



A NETWORK of COLLEGE PREP ELEMENTARY SCHOOLS

# Summer Work Packet

## Grade 6

**DIRECTIONS:** This student work packet contains remediation and enrichment activities *for 6 week's worth of work*. Different from previous weeks of school closure please note the following:

- Your child's teachers will reach out the first week you receive these to answer any questions you have about the work in this packet.
- Your LEARN Campus staff will be available to answer questions regarding the content until the last day of school, 6/19/20 but will be on vacation after that.
- Please follow the campus guidance on packet completion and return

### Chicago Public Library Access

*\*Chicago residents only*

Don't Have a Chicago Public Library Card

*\* Children under 14 must have a guardian apply with them*

- 1.) Apply for an eCard at <https://tinyurl.com/LEARNCPCLcard>
- 2.) Access eBooks, audible books, and other online resources
- 3.) Check out other resources at <https://chipublib.overdrive.com/>

Already have a Chicago Public Library card

- 1.) Go to: <https://www.chipublib.org/>
- 2.) Select: "Browse"
- 3.) Choose "eBooks" under "By Format"
- 4.) Check out other resources at <https://chipublib.overdrive.com/>

### North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

### Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

- 1.) Complete the temporary library card form
- 2.) Access online resources at: <https://www.waukeganpl.org/eresources/>

Student Name \_\_\_\_\_

# June

# 2020

## Summer Enrichment Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Last day of school	20 Take a walk and have your child share what they hear, smell, feel and see.
21 Write a creative story	22 Write out three things that you are thankful for	23 Create a chore chart to create structure for the summer	24 Draw what you are feeling or thinking	25 Play emotions charades. Can you family guess the emotion?	26 Write a letter to someone to tell them you appreciate them.	27 Make a list of 10 ways to respect at home or at school.
28 Make a KINDNESS poster and list out ways people can show	29 Write/draw about something you can't do YET, but that you can get better at this	30 Write/journal about what it means to be a good friend.				

# July

2020

## Summer Enrichment Activities

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<sup>1</sup> Draw or write out five things that you are good at	<sup>2</sup> Think of three things you can do to be helpful in your home today. Then do them!	<sup>3</sup> Write: happy/ worried/ sad/ afraid. Then write or draw things that make you feel these emotions.	<sup>4</sup> Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
<sup>5</sup> What is the best thing that has happened so far this summer? Why?	<sup>6</sup> Rewrite or draw the ending to your favorite book or movie.	<sup>7</sup> Make up a new dance and teach it to someone.	<sup>8</sup> Spend 10 minutes stretching.	<sup>9</sup> Draw a map of your neighborhood.	<sup>10</sup> Tell someone a joke.	<sup>11</sup> Make up a new game and teach someone how to play it.
<sup>12</sup> Write down three things you are thankful for.	<sup>13</sup> Write: calm/silly/excited. Then write or draw things that make you feel these emotions.	<sup>14</sup> What is your favorite show or movie? Write or draw a story that includes you as a character.	<sup>15</sup> Draw a picture of a new invention. What does the invention do? How much will you sell it for?	<sup>16</sup> Write your own picture book and then read it to someone.	<sup>17</sup> Play a game with your family and/or friends (e.g., Tag, boardgame, card game, etc.)	<sup>18</sup> Pick a breathing exercise from below and practice it for 5 – 10 minutes.
<sup>19</sup> Design and draw a cake for someone you know.	<sup>20</sup> Write a letter to someone you are grateful for. If you can, mail it.	<sup>21</sup> Design and draw your dream house.	<sup>22</sup> Write/draw a story that happens in the dream house you designed yesterday.	<sup>23</sup> Write a song about something you are thankful for.	<sup>24</sup> Draw or write three things you love about yourself.	<sup>25</sup> Go outside, sit down, and close your eyes for 1 minute. What did you hear? What did you smell?
<sup>26</sup> Write/draw three things you hope to learn this school year.	<sup>27</sup> Write or draw a story about your favorite day at school.	<sup>28</sup> Write or draw 5 things that make a GREAT teacher.	<sup>29</sup> Pick a breathing exercise from below and practice it for 5 – 10 minutes.	<sup>30</sup> What do you want to be when you grow up? Write a story about it.	<sup>31</sup> Write or draw 3 – 5 goals for this school year.	

### Breathing Exercises

**The Flower Breath:** Imagine smelling a flower. Breathe in through your nose, out through your mouth.

**The Bunny Breath:** Take three quick sniffs through the nose and one long exhale through the nose. (As he starts to get the hang of it, have your little bunny focus on making the exhale slower and slower.)

**The Snake Breath:** Inhale slowly through the nose and breathe out through the mouth with a long, slow hissing sound.

**Blow Out the Candle:** Imagine a birthday candle. Take in a deep breath through the nose and then exhale through the mouth to blow out the candle.

**Smell the Rose/Blow Out the Candle:** Combine the Flower Breath (on the inhale) with the Blow Out the Candle Breath (on the exhale), holding up your pointer finger to your nose as “you smell the rose,” and drop your finger to your mouth as you “blow out the candle.”

# Summer Enrichment Activities

Information	Website
<p><b>The Metropolitan Museum of Art</b>            From Purewow.com, “New York’s Met Museum has an entire section of its website dedicated to young ones called MetKids. The online-only experience features a time machine, where you can search by time period, idea or location to uncover objects and artwork from the museum’s rooms. The “Big Ideas” search tool allows kids to look into topics like inventions, fashion and battles, and see all the relevant artifacts—a cool way to learn without it really seeming like you’re learning. There are also videos, as well as an interactive map of the museum that allows you to check out various exhibitions around the building.”</p>	<p><a href="https://www.metmuseum.org/art/online-features/metkids/">https://www.metmuseum.org/art/online-features/metkids/</a></p>
<p><b>The British Museum</b>            From purewow.com, “Ever wanted to see the Rosetta Stone or a real-life mummy? Look no further than the British Museum, which you’d usually have to seek out during a vacation in London. The tour is interactive, with artifacts searchable by era, region or type, and you can discover all sorts of interesting objects, including a bank check from Barclays and a papyrus poem from ancient Egypt.”</p>	<p><a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a></p>
<p><b>Smithsonian National Museum of History</b>            From purewow.com, “Take yourself on a tour of the Smithsonian National Museum of Natural History, whether it’s through the temporary exhibitions or the permanent collection. Along the way, check out dinosaur skeletons, animals from around the globe and even past exhibits that are no longer on display in reality. It’s a great way to keep your kids learning about the world around them even when they can’t be in school, and there are plenty of follow-up activities or readings you can do after the tour. While you’re there, stop by the Smithsonian Castle and the Hirshhorn Sculpture</p>	<p><a href="https://naturalhistory.si.edu/visit/virtual-tour">https://naturalhistory.si.edu/visit/virtual-tour</a></p>

Garden, both of which have adjoining virtual tours.”	
<b>Boston Children’s Museum</b>	<a href="https://www.bostonchildrensmuseum.org/museum-virtual-tour">https://www.bostonchildrensmuseum.org/museum-virtual-tour</a>
<b>NASA Glenn Research Center</b>	<a href="https://www.nasa.gov/glennvirtualtours">https://www.nasa.gov/glennvirtualtours</a>
<b>Monterey Bay Aquarium</b> From purewow.com, “Who doesn’t want to look at peaceful videos of undersea life when they need a break from reality? The Monterey Bay Aquarium’s live web cams will delight both you and your young ones, especially the adorable penguin cam. To find something soothing, watch the hypnotizing moon jelly cam or the kelp forest cam, which showcases leopard sharks moving among the kelp. When the live cams aren’t running (they operate during specific hours), there are pre-recorded videos to fill in.”	<a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a>
<b>National Women’s History Museum</b>	<a href="https://www.womenshistory.org/womens-history/online-exhibits">https://www.womenshistory.org/womens-history/online-exhibits</a>
<b>“Civil Right’s Photography” at the High Museum of Art</b>	<a href="https://artsandculture.google.com/exhibit/civil-rights-photography/9wlSPkiyouv-Lw?hl=en">https://artsandculture.google.com/exhibit/civil-rights-photography/9wlSPkiyouv-Lw?hl=en</a>
<b>Detroit Institute of the Arts</b>	<a href="https://artsandculture.google.com/partner/detroit-institute-of-arts?hl=en">https://artsandculture.google.com/partner/detroit-institute-of-arts?hl=en</a>
<b>Smithsonian “Fun Stuff for Kids and Teens”</b>	<a href="https://www.si.edu/kids">https://www.si.edu/kids</a>
<b>Making Our Children Dancers for Life from Stay Home Miami</b> From their website, “join the Thomas Armour Youth Ballet Instructors as they teach our children the many ways dance can enhance their health and well-being from home.”	<a href="https://www.stayhome.miami/making-our-children-dancers-for-life/">https://www.stayhome.miami/making-our-children-dancers-for-life/</a>
<b>Soccer for Success at Home from Stay Home Miami</b>	<a href="https://www.stayhome.miami/soccer-for-success-at-home/">https://www.stayhome.miami/soccer-for-success-at-home/</a>
<b>Storyline Online (Read Alouds) from Stay Home Miami</b>	<a href="https://www.stayhome.miami/share-an-adventure-with-read-aloud-books/">https://www.stayhome.miami/share-an-adventure-with-read-aloud-books/</a>

# LEARN Charter Schools Reading Log

Name: \_\_\_\_\_ Week Of: \_\_\_\_\_

**Directions:** Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

## Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
<b>Total Minutes This Week</b>	

Teacher Initials for Meeting Weekly Goal: \_\_\_\_\_

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? \_\_\_\_\_

☐ Did you exceed your goal? \_\_\_\_\_

If yes, by how many minutes? \_\_\_\_\_

☐ What is your favorite book you read this week? Why was it your favorite?

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## Independent Practice

Read the paragraph below. Then answer the questions that follow for numbers 1–4.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

- 1** What revision of sentence 2 best matches the style and tone of sentence 1?
- A** First, it offers children outdoor exercise, such as hiking.
  - B** First, it allows kids to finally get a chance to run around.
  - C** First, it lets children do stuff, like run around outside.
  - D** First, kids get to run around the river and do other outside stuff.

- 2** Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?
- A** sentence 1
  - B** sentence 4
  - C** sentence 5
  - D** sentence 6

- 3** Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?
- A** catching some z's
  - B** falling asleep
  - C** nodding off
  - D** getting some shut-eye

- 4** Which sentence could be added to the paragraph without changing its style or tone?
- A** Nobody gets it!
  - B** We need to stop those pesky builders from taking over!
  - C** They've really got to leave our campground alone.
  - D** We must preserve our local campground!





## Independent Practice

For numbers 1–4, use the dictionary entries to answer the questions.

**express** (ɪk sprɛs') v. 1. to say or state  
2. to communicate ideas or feelings 3. to squeeze or press something out n. 4. type of transportation that moves with few or no stops adj. 5. specific: *I bought these apples for the express purpose of baking a pie.* 6. stated  
7. moving with few or no stops

**1** What part of speech is express as used in this sentence?

My mother and I took the express train to the museum.

- A noun
- B adjective
- C verb
- D adverb

**2** Which definition of express best fits this sentence?

One artist painted a gloomy landscape to express the theme of grief and loss.

- A Definition 2
- B Definition 3
- C Definition 5
- D Definition 6

### Answer Form

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)

Number  
Correct

4

**reflect** (rɪ flɛkt') v. 1. to bend back light  
2. to show an image, to mirror 3. to show clearly or reveal: *The novel reflects the writer's unhappiness.* 4. to consider seriously: *You need to reflect on your actions.* 5. to bring negative attention to: *The team's rowdiness reflected on the school.*

**3** Which definition best fits reflect as used in this sentence?

Many landscape paintings reflected the artist's mood.

- A Definition 1
- B Definition 3
- C Definition 4
- D Definition 5

**4** Which definition best fits the way reflect is used in this sentence?

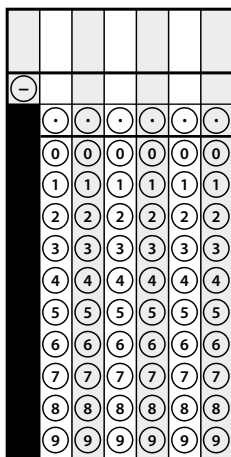
When you view a Chinese landscape painting, reflect on the artist's message.

- A Definition 2
- B Definition 3
- C Definition 4
- D Definition 5

- 4 Ju-long has 6 guppies in his aquarium. This is 24% of the fish in the aquarium. How many fish are in Ju-long's aquarium? Use an equation with a variable. Show your work.

**SOLUTION** \_\_\_\_\_

- 5 What is the solution of the equation  $9\frac{1}{3} = x + 9\frac{1}{3}$ ?



- 6 Consider the equation  $\frac{2}{5}y = 20$ . Tell whether each statement is *True* or *False*.

	True	False
a. You can solve the equation by multiplying both sides by $\frac{5}{2}$ .	<input type="radio"/>	<input type="radio"/>
b. You can solve the equation by dividing both sides by $\frac{2}{5}$ .	<input type="radio"/>	<input type="radio"/>
c. The equation has the same solution as $\frac{5}{2}y = 20$ .	<input type="radio"/>	<input type="radio"/>
d. The equation has the same solution as $\frac{4}{5}y = 40$ .	<input type="radio"/>	<input type="radio"/>

- 7 Each day from Monday to Friday, Enrico uses a rideshare scooter to take the same route to and from work. According to the rideshare app, the total distance he rides each week is 13 mi. Explain how to write an equation that Enrico can use to find the distance of one trip to or from work. Show how to solve the equation.



- 8 Is the value of  $w$  the same in both equations shown below? Explain how you can decide without solving the equations.

$$w + 16 = 43$$

$$w + 16 - 7 = 43 - 7$$

- 9 **Math Journal** Write an equation that you can solve by subtracting 3.2 from both sides of the equation. Then show how to solve the equation and check your solution.

## ✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *equation*. Add two important things you learned about equations in this lesson.
- ☐ **SELF CHECK** Go back to the Unit 5 Opener and see what you can check off.

During recent events, we have had to find ways to entertain ourselves. What has been your favorite form of entertainment lately? Write to explain it and how it has helped you.

My favorite form of entertainment lately has been ...

My favorite form of entertainment lately has been ...

# LEARN Charter Schools Reading Log

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[illegible]

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☐ Did you exceed your goal? \_\_\_\_\_  
If yes, by how many minutes? \_\_\_\_\_

☐ What is your favorite book you read this week? Why was it your favorite?

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## Lesson 14

### Using a Thesaurus



#### Introduction

You can use a thesaurus to make your writing more precise or interesting. A **thesaurus** provides synonyms and antonyms for particular words.

- A thesaurus lists words in alphabetical order. Each entry gives the part of speech, the definition, and a list of synonyms. Antonyms, if any, are also included.

**bitter** *adj.* **1.** a strong, unpleasant taste: *The white part of a lemon rind is bitter.* **acid, unpleasant** Antonyms: *sugary, sweet* **2.** harsh and cold: *Winter has been bitter this year.* **rough, severe** Antonyms: *mild, pleasant* **3.** having or showing resentment: *Al felt bitter when he lost his job.* **angry, resentful, sullen** Antonym: *friendly*

**claim** *v.* **1.** to need: *This issue claims our attention.* **deserve, demand, require** **2.** to say that something is true: *Nola claims that bees sleep at night.* **state, declare, insist** Antonym: *deny* *n.* **3.** a statement that something is true: *The ad makes the claim that Brand X is the best flour.* **assertion, allegation, declaration** Antonym: *denial*

When there is more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words can serve as more than one part of speech.



#### Guided Practice

**Read the paragraph. Use the thesaurus entries above to answer the questions about the underlined words.**

#### Hint

Remember: A *synonym* is similar in meaning to another word. An *antonym* has the opposite meaning of the word.

Nearly 2,600 years ago, people in Mexico and Central America drank a bitter chocolate drink, which they made from cocoa beans. Some scholars claim that people drank chocolate even longer ago.

- 1** Which words are synonyms of *claim* as used in the paragraph?

\_\_\_\_\_

- 2** Which word is an antonym of *claim*? \_\_\_\_\_

- 3** Which words are synonyms of *bitter* as used in the paragraph?

\_\_\_\_\_

- 4** Which words are antonyms of *bitter*? \_\_\_\_\_



## Independent Practice

For numbers 1–4, read the sentence. Then use the thesaurus entry to answer the question.

**significant** *adj.* 1. expressing a meaning: *Dad gave Lee and Arlo a significant glance when they started to argue.* **meaningful, informative** Antonym: *meaningless* 2. having influence: *Thu has a significant job with the Government.* **important** Antonyms: *insignificant, unimportant*

**1** As the food of rulers, gods, and everyday people, chocolate was significant for the Maya.

Which is a synonym for significant as it is used above?

- A** meaningful
- B** unimportant
- C** insignificant
- D** meaningless

**permit** *v.* 1. to allow to do something: *I'll permit you to pick plums.* **allow, authorize** Antonyms: *forbid, prohibit* 2. to be favorable: *We'll have a picnic if the weather permits.* **accommodate, oblige** *n.* 3. written permission: *The contractor got a permit to build a home.* **license, permission**

**2** The Aztecs, however, would permit only certain people to drink it.

Which is an antonym for permit as it is used above?

- A** license
- B** allow
- C** forbid
- D** oblige

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number

Correct

4

**powerful** *adj.* 1. physically strong: *The oxen are powerful.* **strong, mighty** Antonyms: *weak, frail* 2. able to influence: *Leaders are powerful people.* **high-ranking, influential** Antonym: *low-ranking*

**3** Only the powerful members of Aztec society drank the sacred beverage.

Which is a synonym for powerful as it is used above?

- A** high-ranking
- B** powerless
- C** weak
- D** frail

**valuable** *adj.* 1. having monetary worth: *Gold is valuable.* **precious** Antonym: *cheap* 2. having use or importance: *A job teaches you valuable skills.* **useful, worthwhile** Antonym: *worthless*

**4** Cocoa beans were so valuable that the Aztecs used the beans as money.

Which is an antonym for valuable as it is used above?

- A** useful
- B** worthwhile
- C** precious
- D** cheap



- 4 A new nature trail is  $\frac{8}{10}$  mi long. A park ranger divides the trail into 4 equal sections. How long is each section of the trail? Show your work.

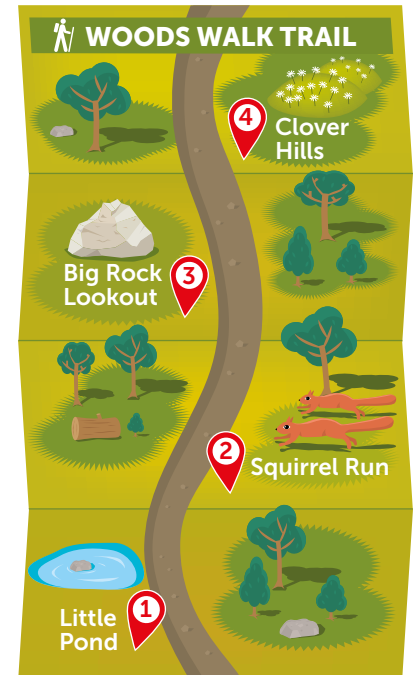
**SOLUTION** \_\_\_\_\_

- 5 Estela has  $10 \text{ ft}^3$  of soil. She uses  $3\frac{1}{2} \text{ ft}^3$  in her garden. She uses the rest of the soil for tomato plants. She needs  $\frac{3}{4} \text{ ft}^3$  of the soil for each tomato plant. How many tomato plants can she plant? Show your work.

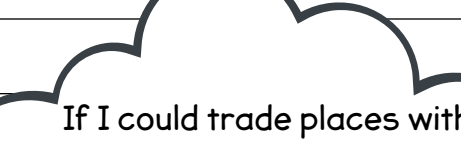
**SOLUTION** \_\_\_\_\_

- 6 Without dividing, tell whether each quotient is *less than 1*, *greater than 1*, or *equal to 1*.

	Less Than 1	Greater Than 1	Equal to 1
a. $\frac{2}{9} \div \frac{1}{27}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. $\frac{1}{2} \div \frac{3}{4}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. $\frac{4}{3} \div \frac{3}{5}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. $\frac{20}{8} \div 2\frac{1}{2}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Show your work.



If I could trade places with  
a famous person for a day,  
I'd choose ... because ...

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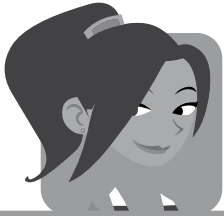


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Read the Native American story. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Native American Legend/Myth



Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

### Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. **Circle** words and phrases that describe the tree.

## The Wisdom of the Willow Tree

by Wilson Mekashone

- 1 Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.
- 2 One day, the sun blazed down and he was hot, thirsty, and desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.
- 3 Young Man said to the tree, "I have failed on my journey. I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."
- 4 The tree then reached down its oldest branch, stroked Young Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."
- 5 Young Man awoke and followed the tree's enormous roots to a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.
- 6 He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.



### Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

**Use the Hints on this page to help you answer the questions.**

- 1** A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."

Young Man has to develop skills if he wants to become Wise Man.

Which sentence from the text best supports this claim?

- A** "He decided to journey far away, seeking wisdom."
- B** "This, he knew, would take much strength and patience."
- C** "I am old and know the value of rest."
- D** "In the distance, he saw a willow tree and crawled to it."

- 2** Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?

- A** "Young Man awoke and followed the tree's enormous roots to a burbling stream."
- B** "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."
- C** "I'm thirsty and weary, and I cannot summon the strength to return home."
- D** "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."

- 3** Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.

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**UNDERSTAND:** What is the absolute value of a number?

## Refine Ideas About Absolute Value

### Apply It

**Math Toolkit** number lines

#### ► Complete problems 1–5.

- 1 **Deduce** Jia is thinking of a number. She gives three clues about the number: the number is even, the number is less than  $-12$ , and the absolute value of the number is between 9 and 15. What is Jia's number? Explain how you know.
  
- 2 **Analyze** Ian says that if  $x < y$ , then  $|x| < |y|$ . Is Ian's statement *always true*, *sometimes true*, or *never true*? Use a model to help explain your thinking.
  
- 3 **Apply** Mrs. Shen writes the expression  $|-5| + |3|$  on the board. Show or explain why the sum  $|-5| + |3|$  is the distance between  $-5$  and  $3$  on a number line.





- 4 A tour group is going sea diving. The ocean floor is at  $-18$  ft relative to sea level. One diver is already at  $-11$  ft. The tour guide is keeping watch on a platform 5 ft above sea level, directly above the diver.

**PART A** Draw a model of the situation.

**PART B** Write an absolute value inequality comparing the distances of the tour guide and the diver to sea level. Who is closer to sea level? Explain how you know.


- 5 **Math Journal** Order the numbers 5,  $-7$ ,  $-9$ , and  $-2$  from least to greatest. Then order the absolute values  $|5|$ ,  $|-7|$ ,  $|-9|$ , and  $|-2|$  from least to greatest. Explain how absolute value affects which values are lesser and which values are greater.

## ✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *absolute value*. Explain why the absolute value of  $-4$  is greater than the absolute value of 3.

## PART 1

The school bus I'd design would have ...



The school bus I'd design would have ...

# LEARN Charter Schools Reading Log

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[illegible]

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If yes, by how many minutes? \_\_\_\_\_

☐ What is your favorite book you read this week? Why was it your favorite?

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Read the story. Then answer the questions that follow.

## A Sewing Sensation

*by William Rivera*

1 Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.

2 Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think it's making a weird noise."

3 Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."

4 Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.

5 "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.

6 In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.

7 "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."

8 Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.

9 Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."

10 After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.



11 Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.

12 The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.

### Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number  
Correct

4

**1** Juan does not have a lot of experience with sewing. Which sentence from the passage is the **best** evidence of this claim?

- A** "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"
- B** "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."
- C** "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."
- D** "'Many of the best fashion designers are men,' Juan's dad continued."

**2** Juan is very excited about learning to sew. Which of the following sentences from the passage **best** supports this statement?

- A** "Juan felt proud that people wanted to wear his mother's creations on their special days."
- B** "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."
- C** "Juan had a huge smile on his face when he looked over his shoulder at his mom."
- D** "Then he remembered the patience that his mother always showed, and he slowed down."

- 2 Rani takes a 40-question test. She answers 5% of the questions incorrectly. How many questions does she answer incorrectly? Show your work.

### CONSIDER THIS ...

What operation do you use to find a fraction of a number?

### SOLUTION

- 3 Two sixth grade classes are raising money. Mrs. Shen's class raises \$120. Mr. McClary's class raises 50% of the amount Mrs. Shen's class raises. How much money do the two classes raise in all?

- A \$60
- B \$170
- C \$180
- D \$240

Jake chose A as the correct answer. How might he have gotten that answer?

### PAIR/SHARE

What strategy did you use to solve this problem? Why?

### CONSIDER THIS ...

You could use a fraction to help you solve this problem.

### PAIR/SHARE

How would you solve the problem if Mr. McClary's class raises 60% of the amount Mrs. Shen's class raises?

- 4 What percent of 20 is 5?
- A 1%
- B 4%
- C 25%
- D 85%
- 5 Three basketball players take different numbers of shots during practice. They each record the number of baskets made out of the number of shots taken. The players in order from greatest percent of baskets made to least percent of baskets made are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.



- 6 Rosa has a limit to the time she may play video games each day. She plays for 9 min on Monday, which is 30% of the time she can play. How many more minutes can Rosa play on Monday? Show your work.

**SOLUTION** \_\_\_\_\_



[illegible]

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If yes, by how many minutes? \_\_\_\_\_

☐ What is your favorite book you read this week? Why was it your favorite?

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Read the story. Then answer the questions that follow.

## Work Smarter, Not Harder

*by Trevor Jackson*

1 Kari wiped sweat from her forehead and stuck the shovel back into the haystack-sized pile of peppermint snow. It wasn't exactly snow. It was way too warm for it to be frozen water. The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint. More like blended asparagus. But the mountain of powdery mush was definitely white with streaks of red swirling up through it. And Kari had to move it all off the wide green field and onto the dirt track around the field. All under the withering gaze of two suns.

2 It was her third day attempting to move the mush. Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted. She figured that was why each morning the pile was reset, waiting for her to get to work, as if she'd done nothing the day before.

3 Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was. Two weeks? A month? Enough details shared by her uncle Otto matched what she had experienced since she fell down the well in the freezing, snow-filled woods behind her grandparents' house: the feeling of rising and falling at the same time when she first slipped on the well's rock wall, the way she cast two shadows because of the twin suns in the sky, the birdsongs that sounded more like a baby's midnight cries for food. Kari had thought these things were just stories, though, even if Otto always protested that they were true. Now she knew.

4 Kari hadn't been in Parival more than an hour before she'd spotted the big board. It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries. The board read, CHORES FOR KARI. She looked around as if there might be someone to explain. The suns beat down on her neck as she stepped closer to examine the chart. Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished.

5 So far each task had proved to be more complicated than it seemed at first. She had to make choices about how she was going to complete each task. A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy. Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right.

6 Exhausted, Kari stopped shoveling the mush and dropped the shovel on the ground. She stamped her foot and gave a loud groan. She thought again about the tasks she had already completed. Each job was a combination of physical activity and some creative thinking. She had been shoveling for days, but had she applied any original thought to the task?

7 That was it! Kari suddenly remembered a magic trick she had performed at her little brother's birthday party. It had been a sunny day just like this one. Although of course there was only one sun in that sky. Kari's family and friends had all gathered in the backyard around the small patio table. Plates, cups, and plastic forks and spoons rested on top of a white tablecloth. Kari had grabbed the edges, counted to three, and yanked. Everything on top of the tablecloth stayed in one place, but the tablecloth was liberated. Kari's family applauded.

**Go On**

8 The grassy field had felt slippery under her feet while she had worked the last three days. Maybe it wasn't the peppermint snow that had to move, but the field underneath! Kari kicked the shovel aside and ran to the edge of the field. Sure enough, the edge of the field could be lifted. But the tablecloth had been much smaller and lighter than this grassy field. She would just have to try.

9 Kari gave the grass in her hands a shake and watched the pile of peppermint snow. The grass ripple she had shaken grew taller and taller as it moved toward the pile in the center. By the time the wave reached the center, it looked like a giant whale. The whale-shaped hump slid right underneath the pile, carrying it high up into the air. Kari saw her chance and pulled hard on the grass. The entire field came flying at her like it weighed no more than that tablecloth had last summer. She ducked as it flew over her head. Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field. When it touched dirt, the pile vanished.

10 Kari dusted herself off and headed back to the big chores board; she would get home one way or another.

**6** In the first paragraph of the story, what does it mean that Kari has to work "under the withering gaze of two suns"?

- A** The two suns disapprove of Kari's efforts.
- B** Kari feels judged by unseen persons in Parival.
- C** Kari is very angry at whoever brought her to Parival.
- D** The light from the suns is extremely hot and bright.

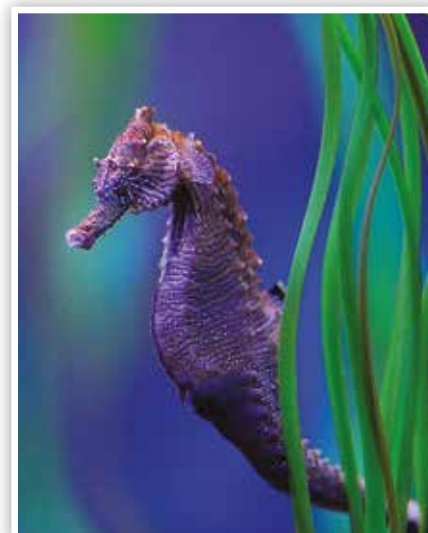
**7** Which sentence signals a major shift in the action of the story?

- A** "The suns beat down on her neck as she stepped closer to examine the chart."
- B** "She stamped her foot and gave a loud groan."
- C** "Kari suddenly remembered a magic trick she had performed at her little brother's birthday party."
- D** "Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field."

7 Tell whether each statement is *True* or *False*.

	True	False
a. 80% of 90 is the same as $\frac{8}{9}$ of 90.	<input type="radio"/>	<input type="radio"/>
b. 45% of 60 is 27.	<input type="radio"/>	<input type="radio"/>
c. 20% of 90 is the same as $\frac{1}{5}$ of 90.	<input type="radio"/>	<input type="radio"/>
d. 25 is 35% of 80.	<input type="radio"/>	<input type="radio"/>

8 In the seahorse tank at an aquarium, 70% of the male seahorses have eggs in their pouches. There are 20 male seahorses in the tank. Kennedy uses the expression  $0.07 \times 20$  to find the number of male seahorses with eggs. Explain why Kennedy's expression is incorrect. How many male seahorses have eggs in their pouches?



9 **Math Journal** Choose one of the following percents: 15%, 35%, or 85%. Write and solve a word problem that uses your percent and involves finding the whole.

## ✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *percent*. Add two important things you learned about percents in this lesson.
- ☐ **SELF CHECK** Go back to the Unit 4 Opener and see what you can check off.

- 2 The list shows the lengths, in seconds, of the routines in a dance competition.

162, 140, 160, 159, 141, 163, 159, 164

Zara wants to know how much the times for the dance routines vary.  
What is the MAD of the dance times? Show your work.

### CONSIDER THIS ...

To find the MAD of a data set, you first need to know the mean of the data set.

### SOLUTION

- 3 The table shows the number of books on the shelves in the science fiction section of a library. A librarian adds 32 more books to the shelf with only 6 books. How does this change affect the mean and median number of books per shelf?

Books on a Shelf			
62	56	63	52
56	48	57	6

- A** It increases both the mean and the median.
- B** It increases the mean, but not the median.
- C** It increases the median, but not the mean.
- D** It does not increase the mean or the median.

Uma chose A as the correct answer. How might she have gotten that answer?

### PAIR/SHARE

How do you know that your answer is reasonable?

### CONSIDER THIS ...


How do outliers affect measures of center?

### PAIR/SHARE

How would the mean and median be affected if the librarian added 32 more books to the shelf with 63 books, instead of the shelf with 6 books?

## PART 1

I can be a helper by ...



I can be a helper by ...



# LEARN Charter Schools Reading Log

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☐ What is your favorite book you read this week? Why was it your favorite?

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Read the passage. Then answer the questions that follow.

## His Wings and Tail

by Olive Thorne Miller

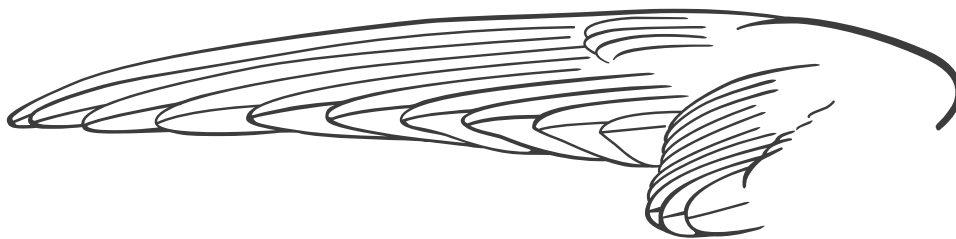
from *The Children's Book of Birds*, Houghton Mifflin Company, New York, 1901

1 A bird's wing does not look much like our arm and hand, yet the bones show that they are the same. The bird has a shoulder, elbow, and wrist, as we have. He even has fingers, though they are so covered up by feathers that one would never know it. He has not so many fingers as we have, and they are not movable like ours.

2 A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years. It is made of long stiff feathers, which fold down smoothly over one another at his side when he is resting, but can spread in an instant into a broad fan, to beat the air and carry him away.

3 One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks, so small a microscope is needed to see them; and that, together with the edges lapping over each other, makes them almost like one solid surface.

4 Wings are not alike in shape. The wing of a swallow is long and narrow, while that of a hen or grouse is short and round. We can tell by the shape of a wing how a bird flies.



Wing of a Swift

5 A long, narrow, pointed wing shows that the bird has an easy, skimming flight—either he flies great distances, or spends hours at a time on wing.

6 The short round wing shows that a bird has a strong flight for short distances. These wings are found mostly on rather heavy birds, like grouse.



Wing of a Sparrow

7 The longest wings are seen on water birds, such as the petrel and the frigate-bird. The shortest, also, are found among water birds, those who swim more than they fly, as the auks.

## Week 6

8 All the feathers of the wing are named, and it will be well to remember that the long stiff quills are called remiges or “rowers.” These are firmly rooted in the flesh, and are the hardest to pull out. They are the most important to the safety of the bird.

9 Birds have also another use for their wings. They are a strong weapon to defend themselves, or to fight others. A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other.

10 Sometimes wings serve as musical instruments. Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones. Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets.

11 If wings are not used, they slowly get to be smaller and weaker, each generation having them more and more useless, till after a while they are of no use whatever, and the birds cannot fly at all. This has happened, it is supposed, to the ostrich family and to some birds living in the sea.

12 The tail of a bird is formed of an equal number of feathers in pairs, most often twelve. When spread they are the shape of a fan, and when closed they lie over each other with the middle pair on top.

13 The tail feathers are not always of the same length, and that makes a difference in the shape of the end. Sometimes they are even, when the tail is said to be “square.” Sometimes the middle feathers are a little longer than the outside ones, and then it is “rounded” or “pointed.” If the outside feathers are longest, the tail is “forked.”

14 The feathers of the tail are called rectrices, or “rudders,” because they are supposed to be used to steer, or direct the bird’s course in flying. But the tail is used also as a brake to check the speed in alighting.

15 The tail is used more than any other organ to express the emotions. Some birds, like the catbird and thrasher, keep it moving nearly all the time, jerking it this way and that, and tossing it upward.

16 In woodpeckers and swifts the tail feathers are not soft at the end like others, but the stems or shafts project beyond the feathery part, and are stiff like the tail of a sapsucker or sharp like that of the chimney swift. These birds use the tail as a prop to hold them against the tree trunk or chimney wall, and to help them in climbing.

17 Tail feathers are not so strongly rooted as wing feathers, and are easily pulled out. Sometimes, when a man or boy tries to catch a bird by the tail, the bird will escape, leaving the tail in his hand.

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**12** Why does the author include the sentence “A bird’s wing is a wonderful flying-machine, which men have been trying to imitate these many years” (paragraph 2) in the passage?

- A** to describe how birds are different from humans
- B** to illustrate how exciting the study of birds’ wings is
- C** to introduce how different birds fly in different ways
- D** to explain how strong birds’ wing feathers can be

**Go On**

## Week 6

13

Based on the illustrations and the passage, select **two** sentences that tell how swifts and sparrows are **most likely** different.

- A** Sparrows generally fly shorter distances than swifts do.
- B** Swifts are water birds, whereas sparrows are not.
- C** Sparrows have smooth, easy flights, whereas swifts do not.
- D** Swifts generally flap their wings more than sparrows do.
- E** Sparrows have weak wings, whereas swifts have powerful wings.
- F** Swifts are better able than sparrows to use their wings to glide.

14

The following question has two parts. First, answer part A. Then, answer part B.

### **Part A**

Why are a bird's tail feathers less strongly rooted than its wing feathers?

- A** A bird uses its wing feathers to fly, while it uses its tail feathers to make sounds.
- B** Even birds that cannot fly need their wing feathers to help them swim.
- C** Losing its tail feathers is less dangerous to a bird than losing its wing feathers.
- D** A bird's wing feathers serve a greater variety of purposes than its tail feathers.

### **Part B**

Find **two** sentences in the passage with details that support the correct answer to part A. Write those sentences on the lines below.

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## Week 6

- 4 Elijah tracks the number of steps he takes each day for 7 days.

Number of Steps						
10,740	12,168	13,760	12,468	11,541	12,847	11,904

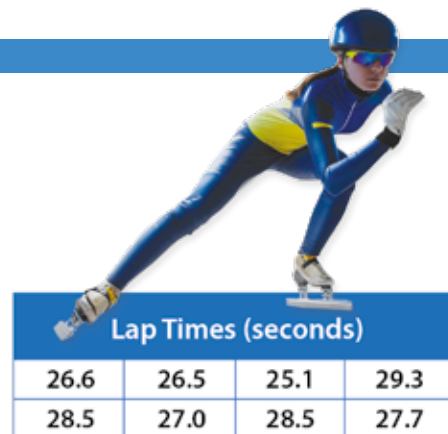
- a. What is Elijah's mean number of steps per day? Show your work.



### SOLUTION

- b. On Day 8, Elijah walks 9,924 steps. He says the expression  $\frac{85,428 + 9,924}{8}$  represents the mean with the value for Day 8 included. Is Elijah correct? Explain.

- 5 During a 2-week time period, Denver has a mean high temperature of 72°F with a MAD of 5.66°F. During the same 2-week period, San Diego has a mean high temperature of 70°F with a MAD of 1.65°F. Compare the means and MADs and tell what they indicate about the high temperatures of the two cities.
- 6 Which of the following could be used to calculate the MAD of a data distribution? Select all that apply.
- A Dot plot
  - B Frequency table
  - C Box plot
  - D List of data values
  - E Histogram



- 7 Brianna's speed-skating coach times her as she skates laps during practice. The table shows her times, to the nearest tenth of a second, for 8 laps.

a. Brianna's mean lap time is 27.4 seconds. What is the MAD of her lap times? Show your work.

**SOLUTION** \_\_\_\_\_

- b. During the same practice, Layla's mean time for skating a lap is 26.6 seconds with a MAD of 2.1 seconds. Which skater, Brianna or Layla, had more consistent times during practice? Explain how you know.

- 8 **Math Journal** Make up a data set of five values with a mean of 10 and a median of 12. None of the values in your data set can be repeated. Explain how you determined the values in your set.

## ✓ End of Lesson Checklist

- ☐ **INTERACTIVE GLOSSARY** Find the entry for *mean*. Tell how the mean and median of a data set are alike.
- ☐ **SELF CHECK** Go back to the Unit 7 Opener and see what you can check off.

Blank lined paper for writing.

I would like to visit ....