6th Grade

VIRTUAL LEARNING DAY

PACKET

DAYS 1-5

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DAY 1

JABBERWOCKY
by Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

5   "Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
10 Long time the manxome foe he sought—
So rested he by the Tumtum tree
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
15 Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
20   He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

25   'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.
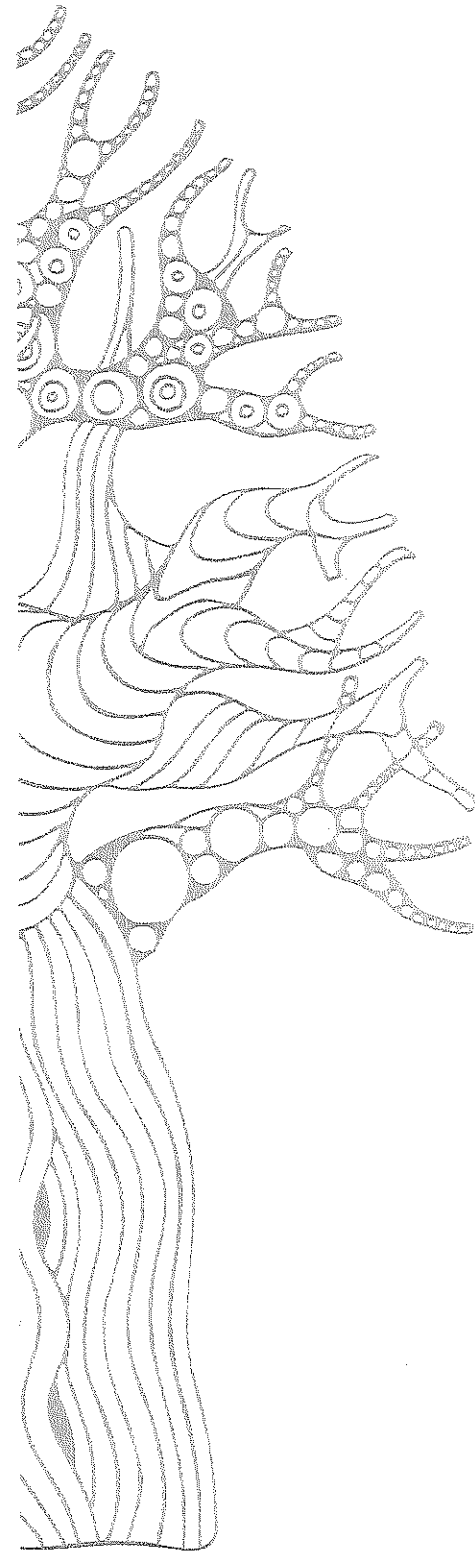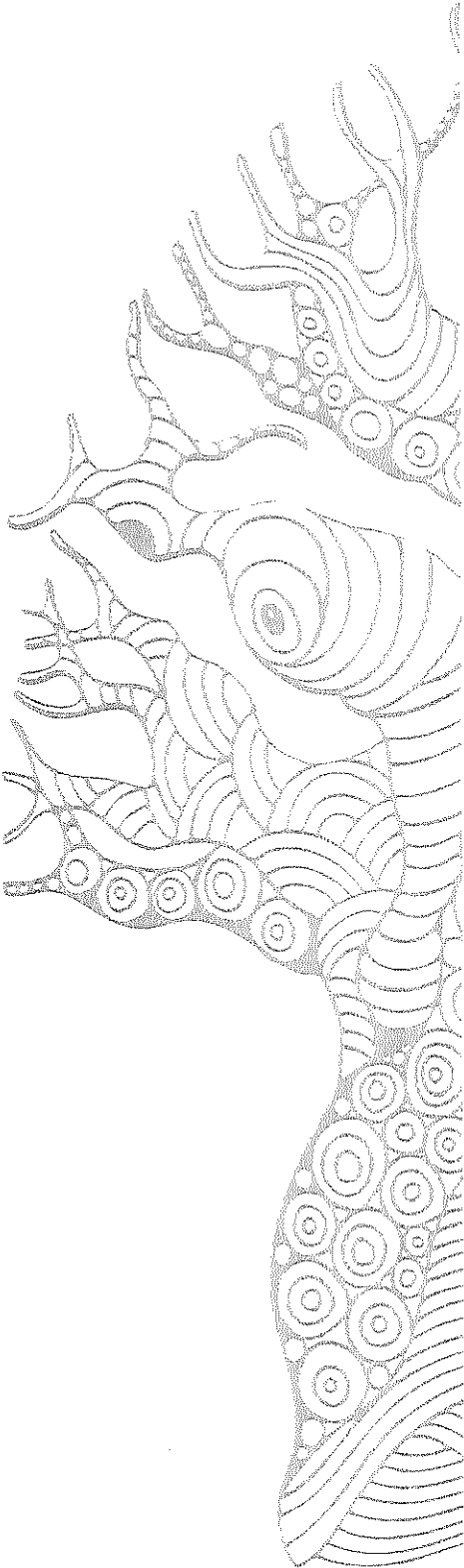
Aztec Chinampas: "Floating Gardens"

The Aztec people created one of the most powerful and accomplished civilizations in Mesoamerica. One lasting contribution the Aztec people made to agriculture was a type of farming called chinampas. These unique farms are sometimes called "floating gardens." Read about chinampas farms below. Then answer the questions on page 2.

In the 1100s CE, a group of Aztec people called the **Mexica** built permanent settlements on an island in Lake Texcoco, near present-day Mexico City. Living on an island came with many challenges. For instance, the island did not provide the space or the amount of fertile soil farmers needed to feed a growing population. So Aztec farmers created their own farmland! They built mounds of soil called **chinampas** in the shallow parts of the lake. The crops *appeared* to be floating gardens. They were actually more like miniature islands connected to the lake bottom. Farmers used sturdy reeds to help anchor each plot. The Aztec people used these gardens to grow crops like corn, chilies, squash, and tomatoes. It was a revolutionary new way to farm!
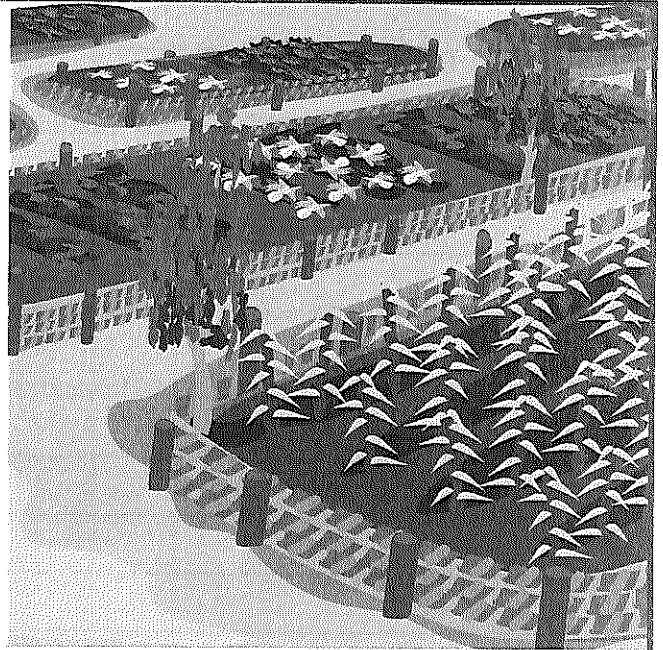
Here are some of the innovative techniques that helped chinampas farmers grow nutritious crops with limited resources:

- **Making an anchor:** Chinampas farmers often planted trees at the corners as anchors. The trees' root systems would help secure the mounds of mud and soil on the chinampas. In addition to anchoring the land, the trees also provided shade for the crops, protecting them from the hot sun.

- **Avoiding flooding:** Farmers added drainage ditches to the chinampas to avoid flooding during the rainy season. This drainage system was multi-purposed. The ditches allowed water and sediments to flow away from the crops. The ditches also helped to collect fertile mud that could be added to chinampas mounds.

- **Recycling waste:** Chinampas farmers also developed a system to collect human waste from people on the island and use the waste to fertilize crops. The crops thrived, and recycling the waste helped the island stay clean.

Problem Set 1

Simplify each of the following. Write your answer in the space provided.

1)
$$\begin{array}{r} 382 \\ 46 \\ +93 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 385 \\ -69 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 23 \\ \times 13 \\ \hline \end{array}$$

4) $9\overline{)4068}$

5) $6.8 + 4 + 3.26$

6) $6.61 - 2.32$

7) 6.42×8

8) $12.36 \div 0.3$

9)
$$\begin{array}{r} \frac{1}{3} \\ +\frac{2}{5} \\ \hline \end{array}$$

10)
$$\begin{array}{r} \frac{5}{9} \\ -\frac{1}{3} \\ \hline \end{array}$$

11)
$$\begin{array}{r} \frac{5}{6} \\ -\frac{3}{4} \\ \hline \end{array}$$

12)
$$\begin{array}{r} \frac{3}{5} \\ +\frac{1}{2} \\ \hline \end{array}$$

Round to the nearer tenth.

13) 8.325

14) 5.16299

15) 2.3671

16) 8.998

Which fraction is greater?

17) $\frac{1}{2}$ or $\frac{3}{4}$

18) $\frac{5}{6}$ or $\frac{2}{3}$

19) $\frac{4}{5}$ or $\frac{3}{6}$

20) $\frac{3}{10}$ or $\frac{4}{9}$

Score

Problem Set 3

Simplify each of the following. Write your answer in the space provided.

1)
$$
\begin{array}{r}
261 \\
84 \\
+37 \\
\hline
\end{array}
$$

2)
$$
\begin{array}{r}
406 \\
-79 \\
\hline
\end{array}
$$

3)
$$
\begin{array}{r}
46 \\
\times 14 \\
\hline
\end{array}
$$

4) $7\overline{)3787}$

5) $8.7 + 3.26 + 3$

6) $5.04 - 3.86$

7) 1.4×0.28

8) $143.28 \div 0.08$

9)
$$
\begin{array}{r}
\frac{1}{3} \\
+\frac{3}{8} \\
\hline
\end{array}
$$

10)
$$
\begin{array}{r}
\frac{8}{9} \\
-\frac{2}{3} \\
\hline
\end{array}
$$

11)
$$
\begin{array}{r}
\frac{1}{2} \\
-\frac{1}{5} \\
\hline
\end{array}
$$

12)
$$
\begin{array}{r}
\frac{2}{5} \\
+\frac{1}{3} \\
\hline
\end{array}
$$

Round to the nearer tenth.

13) 8.397

14) 3.625

15) 5.1352

16) 7.91

Which fraction is greater?

17) $\frac{1}{7}$ or $\frac{2}{9}$

18) $\frac{3}{4}$ or $\frac{9}{10}$

19) $\frac{3}{8}$ or $\frac{6}{7}$

20) $\frac{2}{5}$ or $\frac{1}{3}$

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

DAY 2

# EXTENDED INFORMATIONAL READING COMPREHENSION:
THE BUZZ ABOUT BEEKEEPING

Read the passage about beekeeping, and then answer the questions that follow.

1 Humans have been practicing *apiculture*, or beekeeping, for thousands of years. In fact, the first records of beekeeping are from ancient Egypt around 5,000 years ago. The benefits of beekeeping are well established. But its full effects are a bit more complicated.

WHAT IS BEEKEEPING?

2 Modern beekeepers typically use hive boxes to raise colonies of honey bees. The hive box has one compartment where the queen bee lays eggs. It has a separate section where worker bees fill honeycombs with honey. The box is built on a stand to keep it off the ground and protected from predators.

3 The hardworking honey bees spend the spring and summer collecting nectar and pollen. They bring it back to the boxes to feed the colony. They build wax honeycombs inside and fill the hexagonal cells with honey made from nectar. A few months later, the beekeeper collects some of the honey and wax, leaving some for the colony.

4 Of course, bees can sting when they feel threatened. So how do their human caretakers stay safe? Beekeepers wear special coverall suits with large, veiled hoods. When approaching the hive to collect honey, beekeepers use smoke to calm the bees. Smoke blocks the bees' sense of smell, limiting their ability to communicate through chemicals called pheromones. This prevents the bees from organizing an attack against the perceived threat, helping the bee-keeper stay safe. Beekeepers usually use a metal smoker shaped like a watering can, with a smoky fire inside. Once the honey is collected and the smoke goes away, the bees return to their work.
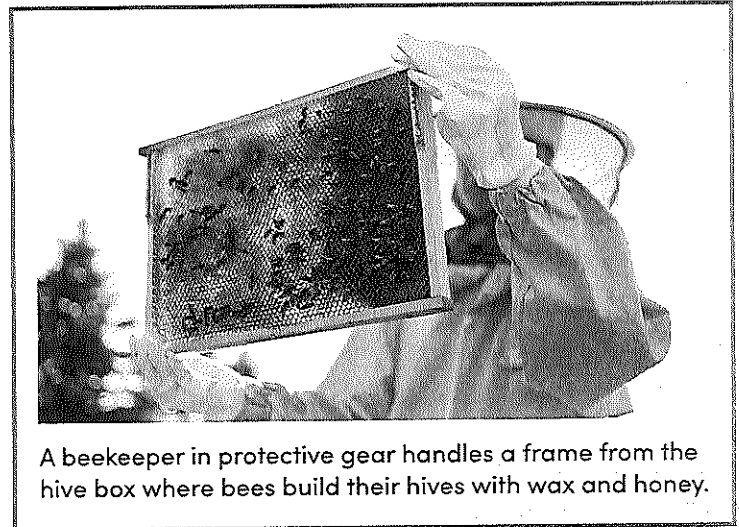
A beekeeper in protective gear handles a frame from the hive box where bees build their hives with wax and honey.

5 Some beekeepers conduct apiculture as a serious business, relying on it for income. Others do it as a hobby. But what wider effects does beekeeping have?

HOW DOES BEEKEEPING AFFECT HUMANS?

6 Without a doubt, people benefit from apiculture and the products that bees help create. We use honey as a sweetener and for nutrition, beeswax for products like lip balm, and even bee venom in some medications. Beekeepers harvest and sell these products, making apiculture a buzzing profession.

7 But one of the most important benefits of beekeeping is pollination. Pollination is when pollen is transferred to fertilize a flower. Most flowering plants—75 to 90 percent—need help with pollination, though. Pollinators, such as insects and birds, help transfer pollen so that flowers can grow fruit and reproduce.

EXTENDED INFORMATIONAL READING COMPREHENSION:
THE BUZZ ABOUT BEEKEEPING

Keep going! Continue reading, and then answer the questions that follow.

THE SWEET AND THE STING

14 Honey bees, though small in size, play a major role in the life of our planet. Apiculture provides humans with useful products and crucial pollination for crops. Honey bees help wild plants, too, but in some places these bees can disrupt ecosystems and harm native insects and plants. Overall, the buzz about beekeeping is that it has clear benefits, but perhaps also a hidden sting.

COLONY COLLAPSE DISORDER

In 2006, North American beekeepers started reporting a mysterious condition harming their honey bee populations. For reasons still not understood, worker bees were abandoning their hives and the queen bee. Without the worker bees, a colony can't survive. This disorder was named colony collapse disorder (CCD) in 2007. As people learned about this issue, many jumped into action. Dr. David Tarpey, a professor at North Carolina State University, saw a great increase in hobby beekeeping after news of CCD spread. He said of the new beekeepers, "most of them are getting into it because they hear that bees are in trouble."

Answer the questions about the text.

1. What is the main idea of the passage?

_____

_____

_____

_____

_____

2. What is the author's most likely purpose for writing this piece?

a. to provide a practical guide for starting a beekeeping hobby

b. to argue for more local beekeeping programs around the world

c. to speak out against the use of honey bees in agriculture

d. to raise awareness about the effects of beekeeping

3. How do the photo and caption on page 1 support understanding of the text?

_____

_____

_____

_____

_____

_____

4. What primary purpose does the sidebar on page 3 serve?

a. It provides additional information about a topic related to beekeeping.

b. It gives a specific example of one of the harmful effects of beekeeping.

c. It lends credibility to the author by giving quotes and statistics.

d. It warns readers about one of the dangers of hobby beekeeping.

Date: _____

Problem Set 5

Simplify each of the following. Write your answer in the space provided.

1)
$$\begin{array}{r} 302 \\ 72 \\ +24 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 783 \\ -598 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 87 \\ \times 28 \\ \hline \end{array}$$

4) $7\overline{)6944}$

5) $7.4 + 8.2 + 0.064$ 6) $4.69 - 3.581$ 7) 1.43×0.5 8) $1.784 \div 0.08$

9)
$$\begin{array}{r} \frac{5}{6} \\ +\frac{3}{8} \\ \hline \end{array}$$

10)
$$\begin{array}{r} \frac{11}{12} \\ -\frac{2}{3} \\ \hline \end{array}$$

11)
$$\begin{array}{r} \frac{3}{4} \\ +\frac{2}{5} \\ \hline \end{array}$$

12)
$$\begin{array}{r} \frac{5}{12} \\ -\frac{1}{3} \\ \hline \end{array}$$

Round to the nearer tenth.

13) 6.304   14) 3.7864   15) 8.1302   16) 5.499

Which fraction is less?

17) $\frac{2}{3}$ or $\frac{9}{11}$ 18) $\frac{7}{8}$ or $\frac{7}{12}$ 19) $\frac{3}{8}$ or $\frac{5}{6}$ 20) $\frac{4}{9}$ or $\frac{5}{10}$

Score

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

Problem Set 8

Simplify each of the following. Write your answer in the space provided.

1) $\begin{array}{r} 208 \\ 731 \\ +63 \\ \hline \end{array}$

2) $\begin{array}{r} 648 \\ -89 \\ \hline \end{array}$

3) $\begin{array}{r} 38 \\ \times 75 \\ \hline \end{array}$

4) $13\overline{)2171}$

5) $8.1 + 0.5 + 4.36$

6) $7.08 - 3.46$

7) 1.56×0.06

8) $5.904 \div 0.4$

9) $\begin{array}{r} 2\frac{3}{4} \\ +2\frac{1}{3} \\ \hline \end{array}$

10) $\begin{array}{r} 5\frac{5}{6} \\ -1\frac{2}{3} \\ \hline \end{array}$

11) $\frac{3}{5} \times \frac{3}{4}$

12) $1\frac{1}{3} \times \frac{1}{4}$

13) 1.839×100

14) 21.155×1000

15) 7.2634×10

16) 8.499×100

Simplify.

17) $12 + 9 \div 3$

18) $5 + 20 \div 4$

19) $21 - 15 \div 3$

20) $9 + 6 - 4$

Score

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
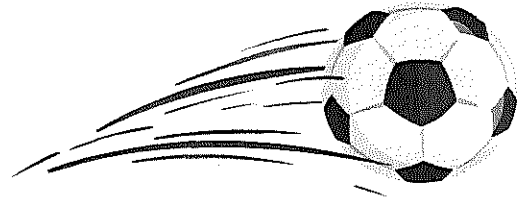12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

DAY 3

EXTENDED READING COMPREHENSION:
THINK FAST!

Read the story below, and then answer the questions that follow.

1 *Knock-knock-knock* "Hello?" Norah called timidly through her cousin Anita's bedroom door. No answer. *There's no way she forgot Mom and I were moving in today, right?* she thought. She counted to ten before she tried again. "Anita? It's me, Norah!" she called, cringing at the fake cheerful tone of her voice.

2 Norah had only met her cousin once a couple of years ago when Anita and Aunt Sonam had flown to California to visit. Mom had hoped that Norah and Anita would be friends—they were the same age, after all. But all Anita wanted to talk about was soccer, which was practically a foreign language to Norah. Secretly, Norah had felt relieved when the visit was over.

3 Now, she was standing in her aunt's tiny apartment in New York City, and there was still no answer from cousin Anita. Norah fumbled with the giant gray suitcase that held all of the clothes she had been able to bring with her. She knocked again, a little louder this time. "Hello?" she called.

4 Finally, Anita opened the door, tugging at the pair of purple headphones around her neck. "Oh, hey! Sorry," she said, "I was listening to music and didn't hear you." But instead of inviting Norah in, Anita frowned at Norah's massive suitcase. "Oh boy, that definitely won't fit under the new bed. Is that all your stuff?"

5 "Um, pretty much," Norah said, shifting to show Anita her backpack. "My art supplies are in here."

6 "Oh, okay," Anita replied. But she was still blocking the door. Behind her, Norah could see a blue beanbag chair crowded next to a bunk bed. In her old room in California, she'd had a double bed all to herself, and her original artwork had adorned all the walls. Anita's walls, on the other hand, were covered with posters of the U.S. women's soccer team. Norah didn't see any free space to hang anything else.

7 "C-can I come in?" Norah felt a flush creep up her neck and face, but she tried to smile.

8 "Sure," Anita said. The corners of her mouth lifted like she might smile too, but she barely moved to let Norah enter the room.

9 "Thanks," Norah said, squeezing by her cousin to wheel her elephant of a suitcase into the room. Mom had told her to unpack and get settled while she and Aunt Sonam ran errands. But with only one dresser and one closet, she wasn't sure where she'd put her things.

10 "I guess I'll…just put my stuff against this wall for now," Norah said doubtfully.

11 Anita shrugged and started tossing her soccer ball up and down. "So how long do you think you'll be here?"

12 "I don't know," Norah replied, trying not to sound disappointed. "My mom needs to find a job before we can start looking for our own apartment."

EXTENDED READING COMPREHENSION | THINK FAST!

Continue reading, and then answer the questions that follow.

24 Anita raised an eyebrow as she tucked the soccer ball under her arm and silently took the sketchbook from Norah. As Anita studied the drawing, Norah resisted the urge to grab the sketchbook and hide. *Why did I show her?* Norah thought. *She's going to think it's totally weird!*

25 "Huh," Anita said. She squinted at the drawing. Her face was unreadable.

26 "Like I said, it's nothing special," Norah said, reaching for the book.

27 "No," Anita replied, "I think it's awesome! Can I have it?" Before Norah could respond, Anita had ripped Norah's drawing out of the sketchbook.

28 "Think fast!" Anita said, tossing the sketchbook back to Norah.

29 This time, Norah was ready, and she caught Anita's throw. As Norah hugged her sketchbook close, Anita **rummaged** through a drawer.

30 "I'm not really into art galleries and stuff, " Anita said, fiddling with a tape dispenser she'd pulled from amidst the jumble of things in the dresser drawer. "But this drawing should definitely be on display here…in our room."

31 "*Our* room?" Norah repeated.

32 Anita taped Norah's drawing over one of her posters. "If you're moving in, we need to make a few changes around here, roomie."

33 Suddenly a weight lifted from Norah's shoulders, and a real smile crept across her face. She picked up Anita's soccer ball and tossed it toward her new roommate. "Think fast!"

Answer the following questions about "Think Fast!"

1. **Part A:** Which statement best captures the theme of the story?

A. It is better to stay where you are than to leave home.

B. Keeping an open mind about someone can bring positive results.

C. Family is more important than anything else.

D. Don't be afraid to stand up to bullies.

Part B: Describe how this theme is developed throughout the story.

_____

_____

_____

2. How does the flashback in paragraph 2 help the reader understand more about the characters?

_____

_____

Date: _____

Problem Set 10

Simplify each of the following. Write your answer in the space provided.

1)
$$\begin{array}{r} 503 \\ 16 \\ +142 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 837 \\ -98 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 87 \\ \times 46 \\ \hline \end{array}$$

4) $18\overline{)5976}$

5) $3.7 + 4.615 + 5$

6) $9.32 - 7.7$

7) 0.71×0.23

8) $36.57 \div 0.1$

9)
$$\begin{array}{r} 5\frac{3}{8} \\ +2\frac{1}{2} \\ \hline \end{array}$$

10)
$$\begin{array}{r} 8\frac{4}{5} \\ -2\frac{3}{10} \\ \hline \end{array}$$

11) $\frac{1}{3} \times \frac{9}{10}$

12) $3\frac{1}{2} \times 1\frac{1}{3}$

13) 3.704×1000

14) 2.309×10

15) 8.0902×100

16) 7.844×10000

Simplify.

17) $144 \div 12 \times 9$

18) $27 + 8 \div 4$

19) $98 - 7 \times 6$

20) $83 + 88 \div 11$

Score

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

Problem Set 13

Simplify each of the following. Write your answer in the space provided.

1)
$$\begin{array}{r} 456 \\ 204 \\ 137 \\ +284 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 1308 \\ -259 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 168 \\ \times 57 \\ \hline \end{array}$$

4) $23\overline{)9685}$

5) $6.2 + 3 + 8.023$

6) $4.83 - 2.64$

7) 4.36×0.04

8) $3.66 \div 0.4$

9)
$$\begin{array}{r} 9\frac{5}{6} \\ +4\frac{1}{4} \\ \hline \end{array}$$

10)
$$\begin{array}{r} 7\frac{1}{6} \\ -3\frac{5}{6} \\ \hline \end{array}$$

11) $6 \times 1\frac{3}{4}$

12) $\frac{3}{4} \div \frac{1}{2}$

13) Find the GCF.
15, 20

14) Find the GCF.
18, 40

15) Find the LCM.
21, 33

16) Find the LCM.
6, 36

Write each fraction as a decimal numeral.

17) $\frac{9}{10}$

18) $\frac{415}{1000}$

19) $\frac{13}{100}$

20) $\frac{16}{1000}$

Score

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

Problem Set 15

Simplify each of the following. Write your answer in the space provided.

1)
$$\begin{array}{r} 218 \\ 402 \\ 592 \\ +68 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 3204 \\ -478 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 263 \\ \times 24 \\ \hline \end{array}$$

4) $67\overline{)1756}$

5) $3.4 + 7.03 + 74$ 6) $6.83 - 2.618$ 7) 8.25×0.21 8) $6.875 \div 0.5$

9)
$$\begin{array}{r} 7\frac{3}{8} \\ +6\frac{5}{6} \\ \hline \end{array}$$

10)
$$\begin{array}{r} 15\frac{1}{3} \\ -8\frac{5}{6} \\ \hline \end{array}$$

11) $15 \times 2\frac{2}{3}$

12) $\frac{4}{5} \div \frac{3}{8}$

13) Find the GCF.
     12, 36

14) Find the GCF.
     27, 36

15) Find the LCM.
     24, 72

16) Find the LCM.
     15, 100

Write each fraction as a decimal numeral.

17) $\frac{13}{10}$

18) $\frac{147}{100}$

19) $\frac{92}{1000}$

20) $\frac{6419}{10000}$

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____
11) _____
12) _____
13) _____
14) _____
15) _____
16) _____
17) _____
18) _____
19) _____
20) _____

DAY 4

INFORMATIONAL READING COMPREHENSION

Read the passage. Then answer the questions on the following page.

AZULEJOS: A TRADITION OF PORTUGAL

1   Wander through the streets of Lisbon, Portugal, and you'll see buildings covered in painted ceramic tiles, or *azulejos*. The tiles add beauty and character to the city's structures. But they have also played an important role in the history of Portugal's arts and commerce. Today, the **ubiquitous** Portuguese azulejos can be found in historical and modern buildings alike. The tiles are a characteristic feature of Portugal's urban landscapes.

2   The art of ceramic tile is not original to Portugal. Glazed tiles can be traced back to ancient Egypt and Mesopotamia. The art form was first introduced to the Iberian Peninsula—where Portugal is located—by the Arabs who ruled the land there for centuries. In fact, the word "azulejo" comes from an Arabic word meaning "polished stone." The Arab tradition of ceramic tiles favored geometric shapes, often set into mosaics that covered entire walls. This tradition is still evident in Portugal today. But the unique combination of influences from cultures throughout the world has given Portuguese azulejos their own special flair.
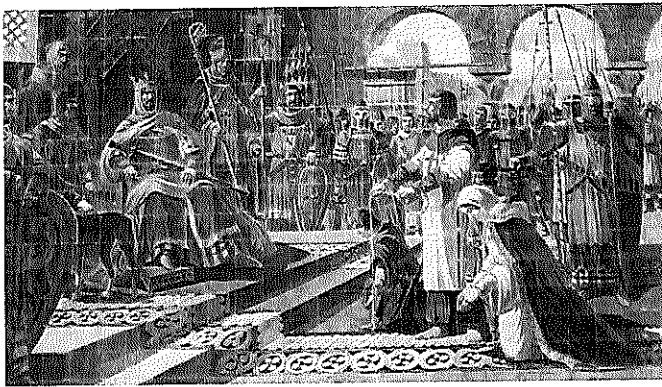

Image 1 An elaborate blue-and-white mural showing a scene from Portuguese folklore.

3   During the 1500s, artistic influences of the Italian Renaissance were incorporated into azulejos. The repetitive geometric patterns of the Arab tradition were replaced by individually painted tiles. Together, these tiles formed large murals portraying scenes from mythology, the Bible, and folklore. Some were made to look like wall tapestries, inspired by carpets imported from the East. In the late 1600s, the Dutch began producing blue-and-white tiles in the style of Chinese porcelain. The Portuguese adopted this style as well and began producing the tiles themselves. This style is the most dominant one still visible throughout Portugal's cities today.

4   The period from the late 1600s through the early 1700s is known as the Ciclo dos Mestros, or "Cycle of Masters," for azulejos in Portugal. The Portuguese produced great quantities of azulejos in many different styles and artistic traditions. Then, in 1755, Portugal's capital, Lisbon, was unexpectedly destroyed. A great earthquake, followed by a tsunami and fires, devastated the city. The disaster set off yet another shift in the art of azulejos. The city needed to be entirely rebuilt. At the time, tiles were more affordable than stone for covering the facades of buildings. They were also relatively easy to maintain and resistant to the elements.

Image 2 Many buildings in Portugal are covered in azulejos with a simple, repeating geometric design.

Accordingly, azulejos took on a more **utilitarian** purpose. Simpler styles and patterns were once again favored as a way to support the rebuilding efforts.

5   Azulejos continued to evolve throughout the 1800s and 1900s, incorporating influences from new artistic movements. In fact, during the 1970s and 1980s, azulejo murals were put in Lisbon's underground subway stations. These murals were designed by contemporary artists. Some of these modern azulejo murals feature a pop-art, comic-book style; others use lines and color to create more abstract images; and still others play on some of the traditional artistic styles of azulejos, but with a modern twist.

6   Despite the modern take on azulejos, many artisans in Lisbon still produce azulejos in the traditional ways. First, clay is hand-pounded into tile molds. The soft tiles are dried for one to two months. Then they're baked for eighteen hours at temperatures of over 2,000 degrees Fahrenheit. After that, the tiles are hand-painted and finally fired in a kiln, where their colors come to life. Artisans sell their hand-crafted tiles at home and throughout the world. This centuries-old tradition is still alive and thriving in modern Portugal.

Informational Reading Comprehension

Read the passage and answer the questions that follow.

Baobab, Tree of Life
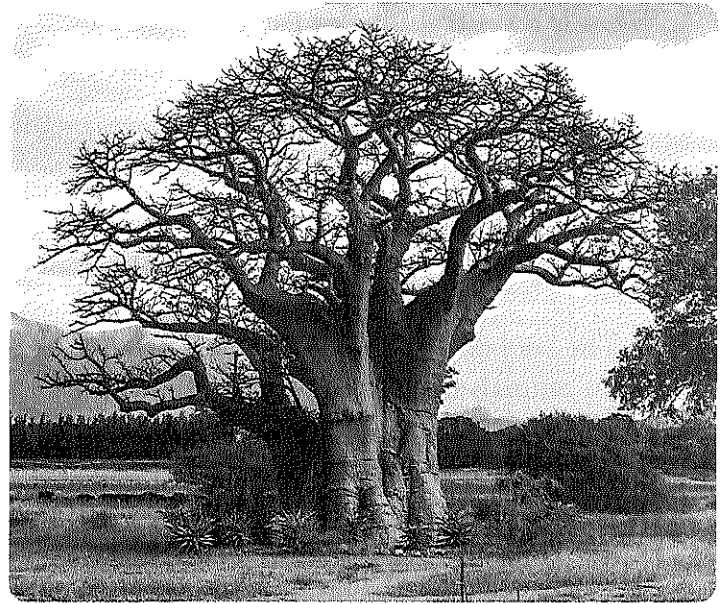
1   An elephant lumbers across African grassland as dust rises up from each of her steps. She finds a giant tree and works to pierce its thick bark with her tusks. She is prying and poking to get at the water the tree often stores inside. This is no ordinary tree but a baobab, a tree that looms large in size and importance for both the animals and people of Africa.

2   The baobab's astonishing appearance alone proves it is special. It can grow up to 60 feet high and 30 feet wide, soaring above most other life in the dry savannah. The baobab has a wide barrel-like trunk topped with shorter, twisted branches. It only grows leaves for two short periods, giving the branches the appearance of **gnarled** roots for most of the year. In fact, some African legends say that a god, angry at the baobab, decided to uproot and replant it upside down.

3   This remarkable tree survives dry conditions and is found in many regions of Africa. Its roots spread out up to a hundred feet away to gather needed water. The adaptable sponge-like bark contracts in dry months and expands in wet ones. Baobab trees serve as a source of water, food, and a safe home for a variety of animals. In particular, the white-backed vulture, with a wingspan of about seven feet, nests high in the baobab's branches. The great bird only nests once a year, laying just one egg. The tall, strong baobab provides the ideal site for several months of safety for the mother and baby vulture.

4   For centuries, the baobab has also been essential to the people in various parts of Africa, many of whom call it the "Tree of Life." The baobab's immense trunk is hollow, creating a large circular chamber at the center. Baobab chambers have been used as shelters, prisons, and animal stables. The tree's spinach-like leaves can be eaten, and people use them for both food and medicine. The fruit provides a citrus-like refreshment. People strip off the fibrous bark to make rope, cloth, roofing, and paper. Unlike most other trees, the baobab can endure this practice, regenerating its bark and continuing to grow.

5   Perhaps this is one reason baobabs have such incredible **longevity**. Some have even been known to live for over 2,000 years! These amazing survivors continue to provide valuable resources across 32 countries in Africa.

Date: _____

Problem Set 17

Simplify each of the following. Write your answer in the space provided.

1)
737
103
821
+ 94

2)
1206
−178

3)
728
×56

4) $16\overline{)8048}$

5) $94 + 2.5 + 1.87$

6) $9.76 - 3.347$

7) 4.32×0.15

8) $19.55 \div 0.5$

9)
$7\dfrac{3}{8}$
$+8\dfrac{3}{4}$

10)
9
$-2\dfrac{5}{6}$

11) $5\dfrac{5}{8} \times 2\dfrac{2}{3}$

12) $6\dfrac{2}{3} \div 8$

13) Find the GCF.
84, 49

14) Find the GCF.
64, 72

15) Find the LCM.
9, 33

16) Find the LCM.
36, 48

Write each decimal as a fraction in simplest form.

17) 0.8

18) 0.023

19) 0.14

20) 0.019

1) _____
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18) _____
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20) _____

Problem Set 20

Complete each exercise. Write your answer in the space provided.

1) Find the sum of the four numbers 621, 309, 243, and 449.

2) Find the difference between 1,702 and 469.

3) Find the product of 603 and 72.

4) Find the quotient of 5,046 and 56.

5) Find the sum of 9.32, 4.601, 8, and 3.6.

6) Find the difference between 1.464 and 0.879.

7) Find the product of 8.37 and 4.2.

8) Find the quotient of 2.32 and 0.5.

9) Find the sum of $16\dfrac{7}{8}$ and $8\dfrac{3}{4}$.

10) Find the difference between $32\dfrac{1}{4}$ and $17\dfrac{2}{3}$.

11) Find the product of $5\dfrac{1}{3}$ and $1\dfrac{1}{2}$.

12) Find the quotient of $3\dfrac{1}{3}$ and $\dfrac{5}{6}$.

13) Round 8.99 to the nearer tenth.

14) Round 4.848 to the nearer hundredth.

15) Round 3.7999 to the nearer thousandth.

16) Round 8.711 to the nearer whole number.

17) Simplify. 2^3

18) Simplify. $\sqrt{16}$

19) Simplify. 9^2

20) Simplify. $\sqrt{36}$

Score

1) _____
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DAY 5

Excerpt adapted from

"Rikki-tikki-tavi"

by Rudyard Kipling

1 Rikki-tikki-tavi was a mongoose, rather like a little cat in his fur and his tail, but quite like a weasel in his head and his habits.

2 One day, a flood washed Rikki-tikki out of the burrow where he lived with his family, and carried him away. He found a floating wisp of grass, and clung to it till he lost his senses. When he **revived**, he was lying in the hot sun on the middle of a garden path, very **bedraggled** indeed, and a small boy and his mother were standing over him.

3 "Let's take him in and dry him," said the mother.

4 They took him into the house, and wrapped him in a cloth, and warmed him over a little fire, and he opened his eyes and sneezed.

5 "Now," said the father, "don't frighten him, and we'll see what he'll do."

6 <u>It is the hardest thing in the world to frighten a mongoose, because he is eaten up from nose to tail with curiosity.</u> The motto of all the mongoose family is "Run and find out," and Rikki-tikki was a true mongoose. He looked at the cloth, decided that it was not good to eat, ran all round the table, sat up and put his fur in order, scratched himself, and jumped on the small boy's shoulder.

7 "Don't be frightened, Teddy," said his father. "That's his way of making friends."
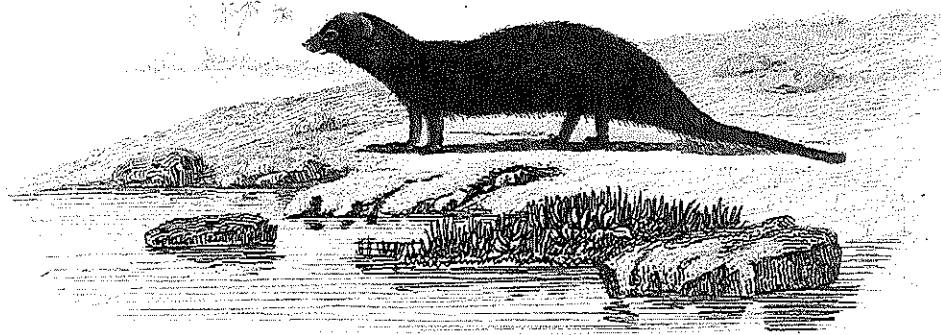
8 "Ouch! He's tickling under my chin," said Teddy.

9 Rikki-tikki looked down between the boy's collar and neck, snuffed at his ear, and climbed down to the floor, where he sat rubbing his nose.

10 "Good gracious," said Teddy's mother, "and that's a wild creature! I suppose he's so tame because we've been kind to him."

11 "All mongooses are like that," said her husband. "If Teddy doesn't pick him up by the tail, or try to put him in a cage, he'll run in and out of the house all day long. Let's give him something to eat."

12 They gave him a little piece of raw meat. Rikki-tikki liked it immensely, and when it was finished he went out and sat in the sunshine and fluffed up his fur to make it dry to the roots. Then he felt better.

13 "There are more things to find out about in this house," he said to himself, "than all my family could find out in all their lives. I shall certainly stay and find out."

Excerpt adapted from L. Frank Baum's
"The Girl Who Owned a Bear"

Read the excerpt below. Then answer the questions on the next page.

Jane Gladys is at home while her mother and father are out. A strange, bald-headed man stops by with a curious mission. The man is a book agent disgruntled with the girl's father, and he's decided to exact his revenge by giving Jane Gladys a large and mysterious book with her name written in it.

When the door had closed behind the strange man, Jane Gladys sat down and glanced at the book. It had a red cover, and the word "Thingamajigs" was written across the front in big letters. Then she opened it, curiously, and saw her name written in large black letters on the first page.

She turned the page and saw a picture of a clown dressed in green and yellow. The book trembled in her hands, and suddenly the clown jumped out of it and stood upon the floor beside her, becoming instantly as big as any ordinary clown. Next, from the opposite page, a monkey, a donkey, and a leopard all jumped into the room, leaving only blank pages behind. Perhaps you can imagine how startled Jane Gladys was, and how she stared at the creatures who had just leaped out of the book. As the clown turned around to take a look at the room, Jane Gladys laughed in spite of her astonishment.

"Why, the back of you is all white!" cried the girl.

"Quite likely," he returned, in an annoyed tone. "The artist wasn't expected to make the back view of me, for that was against the page of the book."

While pictures from a book coming to life should be enchanting, these creatures all seemed to be in a bad mood. The clown looked sulky and sat down upon a chair so Jane Gladys couldn't see his back. The donkey complained that the artist had drawn his legs all different sizes, which caused him to wobble when he walked. The monkey grumbled about his extremely large ears, and the leopard snarled that he had been drawn with neither teeth nor claws.

Jane Gladys couldn't help but laugh at the sight of the silly-looking animals. Just then, the book slipped from the girl's lap. Before it fell to the floor, she caught a glimpse of a fierce grizzly bear looking at her from one of the pages. The book landed with

a crash, and beside it stood the enormous grizzly. Jane Gladys and all of the creatures shuddered at the sight of the bear, but the leopard remarked enviously, "At least he has claws and teeth."

"And I know how to use them, too," the grizzly responded in a low, growling voice. "If you read in that book, you'll find I'm described as a horrible, cruel, and remorseless grizzly, whose only business in life is to eat up little girls—shoes, dresses, ribbons and all! And then, the author says, I smack my lips and glory in my wickedness."

The clown, monkey, donkey, and leopard weren't the least bit sorry to hear this, for they were all still cross with Jane Gladys for having laughed at them. Jane Gladys, though, was very frightened on hearing this. The bear stood up and balanced himself on his rear legs. He advanced slowly toward Jane Gladys. But before the grizzly reached her, the child had a sudden thought, and cried out:

"Stop! You must not eat me. It would be wrong."

"Why?" asked the bear, in surprise.

"Why, my name's on the front page. I own the book, and you all belong inside of it. So you must go back there!"

The bear hesitated. "Then, of course, I can't eat you," he grumbled. "You are as disappointing as most authors are."

"The fault lies with yourselves," said Jane Gladys, severely. "Why didn't you stay in the book, where you were put?"

There was a swish and a whirr and a rustling of leaves, and an instant later the book lay upon the floor, looking just like any other book, and Jane Gladys's strange companions had disappeared.

This story should teach us to think quickly and clearly upon all occasions; for had Jane Gladys not remembered that her name was in the front of the book, the bear probably would have eaten her.
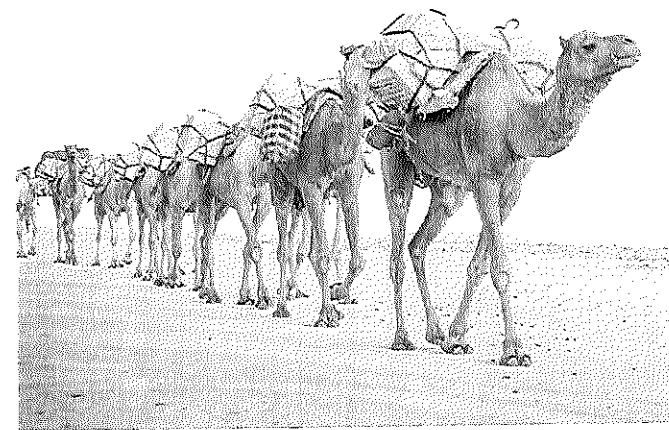
The Gold and Salt Trade

Read the passage. Then answer the questions on page 2.

A string of more than five hundred camels moves slowly through the constantly shifting dunes of the Sahara. The men leading it south do not find their way using landmarks in the never-ending sands. Instead, these men look to the stars and winds to guide their way, often journeying for months at a time. Traveling in the Sahara can be deadly. The summer heat can reach over 120 degrees Fahrenheit during the day and plummet to as low as 25 degrees at night. So what precious cargo do the camels carry that makes this risky journey worth it? Salt.
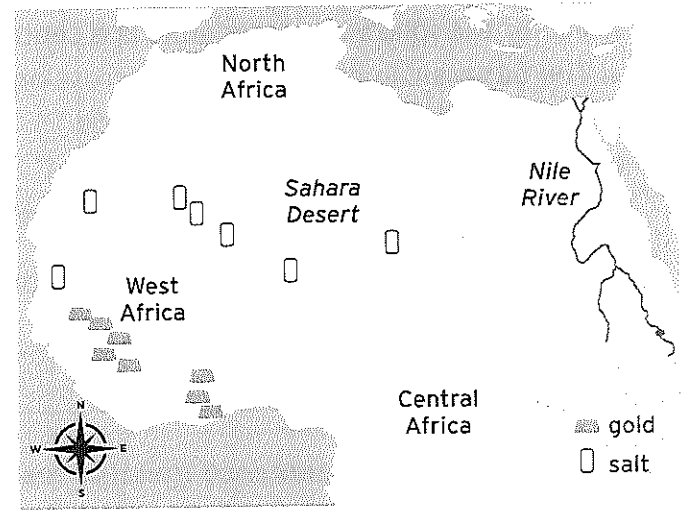
Salt, the Stuff of Life

For centuries, salt was worth its weight in gold in West Africa. All people require mineral salt in their diets to stay healthy, and salt has always been valued for flavoring and preserving food. Salt occurs naturally in some environments and foods. However, this was not the case in the savannah and forests of West Africa. In coastal regions, people could use salt from the ocean, but sea salt didn't travel well. So, inland people needed a reliable source of the mineral.

Camels were the perfect work animal for the gold salt trade. They can carry over 400 pounds comfortably. Not only that, camels can survive for weeks without water!

Trade Makes Empires

West Africans in search of salt turned north. The desolate Sahara held a deep and seemingly endless supply of salt beneath the desert sand. By about 700 CE, Berber traders from North Africa were crossing the Sahara to bring many **commodities**, including salt, south to the cities of West Africa. They understood West Africa's need for salt and demanded high prices for it. While West Africa was poor in salt, it was rich in gold. So, salt was often traded for gold pound for pound. Gold and salt were so closely linked that some West Africans even used salt as currency.

The salt trade supported the rise of three major empires over 1,300 years. These empires protected traders and profited by taxing them in return. The Empire of Ghana, not to be confused with the country that exists today, ruled from 300 to 1000 CE. It taxed the traders for both importing goods and exporting them. Later, the Kingdom of Mali, also not to be confused with the modern country, rose up around the trade city of Timbuktu. It ruled a large area of West Africa and traded from 1200 to 1450 CE. Finally, the largest trading empire, Songhai, reigned from about 1450 to 1600 CE. Its borders reached far north into the Sahara.

Date: _____

Problem Set 22

Complete each exercise. Write your answer in the space provided.

1) Find the sum of the four numbers 834, 906, 385, and 836.

2) Find the difference between 2,307 and 89.

3) Find the product of 703 and 27.

4) Find the quotient of 9,139 and 13.

5) Find the sum of 7.034, 8, 7.23, and 5.

6) Find the difference between 0.4326 and 0.2987.

7) Find the product of 2.75 and 1.3.

8) Find the quotient of 18.9 and 0.3.

9) Find the sum of $19\frac{2}{3}$ and $6\frac{5}{8}$.

10) Find the difference between $23\frac{5}{12}$ and $8\frac{5}{6}$.

11) Find the product of $6\frac{1}{8}$ and $6\frac{6}{7}$.

12) Find the quotient of $6\frac{2}{5}$ and $1\frac{3}{5}$.

13) Round 0.211 to the nearer tenth.

14) Round 5.223 to the nearer hundredth.

15) Round 6.1101 to the nearer thousandth.

16) Round 10.45 to the nearer whole number.

17) Simplify. 6^2

18) Simplify. $\sqrt{144}$

19) Simplify. 3^3

20) Simplify. $\sqrt{100}$

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17) _____

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20) _____

Top Score Grade 6

Date: _____

Problem Set 24

Complete each exercise. Write your answer in the space provided.

1) Find the sum of the four numbers 368, 247, 941, and 877.

2) Find the difference between 2,528 and 639.

3) Find the product of 608 and 29.

4) Find the quotient of 8,953 and 22.

5) Find the sum of 4, 9.035, 6.2, and 8.07.

6) Find the difference between 0.3147 and 0.2968.

7) Find the product of 3.76 and 6.8.

8) Find the quotient of 1.548 and 0.6.

9) Find the sum of $17\frac{2}{3}$ and $16\frac{5}{9}$.

10) Find the difference between $38\frac{1}{6}$ and $19\frac{8}{9}$.

11) Find the product of $3\frac{1}{8}$ and $4\frac{4}{5}$.

12) Find the quotient of $4\frac{1}{4}$ and $\frac{7}{10}$.

13) Round 2.79 to the nearer tenth.

14) Round 9.899 to the nearer hundredth.

15) Round 3.9889 to the nearer thousandth.

16) Round 4.129 to the nearer whole number.

17) Simplify. 12^2

18) Simplify. $\sqrt{400}$

19) Simplify. 5^3

20) Simplify. $\sqrt{144}$

Score

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6th Grade Science Choice Board

Please complete 1-2 activities per virtual learning day.

Assignment Title	Assignment Description
Create a Science Video	Make a short video explaining a science concept you learned this week.
Science Experiment Journal	Conduct a simple experiment at home and document your findings in a journal.
Virtual Field Trip	Explore a science-related virtual field trip and write a summary of what you learned.
Digital Poster	Design a digital poster on a science topic using images and facts.
Interactive Quiz	Create a fun quiz using an online tool to test your friends' knowledge on a science topic.
Podcast Creation	Record a podcast discussing a science concept or interview a family member about their experiences with science.
Science Comic Strip	Draw a comic strip that illustrates a science process or concept in a fun way.
Research Project	Choose a science topic, research it online, and create a report or presentation.
Online Game Review	Play an educational science game and write a review about what you learned.
Nature Observation	Spend time outside observing nature and create a list of plants or animals you see.

6th Grade Social Studies Choice Board

Please complete 1-2 activities per virtual learning day.

Assignment Title	Description
Create a Timeline	Design a timeline of significant historical events studied this year using an online tool.
Virtual Museum Tour	Take a virtual tour of a museum and write a summary of your favorite exhibit.
Interactive Map Project	Create a digital map showing important locations related to the current unit of study.
Podcast Creation	Record a short podcast discussing a historical figure or event you learned about.
Social Media Profile	Create a social media profile for a historical figure, including key facts and images.
Digital Storybook	Write and illustrate a digital storybook about a specific culture or event in history.
Debate Prep	Choose a historical event and prepare arguments for a debate, providing evidence for both sides.
Video Presentation	Create a short video presentation explaining a social studies concept or topic.
Research Project	Conduct research on a topic of interest and present your findings in a creative format.
Virtual Field Trip Journal	Participate in a virtual field trip and keep a journal detailing what you learned and saw.