Webster County Schools

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6th Grade

Packet 4

Review

The Long Closet

***excerpt from* When I Was Your Age: Original Stories About Growing Up**

by Jane Yolen

1 Grandpa Dan was a handsome, smiling man who always had time for his grandchildren—Michael and Linda one town over, and Stevie and me right there in his house. He owned a clothing store downtown, working long hours. But whenever he was at home, he enjoyed showing us how to use the tools in the garage, telling us stories, and fixing the tree house in the yard. Grandma, with her white braids piled up on her head like a crown, was several years older than Grandpa Dan, but hated anyone knowing it. So we were never sure when she had actually been born. It made birthday celebrations odd to say the least. She was a bit more distant than Grandpa Dan, and she never told stories, but she walked the long block every evening. Anyone who wanted to walk with her or to work with her in the kitchen would get her full attention, but otherwise she was not exactly attentive.

2 After two tries at going around the block with her—she was the fastest walker I had ever known—I took the kitchen route. My favorite chore was chopping the apples for applesauce in Grandma's big wooden bowl. The chopper had a wooden handle and a dark, curved knife, like a scimitar[1] I thought, like ones I'd read about in stories from *Arabian Nights*. *Chop, chop, chop.* I was Ali Baba and Sinbad and Scheherazade, sitting on the kitchen table and bending over the bowl. *Chop, chop, chop.* Friday night my cousins and Aunt Cecily and Uncle Eddie came for Sabbath dinner. *Chop, chop, chop.* We got to sit in the dining room at the big mahogany table with the grownups. *Chop, chop, chop.* And afterward we played outside in the limpid[2] summer nights, the fireflies winking on and off. It stayed light in the summertime till past nine.

3 During the warm days, the neighbors' children and I played Chase-the-Dog, teasing a long-suffering mutt called Wowser. Wowser would take our pokes and whistles for a long time; he really had a lovely disposition. But finally he would have enough, rising heavily onto stubby legs to chase after us, whuffling like the Jabberwock out of Wonderland.[3] At that we would all scatter, running and screaming with terror and delight. The older kids could climb a low projecting branch of one of the sycamores to get away from Wowser. But I was too short to get up without help. Mary Louise had to lean down and haul me up before Wowser got there. No one was ever bitten, though Wowser certainly had ample time and opportunity.

4 The one time I ever remember Mommy, Grandpa Dan, and Grandma acting together was the day Stevie got his first haircut. Mommy and Grandma protested because he had the sweetest head of golden curls imaginable. But he was already almost three years old and Grandpa Dan insisted. "This is no boy!" he said.

5 Grandpa sat Stevie on a silver-colored washtub that was upended on the lawn and, kneeling down next to it, proceeded to shear off Stevie's curls. Mommy started crying, and Grandma wept as if her heart were broken, but the little golden curls floated down like angel wings to lie nestled in the green grass.

6 Stevie's lower lip began to tremble, not because the haircut hurt, but because Mommy and Grandma were making such a fuss.

7 "There!" Grandpa Dan remarked. "A proper boy." He picked Stevie up and carried him around on his shoulders for several minutes, calling out, "A proper boy! A proper boy!" Stevie loved that part and began giggling.

8 I gathered up the curls, as many as I could that had not been blown away by the breeze. My mother kept one in her wallet for years.

1scimitar: a short, curved, single-edged sword
2limpid: clear
3Wonderland: short for *Alice in Wonderland*, a novel by Lewis Carroll

End of Passage

This question refers to **The Long Closet**

1.**The image of Grandma "with her white braids piled up on her head like a crown" BEST links with which other description of her?**

A.She hated anyone knowing she was older than Grandpa Dan.

B.She was a bit more distant than Grandpa Dan.

C.She never told stories.

D.She was the fastest walker I had ever known.

This question refers to **The Long Closet**

2.**The reference to "angel wings" in Paragraph 5 mainly supports the idea of**

A.the innocence of the child.

B.the unhappiness of the adults.

C.the quickness of the haircut.

D.the importance of the event.

This question refers to **The Long Closet**

3.**Read the sentence from the passage.**

And afterward we played outside in the limpid summer nights, the fireflies winking on and off.

Which word BEST describes the mood in the excerpt?

A.anxious

B.thoughtful

C.annoyed

D.pleasant

This question refers to **The Long Closet**

4.**Why is this passage an example of an autobiography?**

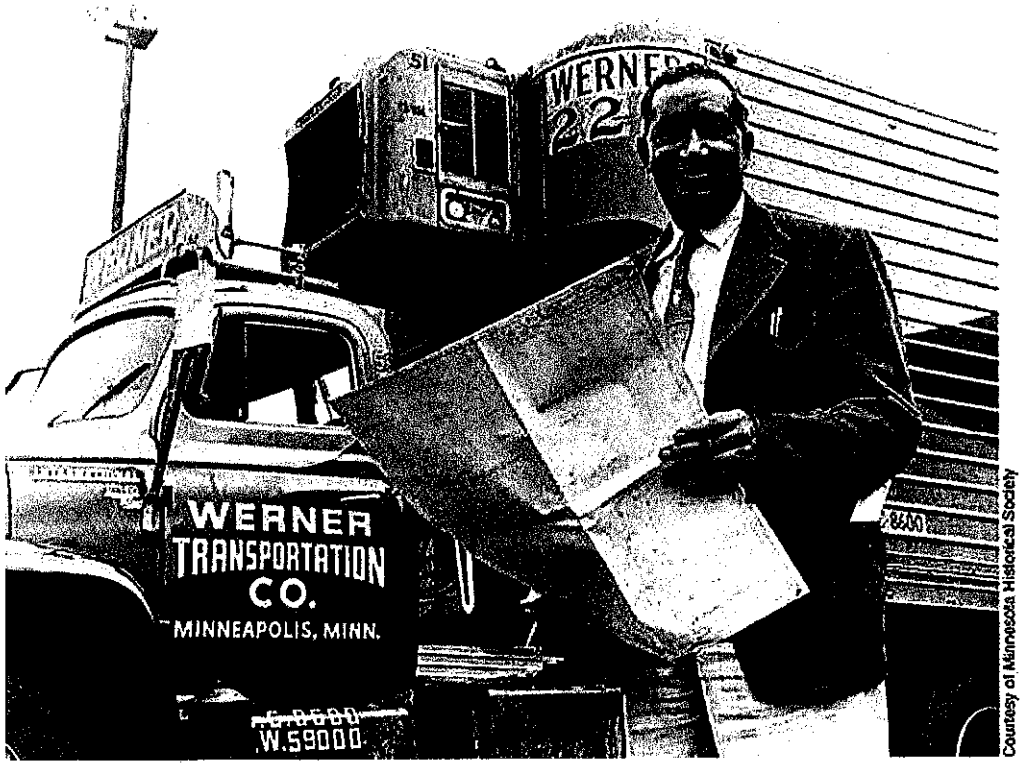
A.It narrates a person's life through childhood stories.

B.It describes a story from the past told in the first person.

C.It provides facts about a real person told in the first person.

D.It explains a moment in history involving a famous person.

Frederick M. Jones, Inventor



1 Many years ago, people in cold regions could not get fresh fruits or vegetables during the winter. Nothing grew at that time of year. Produce from far away spoiled before it arrived. During the summer, food came from local farms. Food that did not grow locally was not in stores. Oranges or grapefruits grown in the South could not be shipped north. These fruits would spoil in the summer heat.

2 In 1935, inventor Frederick M. Jones improved the transportation of fruits and vegetables. He invented an automatic refrigeration system for long-distance trucks. For the first time, people in Michigan and New York could enjoy fresh foods from California or Florida. The refrigerated truck, however, was not the only one of Jones' inventions that changed American lives.

3 Jones was born in Ohio in 1892. As a child he loved to take things apart. After a few years in school, he got a cleaning job at a garage. While he cleaned, he watched the mechanics and learned from them. By age 14 he was repairing cars at the garage. He also helped the owner build race cars. He moved to Minnesota for another job working on cars and farm machinery. He did military service in France during World War I. Then he returned to a small farming community in Minnesota.

4 Jones operated the movie projector in the town's theater. By the late 1920s, movies with sound were starting to replace silent movies. His old movie projector was not designed for sound. Jones invented several pieces of technology for "talking" movies. He also invented a box office machine that produced tickets and made change. His first patent in 1939 was for a movie theater ticket machine.

5 Jones continued to work primarily as a mechanic, and his knowledge of cars helped in developing his inventions. Drivers in those days used a hand crank to start their cars. Based on his experience with car engines, Jones designed a self-starting gasoline motor.

6 One hot day, Jones had an interesting conversation with a truck driver. The driver told him about losing a long-distance shipment of chickens. The shipment spoiled because the truck got too hot. That gave Jones an idea. Why not make an air conditioner to put into trucks and cars? Few people took his idea seriously at first. In 1940, Jones patented a truck refrigeration unit. With a partner, he formed the Thermo King Corporation.

7 Jones kept improving his invention. He adapted it for ships, trains, and airplanes. He invented a way to keep just the right amount of moisture in the air. Strawberries would not dry out. Meat and eggs would not spoil. The invention changed American eating habits. It helped farmers too. Farmers could now sell to customers thousands of miles away.

8 Jones was able to use his refrigeration inventions to help the United States military. Since army units moved from place to place, keeping foods and medicines cool was a problem. Jones met the military's needs by developing air conditioning for field hospitals. He also designed a refrigerator for field kitchens.

9 By 1949 his company was making three million dollars per year. Jones was a nationally known refrigerator expert. He was also the first African American member of the American Society of Refrigeration Engineers. Jones ultimately received 61 patents, which granted him the rights to make, use, and sell his inventions. Two-thirds of his patents were for refrigeration and cooling systems. He also invented engines, audio equipment, and portable X-ray equipment. He was inducted into the Minnesota Inventors Hall of Fame. Life today would be very different without the inventions of Frederick M. Jones.

End of Passage

This question refers to **Frederick M. Jones, Inventor**

5.The information in the passage could be used for a student research project on

A.the childhoods of famous inventors.

B.the advances in food transportation.

C.the process of applying for a patent.

D.the formation of unusual companies.

This question refers to **Frederick M. Jones, Inventor**

6.**Which type of evidence did the author use to show how talented Frederick Jones was?**

A.percentages of patents he had

B.examples of his different types of work

C.conversations with his coworkers

D.repetition of one story from different view points

This question refers to **Frederick M. Jones, Inventor**

7.**Which sentence from the passage BESTsupports the author's idea that Jones' inventions were beneficial?**

A.Produce from far away spoiled before it arrived.

B.The invention changed American eating habits.

C.Jones was able to use his refrigeration inventions to help the United States military.

D.Life today would be very different without the inventions of Frederick M. Jones.

This question refers to **Frederick M. Jones, Inventor**

8.**According to the passage, which job helped Jones the MOST with his career as an inventor?**

A.janitor

B.soldier

C.movie operator

D.auto mechanic

This question refers to **Frederick M. Jones, Inventor**

9.**What does the author use to show the importance of Jones' inventions to people living in the northern United States?**

A.direct quotations

B.metaphors

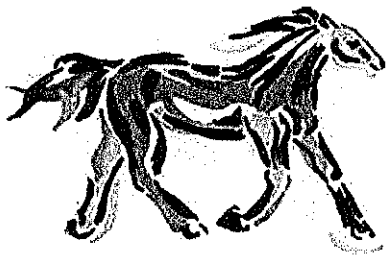
C.regional details

D.repetition of events

Remove Passage

Drawing Horses

by Cerelle Woods



1 I'd give anything to draw horses the way Euphemia Tucker does. They're always running wild and free, their manes swirling over her paper like clouds across the sky.

2 Euphemia's horses look so real you can almost feel their breath on your face.

3 Luke Anderson, who sits next to me, says he can't decide whether my horses look more like Great Danes or kitchen tables. He also calls me Messy. I prefer Marisa, which is my real name, to Missy, which is what everyone, except Luke, calls me. If I could draw like Euphemia, I'd sign all my pictures Marisa. Nobody messes with Euphemia's name, not even Luke Anderson.

4 Today I sharpened my pencil and took a clean sheet of paper out of my desk. I closed my eyes and pictured one of Euphemia's perfect horses rearing up and

pawing the air with its sharp hooves. I could see it so clearly I was sure I'd be able to draw it this time.

5 I started with what I do best: a big, billowing mane. Next I roughed in most of the body and drew a long tail streaming out behind. It really wasn't turning out half bad until I got to the front-legs-pawing-the-air part, which looked more like two macaroni noodles with tiny marshmallows for hooves.

6 I tried again, but the hooves still didn't seem right, and rather than doing them over and over, I erased them and went on to the head. That was when I really ran into trouble.

7 First I drew some great donkey ears, followed by sheep ears, pig ears, kangaroo ears, everything except horse ears. I erased again and again until I had rubbed a hole in the paper. That was when Luke Anderson poked his nose over my shoulder.

8 "Hey, Messy," he said. "What are you drawing? It looks like a *T. rex* with a mohawk."

9 I scratched a big X through my earless, macaroni-legged horse, wadded it up into a little ball, and stuffed it under the lid of my desk.

10 I was still upset when I got off the school bus this afternoon. I walked past the neighbors' horses standing in the field next to our house. They've been in the field for as long as I can remember.

11 I brooded about it all through dinner. After I'd helped clear the dishes, I sat down with a stack of typing paper and a freshly sharpened pencil. Without Luke Anderson there to pester me, I hoped I'd have better luck. I practiced a few horses' heads, trying to get the ears right. Then my mother walked by, carrying a basket of laundry.

12 "Nice dogs, Missy," she said. "Is that one a German shepherd?"

13 I just put my pencil down on the table, and walked outside. The sun had just sunk below the horizon, feathering the whole sky with pink and orange wisps. Everything looked special in that light, even the horses next door.

14 I dragged a lawn chair over to the fence and sat down to take a better look at them. They'd never be free spirits like Euphemia's horses, but they did seem patient and strong. I noticed the curves of their muscles, the shadows on their faces, the shine along their backs. Their colors reminded me of dessert: rich chocolate, deep cinnamon, creamy caramel.

15 I was just sitting there, feeling kind of dazzled by the unexpected beauty of it all, when I remembered the big box of pastels my grandmother had sent for my birthday.

16 "For Marisa," the card had said, "because she is such a bright and colorful person."

17 I hurried into the house, grabbed the pastels and some paper, and raced for the door.

18 "Whoa, there, Missy," my dad said. "What's the rush?"

19 "Gotta run," I explained. "The sun is going down!"

20 I choose a deep brown, pulling it across my paper in the shape of the chocolate horse. It comes out right the first time, even the legs and ears! Drawing horses is easier when they're right in front of you, and I'll say this for the ones next door—they hold their poses.

21 The sky is turning out just as I'd hoped, too; all the pinks and reds blending together like a strawberry parfait, and I love the way the caramel horse's mane is blowing, just barely, in the wind.

22 It doesn't look exactly like one of Euphemia's horses, of course, but I already know that when this drawing is finished, I'll be signing it *Marisa*.

End of Passage

This question refers to **Drawing Horses**

10. **Which of these is MOST LIKELY to happen in the future?**

A. Marisa will learn how to ride horses.

B. Luke Anderson will try to draw horses too.

C. Euphemia and Marisa will become close friends.

D. Marisa will continue to improve her drawing skills.

This question refers to **Drawing Horses**

11. **What is the BEST summary for the passage?**

A. Marisa tries to be as good an artist as Euphemia.

B. Marisa is good at pestering Luke.

C. Marisa draws better while looking at horses.

D. Marisa finds that drawing with pastels is easier.

This question refers to **Drawing Horses**

12.**Read the final sentence of the passage.**

It doesn't look exactly like one of Euphemia's horses, of course, but I already know that I'm signing it *Marisa*.

What element of literature is represented by the sentence?

A.dialogue

B.climax

C.setting

D.resolution

This question refers to **Drawing Horses**

13.**Based on Marisa's interest in the colors of the sky and of the horses, the reader can conclude that**

A.she does not go outdoors often.

B.pastels inspire her more than pencils.

C.these are unusual colors for the sky and for horses.

D.the colors mentioned are among her favorite colors.

This question refers to **Drawing Horses**

14.**Which sentence BEST describes the picture in the story?**

A.It shows the picture Marisa drew with pastels.

B.It shows the picture Euphemia drew at school.

C.It shows Marisa's favorite drawing by Euphemia.

D.It shows the picture Marisa's mother called a dog.

This question refers to **Drawing Horses**

15.**The reader learns about Marisa through her**

A.feelings about the watercolors from her grandmother.

B.conversations with Luke Anderson.

C.thoughts about her attempts at drawing horses.

D.descriptions of Euphemia's horses.

This question refers to **Drawing Horses**

16.**Which addition to the passage "Drawing Horses" would be MOST appropriate?**

A.directions explaining how to blend pastels on paper

B.an illustration showing Marisa on the school bus

C.a paragraph providing a description about the ecology of the desert

D.a paragraph detailing other pictures that Marisa eventually draws

This question refers to **Drawing Horses**

17.**Which statement BEST expresses the theme of the story?**

A.Drawing horses is a difficult task.

B.Do not sit next to people who tease you.

C.Study with an expert to acquire skill.

D.It takes determination to achieve your goals.

This question refers to **Drawing Horses**

18.**Read the sentence.**

They're always running wild and free, their manes swirling over her paper like clouds across the sky.

Why does the author compare swirling manes to clouds?

A.Euphemia draws manes that are shaped like clouds.

B.The drawing has captured the movement of manes in the wind.

C.Euphemia draws manes that are bigger than the body of the horse.

D.The paper is blue, and the manes in the drawing are white like clouds.

This question refers to **Drawing Horses**

19.**What lesson does Marisa learn in this passage?**

A.She is a more talented artist than Euphemia Tucker.

B.It is more fun to draw when she is away from Luke Anderson.

C.It is easier for her to draw horses when she is looking at them.

D.She needs to practice drawing animals other than horses.

Lesson 10
Consistency in Style and Tone

Introduction When you write, choose a style and tone that suit your purpose and audience. You might choose a formal style and serious tone for a report. For a personal e-mail, you might choose an informal style and humorous tone. Once you've decided on a style and tone, you need to be consistent.

- The words you choose and your sentence patterns form your **style**.

Formal	During meteorological events, animals tend to scatter.
Informal	It's raining. Look at that mouse run for cover. It's fast!

- Your tone shows your attitude toward your subject and/or readers. For example, a tone may be serious, playful, humorous, angry, calm, joyful, or sad.

Serious	Some animals seek shelter in and under trees or bushes.
Playful	Can a lizard use a tree as an umbrella? It sure can!

Guided Practice **Read the passage. Then rewrite the underlined sentences to match the style and tone of the rest of the passage.**

Hint

The style and tone of the story are informal and casual. The underlined sentences contain language that is either too poetic or too technical. Replace them with language that matches the story's style and tone.

"Our camping trip is off to a great start," said Dad. We had just begun to unpack. Then crack, sizzle! Lightning flashed through the sky. Thunder made the mountains tremble in fear.

"Run to the car!" yelled Dad. "We'll wait it out there." After an hour, the rain stopped. When we exited the vehicle, we found that our belongings had absorbed a vast amount of moisture!

1 _____

_____

2 _____

_____

Independent Practice

Read the paragraph below. Then answer the questions that follow for numbers 1–4.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

1 What revision of sentence 2 best matches the style and tone of sentence 1?

A First, it offers children outdoor exercise, such as hiking.

B First, it allows kids to finally get a chance to run around.

C First, it lets children do stuff, like run around outside.

D First, kids get to run around the river and do other outside stuff.

2 Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?

A sentence 1

B sentence 4

C sentence 5

D sentence 6

3 Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?

A catching some z's

B falling asleep

C nodding off

D getting some shut-eye

4 Which sentence could be added to the paragraph without changing its style or tone?

A Nobody gets it!

B We need to stop those pesky builders from taking over!

C They've really got to leave our campground alone.

D We must preserve our local campground!

Lesson 13
Using a Dictionary or Glossary

Introduction Many words have more than one definition and can serve as more than one part of speech. When you are reading or writing, use a dictionary to check the precise meaning of a word or phrase.

- Words in a **dictionary** appear in alphabetical order. Each entry provides the pronunciation, the part of speech, and the meanings of the word. Sample sentences are often included to clarify meaning.

account (ə kount') *n.* 1. a record of events or time period 2. money in a bank 3. worth, importance **account for** *v.* 1. to be the main reason for: *Heavy rain accounted for the flooding.* 2. to explain: *I can't account for the dog's barking.*

When there is more than one meaning, each definition is numbered.

The abbreviations show the part of speech: *n.* stands for *noun* and *v.* stands for *verb*.

extract (ĭk străkt') *v.* 1. to pull out 2. to obtain or get meaning, pleasure, or information from something **extract** (ĕk' străkt) *n.* 3. an excerpt or part of a text 4. a flavoring

The pronunciation of the word is in parentheses. For some words, the pronunciation depends on the part of speech.

- A **glossary** is similar to a dictionary. It is an alphabetical list of special words that are used in a book. Each entry defines the word as it is used in that book.

Guided Practice **Read the paragraph. Use the entries above to find the meanings of the underlined words and phrases. Write the number of the correct meaning above each word or phrase.**

Hint

Identify how a word is used in a sentence before you use the dictionary. If the word is used as a noun, then you should read the definitions given for a noun.

Our museum has an exhibit on Chinese art. The catalog includes extracts from books about the landscape paintings. Many people extract pleasure from viewing these paintings. However, various accounts suggest that these paintings were also used to teach life lessons. If the paintings were used to teach morals, then scholars could account for the wide use of symbols that stand for character traits.

For numbers 1–4, use the dictionary entries to answer the questions.

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/4

express (ĭk sprĕs') *v.* **1.** to say or state **2.** to communicate ideas or feelings **3.** to squeeze or press something out *n.* **4.** type of transportation that moves with few or no stops *adj.* **5.** specific: *I bought these apples for the express purpose of baking a pie.* **6.** stated **7.** moving with few or no stops

1 What part of speech is express as used in this sentence?

My mother and I took the express train to the museum.

A noun
B adjective
C verb
D adverb

2 Which definition of express best fits this sentence?

One artist painted a gloomy landscape to express the theme of grief and loss.

A Definition 2
B Definition 3
C Definition 5
D Definition 6

reflect (rĭ flĕkt') *v.* **1.** to bend back light **2.** to show an image, to mirror **3.** to show clearly or reveal: *The novel reflects the writer's unhappiness.* **4.** to consider seriously: *You need to reflect on your actions.* **5.** to bring negative attention to: *The team's rowdiness reflected on the school.*

3 Which definition best fits reflect as used in this sentence?

Many landscape paintings reflected the artist's mood.

A Definition 1
B Definition 3
C Definition 4
D Definition 5

4 Which definition best fits the way reflect is used in this sentence?

When you view a Chinese landscape painting, reflect on the artist's message.

A Definition 2
B Definition 3
C Definition 4
D Definition 5

Lesson 14
Using a Thesaurus

Introduction You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

bitter *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acrid, unpleasant** *Antonyms: sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** *Antonyms: mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** *Antonym: friendly*

claim *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** *Antonym: deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** *Antonym: denial*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words can serve as more than one part of speech.

Guided Practice **Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.**

Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

1. Which words are synonyms of *claim* as used in the paragraph?

_____

2. Which word is an antonym of *claim*? _____

3. Which words are synonyms of *bitter* as used in the paragraph?

_____

4. Which words are antonyms of *bitter*? _____

Independent Practice

For numbers 1–4, read the sentence. Then use the thesaurus entry to answer the question.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

significant *adj.* **1.** expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** *Antonym: meaningless* **2.** having influence: *Thu has a significant job with the Government.* **important** *Antonyms: insignificant, unimportant*

1 As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

A meaningful
B unimportant
C insignificant
D meaningless

permit *v.* **1.** to allow to do something: *I'll permit you to pick plums.* **allow, authorize** *Antonyms: forbid, prohibit* **2.** to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* **3.** written permission: *The contractor got a permit to build a home.* **license, permission**

2 The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

A license
B allow
C forbid
D oblige

powerful *adj.* **1.** physically strong: *The oxen are powerful.* **strong, mighty** *Antonyms: weak, frail* **2.** able to influence: *Leaders are powerful people.* **high-ranking, influential** *Antonym: low-ranking*

3 Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

A high-ranking
B powerless
C weak
D frail

valuable *adj.* **1.** having monetary worth: *Gold is valuable.* **precious** *Antonym: cheap* **2.** having use or importance: *A job teaches you valuable skills.* **useful, worthwhile** *Antonym: worthless*

4 Cocoa beans were so valuable that the Aztecs used the beans as money.

Which is an antonym for valuable as it is used above?

A useful
B worthwhile
C precious
D cheap

Citing Evidence to Make Inferences

Theme: *Passing Wisdom Down Through the Ages*

Have you heard the story of Pinocchio, the wooden boy who came to life? Each time he lies, his nose grows. Later in the story, Pinocchio says he has been to school, and—*zoink!*—his nose grows. Now, the author doesn't say at this particular point in the story that Pinocchio lied. But you can make an **inference**—a conclusion based on what you already know and text evidence—that he did.

Good inferences are supported with textual evidence. You can practice this right now.

Read the paragraph below. Then use the chart to support an inference about the narrator.

> Abraham Lincoln once said, "Whatever you are, be a good one." Easy for him to say—he was good at *everything*. It's nice advice, I guess. Still . . . you can say that you're going to be good at playing the piano. You can even say that you'll perform beautifully at the big recital. You can say that all you want, and you can still forget the notes to your song halfway through and run off the stage in tears. I wonder what Lincoln would have said about that! He probably wouldn't have felt as miserable as I do right now, at the very least.

The chart below states an inference about the narrator. Complete the chart by writing one more phrase from the paragraph that directly supports the inference.

What You Know	+	What the Narrator Says	=	Inference
People sometimes feel bad when embarrassed.		• "Still . . . you can say that you're going to be good at playing the piano." •		The narrator has just had a bad experience performing in a piano recital.

When reading, always support your inferences with textual evidence. An unsupported inference won't make your nose grow an inch, but you won't be on your way to a better understanding of the story, either!

Read the first two paragraphs of an ancient Greek myth.

Genre: Myth

Athena, Arachne, and the Weaving Contest

by Sofia Lillios

Athena, the goddess of wisdom, was an exceptional weaver. She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude. Athena's most talented student was a young woman named Arachne.

Each day, Athena and Arachne sold their creations at a country market, and everyone said Arachne's cloth was incredible. Athena overheard Arachne tell customers she taught herself to weave. Athena cringed as she listened to Arachne's lies. Then, on one fateful day, Arachne kept bragging to customers that she was the greatest weaver in the world, and that her creations were more beautiful than all the others at the market.

(continued)

Explore how to answer this question: *"How does Athena feel about Arachne's bragging? Make an inference about how Athena feels. Support your inference with two details from the text."*

Look for details from the text that hint at how Athena feels about Arachne. One detail is shown in the chart below. Write a second detail next to the second bullet point. Then write down your inference.

What You Know	+	Details from the Text	=	Your Inference
Someone who expects gratitude would likely be upset if she did not receive it.		• She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude." •		

Use details from the chart to support the inference that Athena is upset about Arachne's bragging.

Continue reading "Athena, Arachne, and the Weaving Contest." Use the Close Reading and the Hint to help you answer the question.

Close Reading

On page 46, the author says that Athena shares her skills with humans on one condition. **Circle** the phrase stating this condition.

(continued from page 46)

An old woman in a cloak smiled and challenged Arachne to a weaving contest, which Arachne gladly accepted. The rules were simple: each would weave one complete tapestry by nightfall, and customers would judge the winner.

Throughout the day, the two sat at looms, weaving furiously. Just before sunset, they finished. Both tapestries were marvelous to behold, but the crowd chose the old woman, for her creation was flawless. "Spin and weave forever without my help, fool," the old woman suddenly said, and pointing one finger at Arachne, turned her into a spider.

Hint

The question asks *why* Arachne was turned into a spider, not how.

Circle the correct answer.

Which sentence best explains why Arachne was turned into a spider?

A The old woman had special powers.

B Arachne did not show her thanks to Athena.

C Athena was disguised as the old woman.

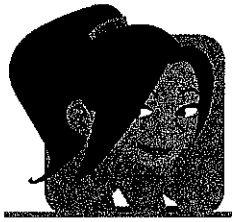
D Like Arachne, spiders are good at weaving.

Show Your Thinking

Look at the answer you chose above. Explain how the details in the story helped you infer why Arachne was turned into a spider.

Read the Native American story. Use the Study Buddy and the Close Reading to guide your reading.

Genre: **Native American Legend/Myth**



The Wisdom of the Willow Tree

by Wilson Mekashone

1 Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.

2 One day, the sun blazed down and he was hot, thirsty, and desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.

3 Young Man said to the tree, "I have failed on my journey. I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."

4 The tree then reached down its oldest branch, stroked Young Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."

5 Young Man awoke and followed the tree's enormous roots to a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.

6 He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.

Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. **Circle** words and phrases that describe the tree.

Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

Use the Hints on this page to help you answer the questions.

1 A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."

Young Man has to develop skills if he wants to become Wise Man.

Which sentence from the text best supports this claim?

A "He decided to journey far away, seeking wisdom."

B "This, he knew, would take much strength and patience."

C "I am old and know the value of rest."

D "In the distance, he saw a willow tree and crawled to it."

2 Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?

A "Young Man awoke and followed the tree's enormous roots to a burbling stream."

B "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."

C "I'm thirsty and weary, and I cannot summon the strength to return home."

D "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."

3 Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.

Read the story. Then answer the questions that follow.

A Sewing Sensation

by William Rivera

1 Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.

2 Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think it's making a weird noise."

3 Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."

4 Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.

5 "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.

6 In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.

7 "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."

8 Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.

9 Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."

10 After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.

11 Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.

12 The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

1 Juan does not have a lot of experience with sewing. Which sentence from the passage is the **best** evidence of this claim?

A "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"

B "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."

C "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."

D "'Many of the best fashion designers are men,' Juan's dad continued."

2 Juan is very excited about learning to sew. Which of the following sentences from the passage **best** supports this statement?

A "Juan felt proud that people wanted to wear his mother's creations on their special days."

B "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."

C "Juan had a huge smile on his face when he looked over his shoulder at his mom."

D "Then he remembered the patience that his mother always showed, and he slowed down."

3 Which detail **best** supports the idea that Juan's mother encourages her son's interests?

A She tells him that her sewing machine doesn't require fixing.

B She gives him some pillowcases to sew on his own.

C She sends him outside to play ball instead of sewing.

D She gives him a notebook for sketching and drawing.

4 What is one reason Juan chooses to play soccer with his friends instead of continuing to sew?

A He knew that he needed to practice if he wanted to improve his soccer skills.

B He did not want his friends to think he was rude for keeping them waiting.

C He thought that his father would not approve of his interest in sewing.

D He was concerned that his friends might make fun of his sewing talent.

5 Juan seems somewhat embarrassed about his strong interest in sewing. Write a paragraph in which you agree or disagree with that statement. Use at least **two** details from the story to support your answer.

Self Check ***Go back and see what you can check off on the Self Check on page 43.***

Read the story. Then answer the questions that follow.

Work Smarter, Not Harder

by Trevor Jackson

1 Kari wiped sweat from her forehead and stuck the shovel back into the haystack-sized pile of peppermint snow. It wasn't exactly snow. It was way too warm for it to be frozen water. The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint. More like blended asparagus. But the mountain of powdery mush was definitely white with streaks of red swirling up through it. And Kari had to move it all off the wide green field and onto the dirt track around the field. All under the withering gaze of two suns.

2 It was her third day attempting to move the mush. Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted. She figured that was why each morning the pile was reset, waiting for her to get to work, as if she'd done nothing the day before.

3 Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was. Two weeks? A month? Enough details shared by her uncle Otto matched what she had experienced since she fell down the well in the freezing, snow-filled woods behind her grandparents' house: the feeling of rising and falling at the same time when she first slipped on the well's rock wall, the way she cast two shadows because of the twin suns in the sky, the birdsongs that sounded more like a baby's midnight cries for food. Kari had thought these things were just stories, though, even if Otto always protested that they were true. Now she knew.

4 Kari hadn't been in Parival more than an hour before she'd spotted the big board. It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries. The board read, CHORES FOR KARI. She looked around as if there might be someone to explain. The suns beat down on her neck as she stepped closer to examine the chart. Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished.

5 So far each task had proved to be more complicated than it seemed at first. She had to make choices about how she was going to complete each task. A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy. Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right.

6 Exhausted, Kari stopped shoveling the mush and dropped the shovel on the ground. She stamped her foot and gave a loud groan. She thought again about the tasks she had already completed. Each job was a combination of physical activity and some creative thinking. She had been shoveling for days, but had she applied any original thought to the task?

7 That was it! Kari suddenly remembered a magic trick she had performed at her little brother's birthday party. It had been a sunny day just like this one. Although of course there was only one sun in that sky. Kari's family and friends had all gathered in the backyard around the small patio table. Plates, cups, and plastic forks and spoons rested on top of a white tablecloth. Kari had grabbed the edges, counted to three, and yanked. Everything on top of the tablecloth stayed in one place, but the tablecloth was liberated. Kari's family applauded.

Go On

8 The grassy field had felt slippery under her feet while she had worked the last three days. Maybe it wasn't the peppermint snow that had to move, but the field underneath! Kari kicked the shovel aside and ran to the edge of the field. Sure enough, the edge of the field could be lifted. But the tablecloth had been much smaller and lighter than this grassy field. She would just have to try.

9 Kari gave the grass in her hands a shake and watched the pile of peppermint snow. The grass ripple she had shaken grew taller and taller as it moved toward the pile in the center. By the time the wave reached the center, it looked like a giant whale. The whale-shaped hump slid right underneath the pile, carrying it high up into the air. Kari saw her chance and pulled hard on the grass. The entire field came flying at her like it weighed no more than that tablecloth had last summer. She ducked as it flew over her head. Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field. When it touched dirt, the pile vanished.

10 Kari dusted herself off and headed back to the big chores board; she would get home one way or another.

---

6 In the first paragraph of the story, what does it mean that Kari has to work "under the withering gaze of two suns"?

A The two suns disapprove of Kari's efforts.

B Kari feels judged by unseen persons in Parival.

C Kari is very angry at whoever brought her to Parival.

D The light from the suns is extremely hot and bright.

7 Which sentence signals a major shift in the action of the story?

A "The suns beat down on her neck as she stepped closer to examine the chart."

B "She stamped her foot and gave a loud groan."

C "Kari suddenly remembered a magic trick she had performed at her little brother's birthday party."

D "Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field."

8 The following question has two parts. First, answer part A. Then, answer part B.

Part A

Why does Kari work to carry out the tasks written on the board?

A She likes the challenge of creative problem-solving.

B She thinks completing them is her only way out of Parival.

C She is bored and doesn't have anything else to do.

D She is frightened of the red fruit hanging by the board.

Part B

Which sentence from the passage **best** supports the answer to part A?

A "It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries."

B "A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy."

C "Each job was a combination of physical activity and some creative thinking."

D "Kari dusted herself off and headed back to the big chores board; she would get home one way or another."

Go On

9 Kari checks to see if the edge of the field can be lifted because she realizes that each previous task she completed required a creative solution. Which of the following sentences from the passage **best** supports this statement?

A "She had to make choices about how she was going to complete each task."

B "So far each task had proved to be more complicated than it seemed at first."

C "She had been shoveling for days, but had she applied any original thought to the task?"

D "Kari gave the grass in her hands a shake and watched the pile of peppermint snow."

10 Which sentence from the story helps to illustrate how little information the narrator shares with the reader?

A "The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint."

B "Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted."

C "Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was."

D "Kari had thought these things were just stories, though, even if Otto always protested that they were true."

E "She looked around as if there might be someone to explain."

F "Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished."

G "Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right."

11 One of the themes of this story is that creative thinking can help you solve problems. The following folktale, "The Crow and the Pitcher," also shares this theme. Read the folktale.

The Crow and the Pitcher

A crow, weak from thirst, was delighted when he spotted a pitcher up ahead. He flew to it as fast as he could, hoping it would be filled with water. To his great disappointment, the pitcher was more than half empty, and through its narrow mouth, he couldn't reach a drop of the water it contained. He thought and thought about what to do and was about to give up. At last, he had an idea. He gathered a pile of stones and dropped them one at a time into the pitcher until the water rose within his reach.

Compare and contrast how "Work Smarter, Not Harder" and "The Crow and the Pitcher" present the theme stated above. Use details from the stories to support your answer.

Go On

Lesson 17
Denotation and Connotation

Introduction A word can have two kinds of meanings. A word's **denotation** is its dictionary definition. A word's **connotation** is the feeling that people associate with the word.

Compare these examples:

Positive Connotation	Negative Connotation
My older cousin Cal is **clever.**	My older cousin Cal is **sly.**
He asks questions because he is **curious.**	He asks questions because he is **nosy.**

The dictionary definition of the word *clever* means almost the same as the dictionary definition of *sly*. The words have similar denotations. The words *curious* and *nosy* also have similar denotations. However, they have very different connotations. The words we use carry feelings. The reader uses these feelings to form opinions.

When you write, think about the connotations of the words you choose. Ask yourself: "What effect will my words have on my readers?"

Guided Practice **Read the sentences. Write *P* if the underlined word has a positive connotation. Write *N* if the underlined word has a negative connotation.**

Hint

Read each underlined word. Ask yourself: What feelings do I connect to the word? If the feelings are good, the word has a positive connotation. If the feelings are bad, the word has a negative connotation.

1. Cal is a very thrifty person. _____
   Cal is a very stingy person. _____
2. He wears classic styles. _____
   He wears old-fashioned styles. _____
3. Every morning he trudges to work. _____
   Every morning he sprints to work. _____
4. Cal drives an antique car. _____
   Cal drives an ancient car. _____
5. His wife insists that he fix the car himself. _____
   His wife encourages him to fix the car himself. _____
6. One day, Cal's son requested a room of his own. _____
   One day, Cal's son demanded a room of his own. _____

Independent Practice

For numbers 1–3, read the sentence. The answer choices have similar denotations. Which answer choice has the most positive connotation?

1 Cal and his wife had a debate about moving to a new home.

A quarrel
B dispute
C discussion
D disagreement

2 Cal said, "We can turn the office into an acceptable bedroom."

A pleasing
B usable
C functional
D workable

3 Cal's wife wanted to move, and she was stubborn about it.

A pushy
B defiant
C obstinate
D determined

Answer Form

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct ___/5

For numbers 4 and 5, read the sentence. The answer choices have similar denotations. Which answer choice has the most negative connotation?

4 On moving day they transported all their belongings to their new home.

A sent
B lugged
C moved
D carried

5 Cal really likes the unusual architecture of the house.

A odd
B rare
C unique
D uncommon

Name: _____ Date: _____ Flocabulary

PICK THE "JUST RIGHT" WORD

Each of the following sentences contain two words that are similar in denotation (literal meaning) but are different in connotation (emotional meaning). Use the context clues in the sentences below to choose the word that fits best.

---

1. William wanted to be honest but still impress his girlfriend. So he told her that the fancy necklace he gave her was _____. (***inexpensive/cheap***)

2. Ollie _____ (***appreciates/adores***) science so much that he can talk about it for hours and hours.

3. Shayla thought her best friend's cat had lost too much weight. Hoping not to be too negative, Shayla told her that the cat looked _____ (***skinny/gaunt***).

4. Martin can talk his friends into doing or believing just about anything. Some parents are worried that Martin is _____ (***brainwashing/influencing***) them.

5. Teddy entered every fencing match thinking he could win but never bragged. Therefore, his teammates saw him as a _____ (***confident/cocky***) competitor.

6. The sight of green beans make Ava gag. She _____ (***dislikes/loathes***) them.

7. Afraid his teacher would scold him in front of the class, Horace made sure he only _____ (***snickered/roared***) at his lab partner's joke.

8. The ad described the house as small and cozy. But when the Davenports pulled into the driveway, they were disappointed at the _____ (***residence/shack***) which stood before them.

9. Our annoying neighbors watch every move we make. They're just so _____. (***curious/nosy***)

10. Since dying my hair pink and wearing mismatched converse sneakers, my pesky little brother says I'm _____ (***unique/strange***).

COMMONLIT

Name: _____ Class: _____

The Clock Man

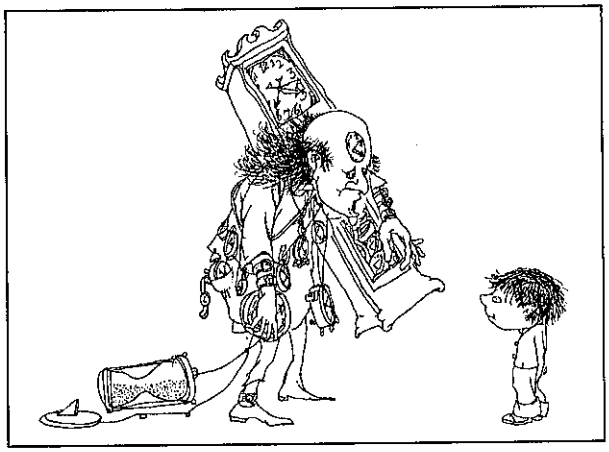
By Shel Silverstein
2011

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. In the following a poem, a child has a conversation with the clock man. As you read, take notes on how the person in the poem reacts to and feels about time.

"How much will you pay for an extra day?"
The clock man asked the child.
"Not one penny," the answer came,
"For my days are as many as smiles."

"How much will you pay for an extra day?"
He asked when the child was grown.
"Maybe a dollar or maybe less,
For I've plenty of days of my own."

"How much will you pay for an extra day?"
He asked when the time came to die.
"All of the pearls in all of the seas,
And all of the stars in the sky."



"The Clock Man" by Shel Silverstein is used with permission.

Text-Dependent Questions

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

1. PART A: Which of the following best describes the theme of the poem? [RL.2]
   - A. People care about time more as they get older.
   - B. Children often feel like they will never get old.
   - C. There's nothing more important to people than staying young.
   - D. People are afraid of death their entire lives.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
   - A. "'For my days are as many as smiles.'" (Line 4)
   - B. "'How much will you pay for an extra day?'" (Line 5)
   - C. "He asked when the time came to die." (Line 10)
   - D. "All of the pearls in all of the seas" (Line 11)

3. What does the clock man represent in the poem? [RL.3]
   - A. death
   - B. living forever
   - C. time
   - D. money

4. How do the person's feelings about time change throughout the poem? [RL.3]
   - A. He values time more than he did as a child.
   - B. He grows more negative about time as he ages.
   - C. He is satisfied with the time he has left.
   - D. He feels angry that he cannot buy any more time.

5. How does the quote "'Not one penny,' the answer came, / 'For my days are as many as smiles'" (Lines 3-4) contribute to the overall theme of the poem? [RL.5]

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. The person in this poem grows up and changes his feelings about the time he has left in his life. In your opinion, how much time would you pay for extra time to play? An extra day in the weekend? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

2. What does getting older mean to the individual? What does getting older mean to you? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

Lesson One

1. **abstain** (əb stān´) *v.* to choose to not do something
   Laura *abstains* from drinking coffee after 7:00 PM or else she can't sleep at night.
   syn: refrain; give up *ant: indulge*

2. **atrocious** (ə trō´ shəs) *adj.* shockingly wicked
   The hoarder's living room was an *atrocious* heap of empty containers, rotten food, and broken junk.
   syn: horrifying; hideous *ant: delightful; enjoyable*

3. **convoy** (kon´ voi) *n.* a group of vehicles traveling together
   The *convoy* of three jeeps, a supply truck, and a tank slowly rumbled through the empty streets of the city.

4. **curator** (kūr´ āt ôr) *n.* the person in charge of a museum
   The *curator* decided what types of art would be featured each month at the museum.

5. **decipher** (dē sī´ fûr) *v.* to interpret something unknown or unreadable
   The intelligence analyst *deciphered* the enemy code and relayed the location of the next planned attack.
   syn: decode; decrypt *ant: encrypt*

6. **diligent** (dil´ ə jent) *adj.* focused and hard working
   The *diligent* sailor ignored the cold seawater rushing around his feet and focused all his attention on repairing the boiler.
   syn: studious; persistent *ant: lazy; negligent*

7. **duration** (dûr āsh´ ən) *n.* the time something lasts
   If the *duration* of your headache is longer than two days, you should see a doctor.
   syn: period; length

8. **emboss** (em bos´) *v.* to decorate, usually with a raised design
   The king *embossed* the letter with the royal seal before handing it off to the messenger.

9. **forcible** (fôr´ si bəl) *adj.* with force; powerful
   The robbers made a *forcible* entry into the store and found two vicious guard dogs.
   syn: mighty *ant: weak*

indict (in dīt´) to accuse of a crime or an offense
The attorney general *indicted* the congressional candidate for spending donations on private schools for her children.
syn: charge; blame *ant: exonerate*

masonry (mā´ sun rē) *n.* stone, brick, or tile held together with mortar
Many of the monuments in Washington, D.C., have names and dates carved into the *masonry* that forms their bases.

narrate (nâr´ āt) *v.* to give a detailed account or personal story
Colonel Rutherford *narrated* his adventures in the jungle for the television documentary about treasure hunts.
syn: recount; tell

pillage (pil´ əj) *v.* to steal by force, especially as trophies during war
The piñata exploded with a crashing blow of the stick, and a dozen six-year-olds quickly *pillaged* the candy.
syn: plunder; rob *ant: donate*

prattle (pra´ təl) *n.* meaningless chatter
Annoyed by the constant *prattle* from students in the back of the classroom, the teacher gave them a pop quiz.
syn: drivel; banter

privy (pri´ vē) *adj.* knowing private or secret information
Because of her high security clearance, Sergeant Mack is *privy* to the details of the secret mission.
ant: unaware

EXERCISE I – Words in Context

Using the vocabulary list for this lesson, supply the correct word to complete each sentence.

1. Using _____ methods of labor often results in a revolt against the masters.

2. To be a professional opera singer, you have to practice in a[n] _____ manner every day.

3. An actor with a well-known voice _____ the children's movie, reading bits of the original storybook in between big scenes.

4. Please _____ from tapping the glass when you visit the aquarium, because it bothers the fish.

5. Michelle wanted to _____ the publisher of a history textbook for including information that was incorrect.

6. There was so much _____ during the school assembly that the principal apologized to the speaker for the immature students who couldn't control themselves.

7. Rioters broke the window of the store and _____ the merchandise inside while the alarms rang in the night.

8. When a[n] _____ of alien warships fired on the nation's capital, everyone knew that it was not here for peaceful reasons.

9. The children's _____ behavior convinced the nanny to find a job with a different family.

10. The very knowledgeable _____ of the aviation museum was himself a former Air Force bomber pilot.

11. It was easy to identify the maker of the invitation because his company's initials were _____ on the corner in silver.

12. The students who were _____ to Nathan's surprise party giggled when Nathan complained about everyone forgetting his birthday.

13. Though both can be extremely destructive, tornadoes typically produce intense winds for minutes, while hurricanes can have a[n] _____ of a few days.

14. The house is two centuries old, so it is only natural that the _____ around the foundation would be flaking off.

15. An expert in ancient Babylonian writing was called in to _____ the ancient tablets uncovered at a building site.

EXERCISE II – Sentence Completion

Complete the sentence in a way that shows you understand the meaning of the italicized vocabulary word.

1. In a declaration on her web page, Sondra *indicted* anyone who...

2. Scott *abstains* from eating at the run-down truckstop because...

3. For the worker's retirement gift, his friends *embossed*...

4. If someone knows you are *privy* to secrets, he or she might...

5. The *convoy* of vehicles left the football game and drove...

6. *Prattle* can be distracting if...

7. If Rob doesn't protect the newly sculpted *masonry* while the cement dries, the neighborhood kids might...

8. While the home video played, Uncle Ted *narrated* parts in which...

9. You can tell Jaquiline is a *diligent* worker by...

10. Doctors limit the *duration* that patients receive the experimental drug because...

11. When Rita saw the *atrocious* job that the stylist did to her hair, she...

12. Because she does not speak the native language, Brianna must *decipher*...

13. Jenny was chosen to be *curator* of the museum because...

14. The police threatened *forcible* evacuation for anyone who...

15. After conquering the capital city, soldiers *pillaged*...

EXERCISE III – Prefixes and Suffixes

Study the entries and use them to complete the questions that follow.

The suffix *-ence* means "state of" or "quality of."
The prefix *en-* means "to put into" or "to turn into."
The suffix *-ity* means "state of" or "quality of."

Use the provided prefixes and suffixes to change each word so that it completes the sentence correctly. Then, keeping in mind that prefixes and suffixes sometimes change the part of speech, identify the part of speech of the new word by circling N for a noun, V for a verb, or ADJ for an adjective.

1. (atrocious) The invading forces committed _____ upon the innocent villagers, causing the resistance to fight even harder.
   N V ADJ

2. (diligent) The US Marshal had enough _____ to chase the escaped fugitive through the wilderness during a blizzard.
   N V ADJ

3. (decipher) If you _____ a message, then you turn it into a secret code that no one else can read.
   N V ADJ

EXERCISE IV – Critical Reading

The following reading passage contains vocabulary words from this lesson. Carefully read the passage and then choose the best answers for each of the questions that follow.

1 The first human being in history walked on the moon on July 21, 1969. You probably know that his name was Neil Armstrong, and that he was followed by Buzz Aldrin, the second moonwalker on the Apollo 11 mission. As the first people to set foot on that distant globe, gazed upon by cavemen and office workers alike for thousands of years, their names will live on forever, as will Armstrong's famous words, as he stepped off the platform of the lunar lander: "That's one small step for [a] man, one giant leap for mankind."

2 Just getting a person to the moon, of course, was an enormous achievement that required years of **diligent** research, millions of dollars, and unimaginable risks. Truly, shipping anyone to the moon, 239,000 miles through space, is its own amazing undertaking and should be celebrated by those of us stuck on the ground—but how many people know the name of the third person to walk on the moon? How about the fourth? The eighth? Just how many people have walked on the moon, anyway?

3 Out of 17 manned and unmanned Apollo missions, astronauts landed on the moon six times between 1969 and 1972. Apollo 11, 12, 14, 15, 16, and 17 each made it to the surface, allowing astronauts to perform EVA, or extra-vehicular activity. A total of twelve people are, or have been, **privy** to what it feels like to walk on an object other than Earth.

4 Over a **duration** of 2.5 hours, the Apollo 11 crew took samples of the moon, photographed the landing area and their equipment, and planted an American flag. Charles "Pete" Conrad and Alan Bean, of Apollo 12, landed on the moon four months later. Conrad, upon stepping onto the moon after his five-day trip there, exclaimed "Whoopee! Man, that may have been a small one for Neil, but that's a long one for me." Conrad and Bean kept busy outside their lander for almost eight hours, setting up equipment that would monitor conditions on the lunar surface.

5 Alan Shepherd and Edgar Mitchell moonwalked for nine hours on the Apollo 14 mission, longer than any previous crew. They set up more monitoring equipment, conducted experiments, and collected another 93 pounds of moon rock. Not one to miss out on some fun, Shepherd hit golf balls with a club that he smuggled onto the lunar module, sending his second shot beyond his view because of the moon's reduced gravity.

6 With three successful manned missions to its credit, NASA focused the final Apollo missions on scientific experiments. David Scott and James Irwin spent a record 18.5 hours outside the lander, setting up equipment and exploring the moon's surface in a new vehicle: the lunar rover. Battery powered, the four-wheeled rover was designed to be driven on the powdery surface and carry gear and samples back to the landing module before being abandoned on the moon. The Apollo 15 crew returned to Earth with 170 pounds of moon samples.

7 In 1972, John Young and Charles Duke parked the lander for three days and drove more than sixteen miles in Apollo 16's rover, collecting 211 pounds of lunar samples during twenty hours of moonwalking. The pair sought moon rocks thought to be volcanic in origin, but testing would show that none had been found. Later in 1972, the final Apollo mission's lander touched down on the moon for another three-day stay. Eugene Cernan and Harrison "Jack" Schmitt spent 22 hours taking geological measurements and collecting over 250 pounds of lunar samples in search of signs of volcanic activity.

8 The moon has no wind or atmosphere, so the footprints that twelve Earthlings have **embossed** in the moon dust will be visible for many generations to come, perhaps even, to a future generation of tourists who match the tracks to the names of the explorers who put them there in those three years so long before. Just as we marvel at the explorers of the past, who survived journeys in spite of primitive equipment and knowledge, so will our descendants as they send manned missions beyond our own solar system.

1. According to the passage, one task shared by all the Apollo missions was
   A. gathering moon rock.
   B. taking pictures of the landing vehicle.
   C. medical experiments.
   D. exploring craters.
   E. testing the flight of golf balls.

2. How many astronauts have walked on the moon?
   A. 8
   B. 10
   C. 12
   D. 14
   E. 16

3. The tone of paragraph 2 emphasizes the main point of the passage, which is
   A. that the United States does not provide enough funding to the space program.
   B. that few people realize how many people walked on the moon after Apollo 11.
   C. too many people go to the moon, and it costs the United States too much money.
   D. only the first two Apollo missions were difficult; the rest were much simpler.
   E. that space exploration is amazing and that the moon is just one place to explore.

4. Which choice best describes one thing that changed with each consecutive Apollo mission?
   A. the time spent travelling to the moon
   B. the number of orbits around the moon
   C. the size of lunar rovers
   D. the time spent on the surface of the moon
   E. the number of astronauts in the landing crew

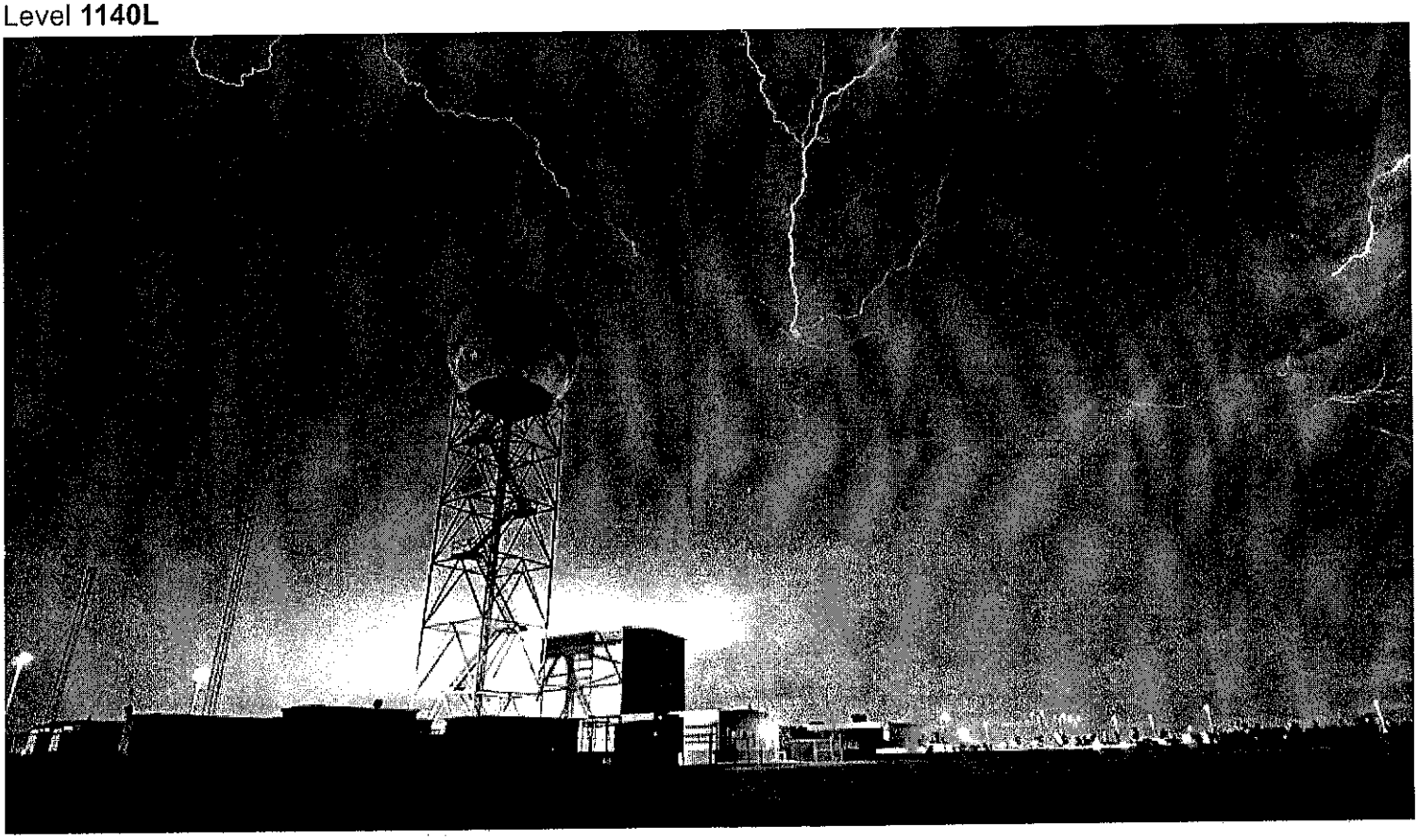
5. Which choice describes something the astronauts did not leave on the moon?
   A. golf balls
   B. emergency jet pack
   C. monitoring equipment
   D. lunar rovers
   E. flag

newsela

Social Studies

How the National Weather Service affects our lives

By National Geographic Society, adapted by Newsela staff on 05.04.20
Word Count **492**
Level **1140L**



Lightning strikes near a weather radar dome at the National Weather Service in Norman, Oklahoma. The National Weather Service (NWS) is the federal agency responsible for monitoring weather conditions across the United States. Photo: Chris Kridler/Getty Image

Anytime we think about taking a hike, a picnic or a trip, we check the weather. We rely on accurate predictions of sunny skies, chilly winds or torrential rains to help us plan, no matter where we are.

NATIONAL GEOGRAPHIC

The National Weather Service (NWS) is responsible for giving us this constant, important information. The federal agency monitors weather conditions across the United States, and it is the nation's official source for information related to forecasting, or predicting, the weather. It is located in Silver Spring, Maryland, alongside its parent agency, the National Oceanic and Atmospheric Administration (NOAA).

The NWS issues as many as 1.5 million forecasts per year. It provides heat advisories, thunderstorm warnings and tornado warnings to meteorologists. These weather forecasters then

pass the warnings onto local TV, radio stations, the internet or smartphone apps. Forecasters often consult NWS forecast maps and weather warnings when creating their own local forecasts.

Nearly 5,000 NWS employees operate around the clock. Meteorologists, forecasters, hydrologists and a handful of administrative and IT staff keep you, your family and your community informed at all times.

Watching Current And Developing Weather

In addition to reporting current weather conditions, the NWS also monitors developing weather conditions. Predictions of dangerous approaching weather can save lives.

For example, in May 2013, the NWS Storm Prediction Center anticipated severe weather in Oklahoma, five days before an extremely powerful tornado hit the city of Moore. NWS's predictions got more accurate. Each day, it warned the storm was approaching and half an hour before touchdown, NWS issued a tornado warning. Even though 24 people were killed and hundreds were injured, the warning likely prevented many more deaths and injuries.

Observing and forecasting weather conditions is a big job. To make things simpler, the NWS has 122 separate weather forecast offices. They are located in all regions of the continental United States, as well as Alaska, Hawaii and the U.S.-affiliated Pacific Islands. Each office focuses on the weather in its surrounding 20 to 50 counties. The NWS forecasters also live where you do and are familiar with your region's weather patterns. That makes accurate forecasts more likely.

Geography Plays A Role In Forecasting

The NWS also issues forecasts especially for recreation spots such as mountain summits, lakes and beaches. These areas can be tricky. Approaching weather systems might interact with the geography of higher elevations or waterways to create unique weather conditions.

Forecasters observe stations and webcams close to these spots. This allows them to show you the weather in real-time. Hikers can also check NWS "mountain point forecasts" for a summary of the winds, temperatures and rain or snow they might find at the tops of high mountains.

Likewise, water-enthusiasts might like to consult "marine point forecasts." These notify communities near lakes, rivers and coasts of water-related hazards, including winds, rip currents, wave heights and flow rates.

No matter the occasion or the weather, the National Weather Service has us covered.

Quiz

1 What is the relationship between the following selections from the article?

Anytime we think about taking a hike, a picnic or a trip, we check the weather. We rely on accurate predictions of sunny skies, chilly winds or torrential rains to help us plan, no matter where we are.

In addition to reporting current weather conditions, the NWS also monitors developing weather conditions. Predictions of dangerous approaching weather can save lives.

(A) They are a central idea about the value of NWS forecasts and a contradictory claim.

(B) They are two supporting details that emphasize the importance of the NWS.

(C) They are a cause and an effect related to developing the central idea.

(D) They are a problem and a solution associated with the central idea.

2 Which of these statements would be MOST important to include in an objective summary of the article?

(A) The NWS provides information about weather that everyone should check before planning vacations.

(B) The NWS is located alongside the National Oceanic and Atmospheric Administration in Maryland.

(C) The NWS operates around the clock to provide the weather information that people rely on in their daily lives.

(D) The NWS should get more credit for the hard work it does to bring accurate forecasts to smartphones.

3 How does the author communicate that "mountain point forecasts" are similar to "marine point forecasts"?

(A) The author compares the forecasts by saying both have tricky weather monitored closely by stations and webcams.

(B) The author explains that rain and snow behave in the same way in areas monitored for these types of predictions.

(C) The author categorizes all forecasts created by the NWS as being related to either the mountains or marine areas.

(D) The author elaborates on an analogy between the behavior of hikers and water-enthusiasts when it comes to storms.

4 Which of the following BEST explains how the NWS interacts with local weather forecasts?

(A) The NWS surveys local meteorologists to get information about weather in specific areas, then creates maps that can be used by local news stations to predict the weather.

(B) The NWS uses feedback from local news outlets about weather forecasts to review the accuracy of past predictions, then uses this information to improve observations.

(C) The NWS provides severe heat and thunderstorm advisories to local news stations, who then use those advisories to create their own warnings for people to leave.

(D) The NWS has forecast offices located in all regions of the United States to create accurate predictions and warnings for those areas, which are then passed on by local news services.

6th Grade Math - CCSS
Assessment B (Multiple Choice)

Name _____

Date _____ Pd ____

6th GRADE MATH ASSESSMENT

Solve the problems below, and be sure to show all work.

1. Calvin is painting an area that is 115 square feet. He is able to paint 2.5 square feet every 2 minutes. At this rate, how long will it take Calvin to paint the entire area?

A. 92 minutes
B. 46 minutes
C. 57.5 minutes
D. 23 minutes

2. Over the last month, a florist used 736 flowers to make 46 different arrangements. If each of the arrangements used the same number of flowers, how many flowers were in an arrangement?

A. 32
B. 12
C. 28
D. 16

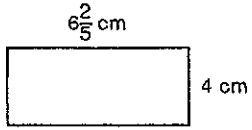
3. For which of the following inequalities would $x = 5$ be included in the solution set?

A. $x + 14 \geq 20$
B. $6x > 25$
C. $x - 2 \leq 1$
D. $x \div 2 < 1$

4. Casey set a personal goal to drink at least 84 fluid ounces of water each day this week. Given that 1 cup is equivalent to 8 fluid ounces, how many cups of water is Casey hoping to drink each day?

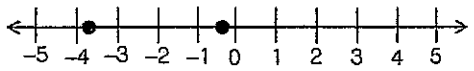
A. 10.5 cups
B. 5.25 cups
C. 7 cups
D. 12 cups

5. The rectangle below represents the base of a rectangular prism. If the height of the prism is 10 centimeters, find the total volume of the prism.



A. 172 cm^3
B. $25\frac{3}{5}$ cm^3
C. 208 cm^3
D. 256 cm^3

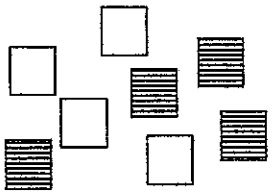
6. Which inequality statement is supported by the number line below?



A. $-3\frac{3}{4} > -\frac{1}{4}$
B. $-3\frac{3}{4} < -\frac{1}{4}$
C. $-4\frac{1}{4} < -\frac{1}{4}$
D. $-4\frac{1}{4} > -\frac{1}{4}$

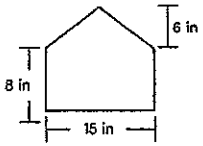
Solve the problems below, and be sure to show all work.

7. Find the ratio of striped blocks to total blocks in the block set shown below.



A. 1:1
B. 1:2
C. 2:1
D. 1:8

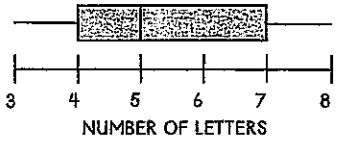
8. Kole is playing t-ball at a field where home plate has the dimensions shown below. Find the area of the home plate.



A. 45 in^2
B. 120 in^2
C. 210 in^2
D. 165 in^2

9. Rachel recorded the number of letters in each of her classmates names. The box plot shows the results. Which is a true statement about the box plot?

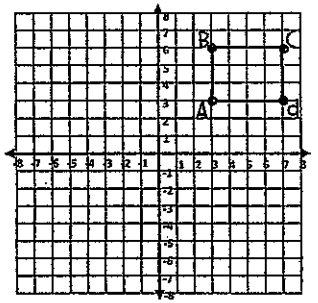
A. The median is 6 letters.
B. Over 50% of her classmates have 7 or more letters.
C. The interquartile range is 3.
D. About 75% of her classmates have between 3-5 letters.



10. Waylon has $5\frac{2}{3}$ yards of wire that he is going to cut into pieces that each measure $\frac{2}{3}$ yard. How many pieces will Waylon be able to cut?

A. $6\frac{1}{3}$
B. $3\frac{7}{9}$
C. $9\frac{3}{4}$
D. $8\frac{1}{2}$

11. Rectangle ABCD is going to be reflected over the x-axis. Which of the following will not be one of the new coordinates?



A. (3, -3)
B. (3, -6)
C. (-7, 6)
D. (7, -3)

Solve the problems below, and be sure to show all work.

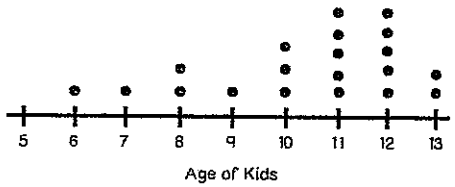
12. The shoe size of shoes that were sold in a day at a shoe store are shown in the dot plot. Which of the following is a true statement about the data?

A. The median size is 10.

B. The overall shape of the data is skewed left.

C. The mode is 13.

D. The data is symmetrical.



13. Lottie had a collection of 72 dishes that she rarely used. She decided to keep $\frac{1}{6}$ of the dishes and sell the rest in a garage sale. How many dishes did Lottie keep?

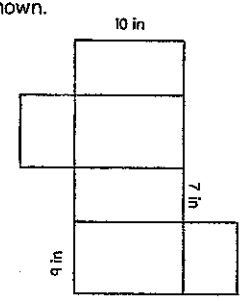
A. 12

B. 60

C. 26

D. 14

14. Find the surface area of the rectangular prism using the net shown.



A. 630 in²

B. 392 in²

C. 406 in²

D. 446 in²

15. Frank's fruit stand currently holds a total of 220 apples and oranges. Frank has 6 apples for every 4 oranges in his stand. What is the total number of oranges Frank currently has in the stand?

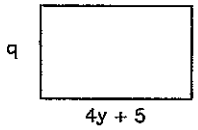
A. 132

B. 88

C. 73

D. 100

16. If the area of a rectangle can be found by multiplying the length times the width, which of the following represents a simplified expression for the area of the rectangle shown?



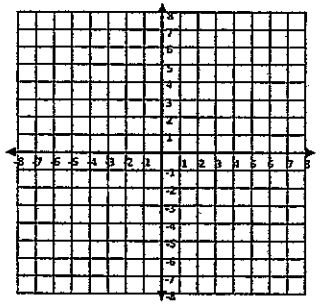
A. 36y + 45

B. 13y + 14

C. 8y + 28

D. 36y + 5

17. On the map at the right, the public swimming pool can be represented by the point (-6, 5) and Tim's house can be represented by the point (1, 5). If each unit on the graph represents 0.5 miles, how many miles is Tim's house from the pool?



A. 14 miles

B. 7 miles

C. 3.5 miles

D. 7.5 miles

Solve the problems below, and be sure to show all work.

18. Ben's class is having a fundraiser and is collecting change. Ben brought in $11.23, his friend Harrison brought in $7.09, and his friend Timothy brought in $1.95. What was the total amount that Ben and his two friends contributed to the fundraiser?

A. $20.27

B. $19.17

C. $18.32

D. $21.07

19. Miguel bought a pair of running shoes for $92 and four pairs of socks that each cost the same amount. If Miguel spent a total of $122, which of the equations could be used to find s, the amount that each pair of socks cost?

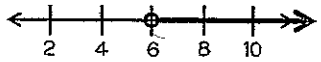
A. $4s - 92 = 122$

B. $96s = 122$

C. $92 + 4 + s = 122$

D. $4s + 92 = 122$

20. Write an inequality to describe the number line below.



A. $x > 6$

B. $x < 6$

C. $x \geq 6$

D. $x \leq 6$

21. Which of the following scenarios would best be described by the integer 25?

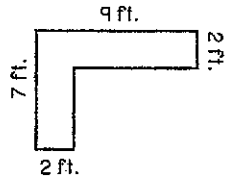
A. A customer withdraws $25 from her bank account

B. You repay your sister $25 for the money you borrowed

C. A certain element has 25 protons

D. Over the last year, you have lost a total of 25 pounds

22. Jenna is laying soil to prepare an area of her yard for an herb garden in the shape shown below. Find the total area that she will cover with soil.



A. 32 ft²

B. 28 ft²

C. 24 ft²

D. 20 ft²

23. Find the value of the expression below:

$$\left(\frac{1}{5}\right)^3$$

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

B. $\frac{1}{15}$

C. $\frac{1}{25}$

D. $\frac{1}{125}$

Solve the problems below, and be sure to show all work.

24. The list of numbers shows the ages of six people on a bowling league.

50, 55, 57, 49, 44, 51

Find the mean absolute deviation of the values.

A. $3.\overline{3}$

B. 5.2

C. 51

D. 20

25. Paul's dad has driven 244 miles in the past 4 hours. Find the unit rate of the situation.

A. 30.5 miles per hour

B. 61 miles per hour

C. 4.06 hours per mile

D. 976 hours per mile

26. The table below shows the relationship between the amount of money in Allison's bank account before she pays her cable bill, *b*, and the amount in her account after she pays her cable bill each month, *a*. Which equation represents the relationship in the table?

Beginning Amount (*B*)	$960	$1,005	$875	$1,100
After Cable Bill (*A*)	$845	$890	$760	$985

A. $a = b - 115$

B. $a = b + 115$

C. $a = .8b$

D. $a = 0.5b + 365$

27. What is the value of the expression below if $k = 4$ and $m = 8$?

$3k^2 + 2m$

A. 400

B. 76

C. 64

D. 160

28. Which of the following is a true statement?

A. $\left|-\frac{3}{4}\right| < -1$

B. $\left|\frac{7}{2}\right| < \frac{10}{4}$

C. $10 < \left|-\frac{36}{2}\right|$

D. $\left|-\frac{1}{6}\right| > \frac{1}{4}$

29. The list below shows the dollar amount that the last several customers spent at a candy store rounded to the nearest dollar:

2, 14, 8, 4, 10, 5, 19, 7, 1

Which of the following is a true statement about the data?

A. The range of the data is 1.

B. The interquartile range of the data is 9.

C. The median of the data is 10.

D. The average of the data is 9.

Solve the problems below, and be sure to show all work.

30. A local carnival is selling handmade candies for $0.19 each. If Gerard spent a total of $3.99 on handmade candies, how many did he purchase?

A. 9

B. 19

C. 14

D. 21

31. Mitchell and his three sisters got a box full of chocolates from their grandmother on Christmas. They split the chocolates evenly and each child got to keep 9 chocolates. How many chocolates were in the box?

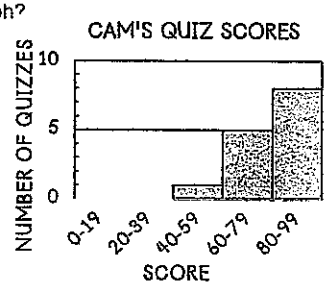
A. 3

B. 27

C. 12

D. 36

32. The histogram shows the scores that Cam has made on all of his math quizzes throughout the year. Which of the following statements is supported by the graph?



A. Cam scored an 80 or above on over half of his quizzes this year.

B. Cam scored a 79 or lower on a total of 5 quizzes this year.

C. Cam has taken a total of 3 quizzes this year.

D. Cam scored between a 40-59 on 10% of his quizzes this year.

33. Dr. Woods saw 22 patients in the last month who tested positive for the flu. If this number represents 40% of the patients that she saw, how many total patients did Dr. Woods see in the last month?

A. 8.8

B. 30

C. 55

D. 62

34. Consider the expression below:

$8x^3 + x^2 - 5 + 2x$

Which of the following is not a coefficient in the expression?

A. 8

B. 1

C. 5

D. 2

35. Which of the following questions is not considered a statistical question?

A. How many family members does each person in Mrs. Smith's class have?

B. How many students does Mrs. Smith have?

C. How many letters are in each of Mrs. Smith's students names?

D. How many absences does each student in Mrs. Smith's class have?

ASSESSMENT B – MULTIPLE CHOICE

ANSWER KEY

QUESTION #	STANDARD	ANSWER
1	6.RP.3	A
2	6.NS.2	D
3	6.EE.5	B
4	6.RP.3	A
5	6.G.2	D
6	6.NS.7	B
7	6.RP.1	B
8	6.G.1	D
9	6.SP.4	C
10	6.NS.1	D
11	6.NS.6	C
12	6.SP.2	B
13	6.EE.7	A
14	6.G.4	D
15	6.RP.3	B
16	6.EE.3	A
17	6.G.3	C
18	6.NS.3	A
19	6.EE.6	D
20	6.EE.8	A
21	6.NS.5	C
22	6.G.1	B
23	6.EE.1	D
24	6.SP.5	A
25	6.RP.2	B
26	6.EE.9	A
27	6.EE.2	C
28	6.NS.7	C
29	6.SP.3	B
30	6.NS.3	D
31	6.EE.7	D
32	6.SP.4	A
33	6.RP.3	C
34	6.EE.2	C
35	6.SP.1	B
36	6.NS.6	C
37	6.G.4	B
38	6.NS.4	D
39	6.EE.4	C
40	6.NS.8	A

Name _____ Class _____ Date _____

Reteaching 1-2

Order of Operations

To find the value of an expression follow the *order of operations.*

First, do all operations inside parentheses.
Next, multiply and divide from left to right.
Then, add and subtract from left to right.

Example 1 Find the value of $6 + (3 + 4) \times 2$.

① Work inside parentheses. → **$(3 + 4) = 7$**

$6 + \mathbf{7} \times 2$

② Multiply next. → **$7 \times 2 = 14$**

$6 + \mathbf{14}$

③ Then, add.

$6 + 14 = 20$

Example 2 Compare $10 - (6 \div 2) + 1$ and $(10 - 6) \div 2 + 1$.

First, find the value of each expression.

$10 - (6 \div 2) + 1$	$(10 - 6) \div 2 + 1$
$10 - 3 + 1$	$4 \div 2 + 1$
$7 + 1$	$2 + 1$
8	3

Then, use $<$, $=$, or $>$ to compare.

$8 > 3$

So,

$10 - (6 \div 2) + 1 > (10 - 6) \div 2 + 10.$

Find the value of each expression.

1. $3 + (4 + 1) \times 2$
   a. $4 + 1 =$ _____
   b. _____ $\times 2 =$ _____
   c. $3 +$ _____ $=$ _____

2. $24 \div (5 + 3) - 2$
   a. $5 + 3 =$ _____
   b. $24 \div$ _____ $=$ _____
   c. _____ $- 2 =$ _____

3. $2 + 6 \times 3 \div 3 =$ _____

4. $(6 + 2) \times 3 \div 4 =$ _____

Use $<$, $=$, or $>$ to complete each statement.

5. $9 + 3 \times 4 \square 9 + (3 \times 4)$

6. $(12 - 4) \times 3 \square 12 - (4 \times 3)$

7. $6 \div 3 + 4 \times 2 \square (6 \div 3) + 4 \times 2$

8. $3 \times (12 - 5) + 2 \square 3 \times 12 - (5 + 2)$

9. $15 - (12 \div 3) \square (15 - 12) \div 3$

10. $8 + 2 \times (9 - 7) \square 8 + (2 \times 9) - 7$

Answer Sheet

Name _____ Class _____ Date _____

Reteaching 1-2

Order of Operations

To find the value of an expression follow the *order of operations.*

First, do all operations inside parentheses.
Next, multiply and divide from left to right.
Then, add and subtract from left to right.

Example 1 Find the value of $6 + (3 + 4) \times 2$.

① Work inside parentheses. ⟶ **$(3 + 4) = 7$**

$6 + \mathbf{7} \times 2$

② Multiply next. ⟶ **$7 \times 2 = 14$**

$6 + \mathbf{14}$

③ Then, add.

$6 + 14 = 20$

Example 2 Compare $10 - (6 \div 2) + 1$ and $(10 - 6) \div 2 + 1$.

First, find the value of each expression.

$10 - (6 \div 2) + 1$	$(10 - 6) \div 2 + 1$
$10 - 3 + 1$	$4 \div 2 + 1$
$7 + 1$	$2 + 1$
8	3

Then, use $<$, $=$, or $>$ to compare.

$8 > 3$

So,

$10 - (6 \div 2) + 1 > (10 - 6) \div 2 + 10$.

Find the value of each expression.

1. $3 + (4 + 1) \times 2$

a. $4 + 1 =$ **5**

b. **5** $\times 2 =$ **10**

c. $3 +$ **10** $=$ **13**

2. $24 \div (5 + 3) - 2$

a. $5 + 3 =$ **8**

b. $24 \div$ **8** $=$ **3**

c. **3** $- 2 =$ **1**

3. $2 + 6 \times 3 \div 3 =$ **8**

4. $(6 + 2) \times 3 \div 4 =$ **6**

Use <, =, or > to complete each statement.

5. $9 + 3 \times 4$ [=] $9 + (3 \times 4)$

6. $(12 - 4) \times 3$ [>] $12 - (4 \times 3)$

7. $6 \div 3 + 4 \times 2$ [=] $(6 \div 3) + 4 \times 2$

8. $3 \times (12 - 5) + 2$ [<] $3 \times 12 - (5 + 2)$

9. $15 - (12 \div 3)$ [>] $(15 - 12) \div 3$

10. $8 + 2 \times (9 - 7)$ [<] $8 + (2 \times 9) - 7$

Name _____ Class _____ Date _____

Reteaching 2-4

Solving Addition Equations

In the equation $x + 5 = 33$, 5 is added to the variable. To solve the equation, undo the operation to get the x alone on one side of the equal sign. Undo addition by subtracting.

Solve $x + 5 = 33$

$x + 5 - 5 = 33 - 5$ ← Subtract 5 from each side to undo the addition and get x by itself.

$x = 28$ ← Simplify.

Check $x + 5 = 33$ ← Check your solution in the original equation.

$28 + 5 \stackrel{?}{=} 3$ ← Substitute 28 for x.

$33 = 33$ ✓

Drawing a diagram can help you write an equation to solve a problem.

Solve each equation. Then check each solution.

1. Solve: $x + 5 = 33$

   $x + 5 - \_\_ = 33 - \_\_$

   $x = \_\_$

   Check: $x + 5 = 33$

   $\_\_ + 5 \stackrel{?}{=} 33$

   $\_\_ = 33$

2. $19 + t = 51$

   _____

3. $60 = n + 30$

   _____

4. $86 + m = 107$

   _____

5. $w + 349 = 761$

   _____

Draw a diagram to model the situation. Then write and solve an equation.

6. A car dealer purchased a car for $2,000 and then sold it for $3,200. What was the profit?

   _____

Name _____ Class _____ Date _____ Answer sheet for Reteaching 2-4

Reteaching 2-4

Solving Addition Equations

In the equation $x + 5 = 33$, 5 is added to the variable. To solve the equation, undo the operation to get the x alone on one side of the equal sign. Undo addition by subtracting.

Solve $x + 5 = 33$

$x + 5 - 5 = 33 - 5$ ← Subtract 5 from each side to undo the addition and get x by itself.

$x = 28$ ← Simplify.

Check $x + 5 = 33$ ← Check your solution in the original equation.

$28 + 5 \stackrel{?}{=} 3$ ← Substitute 28 for x.

$33 = 33$ ✓

Drawing a diagram can help you write an equation to solve a problem.

Solve each equation. Then check each solution.

1. Solve: $x + 5 = 33$

   $x + 5 - \underline{5} = 33 - \underline{5}$

   $x = \underline{28}$

   Check: $x + 5 = 33$

   $\underline{28} + 5 \stackrel{?}{=} 33$

   $\underline{33} = 33$

2. $19 + t = 51$

   $t = 32$

3. $60 = n + 30$

   $n = 30$

4. $86 + m = 107$

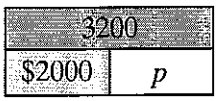
   $m = 21$

5. $w + 349 = 761$

   $w = 412$

Draw a diagram to model the situation. Then write and solve an equation.

6. A car dealer purchased a car for \$2,000 and then sold it for \$3,200. What was the profit?



$2000 + p = 3200$; \$1200

Name _____ Class _____ Date _____

Reteaching 3-1

Divisibility and Mental Math

A number is *divisible* by a second number if the second number divides into the first with no remainder. Here are some rules.

Last Digit of a Number	The Number Is Divisible by	Examples
any	1	any number
0, 2, 4, 6, 8	2	10; 24; 32; 54; 106; 138
0, 5	5	10; 25; 70; 915; 1,250
0	10	10; 20; 90; 500; 4,300

The Sum of the Digits	The Number Is Divisible by	Examples	
is divisible by 3	3	$843 \rightarrow 8 + 4 + 3 = 15$ and $15 \div 3 = 5$	$3\overline{)843}$ R0
is divisible by 9	9	$2{,}898 \rightarrow 2 + 8 + 9 + 8 = 27$ and $27 \div 9 = 3$	$9\overline{)2{,}898}$ R0

Circle the numbers in each row that are divisible by the number at the left.

1.	2	8	15	26	42	97	105	218
2.	5	14	10	25	18	975	1,005	2,340
3.	10	100	75	23	60	99	250	655
4.	3	51	75	12	82	93	153	274
5.	9	27	32	36	108	126	245	387

Use mental math to determine if the first number is divisible by the second.

6. 185; 5 _____ **7.** 76,870; 10 _____ **8.** 456; 3 _____

9. 35,994; 2 _____ **10.** 12,866; 9 _____ **11.** 151,002; 9 _____

12. 6,888; 2 _____ **13.** 31,067; 5 _____ **14.** 901,204; 3 _____

15. 2,232; 3 _____ **16.** 45,812; 9 _____ **17.** 3,090; 10 _____

18. 312; 9 _____ **19.** 1,933; 3 _____ **20.** 28,889; 2 _____

Test each number for being divisible by 2, 5, or 10. Some numbers may be divisible by more than one number.

21. 800 _____ **22.** 65 _____ **23.** 1, 010 _____

Name _____ Class _____ Date _____ Answer Sheet

Reteaching 3-1

Divisibility and Mental Math

A number is *divisible* by a second number if the second number divides into the first with no remainder. Here are some rules.

Last Digit of a Number	The Number Is Divisible by	Examples
any	1	any number
0, 2, 4, 6, 8	2	10; 24; 32; 54; 106; 138
0, 5	5	10; 25; 70; 915; 1,250
0	10	10; 20; 90; 500; 4,300

The Sum of the Digits	The Number Is Divisible by	Examples	
is divisible by 3	3	$843 \rightarrow 8 + 4 + 3 = 15$ and $15 \div 3 = 5$	$3\overline{)843}$ 281 R0
is divisible by 9	9	$2{,}898 \rightarrow 2 + 8 + 9 + 8 = 27$ and $27 \div 9 = 3$	$9\overline{)2{,}898}$ 322 R0

Circle the numbers in each row that are divisible by the number at the left.

1.	2	(8)	15	(26)	(42)	97	105	(218)
2.	5	14	(10)	(25)	18	(975)	(1,005)	(2,340)
3.	10	(100)	75	23	(60)	99	(250)	655
4.	3	(51)	(75)	(12)	82	(93)	(153)	274
5.	9	(27)	32	(36)	(108)	(126)	245	(387)

Use mental math to determine if the first number is divisible by the second.

6. 185; 5	yes	7. 76,870; 10	yes	8. 456; 3	yes
9. 35,994; 2	yes	10. 12,866; 9	no	11. 151,002; 9	yes
12. 6,888; 2	yes	13. 31,067; 5	no	14. 901,204; 3	no
15. 2,232; 3	yes	16. 45,812; 9	no	17. 3,090; 10	yes
18. 312; 9	no	19. 1,933; 3	no	20. 28,889; 2	no

Test each number for being divisible by 2, 5, or 10. Some numbers may be divisible by more than one number.

21. 800	2, 5, 10	22. 65	5	23. 1, 010	2, 5, 10

Name _____ Class _____ Date _____

Reteaching 3-2

Exponents

An *exponent* tells how many times a number is used as a factor.

$3 \times 3 \times 3 \times 3$ shows the number 3 is used as a factor 4 times.

$3 \times 3 \times 3 \times 3$ can be written 3^4.

In 3^4, 3 is the *base* and 4 is the exponent.

Read 3^4 as "three to the fourth power."

- To *simplify* a power, first write it as a product.

  $2^5 = 2 \times 2 \times 2 \times 2 \times 2 = 32$

- When you simplify expressions with exponents, do all operations inside parentheses first. Then simplify the powers.

  Example: $30 - (2 + 3)^2 = 30 - 5^2$
  $= 30 - 25$
  $= 5$

Name the base and the exponent.

1. 3^6

base _____

exponent _____

2. 6^2

base _____

exponent _____

3. 8^4

base _____

exponent _____

Write each expression using an exponent. Name the base and the exponent.

4. $9 \times 9 \times 9$

_____

5. $6 \times 6 \times 6 \times 6$

_____

6. $1 \times 1 \times 1 \times 1 \times 1$

_____

Simplify each expression.

7. 6^2

_____

8. 3^5

_____

9. 10^4

_____

10. $4^2 + 5^2$

_____

11. $2 \times 6 - 2^3$

_____

12. $6^2 + 4^2$

_____

13. $5 + 5^2 - 2$

_____

14. $24 \div 4 + 2^4$

_____

15. $9 + (40 \div 2^3)$

_____

16. $(4^2 + 4) \div 5$

_____

17. $10 \times (30 - 5^2)$

_____

18. $12 + 18 \div 3^2$

_____

Name _____ Class _____ Date Answer Sheet

Reteaching 3-2

Exponents

An *exponent* tells how many times a number is used as a factor.

$3 \times 3 \times 3 \times 3$ shows the number 3 is used as a factor 4 times.

$3 \times 3 \times 3 \times 3$ can be written 3^4.

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Read 3^4 as "three to the fourth power."

- To *simplify* a power, first write it as a product.

  $2^5 = 2 \times 2 \times 2 \times 2 \times 2 = 32$

- When you simplify expressions with exponents, do all operations inside parentheses first. Then simplify the powers.

  Example: $30 - (2 + 3)^2 = 30 - 5^2$
  $= 30 - 25$
  $= 5$

Name the base and the exponent.

1. 3^6

base 3

exponent 6

2. 6^2

base 6

exponent 2

3. 8^4

base 8

exponent 4

Write each expression using an exponent. Name the base and the exponent.

4. $9 \times 9 \times 9$

9^3; 9; 3

5. $6 \times 6 \times 6 \times 6$

6^4; 6; 4

6. $1 \times 1 \times 1 \times 1 \times 1$

1^5; 1; 5

Simplify each expression.

7. 6^2

36

8. 3^5

243

9. 10^4

10,000

10. $4^2 + 5^2$

41

11. $2 \times 6 - 2^3$

4

12. $6^2 + 4^2$

52

13. $5 + 5^2 - 2$

28

14. $24 \div 4 + 2^4$

22

15. $9 + (40 \div 2^3)$

14

16. $(4^2 + 4) \div 5$

4

17. $10 \times (30 - 5^2)$

50

18. $12 + 18 \div 3^2$

14

Name _____ Class _____ Date _____

Reteaching 3-3

Prime Numbers and Prime Factorization

A *prime number* has exactly two factors, the number itself and 1.

$5 \times 1 = 5$
5 is a prime number.

A *composite number* has more than two factors.

$1 \times 6 = 6$
$2 \times 3 = 6$

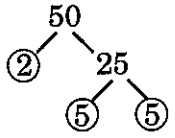
1, 2, 3, and 6 are factors of 6.
6 is a composite number.

The number 1 is neither prime nor composite.

Every composite number can be written as a product of prime numbers.

$6 = 2 \times 3$
$8 = 2 \times 2 \times 2$
$12 = 2 \times 2 \times 3$

Factors that are prime numbers are called *prime factors.* You can use a *factor tree* to find prime factors. This one shows the prime factors of 50.

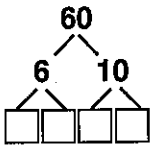


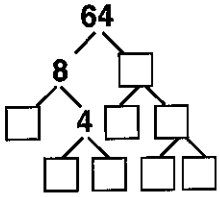
$50 = 2 \times 5 \times 5$ is the *prime factorization* of 50.

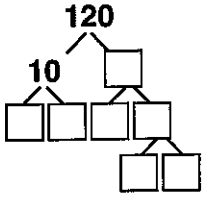
Tell whether each number is prime or composite. Explain.

1. 21 _____
2. 43 _____
3. 53 _____
4. 74 _____
5. 54 _____
6. 101 _____
7. 67 _____
8. 138 _____
9. 83 _____
10. 95 _____
11. 41 _____
12. 57 _____

Complete each factor tree.

13. 

14. 

15. 

Find the prime factorization of each number.

16. 21 _____
17. 48 _____
18. 81 _____
19. 63 _____
20. 100 _____
21. 103 _____

Name _____ Class _____ Date Answer Sheet

Reteaching 3-3

Prime Numbers and Prime Factorization

A *prime number* has exactly two factors, the number itself and 1.

$5 \times 1 = 5$
5 is a prime number.

A *composite number* has more than two factors.

$1 \times 6 = 6$
$2 \times 3 = 6$

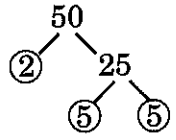
1, 2, 3, and 6 are factors of 6.
6 is a composite number.

The number 1 is neither prime nor composite.

Every composite number can be written as a product of prime numbers.

$6 = 2 \times 3$
$8 = 2 \times 2 \times 2$
$12 = 2 \times 2 \times 3$

Factors that are prime numbers are called *prime factors.* You can use a *factor tree* to find prime factors. This one shows the prime factors of 50.



$50 = 2 \times 5 \times 5$ is the *prime factorization* of 50.

Tell whether each number is prime or composite. Explain.

1. 21 — composite
2. 43 — prime
3. 53 — prime
4. 74 — composite
5. 54 — composite
6. 101 — prime
7. 67 — prime
8. 138 — composite
9. 83 — prime
10. 95 — composite
11. 41 — prime
12. 57 — composite

Complete each factor tree.

13. 60 → 6, 10 → 2, 3, 2, 5

14. 64 → 8, 8 → 2, 4, 2, 4 → 2, 2, 2, 2

15. 120 → 10, 12 → 2, 5, 3, 4 → 2, 2

Find the prime factorization of each number.

16. 21 — 3×7
17. 48 — $2 \times 2 \times 2 \times 2 \times 3$
18. 81 — $3 \times 3 \times 3 \times 3$
19. 63 — $3 \times 3 \times 7$
20. 100 — $2 \times 2 \times 5 \times 5$
21. 103 — 103

Name _____ Class _____ Date _____

Reteaching 3-4

Greatest Common Factor

You can find the *greatest common factor (GCF)* of 12 and 18 using a division ladder, factor trees, or by listing the factors. Two of these methods are shown.

① List the factors of 12 and 18.

12: 1, 2, 3, 4, 6, 12
18: 1, 2, 3, 6, 9, 18

② Find the common factors.

12: ①,②,③, 4,⑥, 12
18: ①,②,③,⑥, 9, 18

The common factors are 1, 2, 3, and 6.

③ Name the greatest common factor: 6.

① Draw factor trees.

② Write each prime factorization. Identify common factors.

12: ②× 2 ×③
18: ②×③× 3

③ Multiply the common factors. $2 \times 3 = 6$. The GCF of 12 and 18 is 6.

List the factors to find the GCF of each set of numbers.

1. 10: _____
15: _____
GCF: _____

2. 14: _____
21: _____
GCF: _____

3. 9: _____
21: _____
GCF: _____

4. 12: _____
13: _____
GCF: _____

5. 15: _____
25: _____
GCF: _____

6. 15: _____
18: _____
GCF: _____

7. 36: _____
48: _____
GCF: _____

8. 24: _____
30: _____
GCF: _____

Find the GCF of each set of numbers.

9. 21, 60 _____

10. 15, 45 _____

11. 54, 60 _____

12. 20, 50 _____

13. 36, 40 _____

14. 48, 72 _____

Name _____ Class _____ Date _____ Answer Sheet

Reteaching 3-4

Greatest Common Factor

You can find the *greatest common factor (GCF)* of 12 and 18 using a division ladder, factor trees, or by listing the factors. Two of these methods are shown.

① List the factors of 12 and 18.

12: 1, 2, 3, 4, 6, 12
18: 1, 2, 3, 6, 9, 18

② Find the common factors.

12: ①, ②, ③, 4, ⑥, 12
18: ①, ②, ③, ⑥, 9, 18

The common factors are 1, 2, 3, and 6.

③ Name the greatest common factor: 6.

① Draw factor trees.

② Write each prime factorization. Identify common factors.

12: ② × 2 × ③
18: ② × ③ × 3

③ Multiply the common factors. $2 \times 3 = 6$. The GCF of 12 and 18 is 6.

List the factors to find the GCF of each set of numbers.

1. 10: 1, 2, 5, 10
   15: 1, 3, 5, 15
   GCF: 5

2. 14: 1, 2, 7, 14
   21: 1, 3, 7, 21
   GCF: 7

3. 9: 1, 3, 9
   21: 1, 3, 7, 21
   GCF: 3

4. 12: 1, 2, 3, 4, 6, 12
   13: 1, 13
   GCF: 1

5. 15: 1, 3, 5, 15
   25: 1, 5, 25
   GCF: 5

6. 15: 1, 3, 5, 15
   18: 1, 2, 3, 6, 9, 18
   GCF: 3

7. 36: 1, 2, 3, 4, 6, 9, 12, 18, 36
   48: 1, 2, 3, 4, 6, 8, 12, 16, 24, 48
   GCF: 12

8. 24: 1, 2, 3, 4, 6, 8, 12, 24
   30: 1, 2, 3, 5, 6, 10, 15, 30
   GCF: 6

Find the GCF of each set of numbers.

9. 21, 60: 3
10. 15, 45: 15
11. 54, 60: 6
12. 20, 50: 10
13. 36, 40: 4
14. 48, 72: 24

Name _____ Class _____ Date _____

Reteaching 3-5

Least Common Multiple

Find the *least common multiple (LCM)* of 8 and 12.

① Begin listing multiples of each number.

8: 8, 16, 24, 32, 40

12: 12, 24

② Continue the lists until you find the first multiple that is common to both lists. That is the LCM.

The least common multiple of 8 and 12 is 24.

List multiples to find the LCM of each pair of numbers.

1. 4: _____

5: _____

LCM: _____

2. 6: _____

7: _____

LCM: _____

3. 9: _____

15: _____

LCM: _____

4. 10: _____

25: _____

LCM: _____

5. 8: _____

24: _____

LCM: _____

6. 8: _____

12: _____

LCM: _____

7. 4: _____

7: _____

LCM: _____

8. 15: _____

25: _____

LCM: _____

Use prime factorization to find the LCM of each set of numbers.

9. 9, 21 _____

10. 6, 8 _____

11. 18, 24 _____

12. 40, 50 _____

Name _____ Class _____ Date Answer Sheet

Reteaching 3-5

Least Common Multiple

Find the *least common multiple (LCM)* of 8 and 12.

① Begin listing multiples of each number.

8: 8, 16, 24, 32, 40

12: 12, 24

② Continue the lists until you find the first multiple that is common to both lists. That is the LCM.

The least common multiple of 8 and 12 is 24.

List multiples to find the LCM of each pair of numbers.

1. 4: 4, 8, 12, 16, 20
   5: 5, 10, 15, 20
   LCM: 20

2. 6: 6, 12, 18, 24, 30, 36, 42
   7: 7, 14, 21, 28, 35, 42
   LCM: 42

3. 9: 9, 18, 27, 36, 45
   15: 15, 30, 45
   LCM: 45

4. 10: 10, 20, 30, 40, 50
   25: 25, 50
   LCM: 50

5. 8: 8, 16, 24
   24: 24
   LCM: 24

6. 8: 8, 16, 24
   12: 12, 24
   LCM: 24

7. 4: 4, 8, 12, 16, 20, 24, 28
   7: 7, 14, 21, 28
   LCM: 28

8. 15: 15, 30, 45, 60, 75
   25: 25, 50, 75
   LCM: 75

Use prime factorization to find the LCM of each set of numbers.

9. 9, 21: 63

10. 6, 8: 24

11. 18, 24: 72

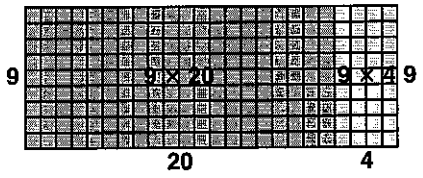
12. 40, 50: 200

Name _____ Class _____ Date _____

Reteaching 3-6

The Distributive Property

The *Distributive Property* allows you to break numbers apart to make mental math easier.



Multiply 9×24 mentally.

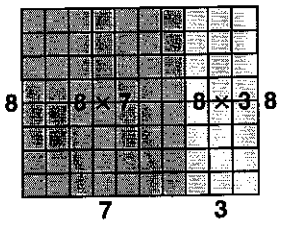
Think: $9 \times 24 = 9 \times (20 + 4)$

$= (9 \times 20) + (9 \times 4)$

$= 180 + 36$

$= 216$

The Distributive Property may also help you to simplify an expression.



$(8 \times 7) + (8 \times 3) = 8 \times (7 + 3)$

$= 8 \times 10$

$= 80$

Use the Distributive Property to find the missing numbers in the equation.

1. $(6 \times \square) - (\square \times 3) = 6 \times (5 - 3)$
2. $4 \times (\square - 3) = (\square \times 9) - (4 \times \square)$
3. $(\square \times 7) - (6 \times \square) = 6 \times (7 - 5)$
4. $\square \times (12 + 8) = (6 \times \square) + (\square \times 8)$

Use the Distributive Property to rewrite and simplify each expression.

5. $(2 \times 7) + (2 \times 5)$

_____

_____

6. $8 \times (60 - 5)$

_____

_____

7. $(7 \times 8) - (7 \times 6)$

_____

_____

8. $(12 \times 3) + (12 \times 4)$

_____

_____

Use the Distributive Property to simplify each expression.

9. 3×27

_____

_____

10. 5×43

_____

_____

11. 8×59

_____

_____

12. 7×61

_____

_____

13. 5×84

_____

_____

14. 6×53

_____

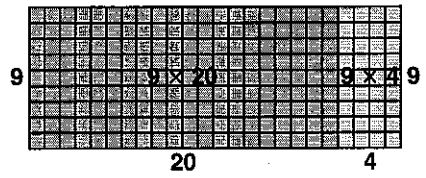
_____

Name _____ Class _____ Date _____ Answer Sheet

Reteaching 3-6

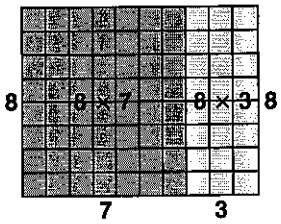
The Distributive Property

The *Distributive Property* allows you to break numbers apart to make mental math easier.



Multiply 9×24 mentally.
Think: $9 \times 24 = 9 \times (20 + 4)$
$= (9 \times 20) + (9 \times 4)$
$= 180 + 36$
$= 216$

The Distributive Property may also help you to simplify an expression.



$(8 \times 7) + (8 \times 3) = 8 \times (7 + 3)$
$= 8 \times 10$
$= 80$

Use the Distributive Property to find the missing numbers in the equation.

1. $(6 \times \boxed{5}) - (\boxed{6} \times 3) = 6 \times (5 - 3)$
2. $4 \times (\boxed{9} - 3) = (\boxed{4} \times 9) - (4 \times \boxed{3})$
3. $(\boxed{6} \times 7) - (6 \times \boxed{5}) = 6 \times (7 - 5)$
4. $\boxed{6} \times (12 + 8) = (6 \times \boxed{12}) + (\boxed{6} \times 8)$

Use the Distributive Property to rewrite and simplify each expression.

5. $(2 \times 7) + (2 \times 5)$

   $2 \times (7 + 5)$

   24

6. $8 \times (60 - 5)$

   $(8 \times 60) - (8 \times 5)$

   440

7. $(7 \times 8) - (7 \times 6)$

   $7 \times (8 - 6)$

   14

8. $(12 \times 3) + (12 \times 4)$

   $12 \times (3 + 4)$

   84

Use the Distributive Property to simplify each expression.

9. 3×27

   81

10. 5×43

    215

11. 8×59

    472

12. 7×61

    427

13. 5×84

    420

14. 6×53

    318

Name _____ Class _____ Date _____

Reteaching 3-7

Simplifying Algebraic Expressions

A *term* is a number, a variable, or the product of number and one or more variables.
The number before the variable is the *coefficient.*

Given: $5a^2 + 8b + c$
The terms are $5a^2$, $8b$, and c.
The coefficients are 5, 8, and 1.
The variables are a^2, b, and c.

"Like" terms have the same variables, but may have different coefficients.
Given: $5a^2 + 8b + c + 2a^2 + 8b^2 - 3b - 4c$
The "like" terms include:
$5a^2$ and $2a^2$ because they both contain a^2
c and $-4c$ because they both contain c

Simplify expression by combining "like" terms using the properties of operations.
Given: $5a^2 + 8b + c + 2a^2 + 8b^2 - 3b - 4c$
Simplify: $(5a^2 + 2a^2) + 8b^2 + (8b - 3b) + (c - 4c)$
Answer: $7a^2 + 8b^2 + 5b - 3c$

Find an equivalent expression for each expression by simplifying.

1. $3b + 4 + 5b$ _____

2. $7 + 4x - x$ _____

3. $10y - 7y - y$ _____

4. $4 + 6c + 10$ _____

5. $1 + 5 - 11z$ _____

6. $m + 2m + 5 + 10m$ _____

7. $2x + x + 4x - x$ _____

8. $20 - t - 5 + 5t$ _____

9. $20d + 25 - 8d$ _____

10. Simplify: $2 + 4x + 10y - 3x + 5 - 1 + 2y + 6x - 3y$

_____

_____

Name _____ Class _____ Date _____ Answer Sheet

Reteaching 3-7

Simplifying Algebraic Expressions

A *term* is a number, a variable, or the product of number and one or more variables.
The number before the variable is the *coefficient.*

Given: $5a^2 + 8b + c$
The terms are $5a^2$, $8b$, and c.
The coefficients are 5, 8, and 1.
The variables are a^2, b, and c.

"Like" terms have the same variables, but may have different coefficients.
Given: $5a^2 + 8b + c + 2a^2 + 8b^2 - 3b - 4c$
The "like" terms include:
$5a^2$ and $2a^2$ because they both contain a^2
c and $-4c$ because they both contain c

Simplify expression by combining "like" terms using the properties of operations.
Given: $5a^2 + 8b + c + 2a^2 + 8b^2 - 3b - 4c$
Simplify: $(5a^2 + 2a^2) + 8b^2 + (8b - 3b) + (c - 4c)$
Answer: $7a^2 + 8b^2 + 5b - 3c$

Find an equivalent expression for each expression by simplifying.

1. $3b + 4 + 5b$

   8b + 4

2. $7 + 4x - x$

   7 + 3x

3. $10y - 7y - y$

   2y

4. $4 + 6c + 10$

   14 + 6c

5. $1 + 5 - 11z$

   6 − 11z

6. $m + 2m + 5 + 10m$

   13m + 5

7. $2x + x + 4x - x$

   6x

8. $20 - t - 5 + 5t$

   4t + 15

9. $20d + 25 - 8d$

   12d + 25

10. Simplify: $2 + 4x + 10y - 3x + 5 - 1 + 2y + 6x - 3y$

    7x + 9y + 6

Name _____ Class _____ Date _____

Reteaching 4-3

Dividing Fractions

Find $8 \div \frac{4}{5}$.

① The *reciprocal* of $\frac{4}{5}$ is $\frac{5}{4}$.

$\frac{4}{5} \times \frac{5}{4}$

② Multiply 8 by the reciprocal.

$8 \div \frac{4}{5} = 8 \times \frac{5}{4} = \frac{2}{1} \times \frac{5}{4_1} = \frac{2 \times 5}{1 \times 1} = 10$

$8 \div \frac{4}{5} = 10$

Find $\frac{4}{9} \div \frac{8}{15}$.

① The *reciprocal* of $\frac{8}{15}$ is $\frac{15}{8}$.

$\frac{8}{15} \times \frac{15}{8}$

② Multiply $\frac{4}{9}$ by the reciprocal.

$\frac{4}{9} \div \frac{8}{15} = \frac{4}{9} \times \frac{15}{8} = \frac{1}{\cancel{4}_3} \times \frac{\cancel{15}^5}{\cancel{8}_2} = \frac{1 \times 5}{3 \times 2} = \frac{5}{6}$

$\frac{4}{9} \div \frac{8}{15} = \frac{5}{6}$

Write the reciprocal of each number.

1. $\frac{1}{4}$ _____
2. $\frac{5}{3}$ _____
3. $\frac{1}{20}$ _____
4. $\frac{8}{9}$ _____
5. 14 _____
6. 18 _____
7. $\frac{5}{9}$ _____
8. $\frac{3}{11}$ _____
9. $\frac{9}{7}$ _____
10. $\frac{11}{12}$ _____
11. $\frac{2}{7}$ _____
12. $\frac{3}{15}$ _____

Find each quotient.

13. $2 \div \frac{2}{3}$ _____
14. $7 \div \frac{7}{8}$ _____
15. $9 \div \frac{3}{4}$ _____
16. $6 \div \frac{2}{5}$ _____
17. $5 \div \frac{2}{3}$ _____
18. $14 \div \frac{5}{6}$ _____
19. $\frac{4}{5} \div \frac{4}{7}$ _____
20. $\frac{7}{8} \div \frac{7}{9}$ _____
21. $\frac{4}{7} \div 2$ _____
22. $\frac{7}{8} \div \frac{2}{3}$ _____
23. $\frac{1}{2} \div 4$ _____
24. $\frac{2}{5} \div \frac{3}{4}$ _____
25. $\frac{9}{10} \div 3$ _____
26. $\frac{3}{5} \div 5$ _____
27. $\frac{5}{8} \div 10$ _____

Name _____ Class _____ Date _____ Answer Sheet

Reteaching 4-3

Dividing Fractions

Find $8 \div \frac{4}{5}$.

① The *reciprocal* of $\frac{4}{5}$ is $\frac{5}{4}$.

$\frac{4}{5} \times \frac{5}{4}$

② Multiply 8 by the reciprocal.

$8 \div \frac{4}{5} = 8 \times \frac{5}{4} = \frac{2\cancel{8}}{1} \times \frac{5}{\cancel{4}_1} = \frac{2 \times 5}{1 \times 1} = 10$

$8 \div \frac{4}{5} = 10$

Find $\frac{4}{9} \div \frac{8}{15}$.

① The *reciprocal* of $\frac{8}{15}$ is $\frac{15}{8}$.

$\frac{8}{15} \times \frac{15}{8}$

② Multiply $\frac{4}{9}$ by the reciprocal.

$\frac{4}{9} \div \frac{8}{15} = \frac{4}{9} \times \frac{15}{8} = \frac{\overset{1}{\cancel{4}}}{\underset{3}{\cancel{9}}} \times \frac{\overset{5}{\cancel{15}}}{\underset{2}{\cancel{8}}} = \frac{1 \times 5}{3 \times 2} = \frac{5}{6}$

$\frac{4}{9} \div \frac{8}{15} = \frac{5}{6}$

Write the reciprocal of each number.

1. $\frac{1}{4}$ 4
2. $\frac{5}{3}$ $\frac{3}{5}$
3. $\frac{1}{20}$ 20
4. $\frac{8}{9}$ $\frac{9}{8}$
5. 14 $\frac{1}{14}$
6. 18 $\frac{1}{18}$
7. $\frac{5}{9}$ $\frac{9}{5}$
8. $\frac{3}{11}$ $\frac{11}{3}$
9. $\frac{9}{7}$ $\frac{7}{9}$
10. $\frac{11}{12}$ $\frac{12}{11}$
11. $\frac{2}{7}$ $\frac{7}{2}$
12. $\frac{3}{15}$ $\frac{15}{3}$

Find each quotient.

13. $2 \div \frac{2}{3}$ 3
14. $7 \div \frac{7}{8}$ 8
15. $9 \div \frac{3}{4}$ 12
16. $6 \div \frac{2}{5}$ 15
17. $5 \div \frac{2}{3}$ $7\frac{1}{2}$
18. $14 \div \frac{5}{6}$ $16\frac{4}{5}$
19. $\frac{4}{5} \div \frac{4}{7}$ $1\frac{2}{5}$
20. $\frac{7}{8} \div \frac{7}{9}$ $1\frac{1}{8}$
21. $\frac{4}{7} \div 2$ $\frac{2}{7}$
22. $\frac{7}{8} \div \frac{2}{3}$ $1\frac{5}{16}$
23. $\frac{1}{2} \div 4$ $\frac{1}{8}$
24. $\frac{2}{5} \div \frac{3}{4}$ $\frac{8}{15}$
25. $\frac{9}{10} \div 3$ $\frac{3}{10}$
26. $\frac{3}{5} \div 5$ $\frac{3}{25}$
27. $\frac{5}{8} \div 10$ $\frac{1}{16}$

6th Social Studies Core Concepts Our Planet Earth

1. Earth travels around the Sun along an oval-shaped path called an _____.

2. During an _____, days and nights are nearly equal in length.

3. The world is divided into many areas that share the same time, known as _____.

4. The continents and the ocean floor are both part of Earth's _____.

5. Water, ice, and wind are some of the forces that cause the _____ of rock and soil.

6. A flat area rising above the surrounding land is called a _____.

7. Earth's crust is made of huge _____that move very slowly.

8. Earth rotates along its _____ , an imaginary line drawn between the North and South Poles.

9. The _____ is a period during which days are longest in one hemisphere and shortest in the other.

10. The Earth's inner _____ is made of solid metal.

11. Shapes or kinds of land are called _____.

12. The process called _____ breaks rocks down into much smaller pieces.

13. The process of _____ can slowly create new landforms by piling up sand or small rocks.

14. The theory of _____ helps explain the movement of Earth's continents.

15. Day and night are caused by
    a. the rotation of Earth on its axis.
    b. the revolution of Earth around the sun.
    c. the orbit of the Moon around Earth.
    d. the distance from Earth to the sun.

16. If it is noon in New York, which is Eastern Standard Time, what time is it in Denver, which is Mountain Standard Time?

a. 2 p.m.
b. 11 a.m.
c. 10 a.m.
d. 9 a.m.

17. What causes volcanoes to erupt?
    a. The movement of continental plates creates pressure that pushes magma to Earth's surface.
    b. Continental plates rub against each other and cause vibrations in Earth's core.
    c. Moving continental plates push against each other and raise up Earth's crust.
    d. Pressure builds up at seams in Earth's crust, causing it to shake and release magma.

18. One of the many ways that the process of deposition contributes to changing Earth's surface includes
    a. breaking down large landforms such as a plateaus.
    b. fracturing rocks when water freezes.
    c. building up a mountain range.
    d. creating beaches along the coastline.

19. Time in the region surrounding the Prime Meridian is sometimes called
    a. Prime Time.
    b. London Mean Time.
    c. Global Standard Time.
    d. Universal Time.

20. When it is daytime in New York City,
    a. it is daytime in the eastern hemisphere.
    b. it is nighttime on the opposite side of Earth.
    c. it is daytime across the United States.
    d. it is nighttime in the southern hemisphere.

21. What causes earthquakes?
    a. Plates slide against one another, often at faults.
    b. Pressure builds up in the molten rock beneath Earth's crust and causes it to shake.
    c. Continental plates pull apart from each other, causing the crust to collapse.
    d. Continental plates press together and suddenly push up the crust.

22. Weathering and erosion impact human settlement patterns because as these processes break down landforms and rocks into smaller pieces, they also contribute to
    a. dividing the continent into watersheds.
    b. generating volcanoes.
    c. creating beaches along the coastlines.
    d. providing soil for agriculture.

fault
plate
plate tectonics
magma
orbit
delta
mantle
axis
solstice
atmosphere
landform
plateau
deposition
revolution
erosion
valley
rotation
time zone
weathering
crust
core
plain