**6TH GRADE**

*Standards Practice Pack E*

**READING, WRITING, & MATH**

Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
Why Is It Colder in the Winter Than in the Summer?
by Dr. Hany Farid

The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter. Read on for a more detailed explanation.

Fact 1. The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun.

Fact 2. The earth orbits the sun, and one full revolution takes (approximately) 365 earth days, or one earth year.
Fact 3. The axis about which the earth rotates is tilted (by 23.5 degrees) relative to the earth's path around the sun.

Shown below are two diagrams of the earth at the same time of day. On the left it is winter and on the right it is summer (in the northern hemisphere). Notice that the same spot (red circle) in the winter receives much less light than in the summer. As a result, it is colder in the winter than in the summer. (Note: in this diagram, the earth's axis is 33 degrees, instead of 23.5, so as to better illustrate the effect.)
1. What is tilted relative to the earth's path around the sun, according to the article?
   A. the sun's position in space
   B. Mars's axis of rotation
   C. the sun's axis of rotation
   D. the earth's axis of rotation

2. How does the earth's tilt in the summer contrast with its tilt in the winter?
   A. The earth is tilted away from the sun in the summer but towards the sun in the winter.
   B. The earth is tilted slightly towards the sun in the summer and much farther towards the sun in the winter.
   C. The earth is tilted towards the sun in the summer but away from the sun in the winter.
   D. The earth is tilted slightly away from the sun in the summer and much farther away from the sun in the winter.

3. Read Fact 1 and look at the image next to it.

   "The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

   Based on this information, what can you conclude about the curved arrow in the diagram?
   A. The arrow represents the earth's rotation.
   B. The arrow represents the earth's axis.
   C. The arrow represents the earth's tilt.
   D. The arrow represents the earth's equator.

4. Look at the two diagrams of the earth at the end of the article. What might the red line in each diagram represent?
   A. a place on the earth that receives less light in winter than in summer
   B. the earth's rotation
   C. the earth's axis
   D. the earth's path around the sun
5. What is the main idea of this text?

A. The earth rotates around the sun approximately every 365 days.
B. The earth rotates around its axis once every 24 hours.
C. The axis around which the earth rotates is tilted by 23.5 degrees relative to the earth's path around the sun.
D. Winter is colder than summer because earth's axis of rotation is tilted.

6. Read these sentences from the text.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

What is the meaning of "rotates" as it is used here?

A. rises  
B. falls  
C. shrinks  
D. turns

7. Read these sentences from the text.

"The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter."

Which word or phrase could replace "as a result" without changing the meaning of these sentences?

A. consequently  
B. primarily  
C. for example  
D. however
8. Look at the two diagrams of the earth at the end of the article. They show the same spot (red circle) in the winter and in the summer. What is the difference between the amount of light the same spot receives in the winter and in the summer?

9. What is an effect of the difference between the amount of light the same spot (red circle) receives in the winter and in the summer?

10. Imagine that the earth's axis of rotation changed so that the same spot (red circle) received the same amount of light in the winter and in the summer. What effect might that change have on the temperature in that spot? Support your answer with evidence from the text.
When boys and girls go to school, they sit and learn from a person who is very important to each and every one of them. Their teacher does a lot of good things for them. Everybody knows that a teacher helps students learn things like math, science, reading, and writing. What some boys and girls may not understand is that teachers are also getting their students ready to live life as an adult. Teachers help kids to learn to behave the right way when in a large group of people. They also show kids that people must work hard to get what they want. Children probably would not grow up to be responsible people without the help of their teachers. Yet another thing about teachers that youngsters may not even think about is what teachers do outside of the classroom. Teachers actually do a lot of work when they are not in front of their students to make sure the students learn all of the lessons in the best possible way.

Erica Shields is a second grade teacher who works very hard, even when she is not inside the classroom. Her students know her as "Miss Shields." They certainly appreciate all that Miss Shields teaches them, but they probably have no idea what her life is like when she is not in the school building.

"A lot of people, including students, think a teacher only works from 9 a.m. until 3 p.m.,” Miss Shields says. "That is not correct at all."

On a normal school day, Miss Shields wakes up at 7 a.m., makes herself breakfast, takes a shower, and picks out a nice outfit to wear to work. "It is important to dress the right way when a person teaches," Miss Shields explains. "Teachers should look well-dressed, neat, and clean. They are supposed to set a good example for the kids, and proper clothing expresses that."
Miss Shields leaves her home for school at 8 a.m. to make sure that she is in the building at about 8:35. That is a full 25 minutes before her students arrive and the class session begins. "I have to get there early to make sure I have all of my supplies ready and that the classroom is tidy."

Throughout the school day, Miss Shields teaches a little bit of everything. She gets a break for lunch while her students eat too. On many days, she gets another break while her students go to the gym for physical education or to the library for reading time.

At 3 p.m. she says goodbye to her students and drives back home.

During the late afternoon and early evening, Miss Shields has to correct any submitted classwork, homework, quizzes, or tests the students may have given her during the school day. "Grading all of these papers takes a long time because I have to show all of the students how to do things the right way if they got something wrong," she says."And that is only about half of what I have to do at home."

Miss Shields also takes time to plan her lesson for the next day of school. "Teachers have to always be prepared," she says. "I never know what my students are going to ask me or in what subject they might need extra help. So, at night, I make sure I feel comfortable with what I am going to teach."

Miss Shields will usually work between two and four extra hours at home after being at school for a little over six hours during the day. There have been some days where she has worked over seven additional hours.

"I do all of that work because I love my students," Miss Shields says. "They need me to be ready for them every day, so I do whatever I have to do to be prepared."
1. What is Miss Shields's job?
   A. Miss Shields is a basketball coach.
   B. Miss Shields is a doctor.
   C. Miss Shields is a teacher.
   D. Miss Shields is a waitress.

2. What does this passage describe?
   A. This passage describes two students in Miss Shields's class.
   B. This passage describes science textbooks.
   C. This passage describes what kids like to do after school.
   D. This passage describes the work of a teacher.

3. Miss Shields works hard.

   What evidence from the passage supports this statement?
   A. Miss Shields spends hours after the school day ends grading and planning lessons at home.
   B. A lot of people, including students, think a teacher only works six hours a day, from 9 a.m. until 3 p.m.
   C. Miss Shields gets a break for lunch and when her students go to the gym for physical education or to the library for reading time.
   D. At 3 p.m. Miss Shields says goodbye to her students and drives back home.

4. Why might some people think that a teacher only works from 9 a.m. until 3 p.m.?
   A. Some people understand that teachers help prepare their students for life as an adult by helping them learn how to behave when in a large group.
   B. Some people only see teachers working from 9 a.m. until 3 p.m. and do not realize that a teacher does a lot of work outside that time.
   C. Some students like math and science more than reading and writing.
   D. Miss Shields believes that teachers should look well-dressed, neat, and clean.
Wild Goose
by Curtis Heath

He climbs the wind above
     green clouds of pine
Honking to hail the
     gathering migration.
And, arching toward the
     south, pulls to align
His flight into the great
     spearhead formation.

He'll find a bayou land of
     hidden pools,
And bask amid lush fern
     and water lily
Far from the frozen world
     of earthbound fools
Who, shivering, maintain
     that geese are silly.
1. Which direction is the goose flying in the poem?
   A. east  
   B. south  
   C. north  
   D. west

2. What does the first verse of this poem describe?
   A. the weather around the goose's home  
   B. the landscape of the goose's home  
   C. the goose's movements in flight  
   D. the goose's physical features

3. The people who "maintain that geese are silly" are suffering in cold weather.
   Which word or phrase from the poem best supports this conclusion?
   A. "bayou"  
   B. "earth-bound"  
   C. "shivering"  
   D. "fools"

4. How can the land where the goose is headed best be described?
   A. cool and dry with lots of tall trees  
   B. warm and wet with lots of plant life  
   C. hot and dry with little water  
   D. very cold and frozen over

5. What is this poem mostly about?
   A. the science of how geese and other birds fly  
   B. the frozen landscape of cold northern lands  
   C. the migration of geese to places with warmer weather  
   D. the reasons why people think geese are silly creatures
6. Read these lines from the poem:

He'll find a bayou land of

    hidden pools,

And bask amid lush fern

    and water lily

Why might the poet have used the words "bask" and "lush" in this description of the land the goose is flying towards?

A. to hint that the goose prefers land that is close to water
B. to show that the goose is likely to be unhappy in that land
C. to indicate the cold temperatures and harsh weather of that land
D. to emphasize the comfort, richness, and warmth of that land

7. Throughout this text, whom or what does the word "he" refer to?

A. the speaker's friend
B. the speaker
C. a wild goose
D. an earth-bound fool

8. What words does the poet use to describe the people in the "frozen world"?
9. What words does the poet use to describe the goose's movements or actions?


10. How does specific language in the poem reflect the poet's opinion about geese?


David De Vries was never sure what to make of his boss, William Kieft. The man's fiery red hair and thick, long moustache, which he was constantly twirling, stood out like a flaming torch wherever he went and made De Vries want to run in the other direction. Still, he knew his place in this new land. He was under Kieft's authority and had to obey his instructions as they set up New Netherland on this land so far away from home, all the way across the Atlantic. De Vries had agreed to this expedition not realizing what was expected of him. Others back home had spoken of America as a land full of promise, rich with green fields, crops that never spoiled, flowing rivers, and the whitest and most pointed of mountains. Who could refuse a land like that? But De Vries had been mistaken. Well before he stepped off the boat onto the new land, he could smell the sewage and rot of a country that wasn't under any kind of proper rule and regulation. Nothing like the Netherlands. No matter, he thought. He knew William Kieft's reputation and his ability to whip people into shape. There were rumors of people already living in the new land. Back home they called them savages, and when De Vries first laid eyes on the Native Americans, he wasn't surprised at all. Their skin was much darker, the color of mud. They wore strange garments, not at all civilized or uniform, and treated the land like it was a person, not material to be controlled and forced to yield life.

De Vries had come to the new land hearing about New Netherland that Kieft was busily, ruthlessly developing. From the window of his small cabin, he could see all the development that Kieft had put into place. The natives stood off to the side, watching, staying on their territory but obviously unhappy with how Kieft was overrunning the land. De Vries thought to speak up about it, but no one else in the crew seemed to care, and Kieft was his employer, after all; he had come to the new land because Kieft needed more men.

And so, on February 25, 1643, when Kieft invited some men and women over for a dinner party, De Vries did not think anything of it. At Kieft's spacious home, De Vries didn't notice that Kieft was being
more restless than usual. He snapped at his servants and seemed impatient with the women, even Adrienne, the wife of one of the other men. Dinner was long and delicious. But soon De Vries could tell that something was on Kieft's mind. He wrote later in his diary, "I remained that night at the Governor's sitting up."

The night deepened, De Vries became tired, but then a lot of noise, bursts of sound, screaming, and shots assaulted his ears at midnight, and he snapped back into focus. He saw, from the edges of the fort where Kieft lived, "nothing but firing, and heard the shrieks of savages murdered in their sleep." Before he knew it, 120 Native Americans in Pavonia, across the Hudson River in modern day New Jersey, had been killed. A plot hatched by Kieft that had taken the Indians-and him, De Vries-completely by surprise. It was a day he, and history, would not forget.
Name: ________________________________ Date: ______________

1. Why does De Vries travel to "New Netherland"?
   A. because Kieft asked for him personally
   B. to take part in a raid on Native Americans
   C. to help develop and set up the new land
   D. to attend a dinner party at Kieft's house

2. How does the author describe the way William Kieft is developing New Netherland?
   A. patient
   B. ruthless
   C. moral
   D. intelligent

3. New Netherland is not yet developed. What evidence from the passage best supports this evidence?
   A. "He could smell the sewage and rot of a country that wasn't under any kind of proper rule and regulation."
   B. "Others back home had spoken of America as a land full of promise, rich with green fields."
   C. "There were rumors of people already living in the new land. Back home they called them savages..."
   D. "No matter, he thought. He knew William Kieft's reputation and his ability to whip people into shape."

4. Why is Kieft restless during the house party?
   A. because he is nervous his guests wouldn't like the food
   B. because he is bored with the party and the people
   C. because he is not used to having guests in his home
   D. because he is anticipating the upcoming raid
5. What is this passage mostly about?
   A. the slaughter of Native Americans
   B. how Kieft developed New Netherland
   C. the relationship between De Vries and Kieft
   D. how Kieft destroyed Native American land

6. Read the following sentences: "From the window of his small cabin, he could see all the development that Kieft had put into place. The natives stood off to the side, watching, staying on their territory but obviously unhappy with how Kieft was overrunning the land."

As used in this sentence, what does "overrunning" mean?
   A. walking over something
   B. invading and occupying
   C. cooperating with someone
   D. working hard at something

7. Choose the answer that best completes the sentence below.

De Vries thought about talking to Kieft about the unhappiness of the Native Americans; ________, he did not take action.
   A. therefore
   B. for example
   C. however
   D. finally

8. What plan does Kieft hatch?
9. Compare how Native Americans and Kieft treat the land.

10. The word "savage" is used to refer to someone who is violent and not advanced. In the passage, De Vries describes the Native Americans as "savages." Explain whether this description better fits the Native Americans or Kieft. Support your answer with information from the passage.
Everyone has traits: characteristics and qualities that make us who we are. We have physical traits, like brown hair, blue eyes, long legs, freckles and funny-looking toes. We also have personality, or character traits. Those include things like being great at telling jokes, compassion, intelligence, warmth, creativity.

Where do traits come from? It's easy to spot certain physical traits that were passed down genetically from parents to offspring. Traits like red hair and knobby knees are inherited. What's more complex, and, many would argue, more interesting, is to find the source of traits that could have formed from individual reactions to a certain environment. Many traits exist in a gray area between these two extremes-inheritance and development.

One example is body type. This might seem like an easy one. People are genetically predisposed to their body type. But once diet becomes a factor, environment begins to play a major role in how the body develops. So body type is one example of a trait that is a combination of inheritance and interaction with an individual's environment.
So many of our most defining traits have been learned, rather than inherited. For instance, if you're really great at video games, it's not because one or both of your parents passed down skills in some video game mastery gene. It's because you practiced, played a lot of video games, and developed those skills yourself. If you have kids who turn out to be great at video games, it will be because they put in the hours, learned the skills, and memorized the moves necessary to master the video game.

Of course, there are ways our brains can form that are more advantageous to advanced video game playing. Say you were born with an extra-large, extra-powerful section of your brain that commands hand-eye coordination. That's inherited. What you do with it, how you choose to develop that advantage, is up to you.

You can pierce your nose, get a tattoo, dye your hair, shave your head, get your kidneys removed, put on a silly hat—it doesn't matter how much you alter your body during your lifetime. None of those things will translate into genetic material to be passed down to the next generation. Of course, if your children grow up in an environment with role models who are pierced, funny-hatted and covered in tattoos, that is very likely to affect how likely they are to get piercings, tattoos, and funny hats!
Name: ___________________________________ Date: _______________

1. What are traits?
   A. interactions with an individual's environment
   B. characteristics and qualities that make us who we are
   C. gray areas between two extremes
   D. people with brown hair, blue eyes and long legs

2. How does the author compare inherited traits with learned traits?
   A. by explaining the difference between inherited physical traits like hair color and learned traits like video game skills
   B. by explaining the similarities between inherited traits like hair color and learned traits like video game skills
   C. by explaining the differences and similarities between inherited physical traits and learned traits like video game skills
   D. by explaining that all inherited traits and learned traits are affected by one's environment

3. In the passage, the author writes that people are genetically predisposed to their body type. But once diet becomes a factor, environment begins to play a major role in how the body develops. Based on this evidence, what conclusion can be made?
   A. If one changes one's diet, one can avoid looking like one's parents.
   B. Body type is a trait influenced by both genetics and environment.
   C. People raised in the same environment will all look alike.
   D. Body type is a trait that one cannot control.

4. Video game skills can only be learned, not inherited. What evidence in the text supports this conclusion?
   A. People who are good at video games get this ability from their parents.
   B. People who are good at video games have to practice and memorize moves.
   C. People who are good at video games can only come from certain countries.
   D. People who are good at video games also do well in school.
5. What is this passage mainly about?
   A. how to play video games
   B. different types of traits
   C. why red hair is rare
   D. how environment affects people's inherited traits

6. Read the following sentences: "Of course, there are ways our brains can form that are more advantageous to advanced video game playing. Say you were born with an extra-large, extra-powerful section of your brain that commands hand-eye coordination. That's inherited. What you do with it, how you choose to develop that advantage, is up to you."

As used in the passage, what does the word "advantageous" mean?
   A. harmful
   B. useful
   C. cheerful
   D. difficult

7. Choose the answer that best completes the sentence below.

Traits like red hair and knobby knees are inherited. __________, many of our most defining traits, such as the ability to play video games well, have been learned, rather than inherited.
   A. For example
   B. On the other hand
   C. As a result
   D. In conclusion
8. Why is body type used as an example of a trait that is a combination of inheritance and interaction with an individual's environment?

9. Is putting on a silly hat an inherited behavior, a learned behavior, or a combination of the two?

10. A woman who is born with brown hair has chosen to dye her hair blue. Will her future children have blue hair? Why or why not? Use evidence from the text to support your conclusion.
Name:
Littering is a problem in some cities. Persuade your neighbors to pick up their trash and recycle when they can. Be sure to include the reasons why it is important to recycle.
Your school is having a writing contest to decide on the best use of the fundraiser money from the parent group. What do you think would be the best project and why? How will it help your school and fellow students? Give several sound reasons why your idea is the best. Convince your principal.
Name:

Everyone loves surprises. Write about the best surprise you have ever received. Tell your audience why.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
What are examples of things you want versus things you need? Convince your parent or guardian you need a pet, new shoes, a bed or something you think you need versus something you really want.
You can invite any famous person to come speak to your school. Who will you invite? Tell why.
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

Circle the equivalent expressions?

3x – 9  \quad 3(x – 3)  \quad 3(x – 9)  \quad 3(x – 6)

2x + (x – 9)  \quad 3(x – 4) + 3  \quad x + x + x – 9  \quad 4x – (x + 9)

Justify how you know two of the expressions you circled are equivalent.
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

Circle the expressions that are equivalent to $8(p + 4)$

<table>
<thead>
<tr>
<th>Expression</th>
<th>Equivalent to $8(p + 4)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2(4p + 2)$</td>
<td></td>
</tr>
<tr>
<td>$8p + 32$</td>
<td></td>
</tr>
<tr>
<td>$5p + 3p + (4 \times 8)$</td>
<td></td>
</tr>
<tr>
<td>$(8 + p) + (8 + 4)$</td>
<td></td>
</tr>
<tr>
<td>$(8 \times p) + (8 \times 4)$</td>
<td></td>
</tr>
<tr>
<td>$4p + 4 + 4p$</td>
<td></td>
</tr>
</tbody>
</table>

Choose 2 of the expressions that you circled and justify why they are equivalent to $8(p + 4)$. 
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

Randi says that $3x + 8$ is equivalent to $2x + x + 8$. Marcus says he disagrees. Who is correct? Use what you know about equivalent expressions to justify your thinking.

When simplifying the expression $3 + 5(2 + 4)$, Kendall used the distributive property first, and then used order of operations.

<table>
<thead>
<tr>
<th>Example A</th>
<th>Example B</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3 + 5(2 + 4)$</td>
<td>$3 + 5(2 + 4)$</td>
</tr>
<tr>
<td>$3 + 5(2) + 5(4)$</td>
<td>$3 + 5(6)$</td>
</tr>
<tr>
<td>$3 + 10 + 20$</td>
<td>$3 + 30$</td>
</tr>
<tr>
<td>$3 + 10 + 20$</td>
<td>$33$</td>
</tr>
<tr>
<td>$33$</td>
<td></td>
</tr>
</tbody>
</table>

Which one of the answers above was solved using the distributive property. Explain how you know.
Grade 6 Mathematics Homework • Identify and Generate Equivalent Expressions

Write an equivalent expression for the following:

<table>
<thead>
<tr>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>p + (p + 1)</td>
</tr>
<tr>
<td>5n + 4r</td>
</tr>
<tr>
<td>(2x + 5)^2</td>
</tr>
<tr>
<td>7x</td>
</tr>
<tr>
<td>6(y - 4)</td>
</tr>
</tbody>
</table>

Levi wrote the following expression:

\[ 6(z + 12) = 6z + 60 \]

Tell why you agree or disagree with Levi.
Grade 6 Mathematics Homework • Solving Equations

Substitute using the following values to solve the equations.

\[ x = 44 \quad y = 8 \quad z = 11 \]

\[ 48 + x = _____ \quad 56 = _____ \quad 187 = _____ \]
\[ y \quad z \]

\[ z \cdot 15 = _____ \quad _____ - x = 182 \quad y + _____ = 806 \]