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.
You may well ask, Why direct action? Why sit-ins, marches, etc.? Isn't negotiation a better path?" You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. So the purpose of the direct action is to create a situation so crisis-packed that it will inevitably open the
door to negotiation. We, therefore, concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue...

We must use time creatively, and forever realize that the time is always ripe to do right. Now is the time to make real the promise of democracy, and transform our pending national elegy into a creative psalm of brotherhood. Now is the time to lift our national policy from the quicksand of racial injustice to the solid rock of human dignity.
1. As explained by Martin Luther King Jr., what is the purpose of nonviolent direct action?
   A. It creates an environment of tension in which no one is willing to negotiate.
   B. It delays negotiation until people are ready to confront an issue.
   C. It prevents negotiations from taking place.
   D. It dramatizes an issue so that it can no longer be ignored.

2. Communities in the South refused to address the problems of inequality and racism. What solution did Martin Luther King Jr. propose?
   A. take violent direct action so that people are forced to pay attention
   B. take nonviolent direct action so that the problem cannot be ignored
   C. wait for community leaders to agree to peaceful negotiations
   D. work and preach against violent tension within communities

3. Thinkers and leaders other than Martin Luther King Jr. have created tension to bring about change. What evidence from the passage supports this statement?
   A. "Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths..."
   B. "You may well ask, Why direct action? Why sit-ins, marches, etc.? Isn't negotiation a better path? You are exactly right in your call for negotiation."
   C. "I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension."
   D. "Too long has our beloved Southland been bogged down in the tragic attempt to live in monologue rather than dialogue..."

4. Which audience did Martin Luther King Jr. most likely target when writing this letter?
   A. people who supported his work
   B. people who lived in the North
   C. people who fought for civil rights
   D. people who questioned his methods
5. What is the main idea of this excerpt from King's letter?

   A. Without violent tension and fighting, change would be too slow.
   B. Nonviolent direct action is needed to bring about change.
   C. Negotiation is a better method than direct action to cause change.
   D. Socrates also used nonviolent tension to bring about change.

6. Read the following sentences: "Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored."

As used in this sentence, what does the word "dramatize" mean?

   A. make a situation seem funny and less important
   B. write a play or a musical about a situation
   C. make a situation seem more important or serious
   D. pay no attention to a situation, problem, or issue

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

Martin Luther King Jr. preached against violent tension, _____ believed strongly in nonviolent tension.

   A. so
   B. then
   C. like
   D. but

8. According to Martin Luther King Jr., why do we need nonviolent gadflies in society?
9. Explain why Martin Luther King Jr. mentioned the ancient Greek philosopher Socrates in his letter. Use the text of the letter to support your answer.

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10. How did Martin Luther King Jr. view the state of the nation when he was writing this letter? Refer to the second paragraph to support your answer.

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Why Do Boats Float and Rocks Sink?
by Dr. Hany Farid

When an object is placed in water, there are two primary forces acting on it. The force of gravity yields a downward force and a buoyancy force yields an upward force. The gravitational force is determined by the object's weight, and the buoyancy force is determined by the weight of the water displaced by the object when it is placed in water. If the gravitational force is less than the buoyancy force then the object floats (a boat), otherwise it sinks (a rock). That is, if an object weighs less than the amount of water it displaces then it floats otherwise it sinks. Read on for a more detailed explanation.

Fact 1. When an object is placed in water, it will displace water to "make room" for the object (e.g., when you get into a bath, the level of the water rises).

Fact 2. When an object is submerged in water, the surrounding water exerts a force (buoyancy force) on the object. This force increases with the depth of the water, so that for any submerged object, there is a net force upwards.

Fact 3. Any object is attracted downward due to gravity. This force increases with the mass of the object.
There are two primary forces acting on an object placed in water:

1. a gravitational force acts in the downward direction causing the object to sink. The strength of this force depends on the object's mass (weight) -- the more massive an object the stronger the downward gravitational force will be.

2. a buoyancy force acts in all directions, but has a net upwards direction, causing the object to float. The strength of this force depends on how much water the object displaces -- the more water that is displaced the stronger the upward buoyancy force.

If the downward gravitational force is less than the upward buoyancy force then the object floats, otherwise it sinks. That is, if an object weighs less than the amount of water it displaces then it floats otherwise it sinks. A boat floats because it displaces water that weighs more than its own weight.
1. When an object is placed in water, how many primary forces are acting on it?
   
   A. two  
   B. four  
   C. three  
   D. one

2. Placing an object in water can be thought of as a cause. What is an effect of placing an object in water?
   
   A. Water is displaced to "make room" for the object.  
   B. The upward buoyancy force on the object decreases.  
   C. The amount of water decreases to "make room" for the object.  
   D. The downward force of gravity on the object increases.

3. Read these sentences from the text.

   If the downward gravitational force is weaker than the upward buoyancy force, then the object floats; otherwise, it sinks. That is, if an object weighs less than the water it displaces, then it floats; otherwise, it sinks. [...] the more water that is displaced, the heavier [the water's] weight, and the stronger the upward buoyancy force.

   Based on this evidence, what conclusion can you draw about weight?
   
   A. The lighter the weight of an object, the more likely it is to sink.  
   B. The weight of an object depends on the amount of water it displaces.  
   C. The strength of the upward buoyancy force on an object is related to the weight of the object.  
   D. The strength of the downward gravitational force on an object is related to the weight of the object.

4. Why do rocks sink when placed in water?
   
   A. because rocks weigh more than the water that they displace  
   B. because rocks weigh less than the water that they displace  
   C. because water does not exert a buoyancy force on rocks  
   D. because rocks do not displace water
5. What is the main idea of this text?

A. When an object is placed in water, the force of gravity and a buoyancy force both act on the object.

B. If the gravitational force on an object in water is less than the buoyancy force, then the object floats; otherwise, it sinks.

C. Any object is attracted downward due to the force of gravity, which increases with the mass of the object.

D. When an object is submerged in water, the surrounding water exerts a force (buoyancy force) on the object.

6. Why might the author have included the diagram at the end of the text?

A. to introduce new information to the text

B. to persuade the reader to agree with the author

C. to illustrate the main idea of the text

D. to give evidence to support a claim made by the author

7. Choose the answer that best completes the sentence.

If an object weighs less than the water it displaces, then it floats; otherwise it sinks. 

________, a boat floats because it displaces water that weighs more than its own weight.

A. In contrast

B. For example

C. However

D. Meanwhile

8. If an object in water weighs less than the water that it displaces, what does it do?

________________________________________

________________________________________

________________________________________

________________________________________
9. Explain why a boat floats. Support your answer with evidence from the text.

10. Imagine that you are looking at two boats on land. One is a very small boat made out of heavy material, and the other is a large boat made out of light material. Explain which boat would be more likely to float. Support your answer with evidence from the text.
November

Besides the autumn poets sing,
A few prosaic days
A little this side of the snow
And that side of the haze.

A few incisive mornings,
A few ascetic eyes, -
Gone Mr. Bryant's golden-rod,
And Mr. Thomson's sheaves.

Still is the bustle in the brook,
Sealed are the spicy valves;
Mesmeric fingers softly touch
The eyes of many elves.

Perhaps a squirrel may remain,
My sentiments to share. Grant me,
O Lord, a sunny mind,
Thy windy will to bear!
1. According to this poem, what do poets sing about?
   A. the spring
   B. the summer
   C. the autumn
   D. the winter

2. What point of view is this poem expressed from?
   A. first person point of view
   B. second person point of view
   C. third person limited point of view
   D. third person omniscient point of view

3. Read the first stanza of the poem:

"Besides the autumn poets sing,
A few prosaic days
A little this side of the snow
And that side of the haze."

Based on this stanza, what can you infer about "prosaic days"?
   A. Prosaic days are extremely cold, snowy, and unpleasant.
   B. Prosaic days are extremely hot, dusty, and unusual.
   C. Prosaic days are warm, beautiful, and long-lasting.
   D. Prosaic days are not especially cold, hot, or interesting.

4. How does the poet characterize the month of November?
   A. The poet characterizes November as a time full of life and activity.
   B. The poet characterizes November as a time without much life or activity.
   C. The poet characterizes November as a carefree and joyful time.
   D. The poet characterizes November as a violent and passionate time.
5. What is a theme of this poem?

A. Getting through the autumn can be a challenge.
B. People do not appreciate anything unless they lose everything.
C. Nature is more pleasant and enjoyable in autumn than at any other time of the year.
D. People should spend less time outdoors in autumn.

6. Read the third stanza of the poem:

"Still is the bustle in the brook,
Sealed are the spicy valves;
Mesmeric fingers softly touch
The eyes of many elves."

What mood do the words "still," "sealed," and "softly touch" establish?

A. a lively, cheerful mood
B. a fierce, violent mood
C. a quiet, gentle mood
D. a silly, playful mood

7. Read the first stanza of the poem.

Besides the autumn poets sing,
A few prosaic days
A little this side of the snow
And that side of the haze.

What might the word "besides" mean here?

A. anyway
B. next to
C. for example
D. in addition to
8. What does the speaker ask to be granted?

9. Explain why the speaker wants a "sunny mind."

Support your answer with evidence from the text.

10. What might be the "sentiments" of the speaker in the last stanza?

Support your answer with evidence from the text.
There are four peaks to climb until Manny reaches the top of the mountain. Each ledge is thinner and more dangerous than the last. Thankfully, he has a strong cane. He uses the cane to pull himself up. The climb is cold and snowy.

Day turns to night and back to day again. A strong gust of wind threatens to blow him off-course. But he persists.

The last thing Manny remembers is opening his eyes at the bottom of the mountain. He doesn't remember how he got there. To make things even stranger, he is wearing a fancy tuxedo.

The woman he loves is at the top of the mountain, waiting. He can hear her sweet voice, singing.

He remembers that she is waiting for him, but he doesn't remember anything else. Manny guesses he must have had an accident.
Maybe I hit my head and now I have amnesia! he thinks.

The snow is thick and cold. It gets in his mouth as he climbs. He must be hungry because it tastes sweet like sugar.

"Hello! Is anyone there?" Manny asks.

"Hello! Is anyone there?" he hears back. It's the sound of his own voice—an echo coming back at him.

"I love you! I'm waiting for you!" he hears. Now this, this is not his voice. This is the sound of his love calling for him.

He climbs higher and higher. Closer and closer. His arms ache from pulling. His tuxedo is covered in snow. Manny is soaking wet and exhausted. But he is also determined to get to the top.

"I love you! I'm coming!" he calls back.

He hears what he thinks is the faint sound of laughter. Deep and booming. The laughter of the gods?

Suddenly, the mountain is flooded with light. It's as if the sun were behind a door that was flung open suddenly.

The mountain begins to spin, and Manny hangs on with all his might.

"Why is this happening?" he cries. But no answer comes.

The mountain spins and spins. The room spins and spins. It's bright and then dark again. He sees trees and bright lights. Manny closes his eyes and falls off the mountain. He fears this could be the end.

When he lands, it is warm and soft. He feels himself lifted through the air. It is as if fate has saved him. The next words he hears are:

"Whoops, that was a close call. We almost lost our groom!"

"Good catch!" says another voice.

Manny opens his eyes and find himself on top of the mountain. Bella! The woman he loves! He rubs the snow from his eyes. The whirlwind had somehow picked him up and placed him right next to her.

Bella stands in a pile of white snow, wearing a beautiful wedding dress. Manny laughs because he's soaking wet and dirty, covered in sticky snow.

He kisses her and she giggles. "You taste like candy!" she says. "I'm so glad you're back! I thought you would miss the wedding!"

"Wedding?" Manny says. "I don't remember! Are we getting married?"

"Oh no! Not us," Bella says, laughing. "Them!"

She points to the sky, and for the first time he sees everything. There is a skylight and sunshine.
There is music playing. And people. Giant people!

Manny screams and falls back into the snow. Giants! As tall as the mountain! Taller! They come by and put their faces, with huge eyeballs as big as Manny's head, right up to him.

He thinks back to the laughter he heard before and the sunlight, suddenly so bright. Gods! It's all the work of Gods.

Suddenly, he is lifted up into the air. A giant hand is coming for him. This is surely the end now. A giant eye, a giant mouth. He is about to be eaten!

And then he sees it, a giant... napkin?

He hears Bella laughing below him as the soft napkin cleans his ears, his face, and his suit. When he is completely clean, he is placed back on top of the mountain's snowy peak. He stands upright next to Bella, and she holds his hand. The giant walks away as if nothing unusual at all has happened.

"You look beautiful," Bella says. "All clean! Are you ready?"

Music starts to play. Manny hears a voice say: "Introducing the bride and groom!"

The mountain is moving through the air, soaring, rolling. Bella grabs his hand tightly and whispers, "Get ready."

One of the giants leans down and pats his head. He notices she looks just like Bella. She's dressed in a beautiful white gown. This giant is also a bride.

"You're beautiful, little man!" the giant says. At that, she takes out a giant knife.

The mountain tips slightly, as if a slice is being cut out of it. He sees the bride feeding cake to the groom. The groom takes a big bite, and she smears frosting all over his face.

*That's why the snow tasted so sweet,* Manny thinks. *It's not snow at all. It's cake frosting!*

The snowy mountain is wheeled back into the corner, and Bella and Manny are finally alone together.

"I love you!" Manny says, and he takes her hand and kisses her sweetly. The kiss is every bit as sweet as the cake they are standing on. Two wedding cake toppers in love.
1. What is "the mountain" in the story?
   A. a wedding cake
   B. a real mountain
   C. a table
   D. a cupcake

2. Where does the story take place?
   A. on a mountain
   B. in a bakery
   C. at a wedding
   D. on Mount Olympus

3. The "mountain" in the story is not a normal mountain. What evidence from the story supports this conclusion?
   A. The "mountain" has four peaks.
   B. The "snow" tastes sweet like sugar.
   C. There are strong gusts of wind.
   D. Manny is wearing a tuxedo.

4. Read the following sentences:

"Manny closes his eyes and falls off the mountain. He fears this could be the end.

"When he lands, it is warm and soft. He feels himself lifted through the air. It is as if fate has saved him. The next words he hears are:

"'Whoops, that was a close call. We almost lost our groom!'"

What inference can be made about what happens in these sentences?
   A. Manny falls off the cake and lands on the floor.
   B. Manny falls off the mountain and lands in the snow.
   C. Manny falls off the mountain and has a hallucination.
   D. Manny falls off the cake and is caught by a human.
5. What is this story mostly about?
   A. a dangerous, snowy mountain
   B. Manny and Bella's wedding
   C. the wedding of two gods
   D. two wedding cake toppers in love

6. Read the following sentences:

"He remembers that she is waiting for him, but he doesn't remember anything else. Manny guesses he must have had an accident.

"Maybe I hit my head and now I have amnesia!" he thinks.

What does "amnesia" mean as used in this sentence?
   A. blood loss
   B. an accident
   C. memory loss
   D. an injury

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

At the beginning of the story, the setting appears to be on a mountain, _______ by the end of the story, this is not the case.

   A. but
   B. so
   C. also
   D. after
8. Who is getting married in the story?

9. Why are Manny and Bella wearing wedding clothing?

10. In the story, all is not as it originally seems. As the story progresses, the author gradually gives the reader more details and reveals what the story is really about.

Identify and explain the key points in the story where the reader is given clues about what the story is really about.
Tell yourself as much as you want to that you don't believe in aliens, UFOs, or extraterrestrials, but until you've spent one night camping out in the desert near the airfield outside of Roswell, New Mexico, sleeping under an open sky so immense and glittering that the ground beneath you seems like little more than a speck of dust drifting through an auditorium, I won't believe you.

I certainly wasn't a 'believer.' I was in fifth grade, and our teacher took our whole class camping. Where he got the idea of Roswell, I'll never know. I knew this and that about Roswell, and considering what I knew, I wouldn't have opted to camp there if it was up to me.

My classmate Dillon, of course, disagreed. "The government doesn't want us to know," he whispered, "because the aliens want to give us special powers, and if we got special powers, well then, the government wouldn't be able to control our brains." We were in the back seat of the school bus, heading south.

"That's a bunch of bunk," said Dylan from the seat across the aisle.

Yes, there were two boys in my class with names that sounded the same, Dillon and Dylan. They were also both the best at playing sports and the two biggest boys in our class, and they both considered me, small as I was, a best friend. Strange as it was, that's just how it was with Dillon and Dylan and me.

Dillon said, "I bet you're just scared."

Dylan said, "I bet you're just gullible. There aren't any such things as aliens."

I remembered a TV show Dillon had once told me about. It was about a little girl who had woken up one night to find a ray of light brighter than the sun streaming through her window. She tried to scream, but she couldn't move her lips-her entire body was paralyzed. The ray of light lifted her right up out her bed, floated her through her window, and carried her into a flying saucer circling soundlessly outside her house. I didn't sleep for at least a week after Dillon told me that.

"Jesse?" said Dillon.

"Jesse?" said Dylan. "Hello? Earth to Jesse."

"Huh?" I said.

"Well, what do you think?" said both Dillon and Dylan at once.

"Aliens?" I said. "No way. I'm too old to believe in that kind of stuff."

***

We hiked the whole afternoon and cooked a big chili stew over a bonfire for dinner.
class remained down below, digesting dinner. Along with the fading sunlight faded my good humor. Night arrived, and with it my mounting terror of whatever might materialize in the expansive and star-speckled emptiness above us.

"How can you look out at all of that," asked Dillon, "and honestly believe that there's nothing out there that could still surprise us?"

"Not aliens again!" said Dylan.

I swallowed and said, "Are either of you scared by the idea of it at all?"

"Scared?" said both Dillon and Dylan at once. "Why would we be-?"

But neither Dillon nor Dylan finished that sentence-something was approaching from over the mountains. Though at first it was just a tiny speck of flashing light, no bigger than the stars around it, in a matter of seconds it was nearly right above us: a round disk, with orange and green lights rotating around it. I looked at Dillon and Dillon looked at Dylan and Dylan looked at me, and I'd never, in the seven years I'd known both of them, seen either of them looking so scared.

In that moment, I knew that we weren't alone in the universe. When the UFO got closer, we all realized it was just a regular old airplane about to land in the nearby airfield. Well, even then I still knew we weren't alone, and neither Dillon, Dylan, nor I-I can guarantee it-slept more than a moment during that long and memorable night.
1. Who claims that he "certainly wasn't a "believer" at the beginning of the story?
   A. a pilot flying to an airfield near Roswell, New Mexico
   B. Jesse, the narrator
   C. Dillon, one of Jesse's friends
   D. Jesse's fifth-grade teacher

2. What are the two main settings in this story?
   A. Jesse's house and an airfield near Roswell, New Mexico
   B. a school bus and an airfield near Roswell, New Mexico
   C. a school bus and the desert near Roswell, New Mexico
   D. the desert near Roswell, New Mexico, and Jesse's house

3. While on the bus to the campsite, Jesse recalls that he didn't sleep for a week after hearing about a TV show in which aliens kidnap a little girl. But he tells his friends that he's too old to believe in aliens.

   What conclusion can you draw from this information?
   A. Jesse doesn't believe in aliens at all.
   B. Jesse doesn't think he should believe in aliens.
   C. Jesse definitely believes aliens exist.
   D. Jesse thinks everyone should believe in aliens.

4. Before Jesse and his friends see anything unusual while camping, how does Jesse feel about the idea of aliens?
   A. disbelieving and bored
   B. confident and interested
   C. uncertain and scared
   D. curious and excited
5. What is the main idea of this story?

A. A boy goes camping near Roswell, New Mexico, with his classmates.
B. A gullible boy thinks a regular airplane is actually a UFO.
C. A boy becomes convinced that aliens, UFOs, and extraterrestrials are real.
D. A boy tries to convince his friends that aliens and UFOs exist.

6. The passage begins with the following paragraph:

"Tell yourself as much as you want to that you don't believe in aliens, UFOs, or extraterrestrials, but until you've spent one night camping out in the desert near the airfield outside of Roswell, New Mexico, sleeping under an open sky so immense and glittering that the ground beneath you seems like little more than a speck of dust drifting through an auditorium, I won't believe you."

Why might the author have started the story in this way?

A. to express that the narrator of the story doesn't trust the reader
B. to give the reader a hint about what might happen later in the story
C. to force the reader to think about the dust in auditoriums
D. to convince the reader to go camping in the desert near Roswell, New Mexico

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

Dillon firmly believes in aliens. ______, Dylan doesn't believe in aliens at all.

A. In contrast
B. Similarly
C. Even though
D. For example
8. Describe what Jesse, Dillon, and Dylan see approaching from over the mountains. Include at least two details from the story.

9. How does Jesse feel after he realizes that he has just seen a regular old airplane? Cite evidence from the text to support your answer.

10. At the end of the story, Jesse realizes that what he thought was a UFO was actually an airplane. But he still believes that there are aliens in the universe. Why does Jesse believe this? Use evidence from the text to support your inference.
Everyone has an important object in his or her life. It could be something you found, something you made, or something that was given to you. Tell your friends what this object is and the reasons it is so valuable to you.
You have been asked to give a talk to next year's sixth grade students. You need to explain how sixth grade is different from fifth grade. Write a paper explaining to fifth graders what you find more fun. Explain what you find more difficult in sixth grade.
Which is better, giant muscles or incredible speed? Why? Give evidence to support which strength is more valuable.
Name:

Everyone has things that bother them. Think about all the things that annoy you. What drives you crazy? Write about the things that really bug you that others do.

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Name:

Rewrite “Hansel and Gretel” from the witch’s perspective.
Fractions and Decimals

Write as a fraction or as a mixed number in simplest form.

1. $0.52$
   
   $0.52 = \frac{52}{100}$
   
   $= \frac{52 \div 4}{100 \div 4} = \frac{13}{25}$

2. $0.02$

3. $4.8$

4. $6.025$

Write as a decimal. Tell whether the decimal terminates or repeats.

5. $\frac{17}{25}$

6. $\frac{7}{9}$

7. $4\frac{13}{20}$

8. $7\frac{8}{11}$

Identify a decimal and a fraction or mixed number in simplest form for each point.

9. Point A

10. Point D

11. Point C

12. Point B

Problem Solving

13. Grace sold $\frac{5}{8}$ of her stamp collection. What is this amount as a decimal?

14. What if you scored a 0.80 on a test? What fraction of the test, in simplest form, did you answer correctly?
Lesson Check (CC.6.NS.6c)
1. Devon drank \( \frac{5}{6} \) of her juice. What is this amount as a decimal?
   A 0.83
   B 1.2
   C 0.83
   D 0.56

2. Jerome lives 4.32 miles from school. What is this distance as a mixed number in simplest form?
   A \( 4 \frac{8}{25} \)
   B \( 4 \frac{32}{100} \)
   C \( 4 \frac{4}{125} \)
   D \( 4 \frac{4}{25} \)

3. Mia needs to separate 450 pens into 18 packs. How many pens should she put in each pack? (Lesson 1.1)
   A 24
   B 25
   C 26
   D 27

4. Which pair of numbers has a least common multiple of 12? (Lesson 1.3)
   A 1 and 3
   B 4 and 6
   C 8 and 24
   D 24 and 36

5. Which of the following expressions is equivalent to 42 + 6? (Lesson 1.5)
   A 6 + 7
   B 6 \times 7
   C 6(7 + 0)
   D 6(7 + 1)

6. Which is the best estimate of the product 8.97 \times 52.47? (Lesson 1.7)
   A 5
   B 50
   C 500
   D 5,000
Lesson 2.2

Comparing and Ordering Fractions and Decimals

Write <, >, or =.

1. $0.64 \bigg( \bigg) \frac{7}{10}$
2. $0.48 \bigg( \bigg) \frac{6}{15}$
3. $0.75 \bigg( \bigg) \frac{7}{8}$
4. $7\frac{1}{8} \bigg( \bigg) 7.025$

$0.64 < 0.7$

Order from least to greatest.

5. $\frac{7}{12}, 0.75, \frac{5}{6}$
6. $0.5, 0.41, \frac{3}{5}$
7. $3.25, 3\frac{2}{5}, 3\frac{3}{8}$
8. $0.9, \frac{8}{9}, 0.86$

Order from greatest to least.

9. $0.7, \frac{7}{9}, \frac{7}{8}$
10. $0.2, 0.19, \frac{3}{5}$
11. $6\frac{1}{20}, 6.1, 6.07$
12. $2\frac{1}{2}, 2.4, 2.35, 2\frac{1}{8}$

Problem Solving

13. One day it snowed $3\frac{3}{8}$ inches in Altoona and 3.45 inches in Bethlehem. Which city received less snow that day?

14. Malia and John each bought 2 pounds of sunflower seeds. Each ate some seeds. Malia has $1\frac{1}{3}$ pounds left, and John has $1\frac{2}{3}$ pounds left. Who ate more sunflower seeds?
Lesson Check (CC.6.NS.6c)

1. Samantha bought $\frac{4}{9}$ pound of sunflower seeds, Brittany bought 0.4 pound, and Tia bought $\frac{44}{100}$ pound. List the numbers in order from greatest to least.
   - A 0.4, $\frac{44}{100}$, $\frac{4}{9}$
   - B $\frac{4}{9}$, $\frac{44}{100}$, 0.4
   - C $\frac{44}{100}$, 0.4, $\frac{4}{9}$
   - D $\frac{44}{100}$, $\frac{4}{9}$, 0.4

2. One week Altoona received $6\frac{5}{8}$ inches of snow, Bethlehem received 6.73 inches, and Reading received $5\frac{2}{3}$ inches. List the three cities in order of amount of snowfall received that week from least to greatest.
   - A Bethlehem, Altoona, Reading
   - B Reading, Bethlehem, Altoona
   - C Altoona, Bethlehem, Reading
   - D Reading, Altoona, Bethlehem

Spiral Review (CC.6.NS.3, CC.6.NS.4)

3. What is the prime factorization of 1,575? (Lesson 1.2)
   - A $3 \times 3 \times 5 \times 5 \times 7$
   - B $3 \times 3 \times 5 \times 5 \times 11$
   - C $3 \times 5 \times 5 \times 7 \times 7$
   - D $5 \times 5 \times 7 \times 9$

4. What is the greatest common factor of 60 and 45? (Lesson 1.4)
   - A 3
   - B 9
   - C 15
   - D 30

5. Which is the best estimate of the sum $17.81 + 0.45 + 5.73$? (Lesson 1.6)
   - A 21
   - B 22
   - C 23
   - D 24

6. The cost of 9 tickets to a concert was $355.50. Which is the best estimate of the cost of 1 ticket? (Lesson 1.8)
   - A $20
   - B $30
   - C $40
   - D $50
Lesson 2.3

Multiply Fractions

Find the product. Write it in simplest form.

1. \( \frac{4}{5} \times \frac{7}{8} = \frac{28}{40} = \frac{7}{10} \)

2. \( 3 \times \frac{1}{6} \)

3. \( \frac{5}{9} \times \frac{3}{4} \)

4. \( \frac{4}{7} \times \frac{1}{2} \)

5. \( \frac{1}{8} \times 20 \)

6. \( \frac{4}{5} \times \frac{3}{8} \)

7. \( \frac{6}{7} \times \frac{7}{9} \)

8. \( \frac{11}{8} \times \frac{1}{9} \)

9. \( \frac{1}{14} \times 28 \)

10. \( \frac{3}{4} \times \frac{1}{3} \times \frac{2}{5} \)

11. Karen raked \( \frac{3}{4} \) of the yard. Minni raked \( \frac{2}{3} \) of the amount Karen raked. How much of the yard did Minni rake?

12. \( \frac{3}{5} \) of the pets in the pet show are dogs. \( \frac{2}{3} \) of the dogs have long hair. What fraction of the pets are dogs with long hair?

Evaluate using the order of operations.

13. \( \left( \frac{1}{2} + \frac{3}{8} \right) \times 8 \)

14. \( \frac{3}{4} \times \left( 1 - \frac{1}{9} \right) \)

15. \( 4 \times \frac{1}{8} \times \frac{3}{10} \)

16. \( 6 \times \left( \frac{4}{5} + \frac{2}{10} \right) \times \frac{2}{3} \)

Problem Solving

17. Jason ran \( \frac{7}{9} \) of the distance around the school track. Sara ran \( \frac{2}{3} \) of Jason’s distance. What fraction of the total distance around the track did Sara run?

18. A group of students attend a math club. Half of the students are boys and \( \frac{3}{4} \) of the boys have brown eyes. What fraction of the group are boys with brown eyes?
Lesson Check (CC.SS.NS.4)

1. The length of a rectangle is $4\frac{4}{5}$ centimeters. The width of the rectangle is $2\frac{3}{5}$ centimeters. What is the area of the rectangle?
   - A $13\frac{4}{5}$ square centimeters
   - B $10\frac{4}{5}$ square centimeters
   - C $8\frac{1}{5}$ square centimeters
   - D $6\frac{9}{10}$ square centimeters

2. Darlene read $\frac{3}{5}$ of a 56-page book. How many pages did Darlene read?
   - A 30
   - B 35
   - C 40
   - D 45

Spiral Review (CC.SS.NS.3, CC.SS.NS.4)

3. What is the least common denominator of $\frac{5}{6}$ and $\frac{1}{3}$? (Lesson 1.3)
   - A 25
   - B 30
   - C 45
   - D 60

4. On an upcoming field trip, 60 sixth graders and 48 seventh graders will be traveling by vans to the museum. Each van will carry the same number of students and carry only sixth graders or only seventh graders. If vans are to carry the greatest possible number of students, how many vans will be needed? (Lesson 1.5)
   - A 4
   - B 5
   - C 9
   - D 12

5. Eve has 24 stamps each valued at $24.75. What is the total value of her stamps? (Lesson 1.7)
   - A $48.75
   - B $59.40
   - C $594.00
   - D $5,940.00

6. Black ink cartridges cost $28.95 each. Which is the best estimate of the number of cartridges you can buy for $600? (Lesson 1.9)
   - A 2
   - B 3
   - C 20
   - D 30
Name

Lesson 2.4

Simplify Factors

Find the product. Simplify before multiplying.

1. \( \frac{8}{9} \times \frac{5}{12} = \frac{20}{3} \times \frac{5}{12} \)
2. \( \frac{3}{4} \times \frac{16}{21} \)
3. \( \frac{15}{20} \times \frac{2}{5} \)
4. \( \frac{9}{18} \times \frac{2}{3} \)

\[ \frac{10}{27} \]

5. \( \frac{9}{10} \times \frac{5}{27} \)
6. \( \frac{3}{4} \times \frac{7}{30} \)
7. \( \frac{25}{26} \times \frac{1}{5} \)
8. \( \frac{8}{15} \times \frac{15}{32} \)

9. \( \frac{12}{21} \times \frac{7}{9} \)
10. \( \frac{1}{15} \times \frac{5}{8} \)
11. \( \frac{18}{22} \times \frac{8}{9} \)
12. \( \frac{2}{7} \times \frac{21}{32} \)

Problem Solving

13. Amber has a \( \frac{5}{6} \)-pound bag of colored sand. She uses \( \frac{1}{2} \) of the bag for an art project. How much sand does she use for the project?

14. Tyler has \( \frac{2}{3} \) month to write a book report. He finished the report in \( \frac{2}{3} \) that time. How much time did it take Tyler to write the report?
Lesson Check (CC.6.NS.4)

1. At a meeting, $\frac{7}{10}$ of the attendees were female. Of the females, $\frac{4}{5}$ wore jeans. What fraction of the attendees were females wearing jeans?
   
   A $\frac{1}{2}$  
   B $\frac{4}{5}$  
   C $\frac{7}{10}$  
   D $\frac{14}{25}$

2. The length of a square is $\frac{5}{8}$ foot. What is the area of the square?
   
   A $1\frac{3}{4}$ square feet  
   B $3\frac{3}{8}$ square feet  
   C $2\frac{5}{16}$ square feet  
   D $\frac{5}{6}$ square feet

Spiral Review (CC.6.NS.2, CC.6.NS.3, CC.6.NS.6c)

3. Martin ordered 11 DVDs and paid $154. How much did Martin spend on each DVD? (Lesson 1.1)
   
   A $12$  
   B $13$  
   C $14$  
   D $15$

4. Which is the best estimate of the difference 29.702 - 6.89? (Lesson 1.8)
   
   A 22  
   B 23  
   C 24  
   D 25

5. Gall earned $41.40 interest on her savings account for a 12-month period. What was the average amount of interest she earned per month? (Lesson 1.8)
   
   A $3.40$  
   B $3.45$  
   C $4.40$  
   D $4.45$

6. Clara bought 0.8 pound of peaches. How can you write 0.8 as a fraction in simplest form? (Lesson 2.1)
   
   A $\frac{4}{10}$  
   B $\frac{3}{4}$  
   C $\frac{4}{5}$  
   D $\frac{8}{9}$
Lesson 2.5

Model Fraction Division

Use the model to find the quotient.

1. $\frac{1}{4} + 3 = \frac{1}{12}$

2. $\frac{1}{2} + \frac{2}{12} = \frac{7}{12}$

Use fraction strips to find the quotient.

3. $\frac{5}{6} + \frac{1}{2}$

4. $\frac{2}{3} + 4$

5. $\frac{1}{2} + 6$

6. $\frac{1}{3} + \frac{1}{12}$

Use a number line to find the quotient.

7. How many $\frac{1}{12}$-pint servings of pecans are in $\frac{5}{6}$ pint of pecans?

8. If Jerry runs $\frac{1}{10}$ mile each day, how many days will it take him to run $\frac{5}{2}$ mile?

Problem Solving

9. Mrs. Jennings has $\frac{3}{4}$ gallon of paint for an art project. She plans to divide the paint equally into jars. If she puts $\frac{1}{3}$ gallon of paint into each jar, how many jars will she use?

10. If one jar of glue weighs $\frac{1}{12}$ pound, how many jars can Rickie get from $\frac{2}{3}$ pound of glue?
**Lesson Check (CC.6.NS.1)**

1. There are 2 pounds of clay in the art supplies. If Mrs. Jennings divides the clay evenly into bags and places \( \frac{1}{3} \) pound into each bag, how many bags will she use?
   - A 1/8
   - B 1/4
   - C 8
   - D 16

2. Frank is using butcher paper to make signs advertising the class art show. If he uses \( \frac{5}{12} \) yard of butcher paper to make 2 signs, how much paper does he use for each sign?
   - A 5/12 yard
   - B 1/2 yard
   - C 1 yard
   - D 1 2/3 yards


3. What is the prime factorization of the number that is equivalent to \( 3 \times 21 \times 25 \)? (Lesson 1.2)
   - A \( 3 \times 5 \times 5 \times 7 \)
   - B \( 2 \times 3 \times 5 \times 7 \)
   - C \( 3 \times 3 \times 5 \times 5 \times 7 \)
   - D \( 3 \times 3 \times 5 \times 5 \times 7 \)

4. What is the total cost of 0.5 pound of peaches selling for $0.80 per pound and 0.7 pound of oranges selling for $0.90 per pound? (Lesson 1.7)
   - A $0.51
   - B $1.02
   - C $1.03
   - D $10.30

5. The heights of 4 students are given. Who is tallest? (Lesson 2.2)
   - A Eduardo, 5.46 feet
   - B Anton, 5 2/5 feet
   - C Juan, 5 1/4 feet
   - D Jesse, 5 9/20 feet

6. Half of a pizza was divided equally among 6 people. What fraction of the whole pizza did each person receive? (Lesson 2.5)
   - A \( \frac{1}{12} \)
   - B \( \frac{1}{8} \)
   - C \( \frac{1}{6} \)
   - D \( \frac{1}{4} \)