6th Grade Learning Packet

South Tattnall Middle School

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Unit 1 Review

1. What is the Greatest Common Factor (GCF) of **12** and **42** ?

2. What is the Least Common Multiple(LCM) of **5** and **20**? CC.6.NS.4

3. Compute: $\frac{1}{2} \div \frac{3}{5} =$ CC.6.NS.1

4. Compute: $1{,}476 \div 18 =$ CC.6.NS.2

5. Refer to the October calendar to the right. Jay's trash is picked up on days that are multiples of 5 and the paper is delivered on days that are multiples of three. How many dates in October is the trash picked up on the same day the paper is delivered? CC.6.NS.4

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6. A floor is 14.7 feet by 13 feet. What is the area of the room?
(hint: Area = length x width) CC.6.NS.3

7. There are 1,775 pennies in Jay's jar. If 25 pennies are needed to fill a bag, how many whole bags can Jay fill? CC.6.NS.2

8. The spaceship travels around the sun at a speed of 12.6 miles per second. How far will it travel in 45 seconds? CC.6.NS.3

Use the chart to the right to answer questions 9 and 10.

Racer	Time
Ally	53.96
Bob	54.15
Jeff	54.3
John	54.33
Kate	54.41

9. What was the difference between John and Bob in the chart? CC.6.NS.3

10. How much time did it take Ally, Jeff & Kate all together? CC.6.NS.3

11. The height of dachshunds is usually ⅓ their length. If Mollie is 20 inches long, how tall is she? CC.5.NF.6

12. For which number will a list of its factors include 7? CC.6.NS.4
A. 24 B. 26 C. 28 D. 30

13. There are 14.25 carpet tiles lined up on the floor and each on is 2.5 feet long. How long is the line of carpet tiles? CC.6.NS.3

14. You are taking a bus trip from LaGrange to New Orleans. You will have to drive 491.2 miles. The bus gets 8 miles per gallon. How many gallons of gas will the bus use driving from LaGrange to New Orleans? CC.6.NS.3

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15. Is $2(9 + 12) = 42$? Why or why not? CC.6.NS.4

A. Yes, because $2 \cdot 9 = 18$; and $18 + 18 = 42$
B. Yes, because $2 \cdot 9 = 18$; and $2 \cdot 12 = 24$; and $18 + 24 = 42$
C. No, because $2 \cdot 9 = 18$; and $18 + 12 = 30$
D. No, because $2 \cdot 9 = 18$; and $9 \cdot 12 = 108$; and $18 + 108 = 126$

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16. Which number is both a multiple of 6 and a factor of 60? CC.6.NS.4

A. 10 B. 12 C. 15 D. 20

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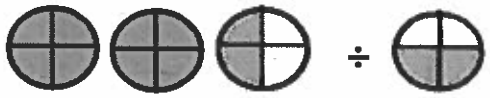
17. Which number sentence is represents what is in the model?



A. $12 \div 2 = 6$ B. $10 \div 1 = 10$ C. $2\frac{1}{2} \div \frac{1}{2} = 5$ D. $\frac{12}{4} \div \frac{2}{4} = 6$

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18. What is the LCM of 6 and 8? CC.6.NS.4

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19. Which of the following choices is equal to $22 + 36$? CC.6.NS.4

A. $2(11 + 16)$ B. $2(11 + 18)$ C. $3(7 + 12)$ D. $3(22 + 12)$

Lln;n

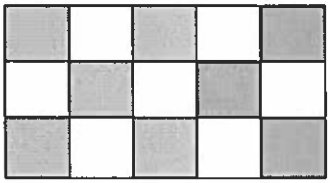
Unit 2 Review

1. If the ratio of dogs to cats is 7 to 3, this means… CC.RP.1

   A. For every 7 cats, there is one dog.
   B. For every 7 cats, there are 3 dogs.
   C. For every 7 dogs, there is one cat.
   D. For every 7 dogs, there are 3 cats.

Use the diagram to answer questions 2, 3, and 4.

The new floor in the school hall is going to be constructed of square tiles that are either gray or white, in the pattern below.



2. What is the ratio of gray tiles to white tiles? CC.RP.1

3. What is the ratio of white tiles to the total number of tiles in the pattern? CC.RP.1

4. If the total cost of those white tiles is $3.50, what is the unit cost per white tile? CC.RP.2

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5. Apples are on sale 5 for $3.15 At this rate, what is the cost of one apple? CC.RP.2

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6. Ally ate 240 grapes in 6 days. Which rate below is equivalent to Ally's rate? CC.RP.2

   A. 60 grapes in 2 days A. 60 grapes in 3 days C. 120 grapes in 2 days D. 120 grapes in 3 days

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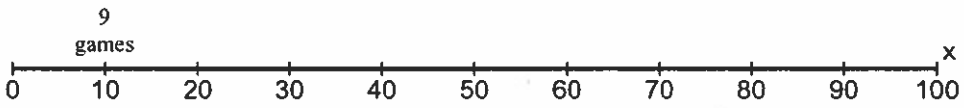

7. Deshun went to visit Zakia and he brought 9 video games, which is 10% of his collection. Using the number line above, determine how many video games Deshun has all together. CC.6.NS.1

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8. Use the information in the table to find the number of inches in 9 feet.

Feet	1	2	3	4	9
Inches	12	24	36	48	?

CC.RP.3

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1 gallon			
1 quart	1 quart	1 quart	1 quart

9. Use the tape diagram above to determine how many quarts are in $2\frac{1}{2}$ gallons.

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10. The lawn mower says to mix 3 ounces of oil with 15 gallons of gasoline. How much oil would you use if you had 45 gallons of gasoline? CC.RP.3

Use the chart to answer questions 11 & 12.

Number of Laps	2		6	8
Time (minutes)	6	12	18	

11. Kay runs laps. Choose the numbers to complete the chart. CC RP 3

A. 3 & 22 B. 3 & 24 C. 4 & 22 D. 4 & 24

12. Based on the chart above, how long do you predict it will take Kay to run 10 laps? CC RP 3

13. The boat traveled 24 miles in 5 hours. How far should it travel in 1 hour? CC RP 3

14. Abe spent $144.00 for four bags of grass seed. How much did he spend on each bag? CC RP 3

15. A simple recipe calls for 2 cups flour, 1 cup sugar, and ½ cup butter. How many cups of flour are needed to mix with each cup of butter? CC RP 3

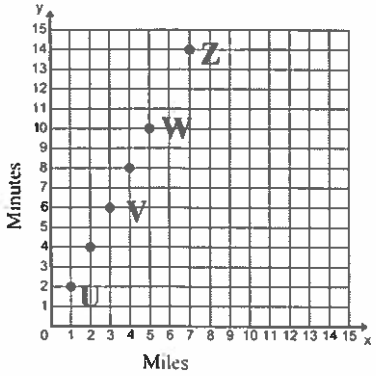
16. If 4 is 25% of a value, what is that value? CC RP 3

17. You and a friend baked 400 cupcakes together. If your friend baked 60% of the cupcakes, how many cupcakes did you bake? CC 6 RP 3

18. Beth has to do 20 math problems tonight. She has completed 20%. How many problems has she completed? CC RP 3

19. Which point is at (3, 6) ?

A. point **U** B. point **V** C. point **W** D. point **Z**



20. Which answer below explains point U?

A. He goes 1 mile in 1 minute. B. He goes 1 mile in 2 minutes.

C. He goes 2 miles in 1 minute. D. He goes 2 miles in 2 minutes.

21. How long do you think it would take to go 16 miles ?

A. 8 minutes B. 16 minutes

C. 24 minutes D. 32 minutes

Unit 3 Review

1. Write an expression that matches; "8 less than z". CC.6.EE.2

2. Which verbal expression matches: $4(z+2)$? CC.6.EE.2

   A. four times z and add 2 B. four times the sum of z and 2 C. four and z and 2

3. Which expression equals 20? CC.6.EE.4

   A. $4^2 + 12$ B. $2^3 \cdot 3 + 2$ C. $8 + 4 \cdot 3 = 20$ D. $12 + 28 \div 2$

4. *Simplify.* $8^2 + 2$ CC.6.EE.1

5. Evaluate: $xy + z^2$; if $x = 5$, $y = 2$, and $z = 6$ CC.6.EE.2

6. Evaluate: $19 - 6 \cdot 2$ CC.6.EE.2

7. If $m = 100$ what is the value of q? $q = 21.344\,m$ CC.6.EE.2

   A. 213.44 B. 2,134.4 C. 21,344 D. 213,440

8. Simplify: $3^2 + 24 \div (5 - 3)$ CC.6.EE.1

9. Choose the expression that matches: "the product of p and 12". CC.6.EE.2

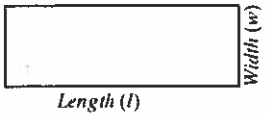
   A. $p + 12$ B. $p - 12$ C. $p \cdot 12$ D. $p \div 12$

10. Which expression that is equivalent to: $x + x$. CC.6.EE.4

    A. $\sqrt{x}$ B. x^2 C. $2x$ D. $x \cdot x$

11. Evaluate $4z - 5y$; *when* $z = 8$ *and* $y = 3$. CC.6.EE.2

12. The distance around a rectangle is the perimeter. Choose the 2 expressions that show ways to find the perimeter. CC.6.EE.2



A. $l \cdot w$ B. $2(l + w)$ C. $2l + 2w$ D. $2(l \cdot w)$

13. Which expression is equivalent to: $5(3x + 2)$. CC.6.EE.4

    A. $15x + 2$ B. $15x + 10$ C. $8x + 2$ D. $8x + 10$

For question #'s 14 - 19, choose from the following statements: **NO C or D answers here!**

CC.6.EE.3 and CC.6.EE.4

A. Always true **B. Never true**

14. $a - b = b - a$

15. $a(b + c) = ab + ac$

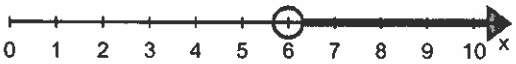
16. $a \cdot 1 = a$

17. $ab = ba$

18. $a + 0 = a$

19. $a(0) = a$

Unit 4 Review



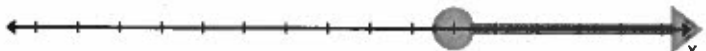
1. Write an inequality that describes the number line above. CC 6 EE 8

2. Jon earns $77 per week. Choose the expression below to help him find out how much he'll earn after x weeks. CC 6 EE 6

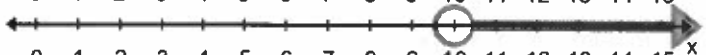
   A. $x + 77$ B. $77x$ C. $x - 77$ D. $77 + x$

3. Write an inequality that matches the statement "the temperature is more than 70° F". CC 6 EE 8

4. Choose the graph below that illustrates "There must be fewer than 10 people in the van". CC 6 EE 8

A.


B.


C.


D.

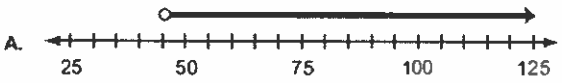

5. Jack has $125 to spend. Used video games are $15.50 each. Which equation could Jack use to find out how many games he can afford to buy? CC 6 EE 6

   A. $125x = 15.50$ B. $15.50x = 125$ C. $\frac{15.50}{x} = 125$ **D** $125 + x = 15.50$

6. Each ride at the fair costs $2.50. How much would it cost for 7 rides? CC 6.EE 6

Rides, x	1	2	3
Money, y	2.50	5	7.5

7. Kate made $20 last week and this week she knows she will make more than $25. Which number line below shows all the possible amounts, in dollars, she will have at the end of next week? CC 6 EE 8

A.


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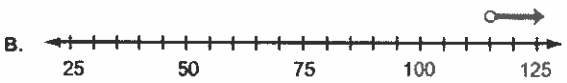
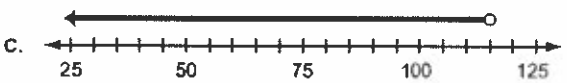
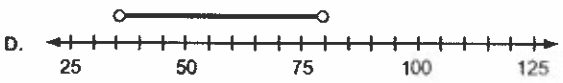


C.


D.


8. The table shows Chilly's and Scooby's ages. Write an expression that represents Scooby's age in terms of Chilly's age. . CC 6 EE 9

Chilly's Age (x)	Scooby's Age (y)
12	17
13	18
14	19

9. Which of the following situations is represented by the equation $9c = 36$? CC.6.EE.7

A. Sue bought hats on sale for $9 each. If she spent $36 all together, how much did each hat cost?
B. Kate has 9 dollars less than Ellen. If Kate is 36 inches, how much taller than Jana will she be?
C. A hat costs $36. During a sale, its price was reduced to $9. By how much was the price of the hat reduced?
D. Last week, Bob read for 36 minutes instead of just 9 minutes. How much more did he read?

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10. The "All You Can Eat Buffet" is $10 per person. Which equation could you use to find out how many people can eat for $180? CC.6.EE.9

A. $x + 10 = 180$ B. $x - 10 = 180$ C. $10x = 180$ D. $180x = 10$

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11. Use the information in the table to find the number of inches in 9 feet.

Feet	1	2	3	4	9
Inches	12	24	36	48	

CC.RP.3

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12. Kay runs laps. Choose the numbers to complete the chart. CC.RP.3

Number of Laps	2		6	8
Time (minutes)	6	12	18	

13. Based on the chart above, how long do you predict it will take Kay to run 10 laps? CC.RP.3

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14. Write an equation to represent the relationship between books and dollars.

(*b*) books	(*d*) dollars
1	5
2	10
3	15

CC.6.EE.9

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15. Which of the following situations is represented by the equation $x - 5 = 21$? CC.6.EE.7

A. Dot had 5 old cupcakes and 21 new cupcakes. How many did she have all together?
B. Pam had 21 cupcakes until Tom ate 5 of them. How many cupcakes does Pam have now?
C. Tom ate 5 cupcakes and now there are only 21 left. How many cupcakes were there before Tom ate some?

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16. Write an equation that represents the information in the table.

x	1	2	3	4
y	7	14	21	28

CC.6.EE.9

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17. Dora bought 5 explorer shirts for $124.78. Write an equation you could use to find out how much one shirt costs. CC.6.EE.7

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18. Which of the following does NOT make the inequality true? $x + 2 > 20$

A. $x = 18$ **B. $x = 19$** **C. $x = 20$** CC.6.EE.5

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19. Determine the solution to: $\frac{x}{3} = 9$. CC.6.EE.5

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20. Determine the solution to this inequality true: $4y > 24$ CC.6.EE.5

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21. Find the solution for: $y + 31 = 67$ CC.6.EE.5

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26. Which of the following makes this inequality true? $x + 8 < 21$ CC.6.EE.5

A. 12 B. 13 C. 14

Unit 7 Review

1. What integer represents 10 degrees below zero?

   What integer represents 10 degrees above zero?

2. Choose which expressions are represented by **+5** and which are represented by **-5**.

   __ a gain of 5 yards _5 degrees above zero ____diving 5 feet under water

   __a loss of 5 pounds driving 5 miles __flying 5 feet in the air

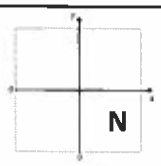
3. A pipe is located 45 feet below sea level. What integer represents the location of the pipe? -45

4. Which integer makes the following sentence true? **-10 < ? < -1**

   A. - 16 B. - 22 C. - 8 D. 9

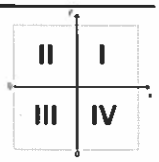
5. Which of the following coordinates might be the location of Point N?

   A. (4,4) B. (-4,4) C. (-4,-4) D. (4,-4)



6. In which QUADRANT are each of the following points located?

   (2,2) in Q___ (-2, -2) in Q___ (-2, 2) in Q___ (2,-2) in Q___

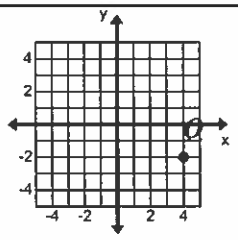


7. Which integer makes the sentence true? **-10 < ? < 9**

   A. 10 B. 7 C. - 11 D. -17

8. Put the decimals in order from least to greatest: 1.5, -1.5, 4.3, -4.5, 2.0, -2.0, 2.5, -2.5, 0.5, -0.5, 0

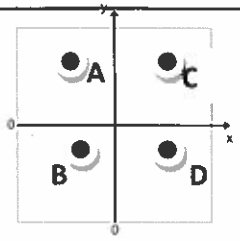
9. What are the coordinates of point *Q* after it is reflected over the *y-axis*?



10. What is the absolute value of 34?

11. If both coordinates of a point on the coordinate plane are negative, which of the points could it be?

    If both coordinates of a point on the coordinate plane are positive, which of the points could it be?



12. True or False?

___ Negative numbers are located to the right of 0 on a number line.
___ Negative numbers are located to the left of 0 on a number line.
___The absolute value of a negative number is negative.
___The absolute value of a negative number is positive.
___Negative numbers are greater than positive numbers.
___Negative numbers are less than positive numbers.
___ A negative number is less than its opposite.

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13. What number is the opposite of 56 ?

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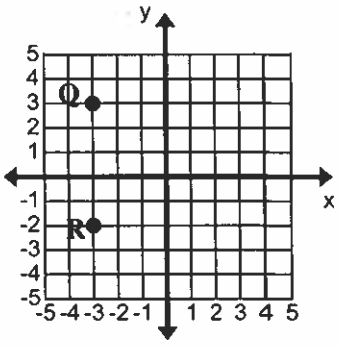
14. In the graph, how far is it from Point Q to Point R?

15. Draw 2 more points on the graph to make a square with Q and R.

16. What is the perimeter of your new square?

17. What is the area of the square?



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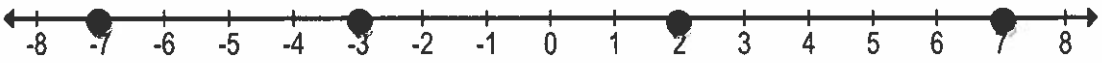
18. Baby Bo is growing fast. He gained 7 pounds. Which point on the number line below represents his gain?



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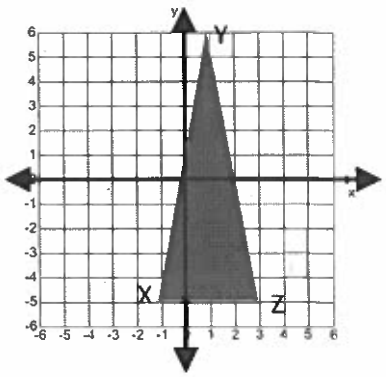
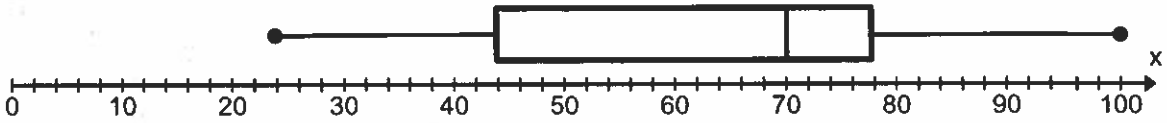
19. What are the coordinates of Point Y?

20. Find the distance between Point X and Point Z.



Unit 6 Review

Name: _____ Block_____ Date _____



1. What is the median of the data?

2. What is the range of the data?

3. What is the interquartile range?

4. What percent are higher than 42?

5. What is the lowest number recorded?

6. What is the highest number recorded?

A shop records the number of running shoes sold each month.

7. What is the mean number of shoes sold?

8. What is the mode?

9. What is the median?

10. How many pairs of shoes were sold in the 5 months?

Running Shoe Sales	
Month	**Number**
January	75
February	68
March	75
April	92
May	105

Are the following statistical questions?

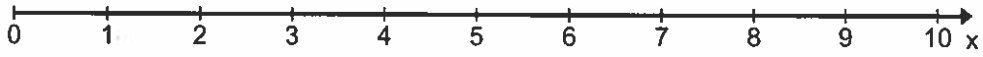
11. *Yes or No* How many years old do you have to be to vote?
12. *Yes or No* How many students in the school like country music?
13. *Yes or No* How many songs do you have downloaded on your i-pod?
14. *Yes or No* How many musicians are in Taylor Swift's band?
15. *Yes or No* How many students have been to a concert?
16. *Yes or No* What is the best age to learn to ride a bike?

Use the table to answer questions 17-21

How many Miles Did They Ride in March?

10th	12th	16th	17th	18th	21st	23rd	24th
6	7	6	4	4	2	4	7

17. Make a dot plot that represents the data in the table above.

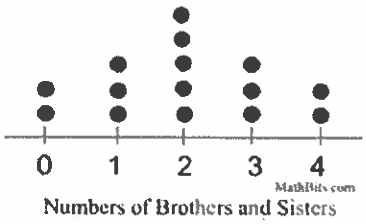


18. What is the mode of the bike-riding data?

19. What is the mean of the bike-riding data?

20. What is the median of the bike-riding data?

21. What is the range of the bike-riding data?



Numbers of Brothers and Sisters

22. How many people were surveyed here?

English Language Arts

Dear Student/Parent,

The following tasks have been made available to you in a printed format; however, these tasks are also located by having your child log in to the 6th Grade Collaborative Classroom.

Task 1: Read the short story Thank You, Ma'm written by Langston Hughes. Make sure to read the footnotes at the bottom of each page since words that may not be familiar to you are defined here.

Task 2: Answer the six guiding questions after you have read the passage.

Task 3: Complete open-ended questions. Make sure to answer the five open-ended questions by writing at least two to three complete sentences.

Task 4: Complete the RACE paragraph writing task. Use your journal if you cannot recall how to write a RACE paragraph.

Task 5: Locate your interactive journal in your bookbag. Try to complete the pronoun activity without using your notes. Use your notes to check your work.

Thank you,

Ms. Karla Hendrix
Mrs. Kerry Waters

Reading Passage - Posted online also.

COMMONLIT

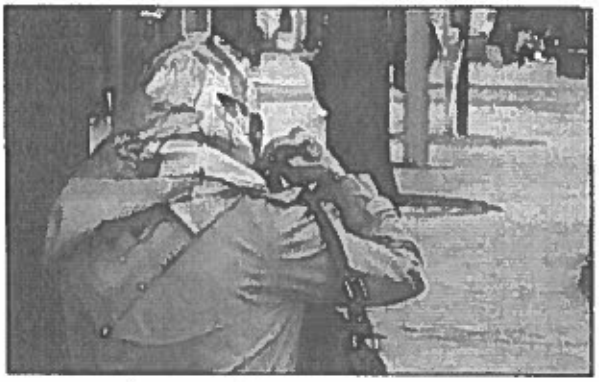
Name: _____ Class: _____

Thank You, M'am

By Langston Hughes
1958

Langston Hughes (1902-1967) was an American poet, social activist, novelist, and playwright. Hughes is considered one of the leaders of the Harlem Renaissance, which was the cultural, social, and artistic movement of black artists that took place in Harlem from about 1918 until the mid-1930s. In this short story, a boy tries to steal a woman's purse to buy himself a pair of shoes. As you read, take notes on Roger's character traits throughout the story.

[1] She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



"Purse" by Mike Maguire is licensed under CC BY 2.0

After that the woman said, "Pick up my pocketbook,[1] boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

[5] The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

1. another term for purse or handbag

"Then I won't turn you loose," said the woman. She did not release him.

"I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind[2] to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail[3] and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the being-dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman. "No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson[4] about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers[5] laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose — at last. Roger looked at the door — looked at the woman — looked at the door — *and went to the sink.*

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

2. A phrase meaning "to feel tempted or likely to do something"
3. **Frail** *(adjective)*: weak or fragile
4. a wrestling hold in which a wrestler puts their arms under their opponent's arms and locks their hands behind their opponent's head
5. a person who lives in a rented room

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry — or been hungry — to try to snatch my pocketbook."

"I wanted a pair of blue suede[6] shoes," said the boy.

[30] "Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run*!

The woman was sitting on the day-bed.[7] After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

[35] The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son — neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate[8] and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did *not* trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

6. a type of soft leather
7. a couch that can be used as a sofa by day and a bed by night
8. a hot plate used for cooking

[40] She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's* — because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something other than, "Thank you, m'am," to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn't even say that as he turned at the foot of the barren[9] stoop and looked up at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

9. **Barren** *(adjective)*: bare or empty

1

Guided Questions - posted online also.

Question 1 of 6

How does the woman react when the boy tries to steal from her?

(A) She is afraid, but fights him off bravely.

(B) She makes him think about what he's done.

(C) She feels bad that he had to resort to stealing.

(D) She threatens to turn him into the police.

Question 2 of 6

The conversation between the woman and the boy shows that he is...

(A) surprisingly honest.

(B) willing to listen to her.

(C) worried about his family.

(D) determined to be cruel.

2

Question 3 of 6

Which of the following best describes Roger's life at home?

(A) He doesn't feel safe at home.

(B) His parents have encouraged his bad behavior.

(C) He is trying to run away from home.

(D) He doesn't have adults looking after him.

Question 4 of 6

Mrs. Luella Bates Washington Jones tells Roger that she...

(A) isn't upset with him for stealing from her.

(B) won't force him to stay if he doesn't want to.

(C) has also done things she is ashamed of.

(D) is going to help Roger earn money himself.

Question 5 of 6

Why does Roger offer to go to the store for Mrs. Luella Bates Washington Jones?

(A) He is trying to escape.

(B) He wants to steal from her.

(C) He wants to be helpful.

(D) He doesn't like sweet milk.

Question 6 of 6

Which of the following best describes how Roger reacts to Mrs. Luella Bates Washington Jones' actions at the end of the story?

(A) He is overwhelmed by her kindness.

(B) He is excited to buy his new shoes.

(C) He feels guilty for ever trying to steal from her.

(D) He feels like he should repay her in some way.

1. How does the woman's history affect the way she chooses to handle the boy trying to steal her purse?

2. The woman calls the boy different things throughout the text: "boy", "Roger," "son". How does her changing word choice reflect her changing attitude toward the boy?

3. What the boy says and does midway through the story shifts. What do his changes in speech and action reflect about changes in his feelings?

4. How does the change in the meaning of the phrase, "When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones," relate to the story's theme of how people can change?

5. How does the part where the woman gives the boy money to buy shoes contribute to the development of the theme of people's ability to change? RL6.2 19

Write a well developed RACE Paragraph.

COMMONLIT

5. How does the interaction between Roger and Mrs. Jones in paragraphs 33-41 contribute to the overall meaning of the story?

Read the following sentences from the story "Thank you, Ma'm" and locate the bold and underlined pronoun and identify the type (case) of pronoun utilized. You may use your interactive journal if you cannot remember your pronoun cases.

1. **She** was a large woman with a large purse that had everything in it but hammer and nails.

   She is a _____ pronoun in this sentence

2. It had a long strap, and she carried **it** slung across her shoulder.

   It is an example of a _____ pronoun in this sentence. Be careful. This is a compound sentence with two independent clauses (simple sentences).

3. The large woman simply turned around and kicked **him** right square in the blue-jeaned sitter.

   Him is an example of a _____ pronoun in this sentence.

4. Then she reached down, picked the boy up by his shirt front, and shook him until **his** teeth rattled.

   His is an example of a _____ pronoun in this sentence.

5. She said, "What is **your** name?"

   Your is an example of a _____ pronoun in this sentence.

6. **You** might run that comb through your hair so you will look presentable.

   You is an example of a _____ pronoun in this sentence.

   Remember that we also learned about reflexive and intensive pronouns this school year. Open your journal and reread your notes. Read the following sentences and underline the reflexive or intensive pronoun

7. "Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

Science

Rocks

Rocks and the Rock Cycle

Before You Read

What do you think? Read the two statements below and decide whether you agree or disagree with them. Place an A in the Before column if you agree with the statement or a D if you disagree. After you've read this lesson, reread the statements to see if you have changed your mind.

Before	Statement	After
	1. Once a rock forms as part of a mountain, it does not change.	
	2. Some rocks, when exposed on Earth's surface, undergo weathering and erosion.	

Read to Learn

Rocks

Rocks are everywhere. Mountains, valleys, and the seafloor are made of rocks. Parts of your home are likely made of rock. Floors, countertops, and some tabletops are made of rock.

A rock is a natural, solid mixture of minerals or grains. These grains are made of mineral crystals, bits of minerals, or rock fragments. Sometimes a rock contains the remains of an organism or volcanic glass. Processes on Earth's surface can cause rocks to break apart into fragments. *Geologists call the fragments that make up a rock* grains. They use a grain's shape, size, and chemical makeup to classify rocks.

Texture

A rock's texture is one way that geologists classify rocks. *The grain size and the way grains fit together in a rock are called* texture. When a geologist classifies a rock by its texture, he or she looks at the size of minerals or grains in the rock, the arrangement of the individual grains, and the overall feel of the rock.

Texture helps geologists determine the environment in which a rock formed. For example, a rock that has many smooth grains was likely formed by strong forces acting on the rock. Water and ice helped smooth the grains.

Key Concepts
- How are rocks classified?
- What is the rock cycle?

Study Coach
Think-Pair-Share Read and discuss each paragraph of this lesson with a partner. Quiz each other on the vocabulary words and the key concepts.

Review Vocabulary
mineral
a naturally occurring, inorganic solid with a definite chemical composition and an orderly arrangement of atoms

Reading Check
1. Name one way that geologists identify the environment in which a rock formed.

_____

Composition

The minerals or grains in a rock help geologists classify the rock's composition. This information can be used to determine where a rock formed. Rocks that formed inside a volcano have a different composition from rocks that formed along a river.

Geologists use maps, field journals, compasses, rock hammers, and other tools to help examine a rock's texture and composition. These tools also help geologists interpret how a rock formed. When geologists identify certain minerals, they can conclude that a rock formed under extreme temperature and pressure. The presence of other minerals suggests to geologists that a rock formed from molten material deep below Earth's surface.

Three Major Rock Types

Rocks are classified, or placed into groups, based on how they form. The three major groups are igneous rocks, sedimentary rocks, and metamorphic rocks. Each rock type can be described by both physical and chemical characteristics. Geologists interpret the environment in which the rocks formed based on these characteristics.

Igneous Rocks

Igneous rocks form from magma. Magma *is molten, or liquid, rock underground.* As the magma cools, mineral crystals form. These crystals become the grains in an igneous rock.

Magma can cool on Earth's surface or deep within Earth. *Molten rock that erupts on Earth's surface is called* lava. Igneous rock forms when the magma or lava cools and crystallizes. Igneous rock forms in many environments, such as subduction zones, mid-ocean ridges, and around hot spots where volcanoes are common.

Sedimentary Rocks

Rocks on Earth's surface can break down and be transported to new environments. Wind, running water, ice, and gravity break down rocks on Earth's surface. Sediment *is rock material that forms where rocks are broken down into smaller pieces or dissolved in water as rocks erode.* These materials, including rock fragments, mineral crystals, and the remains of certain plants and animals, are the building blocks of sedimentary rocks.

Sedimentary rocks form where sediment is deposited. Environments in which sedimentary rocks are formed include rivers, streams, mountain valleys, and deserts.

Key Concept Check
2. Identify How are rocks classified?

_____

Reading Check
3. Distinguish How is lava different from magma?

_____

Reading Check
4. Name two environments in which sedimentary rock forms.

_____

Metamorphic Rocks

Metamorphic rocks form when rocks are exposed to extreme temperatures, tremendous pressure, or chemical fluids. Both the composition and texture of rocks change when they become metamorphic rocks. In many cases, the grains of the rock appear as bent or twisted layers.

Metamorphic rocks can form from any igneous or sedimentary rock. Even other metamorphic rocks can be formed into new metamorphic rocks by extreme conditions. For example, granite is an igneous rock. It can metamorphose, or change, into gneiss. The sedimentary rock limestone can metamorphose into marble. Metamorphic rock often forms along plate boundaries, where extreme temperatures and intense pressure occur.

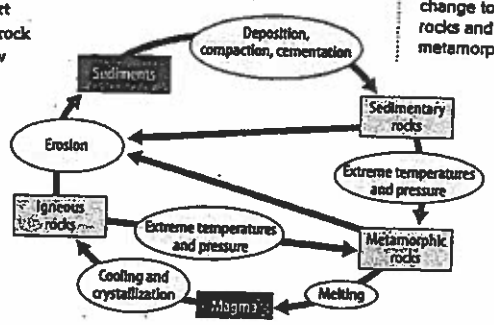
The Rock Cycle

Rocks are changing all the time, although you can't usually observe these changes. *The series of processes that change one type of rock into another type of rock is called the* rock cycle. Forces on Earth's surface and deep within Earth drive the rock cycle. The cycle describes how natural processes work to change one rock type into another rock type. One example is igneous rock that begins as lava. The lava cools and crystallizes. Over time, water erodes this rock to form sediments that eventually cement together to become sedimentary rock.

Rocks in Action

The figure below shows the rock cycle. The rectangles stand for different Earth materials: magma, sediment, and the three rock types. The ovals stand for the processes that change one type of rock into another. The arrows point out the many different pathways that rocks can follow within the cycle. Each pathway changes one type of rock into another. Start anywhere in the rock cycle and see how many different pathways you can make.

The Rock Cycle



Rocks and the Rock Cycle

FOLDABLES

Use a sheet of paper to make a horizontal half-book to illustrate and explain the rock cycle.

Key Concept Check

5. Define What is the rock cycle?

Visual Check

6. Diagram Highlight the pathway in the rock cycle that shows how metamorphic rocks can change to sedimentary rocks and back to metamorphic rocks.

After You Read

Mini Glossary

grain: a fragment that makes up a rock

lava: molten rock that erupts on Earth's surface

magma: molten or liquid rock underground

rock: a natural, solid mixture of minerals or grains

rock cycle: the series of processes that change one type of rock into another type of rock

sediment: rock material that forms where rocks are broken down into smaller pieces or dissolved in water as rocks erode

texture: the grain size and the way grains fit together in a rock

1. Review the terms and their definitions in the Mini Glossary. Write a sentence that explains how a rock and a grain are related.

2. Complete the table below to identify how each rock type is formed and the environments in which each type is commonly found.

Type of Rock	How It Formed	Environments Where Found
Igneous		
Sedimentary		
Metamorphic		

3. Describe one fact that you learned from your partner in the Think-Pair-Share activity.

What do you think NOW?

Reread the statements at the beginning of the lesson. Fill in the After column with an A if you agree with the statement or a D if you disagree. Did you change your mind?

ConnectED

Log on to ConnectED.mcgraw-hill.com and access your textbook to find this lesson's resources.

END OF LESSON

Name _____ Date _____

Rocks

How do the three main types of rocks form?

Before You Read

Before you read the chapter, think about what you know about rocks. Record your thoughts in the first column. Pair with a partner, and discuss his or her thoughts. Write those thoughts in the second column. Then record what you both would like to share with the class in the third column.

Think	Pair	Share

Chapter Vocabulary

Lesson 1	Lesson 2	Lesson 3	Lesson 4
NEW rock grain texture magma lava sediment rock cycle REVIEW mineral	NEW extrusive rock volcanic glass intrusive rock	NEW compaction cementation clastic rock clast chemical rock biochemical rock	NEW metamorphism plastic deformation foliated rock nonfoliated rock contact metamorphism regional metamorphism ACADEMIC expose

Lesson 1 Rocks and the Rock Cycle

Scan *Lesson 1. Read the lesson titles and bold words. Look at the pictures. Identify three facts you*

Main Idea

Rocks
I found this on page _____.

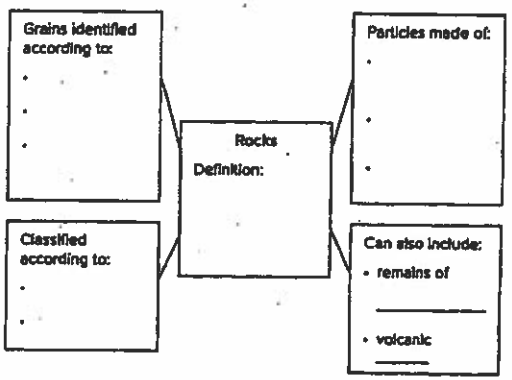
I found this on page _____.

Three Major Rock Types
I found this on page _____.

I found this on page _____.

Details

Organize *information about* rocks.



Point out *two observations scientists use to classify* rocks.

1. _____

2. _____

Identify *the 3 major groups of* rocks.

1. _____ 2. _____

3. _____

Sequence *how igneous* rocks *form.*

_____, or _____, cools.

⇩

Mineral _____ form.

⇩

The crystals become the _____ in an _____ rock.

Convection Currents

Cross-Curricular Focus: Earth Science

You may not be able to see the wind, but you can see the effects of wind on the things around you. You can feel it blowing across your face on a chilly day. You can see the leaves blowing down the street and see the sail on the sailboat puff up when the wind catches it. So why does the air move? The simple answer is that the sun heats Earth unevenly, causing different amounts of air pressure in different areas.

The simple explanation does not really give you much of an idea about what causes the wind to blow. You have to look a little deeper. **Convection currents** are loops of moving air or water that transfer energy from one location to another. When convection currents occur in the air, they cause wind.

Local winds, like mountain breezes and valley breezes, stay in a fairly small area. Mountains absorb more heat during the day than the valleys do, so warm air rises off the mountainside. The cooler air from the valley rushes in to take its place. During the night, the mountains cool faster than the valleys, so the whole process happens in reverse. A cool breeze blows down from the mountains.

In areas that are near the ocean, sea breezes blow from the water toward the land during the day and from the land to the water at night. During the day, the land heats faster than the ocean. When the warm air rises over the land, cool air rushes in from the ocean to take its place. Once the water finally warms up, it holds onto the warmth longer than the land. When the warm air rises off of the ocean, the cooler air from the land rushes out to take its place over the ocean.

Global winds cover larger areas. Uneven heating of certain parts of the planet results in planetary winds. These are long-lasting wind patterns that circle the globe in predictable patterns. They curve to the right in the Northern Hemisphere and to the left in the Southern Hemisphere. Fast-moving currents called jet streams blow up to 149 miles per hour in the atmosphere surrounding Earth.

All of these wind patterns influence the weather. Winds blow clouds from one area to another, and clouds carry precipitation. Understanding the patterns of the wind can help you know what kind of weather to expect.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is the simple explanation for why air moves?

_____

_____

2) What are convection currents?

_____

_____

3) How do convection currents influence the weather?

_____

_____

4) How does wind occur near mountains in the daytime? _____

_____

_____

5) What is the difference between local winds and global winds?

_____

_____

newsela

The relationship between convection and weather

By Tiffany Means, ThoughtCo.com, adapted by Newsela staff on 11.04.19
Word Count 565
Level 780L

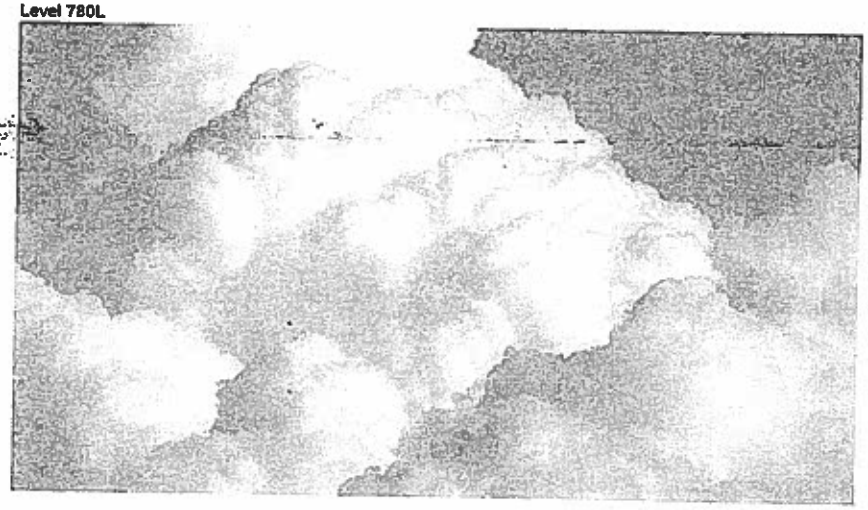


Image 1. Cumulus clouds are visible forms of convection, which is the vertical transport of heat and moisture in the atmosphere. Photo by: Artur R. Mazurek, EyeEm/Getty Images

Have you ever heard the term "convection"? You may have heard a meteorologist use the word to explain weather events. Convection describes how heat and moisture move upward through the atmosphere. The atmosphere is an envelope of gases that surrounds the Earth.

The word "convection" is sometimes used in place of the word "thunderstorms." However, convection and thunderstorms are not the same thing. Thunderstorms are a result of convection.

Convection happens in the atmosphere, but it also takes place in everyday life. Let's look at an example — a boiling pot of water. Before the water boils, the water at the bottom of the pot heats up first. It rises to the surface, where the water is cooler. This creates steam on the surface. It also creates bubbles. When the bubbles rise to the surface, they transfer heat from hot water at the bottom of the pot. The heat is transferred to the cooler water at the top.

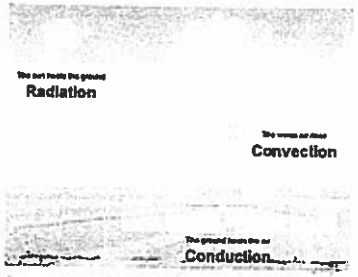
This example is similar to convection in the atmosphere. When you boil water, hot water rises from the bottom of the pot. This is similar to how warm air rises from the ground into the

atmosphere. The air rises from a warm area at the ground surface to a cooler area above.

The Convection Process

Let's look at a step-by-step process of atmospheric convection.

The process of convection usually begins at sunrise. It continues as follows:



1. The sun's radiation strikes the ground and heats it.

2. As the ground's temperature warms, the ground heats the layer of air above it. This process is known as conduction. Conduction is the transfer of heat from one substance to another. In this case, heat is transferred from the ground to the air.

3. Certain surfaces warm faster than others. The surfaces that warm quickly are ones that do not have much plant life. These surfaces include sand, rocks, soil and pavement. Surfaces that are covered by water or plant life warm more slowly.

These different surfaces warm at different rates. As a result, the air near the surface heats unevenly. This is why some pockets of air warm faster than others.

4. When a pocket of air receives enough heat from the Earth's surface, it expands. The warm air becomes less dense than the cooler air around it. This means that the warm air becomes larger and lighter.

Warm Air Rises, Cool Air Sinks

We can look at convection at the molecular level. Air is made of molecules, which are made up of atoms. Atoms are the building blocks of all matter. When air is heated, the molecules in the air take up more space. The molecules in the warm air rise while the molecules in the cool air sink.

The currents of warm air that rise are called "thermals." As the air rises, heat and moisture rise with it. They are transported upward into the atmosphere.

After convection is complete, several scenarios can happen. Each of these scenarios results in a different type of weather. For example, clouds can form as a result of convection. So can precipitation, like rain or snow. Winds can also form as a result of convection. A meteorologist might call this type of wind "convective wind."

Quiz

1 Read the introduction [paragraphs 1-4].

Select the detail from the section that shows how convection occurs in homes.

(A) Have you ever heard the term "convection"? You may have heard a meteorologist use the word to explain weather events.

(B) Convection describes how heat and moisture move upward through the atmosphere. The atmosphere is an envelope of gases that surrounds the Earth.

(C) The word "convection" is sometimes used in place of the word "thunderstorms." However, convection and thunderstorms are not the same thing.

(D) This example is similar to convection in the atmosphere. When you boil water, hot water rises from the bottom of the pot.

2 Read the following paragraph from the section "Warm Air Rises, Cool Air Sinks."

After convection is complete, several scenarios can happen. Each of these scenarios results in a different type of weather. For example, clouds can form as a result of convection. So can precipitation, like rain or snow. Winds can also form as a result of convection. A meteorologist might call this type of wind "convective wind."

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

(A) Convection is caused when there are big weather events.

(B) Many weather events can happen because of convection.

(C) Convection can cause rain but not the formation of clouds.

(D) Many weather events are stopped as a result of convection.

3 Read the following paragraph from the section "The Convection Process."

1. When a pocket of air receives enough heat from the Earth's surface, it expands. The warm air becomes less dense than the cooler air around it. This means that the warm air becomes larger and lighter.

Which phrase from the paragraph helps the reader to understand the meaning of "expands"?

(A) a pocket of air receives

(B) the Earth's surface

(C) the cooler air around it

(D) becomes larger and lighter

4 The word "convection" is essential to understanding the article.

Which sentence from the article explains what "convection" means?

(A) This is similar to how warm air rises from the ground into the atmosphere.

(B) Let's look at a step-by-step process of atmospheric convection.

(C) As the ground's temperature warms, the ground heats the layer of air above it.

(D) The surfaces that warm quickly are ones that do not have much plant life.

Social Studies

QUEBEC

Capital: Quebec City **Pop: 7.7 million** **Largest City: Montreal**

Quebec occupies a huge portion of land in eastern Canada and is the largest province in the country. Quebec extends from Canada's southern border with the United States to the Hudson Strait, which is near to the Arctic Circle. Quebec borders on the states of Maine, New Hampshire, Vermont, and New York to the south; the province of Ontario and Hudson Bay to the west; Hudson Strait and Ungava Bay to the north; and the province of Newfoundland and Labrador as well as the province of New Brunswick to the east. The easternmost part of Quebec juts south of Labrador and reaches the shores of the Atlantic Ocean near Newfoundland Island.

Southern Quebec is dominated by the St. Lawrence River as it travels from the saltwater Gulf of St. Lawrence, the world's largest estuary, all the way to Lake Ontario. With canal access and other improvements known as the St. Lawrence Seaway, ocean-going vessels can travel the length of the St. Lawrence River and sail into the Great Lakes. The St. Lawrence Seaway was a joint project between Canada and the United States that was originally opened in 1959. The seaway was recently upgraded to allow today's larger ships access to the Great Lakes. The presence of the St. Lawrence River makes Montreal and Quebec City major ports even though they are located far inland.

Most of the population of Quebec lives in the southern portion of the province near the St. Lawrence River. These areas developed in the 1600 and 1700s along with the American colonies because of relatively easy access by European ships. However, Quebec had ties to France rather than England and French is the official language of Quebec; about eighty percent of the population speaks French as their first language.

Most of Quebec, about ninety percent of the province, is covered by a geologic formation called the Canadian Shield. The Canadian Shield is a layer of bedrock that is covered by a thin top layer of soil which makes the land unsuitable for use as farm ground. Combined with the harsh climate of the northern half of Quebec, much of the land of the province is sparsely populated.

Name: _____ **Date:** _____

Short Answer Questions

1. Calculate about how many people in Quebec speak French as their first language.

2. The list of states, provinces and bodies of water that border Quebec is long and complicated. Why is that?

3. Explain the importance of the St. Lawrence Seaway.

4. Why was the St. Lawrence Seaway a joint project between the United States and Canada?

5. The province of Quebec occupies approximately 527,000 square miles of land. What is the population density of Quebec in persons per square mile?

6. The Gulf of St. Lawrence is the world's largest estuary. What is an estuary? If you don't know, look up the term in the dictionary or online.

7. Goods produced for use in North America come with instructions printed in English, Spanish and French. Explain why these three languages are used.

The Cuban Missile Crisis

The Cuban Missile Crisis refers to a period in 1962 when the Soviet Union began installing nuclear missiles in Cuba. This is considered the closest that the U.S. and the Soviets ever came to actual military aggression during the Cold War.

The Soviet action occurred after the United States' failed attempt to overthrow Fidel Castro in Cuba during the Bay of Pigs invasion, which had pushed Castro and the Soviets into a closer alliance. The United States had also installed several nuclear missile sites within strike range of the Soviet capital of Moscow. The Soviets felt they needed the capability to retaliate in the event of a U.S. attack, and the Cuban government wanted protection against another possible U.S. invasion. Their solution was to put nuclear missiles in Cuba, within striking range of the U.S.

The U.S. learned about these missiles when an American U-2 spy plane flying over Cuba took photographs of the missile site. In trying to determine how to respond, President Kennedy and his advisors considered everything from diplomacy to a military attack on Cuba. Though the Joint Chiefs of Staff felt the U.S. should invade, Kennedy was reluctant to start what he believed would become World War III, and decided to set up a naval blockade instead. This blockade would prevent any offensive weapons from entering Cuba. Kennedy also announced to the world that the U.S. would consider any attack originating in Cuba as a Soviet act of war.

Over the next few days, things grew increasingly tense. But though publicly, the Soviets were refusing to back down, they were secretly negotiating with the U.S. The Soviet Union agreed to remove the missiles provided the U.S. never invaded Cuba again. The U.S. was also required to remove their missiles from Italy and Turkey. The negotiation during the Cuban Missile Crisis and the avoidance of war is considered Kennedy's finest act as President.

QUESTIONS: The Cuban Missile Crisis

1. What was the Cuban Missile Crisis?

2. What two things did the U.S. do to provoke the Cuban Missile Crisis?

3. What motivated the Soviets?

4. What motivated Castro?

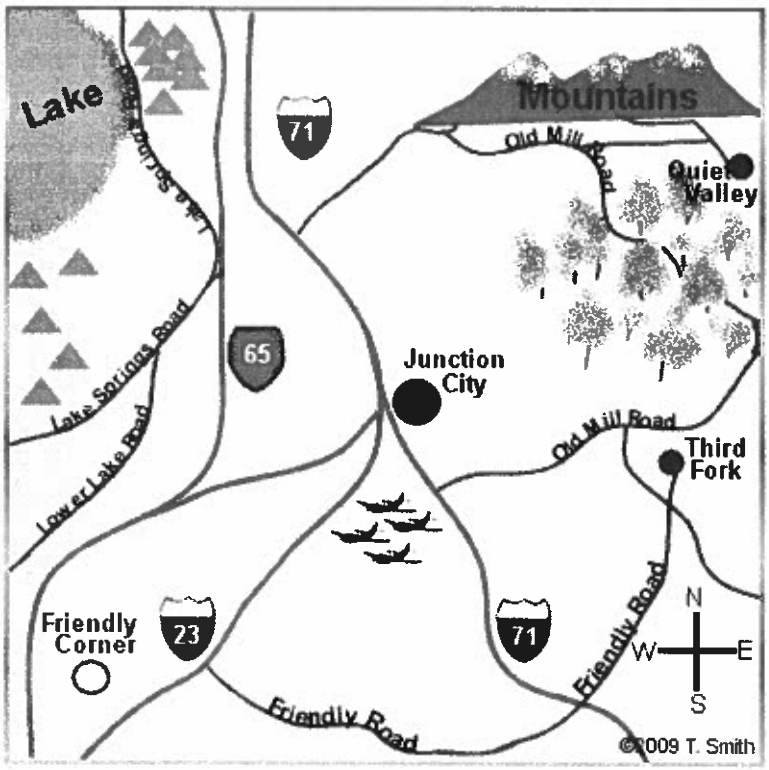
5. How did the U.S. learn about the missiles? What was Kennedy's response?

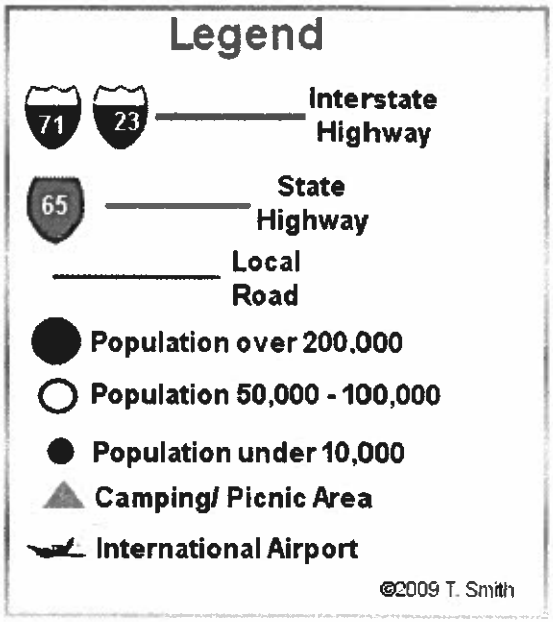
6. How did the Cuban Missile Crisis end?

Map Skills worksheet 5

Name _____

Map Skills





Answer the following questions using the map and legend on this page.

1. What city is located along Interstate 71? _____
2. Is Lower Lake Road north or south of Lake Springs Road? _____
3. What is the population of Third Fork? _____
4. In which direction does Interstate 71 run? _____
5. What local road you would take to get from Friendly Corner to Third Fork? _____
6. What is the population of Junction City? _____
7. Is the lake north or south of Friendly Corner? _____
8. What road would you travel on to get from Quiet Valley to the airport? _____
9. Is the lake east or west of the mountains? _____
10. In which direction would you travel to get from the airport to the mountains? _____
11. Is Third Fork east or west of the campgrounds? _____
12. Which interstate takes you from Junction City to Friendly Corner? _____