe the same event:

    1. I added $4\frac{1}{2}$ milliliters of tank cleaner to my fishtank.

    2. I had to use $4\frac{1}{2}$ milliliters of my remaining tank cleaner in order to clean my fishtank.

    For Sentence 1, he graphs $4\frac{1}{2}$ on the number line.

    For Sentence 2, he graphs $^-4\frac{1}{2}$ on the number line.

    ```
    ←——┼——┼——┼——┼——┼——┼——┼——┼——┼——┼——┼——→
       ⁻5  ⁻4  ⁻3  ⁻2  ⁻1  0   1   2   3   4   5
    ```
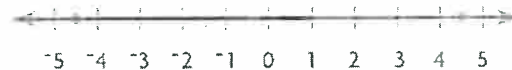
    Can both points represent the event? Explain.

3. Graph 2 and ⁻2 on the number line.

    ```
    ←——┼——┼——┼——┼——┼——┼——┼——┼——→
      ⁻4  ⁻3  ⁻2  ⁻1  0   1   2   3   4
    ```

    Keisha says that 2 and ⁻2 do not have the same absolute value. Is Keisha correct? Explain why or why not.

GO ON

Name _____

4. Graph 6 and ⁻6 on the number line.

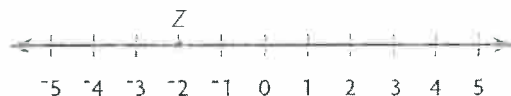⁻6 ⁻5 ⁻4 ⁻3 ⁻2 ⁻1 0 +1 +2 +3 +4 +5 +6
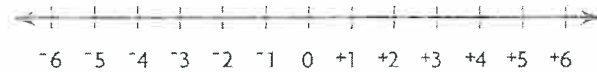
Wilson says both 6 and ⁻6 have an absolute value of 6. Is Wilson correct? Use the number line and words to explain why or why not.

5. Which point on the number line has an absolute value of 3? Mark all that apply.

          A B   C   D E   F

⁻5 ⁻4 ⁻3 ⁻2 ⁻1 0 1 2 3 4 5
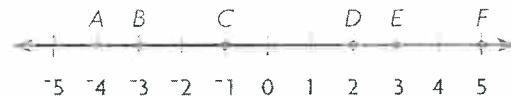
Ⓐ A

Ⓑ B

Ⓒ D

Ⓓ E

6. What is the absolute value of Point Z on the number line?

                Z

⁻5 ⁻4 ⁻3 ⁻2 ⁻1 0 1 2 3 4 5

Ⓐ ⁻2

Ⓑ 0

Ⓒ 1

Ⓓ 2

Name:_____ Date:_____

Directions: Study the image, and complete the task.

History

> Scientists have learned a lot about ancient peoples by looking at their paintings on the walls of caves.

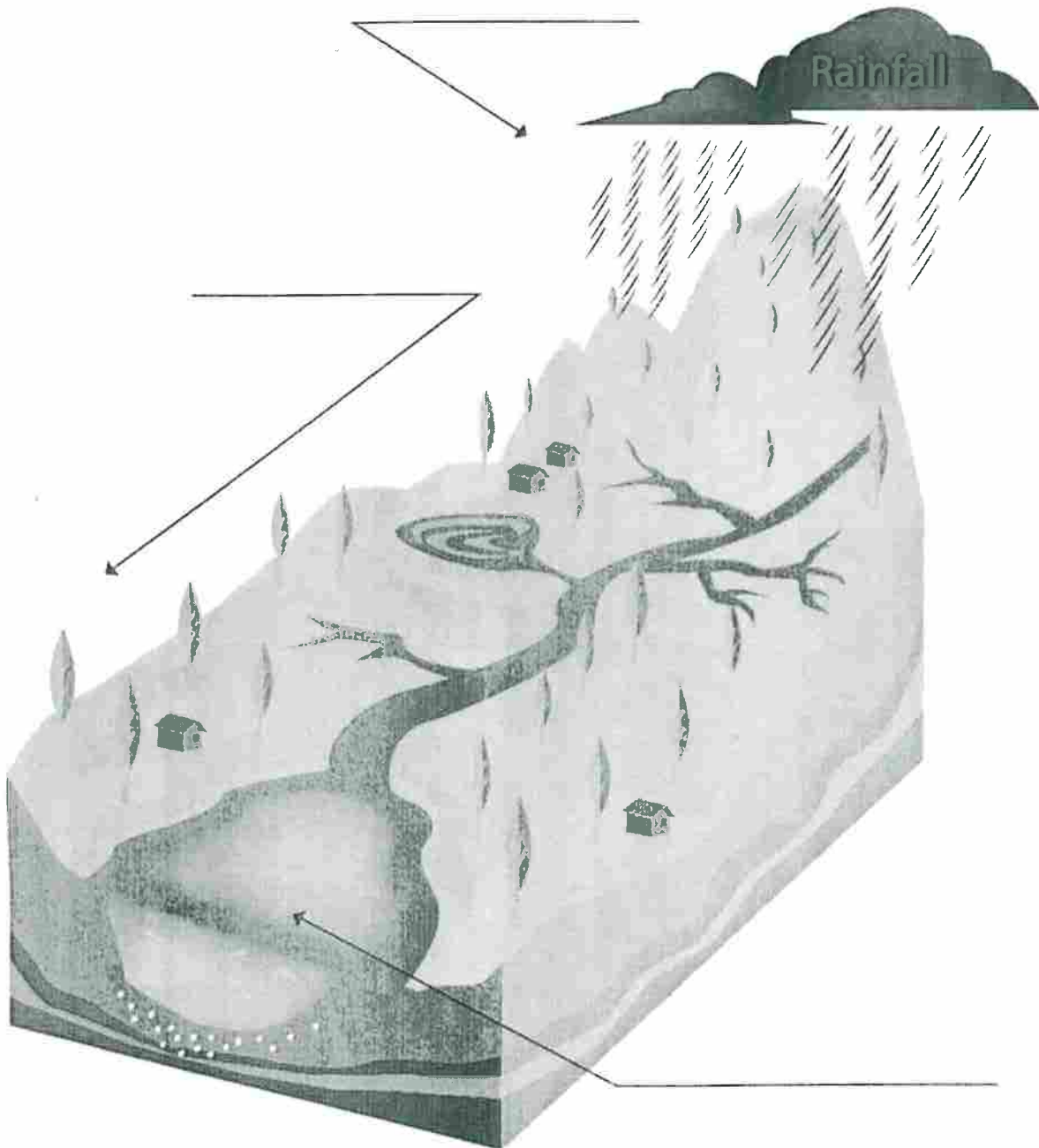1. Draw a "wall painting" that shows something important about your life.

2. Compare your life with the life of the person who created the cave painting above.

_____

_____

_____

_____

Name: _____ Date: _____

Directions: Label the processes of weathering, erosion, and deposition.

Rainfall

Communicating Results