6th Grade Snow Day Packet

Day 1:

Science.....pages 1-3

Social Studies.....pages 4-6

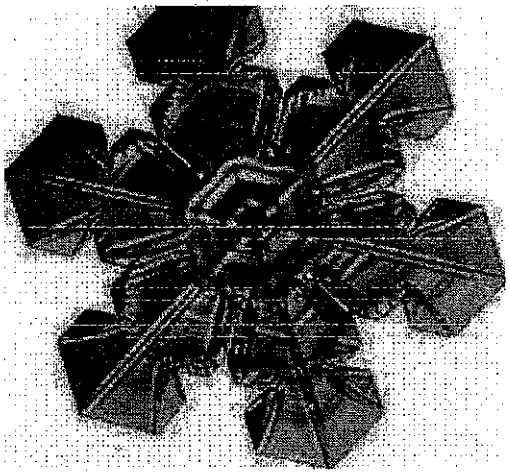
Language Arts.....pages 7-9

Math.....pages 10-11

Electives 12-17

Read the passage and answer the questions

Let It Snow!



Libbrecht caught these cool crystals on camera.
Kenneth Libbrecht

WR News talks to an award-winning snowflake expert.

Most people stay indoors during a snowstorm, but Kenneth Libbrecht is not most people. When flurries start drifting down from the sky, the scientist heads out into the cold. He takes his camera with him.

Outside, Libbrecht waits for snowflakes that are just right. Finally, he spots the glittery ice crystals he's been waiting for. As the snowflakes fall, Libbrecht catches them. Then he points his camera and shoots.

The scientist's shiny snapshots earned him the Lennart Nilsson Award in 2010. The award is given to top science photographers around the world.

Libbrecht takes pictures of snowflakes to learn more about their shapes. The crystals form when water vapor, or steam, in a cloud freezes. Every snowflake grows into a hexagon. That is a six-sided shape. However, no two snowflakes look the same.

Libbrecht has traveled to snowy places around the world. He has taken pictures of snowflakes in Canada, Alaska, and Vermont. He takes his research back to his science lab, which is located in California.

By 2016, Libbrecht had collected about 10,000 snowflake images, or pictures. He has spent

many winters studying them. The scientist's outdoor adventures are far from over, though. Libbrecht continues to journey to other snowy places to take more photos.

"I really enjoy [...] watching the snow fall and trying to see what I can find," he told *WR News.* "It's a bit of a treasure hunt."

Meet the Snow Man

Read to learn about scientist Kenneth Libbrecht's snowy side.

Kenneth Libbrecht

***WR News*:** How do you take pictures of snowflakes?
Kenneth Libbrecht: When I find a good one, I'll [catch it] using a little paintbrush. I then stick it under my microscope and take a picture.

***WR News*:** What advice do you have for kids who want to study snowflakes?
KL: You don't need a lot of fancy equipment. With a simple magnifying glass on a snowy day, you can really see quite a bit if you just stop and look.

Name: _____ Date: _____

1. According to the text, what does Kenneth Libbrecht do to learn more about the shapes of snowflakes?

A. He stays indoors during a snowstorm.

B. He grows snowflakes into hexagons.

C. He takes pictures of snowflakes.

D. He sees snowflakes by using a magnifying glass.

2. What does the text describe?

A. Libbrecht's cameras and how images are captured by cameras

B. how snowflakes form and how Libbrecht takes images of them

C. the history of the Lennart Nilsson Award and different scientists who have won it

D. different examples of science photography and the lives of famous science photographers

3. The best time to study snowflakes is when it snows.

What evidence from the text supports this conclusion?

A. "Every snowflake grows into a hexagon. That is a six-sided shape. However, no two snowflakes look the same."

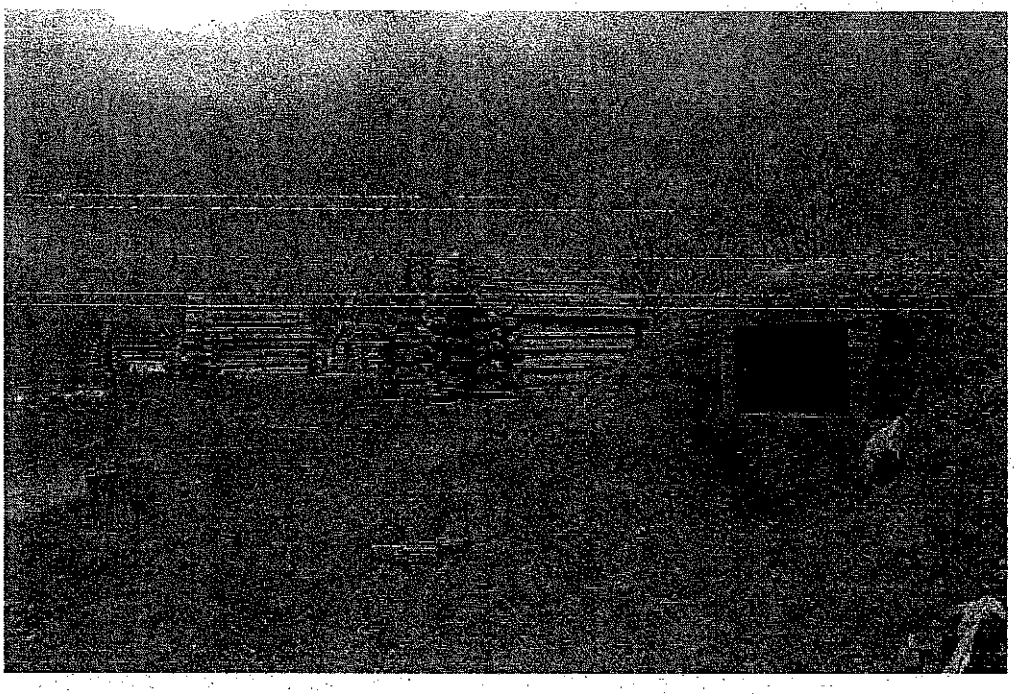
B. "[Libbrecht] has taken pictures of snowflakes in Canada, Alaska, and Vermont. He takes his research back to his science lab, which is located in California."

C. "By 2016, Libbrecht had collected about 10,000 snowflake images, or pictures. He has spent many winters studying them."

D. "With a simple magnifying glass on a snowy day, you can really see quite a bit if you just stop and look."

Colonization & Revolutionary War - Valley Forge

by ReadWorks



replica of a Valley Forge camp

One of the hardest battles George Washington and his troops fought was not against the British. It was against the winter. In the fall of 1777, the British Redcoats occupied Philadelphia, a very important city where the Second Continental Congress had adopted the Declaration of Independence. Many congressmen wanted General Washington to reclaim the city. But Washington knew the Continental Army was not ready. Instead of attacking Philadelphia, Washington took his army to a plateau nearby, above the town of Valley Forge. There, he waited out the winter months.

The winter was bitterly cold. Colonists had hidden supplies for the army, but the British had raided their goods. The months from December 1777 to February 1778 were the hardest three months of the war. The troops had little food beyond the squirrels and small animals they could hunt in the forest. Many did not have uniforms, and many more lacked boots. A soldier's feet would get so cold from walking on the snow and ice that his entire leg might turn black from frostbite. Sometimes, the frostbite was so severe that the soldier's leg would have to be amputated.

The men lived in wooden huts. Each hut was one room and had a small fireplace. Twelve men shared a hut. They had just enough space to lie down, but they did not have blankets. The temperatures often fell below freezing. Many men became sick, and some died. Diseases

such as smallpox, dysentery, and typhus killed as many as 2,000 men. The winter tested the loyalty of American troops. Some soldiers abandoned the army.

Washington did what he could to help his troops. A new man was put in charge of sending supplies to the soldiers. He built bridges and improved roads so that food could reach the army. Another man helped Washington train the soldiers to fight the British more effectively. By spring, things began to improve rapidly for the troops.

The nation would never forget the sacrifices of the Continental Army at Valley Forge. Washington's men grew to recognize him as a strong, caring leader. He led the army until the end of the Revolutionary War when Great Britain surrendered. Washington was looking forward to retiring to his home at Mount Vernon. But because he was so respected, the American people called him to duty. He became the first president of the United States.

Name: _____ **Date:** _____

1. According to the text, what was one of the hardest battles George Washington and his troops fought?

A. against the British

B. against living in wooden huts

C. against the winter

D. against loyalty to the army

2. What does the author describe in the second and third paragraphs of the text?

A. The author describes the conditions of the winter of 1777-1778, and lists the effects of these conditions on George Washington's troops.

B. The author describes the landscape of Valley Forge and its natural resources, and explains how the soldiers used these natural resources.

C. The author describes the attitudes of the soldiers in the winter of 1777-1778, and explains George Washington's reaction to his troops.

D. The author describes the food that the troops ate in the winter of 1777-1778, and lists the diseases the troops caught from rotten food.

3. Read these sentences from the text.

> The winter was bitterly cold. Colonists had hidden supplies for the army, but the British had raided their goods. The months from December 1777 to February 1778 were the hardest three months of the war. The troops had little food beyond the squirrels and small animals they could hunt in the forest. Many did not have uniforms, and many more lacked boots.

What can you conclude based on this evidence?

A. The British did not have enough uniforms or food during the winter months.

B. The Continental Army grew to love eating squirrels and continued to do so throughout the year.

C. George Washington made his army fight during the winter to toughen them up.

D. The Continental Army had fewer supplies for the winter than they expected to have.

Language Arts Snow Day 1

More than a Goal

Call your own fouls. Don't fight boys. Son, shoot that. Pass me the ball. You going to guard anybody? Swish. Son, I told you to guard her. You just got schooled by a girl. Well if you think it is so easy, then you guard her. Just pass me the ball and shut up. Now boys, dad-dem-it, I told you not to fight. If you upset your mommy I'll put you in the bed. Swish. See... just give me the ball and play defense. Go rebound. Don't get caught watching the paint dry. Run the picket fence.

Kentucky. Cawood. The Cats. Rupp's Runts. Joe B. Hall. Eddie & Tubby. Pitino, Pagent and Pope. Calipari. Fans & Fanatics.

Bird and Magic. Shaq. Jordan! Barkley. Irving & Issel. Pistol Pete Maravich.

Memories. Dreams. Brothers and sisters. Friends and neighbors. Nephews and nieces. Children and grandchildren. Games played, lessons learned, and lives lived in one big community called family. The Watts family. Down at the old Ball Goal.

It wasn't always old.

In 1965 it was crafted from the brothers' own hands and like any project that people build with their own sweat equity, its value was immediately priceless. From daylight to darkness and beyond it had provided countless hours of joy, jubilation, and just plain exercise. However, when the old tree that provided much needed shade all of those wonderful years came crashing down and landed on the ball goal that April morning more than fifty years after it was first erected, many an emotion was stirred to life and that hallowed ground became a blur of activity as sweat, tears, memories and love was shared on that very familiar and treasured "home court."

By the time everything was said and done, more than ten men, all a part of the family worked to save this treasure. It was a sight to see. A trip to yesteryear. A glance into the future. Praise and encouragement. The occasional slip of a four letter word. Love and laughter. Swearing and salvation. The young and the old. The hands of the innocent and the calloused all joined together on the same rope trying to save a piece of the family tradition. For this was something of yesterday, today, and tomorrow. They would not be defeated. Determination said the treasured old goal would not be destroyed by the fallen tree. Yet, reality told a different tale and all that could be saved was a smaller version of the old one and a hope of many more games, love and lessons for future generations.

Which begs one to ask, why or what was so important about this "landmark" that would cause so many to give up a beautiful Sunday and work so hard to save something that was so obviously long past its time? Why not just tear it down and put up a new one?

Nostalgia? Remorse? Reconnection? Restoration? Was it a desire to go back to the perfect days of innocence, the days before we got older, the days before we bit the proverbial apple and saw the real world and our real selves? The days when we were the children? When we looked to mommy and daddy and they were there to meet our needs?

Language Arts Snow Day 1

Why hold on? Why try to salvage the broken, worn out remains of a rotting piece of wood?

It was on that piece of wood... Momaw shot baskets and Hershel played horse. Shirley would bring cool water for refreshment, and Papaw always watched from his chair in the shade. It was on that piece of wood where sweethearts were forgotten and boys became men. The rearing of children took place there. Competition inherited, almost imparted into our souls as essential as our quest for air and water. Disagreements were worked out. Arguments were settled. Fights were started and finished—sometimes peacefully, other times not; but, without exception,...finished. Family always returned to welcome and open arms.

That piece of wood, has witnessed new life and death. Heartbreak and heartache. Family photos. Easter egg hunts. Played center field and short stop for many a whiffle-ball game. It witnessed the flood. Many a snowfall. More cars than the driveway could ever possibly hold.

From birthday parties, to Christmas Eve, it was never too hot and never too cold for those both young and old to slip out and shoot a few hoops down at the old basketball goal. The seasons they come; the seasons they go, and so does this story of a family, their love for each other and a landmark ten feet tall. One thing is for certain, and this we do know: this is a story about more than a goal.

1. What University is Mentioned in the story? _____
2. What sport is the story about? _____
3. What is the name of the family? _____
4. What famous player is mentioned by first and last name? _____
5. What year was the structure built? _____
6. What structure is the story about? _____
7. What is one of the Holidays mentioned in the story? _____
8. What "trouble" happened to the structure? _____
9. What is this story really about? _____
10. What happens to the structure at the end of the story? _____

Language Arts Snow Day 1

Bonus: What is the "Proverbial Apple" referring to? _____

Bonus: What is the theme of this story? _____

Writing Assignment: Due a plot chart of the story. One Sentence about the:

Exposition: _____

Rising Action: _____

Climax: _____

Falling Action: _____

Resolution: _____

Math Show **DAY 1**

Name:_____

Division Study Guide

Directions: To study for the division test, make sure you can do the following skills.

1. **Explain what division means.**
   Example study question: Use words, numbers, pictures and/or examples to tell me everything you know about division.

2. **Understand division patterns.**
   Example study questions:

   $12 \div 3 =$

   $120 \div 3 =$

   $1{,}200 \div 3 =$

   $12{,}000 \div 3 =$

   $120{,}000 \div 3 =$

   $810 \div 90 =$

   $8{,}100 \div 90 =$

   $81{,}000 \div 90 =$

   $810{,}000 \div 90 =$

   $8{,}100{,}000 \div 90 =$

3. **Estimate division quotients.** For example, $1{,}436 \div 71$ can be estimated as $1{,}400 \div 70 = 20$. Example study questions: Estimate the quotients of:

   $358 \div 6 =$

   $2{,}799 \div 43 =$

DAY 2

4. **Know how to divide by one digit divisors with and without remainders.**
Example study questions:

48 ÷ 3 = 373 ÷ 6 = 1,325 ÷ 5 =

5. **Know how to divide by two digit divisors with and without remainders.**
Example study questions:

72 ÷ 12 = 427 ÷ 65 = 3,794 ÷ 21 =

6. . **Know how to divide money.**
Example study questions:

$18.48 ÷ 8 = $210.33 ÷ 27 =

7. **Know how to divide with zeros in the quotient.**
Example study questions:

1,515 ÷ 3 = 1,680 ÷ 14 =

6th Grade Snow Day Packet

Day 2:

Science.....pages 12-14

Social Studies.....pages 15-16

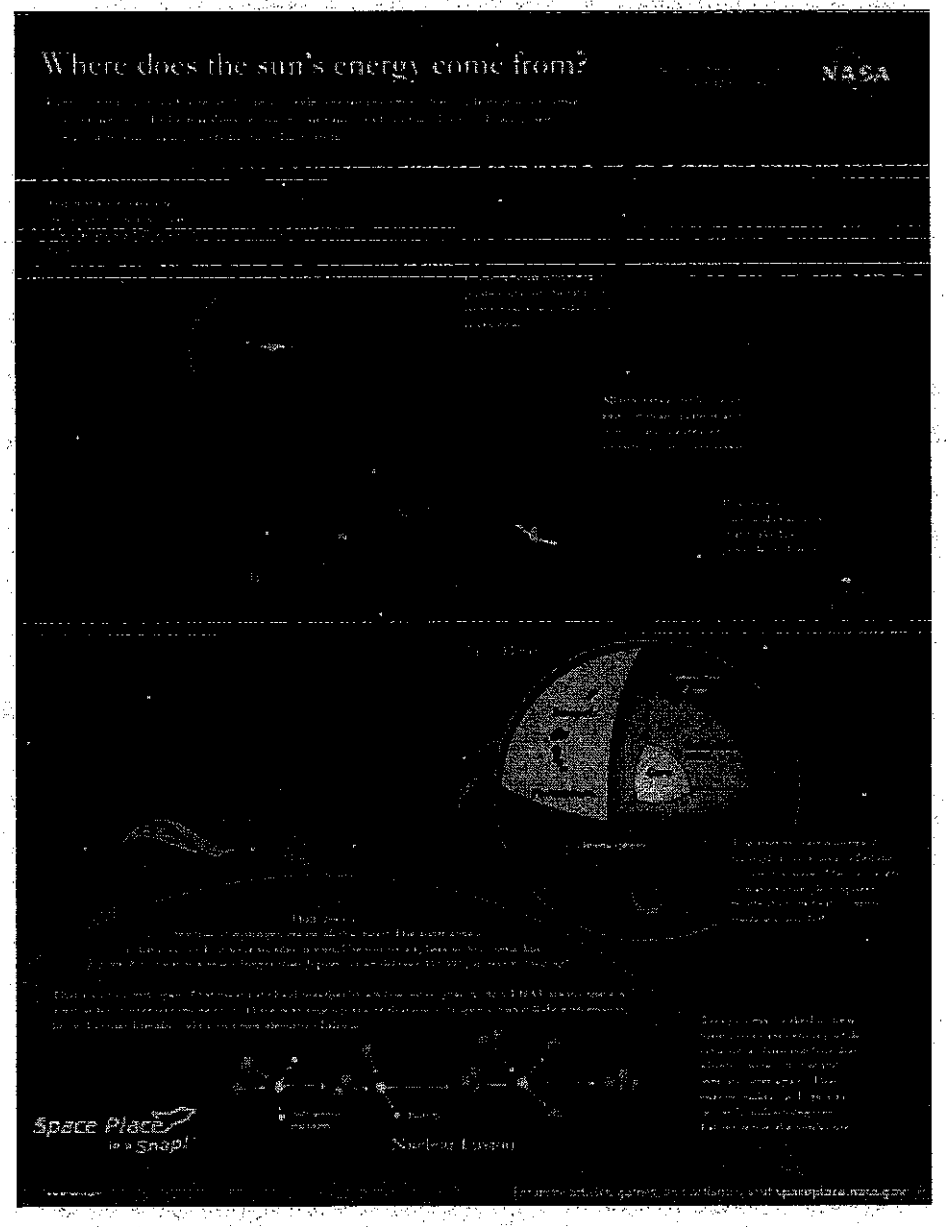
Language Arts.....pages 17-18

Math.....pages 19-22

Where Does the Sun's Energy Come From?

The text and image are from NASA Space Place.

Read the passage and answer the questions



Every 1.5 millionths of a second, the sun releases more energy than all humans consume in an entire year. Without the sun there would be no light, no warmth, and no life.

Its heat influences the environments of all the planets, dwarf planets, moons, asteroids, and comets in our solar system.

How does a big ball of hydrogen create all that heat? The short answer is that it is big. If it were smaller, it would be just a sphere of hydrogen, like Jupiter.

But the sun is much bigger than Jupiter. It would take 433,333 Jupiters to fill it up!

That's a lot of hydrogen. That means it's held together by a whole lot of gravity. And THAT means there is a whole lot of pressure inside of it.

In fact, the pressure is so intense, and the density so great, that the hydrogen atoms collide with enough force that they literally meld into a new element-helium.

This process-called nuclear fusion-releases energy while creating a chain reaction that allows it to occur over and over and over again.

That energy builds up. It gets as hot as 15 million degrees Fahrenheit in the sun's core. The energy travels outward through a large area called the convective zone. Then it travels onward to the photosphere, where it emits heat, charged particles, and light.

That heat powers the chemical reactions that make life possible on Earth, allows gases and liquids to exist on many planets and moons, and causes icy comets to form fiery halos.

Those particles create a 'solar wind' that pushes against the fabric of interstellar space billions of miles away.

And that light travels far out into the cosmos-just one star among billions and billions.

Not too bad for a big ball of gas, no?

Name: _____ **Date:** _____

1. How many Jupiters would it take to fill up the sun?

A. 15 million

B. 86,500

C. 433,333

D. 1.5

2. The sun has a lot of pressure inside of it. What causes this pressure?

A. the icy comets that form fiery halos around the surface of the sun

B. the hot environment of the moons and asteroids in the solar system

C. the dwarf planet closest to the sun which is as hot as 15 million degrees

D. the amount of gravity needed to hold together the hydrogen in the sun

3. Read the following sentences from the text.

"In fact, the pressure is so intense, and the density so great, that the hydrogen atoms collide with enough force that they literally meld into a new element-helium.

This process-called nuclear fusion- releases energy while creating a chain reaction that allows it to occur over and over and over again.

That energy builds up. It gets as hot as 15 million degrees Fahrenheit in the sun's core."

What conclusion can you draw from this evidence?

A. When it rains, the sun releases some of its intense pressure.

B. Nuclear fusion makes energy that causes the sun to get very hot.

C. Helium is an element that cools the sun when it is created.

D. Nuclear fusion only occurs during the day when the sun is out.

World War Two - Pearl Harbor

by ReadWorks

Pearl Harbor shortly after attack began, photo from a Japanese plane

The United States stayed out of World War II until 1941. Early in the morning, on December 7, 1941, Japan attacked the U.S. naval base at Pearl Harbor. The attack was a complete surprise. Japanese planes torpedoed and bombed U.S. ships and military stations. By late morning, the attack was over. Japan's planes left 2,403 Americans dead (including 68 civilians) and 1,178 military members and civilians wounded. There were 188 planes destroyed, 159 aircraft damaged, and 21 ships damaged or destroyed.

When President Roosevelt found out about the attack, he asked Congress to declare war. The United States was behind him. Before the attack, the people of the U.S. had been divided over whether to help France and Great Britain fight Germany. Many people wanted to stay out of the war. People did not yet know about the horrors of Nazi concentration camps. But Japan's act of war changed the course of history. As a Japanese official said, "I am afraid that we have awakened a sleeping giant." Once moved to act, the U.S. was a giant. The U.S. came to Britain's aid and changed the outcome of the war.

President Roosevelt called the day of the attack "a day that will live in infamy." Below is the S.O.S. dispatch sent by the Commander in Chief of the Pacific Army, who was stationed at Pearl Harbor. He sent only:

"AIR RAID ON PEARL HARBOR X THIS IS NOT A DRILL."

Name: _____ **Date:** _____

1. According to the text, where was the U.S. naval base that Japan attacked on December 7, 1941?

A. Pearl Harbor

B. France

C. Great Britain

D. Germany

2. According to the text, what caused the United States to enter World War II?

A. The United States was tired of Britain and France losing.

B. The United States wanted to assist Germany.

C. The United States was asked by Great Britain to enter the war.

D. Japan attacked the United States without any warning.

3. Read these sentences from the text.

> When President Roosevelt found out about the attack, he asked Congress to declare war. The United States was behind him. Before the attack, the people of the U.S. had been divided over whether to help France and Great Britain fight Germany. Many people wanted to stay out of the war.

What can you conclude based on this information?

A. The attack on Pearl Harbor had no impact on how Americans felt about joining the war.

B. The attack on Pearl Harbor led to less Americans being supportive of joining the war.

C. The attack on Pearl Harbor led to Americans being in support of declaring war on Japan but not Germany.

D. The attack on Pearl Harbor changed American minds around whether the U.S. should join the war.

Language Arts Snow Day 2

Day Two: More than a Goal Writing Prompt

Use RACE (1. Restate the Question; 2. Answer the Question 3. Cite from the Text; 4. Explain Your Answer) to complete the following question:

How does your family compare and/or contrast with the family from More than a Goal?

Write at least ⅔ of a page.

Name: _____

Language Arts Snow Day 2

Math Snow

Name: _____ Date: DAY 2

All About EXPRESSIONS

STUDY GUIDE

Powers & Exponents

- Exponents represent repeated multiplication.
- The base (the big number) is the number that is multiplied by itself.
- The exponent (the small number) tells us how many times to multiply the base.

EXAMPLE: $3^4 = 3 \cdot 3 \cdot 3 \cdot 3 = 81$

EXPONENTIAL FORM — EXPANDED FORM — STANDARD FORM

Be careful not to just multiply the base by the exponent. This is not the same!

Order of Operations

- Expressions that have more than one step must be evaluated using the same order of operations.
- We use the acronym PEMDAS, and the saying "Please excuse my dear Aunt Sally" to help us remember the steps.

P — Parentheses
E — Exponents
MD — Multiplication & Division *in order from left to right*
AS — Addition & Subtraction *in order from left to right*

Algebraic Expressions

- An algebraic expression is any expression that contains a combination of numbers, variables, and operations.
- A variable is a symbol (usually a letter) used to represent an unknown value.
- Expressions are made up of terms, which are separated by operations.

TERMS

$3x + 5y + 8$

COEFFICIENT — COEFFICIENT — CONSTANT

Properties of Algebra

- The Commutative Property works for addition and multiplication. It allows us to change the order.
- The Associative Property works for addition and multiplication. It allows us to regroup terms.
- The Identity Property of Multiplication says that any number times one equals itself.
- The Identity Property of Addition says that any number plus zero is itself.
- The Distributive Property allows us to "pass out" a factor on the outside of parenthesis and multiply it by each term inside.

EXAMPLE: $4(x+9)$

$4(x)+4(9)$

$4x+36$

Using the properties of algebra helps us to rewrite expressions and create equivalent expressions.

Combining Like Terms

- A like term is any term that has the *same variable raised to the same power (or no power).*
- All constants (numbers with no variables) are like terms with each other.
- When combining like terms, we *add* or *subtract* the coefficients.
  - Any variable without a coefficient has an invisible one.
  - We look at the operation sign directly in front of the term to tell us whether to add or subtract.

EXAMPLE: SIMPLIFY $3x+6y+2x-y$

$5x+5y$

✓ *We combine 3x and 2x because they are like terms.*
✓ *Then we subtract 1y from 6y, because they are like terms.*

Evaluating Expressions

- The word evaluate means to find the value.
- When we evaluate algebraic expressions, we substitute the value given for the variable into our expression.
- When evaluating expressions with more than one operation, we must follow order of operations.

EXAMPLE: EVALUATE $8x+y$ WHEN $x=4$ *and* $y=6$

$8x+y$

$8(4)+6$

$32+6$

38

✓ First, we copy the expression.
✓ Then, we replace *both* variables with the given values.
✓ Now, we have multiplication *and* addition, so we do the multiplication first!
✓ Last, we do the addition to finish evaluating our expression.

Math Show

Name: _____ Date: DAY 2

All About EXPRESSIONS

REVIEW

Part one: Expression Basics

For numbers 1-4, consider the following expression: $4x + 3y + x - 12$

1. What are the terms?

2. What are the coefficients?

3. Are there any constants?

4. Are there any like terms?

5. Write an expression that means 5 less than f.

Part two: Evaluate each numerical expression.

6) 3^4	7) $3 + 4 \cdot 2$
8) $4^2 \div (7 + 1) - 2$	9) $(3 \cdot 2)^2 - (3 + 16)$

Part three: Simplify each expression by distributing and/or combining like terms.

10) $7p + 3n - p + n$	11) $8(4c)$
12) $7(2x + 5y)$	13) $6(x + 3y) + 2x$
14) $3x^2 + x + 4x^2$	15) $.5t + .5t$

Part four: Evaluate each expression for x=2, y=3, and z=7

16. $x + y + 2z$

17. $12x - 3z$

18. $z^3 - xy$

19. $x(y + z)$

20. $\frac{2yz}{x}$

6th Grade Snow Day Packet

Day 3:

Science.....pages 23-24

Social Studies.....pages 25-26

Language Arts.....pages 27-30

Math.....pages 31-34

Read the passage and answer the questions

Mercury, the Poison

This text is from the National Institute of Environment Health Sciences site.

Mercury is a natural metal that is a poison. It is a heavy, odorless, shiny, silver-white liquid. Sometimes it's called quicksilver. Liquid mercury can evaporate and end up in the air. Only a few drops of mercury is enough to poison the air in a room.

Volcanoes and the earth's crust release some mercury into the air. Coal-burning power plants and waste burning also release mercury into the air. Mercury in the air falls back to earth. It gets into lakes and oceans and can end up in fish.

There is some mercury in fluorescent light bulbs and CFL bulbs. Even though you can't see the mercury, a broken bulb can release mercury into the room. Mercury also has been used in some thermometers, barometers, gauges, switches, and thermostats.

Never touch mercury. Never play with mercury.

If liquid mercury touches your skin, it can get into your body and make you sick. If you find some mercury or some mercury spills, do not touch it. Tell an adult so they can clean it up the right way.

Name: _____ **Date:** _____

1. What is mercury?

A. a natural metal that's a poison

B. a natural metal that's safe

C. a natural metal used to treat poisoning

D. a natural metal that can't evaporate

2. What does the text list?

A. steps that lead to a volcanic eruption

B. things that release mercury

C. steps to clean up mercury spills

D. ways mercury can make you sick

3. It's best to not play with mercury. What information from the text best supports this statement?

A. If liquid mercury touches your skin, it can get into your body and make you sick.

B. There is some mercury in fluorescent light bulbs and CFL bulbs.

C. Mercurygets into lakes and oceans and can end up in fish.

D. Mercury is a heavy, odorless, shiny, silver-white liquid.

4. A broken bulb can release mercury into the room. Why is this so dangerous?

A. Only a few drops of mercury is enough to poison the air in a room.

B. Mercury can be very slippery, causing people to slip and fall.

C. Mercury has a very strong smell which can cause people to faint.

D. Mercury can heat up a room to very high temperatures that are unsafe.

World War I & the Great Depression - World War I Basics

by ReadWorks

World War I trench warfare

It was called "The Great War" and "The War to End All Wars." World War I had many nicknames. It wasn't officially known as World War I until World War II happened. It really doesn't matter what we call the war. The impact it had on Europe and the world was immense. The war changed the way people thought about fighting, and about life, forever.

There were two major sides that fought against each other in World War I. One side was called the Allies. An ally is someone who promises to come to your aid if something threatens you. The main Allies were France, Great Britain, Russia, Italy, Japan and the United States. The Central Powers fought against the Allies. The Central Powers were Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire. They were first called the Central Powers because Germany and Austria-Hungary are located in Central Europe.

Most of World War I was fought in Europe. The opposing armies lined up face to face and fought each other all along the Western Front and the Eastern Front.

Fighting began in 1914 when Austria-Hungary declared war on Serbia. The fighting quickly spread. For three years, Europe was entrenched in deadly warfare. It wasn't until 1917 that the United States entered the war on the side of Britain, France, and Russia. In 1918 the Great War finally ended. The years of warfare had taken a major toll, leaving tens of millions dead and wounded. Before World War I, no one would have believed that such destruction and devastation were possible. After World War I, the world was forever changed.

25

Snow Day 3

Name: _____ **Date:** _____

1. What were the names of the two sides fighting in World War I?

A. the Central Powers and the United Powers

B. Europe and Russia

C. the Allies and the Central Powers

D. Austria-Hungary and the Ottoman Empire

2. What two lists of countries does the text provide?

A. the countries with cold weather and hot weather

B. the countries fighting on each side of the war

C. the countries that joined the war for money or for oil

D. the countries that lost and gained from the war

3. When it happened, World War I was one of the deadliest wars people had seen. What evidence from the text supports this conclusion?

A. "Fighting began in 1914 when Austria-Hungary declared war on Serbia."

B. "Before World War I, no one would have believed that such destruction and devastation were possible."

C. "They were first called the Central Powers because Germany and Austria-Hungary are located in Central Europe."

D. "It wasn't until 1917 that the United States entered the war on the side of Britain, France, and Russia."

4. If World War I was fought in Europe, why was it considered a war for the entire world?

A. Major world countries were involved in the war and it had an effect on the entire world.

B. Many people in the world wanted to hear about the war even though they weren't involved.

C. The war took longer than most wars so there was time for people all over the world to hear about.

D. Europe stretches across all of the continents in the world so all countries experienced the fighting.

Day 3 (V)

NAME _____

Lesson 1.1 Common and Proper Nouns

Common nouns name people, places, and things. They are general nouns (not specific). In a sentence, the noun is the person, place, or thing that can act or be acted upon.

teacher – a person
I like my *teacher*.

country – a place
I will visit another *country*.

book – a thing
What is your favorite *book*?

Proper nouns name specific people, places, and things.

Mrs. Crane – a specific person
Mrs. Crane is my favorite teacher.

United States of America – a specific place
I was born in the *United States of America*.

Animal Farm – a specific thing
Animal Farm is one of my favorite books.

Complete It

Use the word box below to complete the following sentences. Remember, common nouns are general and proper nouns are more specific. Proper nouns are also capitalized.

doctor	poem	song
Saturn	Dr. Green	planet
Twinkle, Twinkle Little Star	Where the Sidewalk Ends	

1. I am writing a _____ for music class.
2. I took my cat to see _____ when he had a cold.
3. The planet with the rings is called _____.
4. My mom takes me to the _____ when I'm sick.
5. My _____ came in third place in the poetry contest.
6. Mars is the closest _____ to the earth.
7. _____ is one of my favorite books.
8. My little sister likes to sing _____ before she goes to bed.

Day 3 (2)

NAME _____

Lesson 1.12 Helping Verbs

Helping verbs are not main verbs. They help to form some of the tenses of the main verbs. Helping verbs express time and mood.

shall	may	would	has	can
will	have	should	do	did
could	had	must		

The forms of the verb *to be* are also helping verbs:

is	are	was	were	am	been

Verbs ending in **ing** can be a clue that there is a helping verb in the sentence. Sometimes, there is more than one helping verb in a sentence. This is called a **verb phrase.**

The Olympic star *would practice* for hours.
The Olympic star *was practicing* for hours and hours.
The Olympic star *had been practicing* for hours and hours.

Complete It

Choose a helping verb or verb phrase from the box to complete each sentence. Underline the main verb of the sentence that it helps. The main verb does not always directly follow the helping verb. Sometimes there is another word in between. Some sentences can have more than one answer.

have	has	should	must	shall
had	could	would	can	had been

1. _____ we dance to this song?
2. That _____ be the right direction, but I'm not sure.
3. Rick and Dana _____ waiting for hours when they finally got in.
4. _____ you go with me to the movies?
5. The children _____ go with their older brothers.
6. I _____ been a fan of hers for years.
7. It _____ been days since we've seen each other.
8. We _____ take this train; it will get us home faster.
9. It _____ be this way, I see a familiar house.
10. This assignment _____ taken a long time to finish.

Day 3
(5)

NAME _____

Lesson 1.13 Linking Verbs

Linking verbs connect a subject to a noun or adjective. They do not express an action.

The most common linking verbs are the forms of the verb *to be:*

is are was were been am

Other linking verbs are those of the five senses:

smell look taste feel sound

Other linking verbs reflect a state of being:

appear seem become grow remain

A noun or adjective will follow these linking verbs in the sentence.

Identify It

Circle the linking verb and underline the noun or adjective that is linked in each sentence.

1. The crowd appears excited.
2. The crowd thought the play was good.
3. The lettuce tastes bitter.
4. The line seems long.
5. Syd, Mitzi, and Deb were runners.
6. Mr. Thomas became successful after much hard work.
7. The runners feel great running in the fresh air.
8. The lights grew dim as the play began.
9. The singer's voice sounds weak compared to the others.
10. Her future remains uncertain.
11. It was a long day.
12. Dinner sounds great.
13. They are late.
14. I am hungry.
15. The snack is tasty.

Day-3
(4)

NAME _____

Review Chapter 1 Lessons 1–22

Review: Common and Proper Nouns; Regular Plural Nouns; Irregular Plural Nouns; Personal and Intensive Pronouns; Demonstrative Pronouns; Relative Pronouns; Indefinite Pronouns; Pronoun Shifts

Putting It Together

Complete the following sentences by circling the best answer in parentheses.

1. I like to visit the (museum, Museum) on Sundays.
2. The New York (museum, Museum) of Art is one famous museum.
3. Paul Klee was a famous artist who loved and painted many (cats, cat).
4. (Women, Womans) were the subject of many of the paintings of Henri Matisse.
5. Claude Monet's parents did not want (he; him) to become an artist.
6. But (that, those) didn't stop him.
7. Marc Chagall liked to paint violins in memory of his uncle (which, who) played.
8. The Impressionist artist Pierre-Auguste Renoir believed (anyone, everyone) should work with his or her hands.
9. I (myself, ourselves) have visited more than a dozen art museums.
10. An artist should always follow (their, his/her) heart.

Review: Verbs: Regular Present and Past Tense; Verbs: Irregular Present and Past Tense; Subject-Verb Agreement; Action Verbs; Helping Verbs; Linking Verbs; Transitive Verbs; Gerunds; Participles, Infinitives

Circle the regular past tense verb and underline the irregular past tense verb.

1. Last weekend we played ball and we built sand castles.

Circle the action verb and underline the helping verb phrase.

2. The golfer hit the ball to the left; he should have hit it straight ahead.

Circle the transitive verb and underline its object.

3. The artists drew many paintings.

Circle the infinitive.

4. The author is going to write at the beach.

DAY 3

Name: _____ Date: _____

MULTIPLYING & DIVIDING FRACTIONS

STUDY GUIDE

Fraction Basics

- All fractions have a numerator (top number) and a denominator (bottom number).
- A fraction whose numerator is larger than its denominator is called an improper fraction.
- A whole number with a fraction is called a mixed number.
- We must always make sure fractions are in simplest form.

Converting and Simplifying Fractions

- In order to simplify a fraction, you must divide both the top and bottom by the greatest common factor.

EXAMPLE: $\frac{12}{20} \frac{(\div 4)}{(\div 4)} = \frac{3}{5}$

  - If you choose a factor to divide by that is not the greatest, you will simply have to divide again.

EXAMPLE: $\frac{12}{20} \frac{(\div 2)}{(\div 2)} = \frac{6}{10} \frac{(\div 2)}{(\div 2)} = \frac{3}{5}$

- To turn a mixed number into an improper fraction, multiply the denominator by the whole number, then add the numerator. Keep the denominator in your new fraction the same.

EXAMPLE: $3\frac{+3}{\times 5}$ (3x5 = 15... 15+3 = 18, Denominator stays 5) $\Rightarrow \frac{18}{5}$

- To turn an improper fraction into a mixed number, we divide the top by the bottom.

EXAMPLE: $\frac{17}{6}$

$$6\overline{)17} \quad 2 \quad -12 \quad 5$$

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

The quotient (on top) is our whole number, the remainder is the numerator, and the denominator stays the same.

Multiplying Fractions

- We can only multiply a fraction by another fraction.
- To multiply fractions, first multiply the numerators, then the denominators. Finally, check to see if you can simplify.

EXAMPLE: $\frac{2}{3} \times \frac{3}{4} = \frac{6}{12} \begin{matrix}(\div 6)\\(\div 6)\end{matrix} = \frac{1}{2}$

- When working with mixed numbers or whole numbers, be sure to turn them into improper fractions first.

EXAMPLE: $2\frac{1}{4} \times 3 = \frac{9}{4} \times \frac{3}{1} = \frac{27}{4}$

Remember, when multiplying mixed and whole numbers, we will often have to turn our answer back into a mixed number by dividing.

$$4\overline{)27}\ \ 6 \quad -24 \quad 3 \quad \Rightarrow \quad 6\frac{3}{4}$$

Dividing Fractions

- The reciprocal of a fraction is when the numerator and denominator are switched, or the fraction is flipped upside down.
- To divide fractions, we must take the first fraction, and multiply it by the reciprocal of the second fraction. *In other words...* KEEP, SWITCH, FLIP!

EXAMPLE: $\frac{1}{8} \div \frac{2}{3} \rightarrow \frac{1}{8} \times \frac{3}{2} = \frac{3}{16}$

✓ We cannot simplify and our answer is not improper, so we are done!

- When working with mixed numbers or whole numbers, be sure to turn them into improper fractions first. Rewrite your division problem with the improper fractions before you try to flip!

EXAMPLE: $3\frac{1}{8} \div 1\frac{1}{5} \rightarrow \frac{25}{8} \div \frac{6}{5}$

✓ Now, let's KEEP, SWITCH, FLIP!

$\frac{25}{8} \times \frac{5}{6} = \frac{125}{48}$

$$48\overline{)125}\ \ 2 \quad -96 \quad 29 \quad \Rightarrow \quad 2\frac{29}{48}$$

You can always check the reasonability of your answer by rounding to the nearest whole number before computing.

When possible, cross-simplifying or cross-cancelling before multiplying is a great strategy!

32

DAY 3

Name: _____ Date: _____

MULTIPLYING & DIVIDING FRACTIONS

REVIEW

Part one: Converting and Simplifying Fractions

1) Simplify $\frac{32}{40}$	2) Simplify $\frac{49}{77}$	5) Convert $\frac{17}{12}$ to a mixed number.
3) Convert $\frac{39}{4}$ to a mixed number.	4) Convert $8\frac{7}{8}$ to an improper fraction.	6) Convert $12\frac{4}{5}$ to an improper fraction.

Part two: Multiplying Fractions

7) $\frac{2}{3} \times \frac{5}{6}$	8) $\frac{12}{17} \times \frac{3}{4}$
9) $4\frac{7}{8} \times 5$	10) $6\frac{4}{5} \times 3\frac{1}{3}$

Part three: Dividing Fractions

11) $\frac{1}{3} \div \frac{3}{8}$	12) $\frac{2}{7} \div \frac{1}{4}$
13) $4\frac{1}{5} \div 3$	14) $5\frac{1}{10} \div 3\frac{1}{6}$

Part four: Word problems & more

15) Kiley walks $3\frac{3}{4}$ blocks to school five days a week. How many blocks does she walk in a week?	16) Marcus has $8\frac{1}{2}$ bags of Jolly Ranchers. If he plans give each classmate $\frac{1}{4}$ bag of candy, how many portions can he make?
17) What is the area of a garden that has a length of $9\frac{2}{5}$ feet and a width of $10\frac{1}{3}$ feet?	18) Jose worked 42 hours this week. If he worked $10\frac{1}{2}$ hours each day, how many days did he work?
19) Manny multiplied $\frac{3}{8}$ by 2 and got $\frac{6}{16}$. Explain what mistake he made.	20) Is $5\frac{1}{3}$ a reasonable answer for $6\frac{1}{5} \div 2\frac{8}{9}$? Explain why or why not.

ART

Directions: Answer the following questions with 2 or 3 complete sentences about the painting. Use additional paper or the back if needed.

Title: *The Wounded Angel*
Artist: Hugo Simberg
Year: 1903
Type: Oil Paint
Dimensions: 50 in × 61 in

1. What do you think the artist was trying to communicate with this painting?

2. Are there any symbols or imagery in the painting that might hold meaning?

ART

Directions: Answer the following questions with 2 or 3 complete sentences about the painting. Use additional paper or the back if needed.

Title: *The Annoying Gentleman*
Artist: Berthold Woltze
Year: 1874
Type: Oil Paint
Dimensions: 22 x 30 in

1. What is its title? What does the title tell you about the painting? How does she feel?

2. What do you think this painting tells you about the artist's views of people?

Choir

Watch a YouTube video on simple warm ups and practice 2 times per day.

Band

Watch a YouTube video on instrument cleaning, clean your instrument based on the technique used, and practice at least 10-15 minutes per day.

Health 6

Day 1: Write what being healthy means to you. Include examples like eating good food, playing outside, or staying clean. Write 3-5 sentences about what being healthy means to you.

Day 2: Make a list of 5 healthy habits that you do daily and explain how these habits are help your overall health

Day 3: Find one snack at home that is healthy and write 3-5 sentences about what the food is and why the food is healthy for you.

PE 6

Day 1: The goal of this assignment is to use your creativity to come up with a game or activity that you can set up, explain to your classmates and play during PE class.I want you to be creative and use equipment that we have in school.

Day 2: Write down 5 simple exercises. Write a schedule for a week that includes at least 15 minutes of activity each day. Write your plan and explain how you will stay motivated.

Day 3: Write a paragraph (5-7 sentences) about how you think you do during fitness workouts? What are you good at and what things do you need to improve on?