

Requests for Proposals  
for  
Printing Services



ORO GRANDE SCHOOL DISTRICT

19900 National Trails Hwy, PO Box 386, Oro Grande, Ca 92368

**Request for Proposals**

NOTICE IS HEREBY GIVEN that the Oro Grande School District of San Bernardino County, California, acting by and through its Board of Education, hereinafter referred to as the District, will receive up to, but no later than, **1:00 p.m., on May 20th, 2021**, sealed bids for the purchase of:

**PRINTING SERVICES**

**Bid No. 20-21-08**

Proposals must be submitted in a sealed envelope, marked with the bid number and title, and returned to the Oro Grande School District, Purchasing Department, 19900 National Trails Hwy, Oro Grande, Ca 92368. Proposals will also be accepted via email to [morgan\\_daugherty@orogrande.org](mailto:morgan_daugherty@orogrande.org). It is the Vendor's responsibility to ensure the email was received.

Proposals received later than the designated time and date specified will be returned to the Vendor unopened. Facsimile or email submittals of the proposal will not be accepted. There will be no public opening of proposals.

The District reserves the right to accept or reject any or all proposals or any combination thereof and to waive any informality in the bidding process.

Copies of the bid documents may be obtained from the Oro Grande School District website: [http://www.orogrande.net/departments/business\\_services](http://www.orogrande.net/departments/business_services) or by contacting Morgan Daugherty in our Purchasing Department via email to [morgan\\_daugherty@orogrande.org](mailto:morgan_daugherty@orogrande.org).

Morgan Daugherty  
Director of Purchasing & Budgeting  
Oro Grande School District

### **RFP-Printing Services**

1. Introduction: The Oro Grande School District ("District") requests, on behalf of Mojave River Academy Schools, proposals from qualified vendors to provide printing services of student resource guides (SRGs) eight (8) times per school year, to be delivered to twelve (12) school sites.
  - a. Proposals must be submitted in a sealed envelope, marked with the bid number and title, and returned to the Oro Grande School District, Purchasing Department, 19900 National Trails Hwy, Oro Grande, Ca 92368. Proposals will also be accepted via email to [morgan\\_daugherty@orogrande.org](mailto:morgan_daugherty@orogrande.org). It is the Vendor's responsibility to ensure the email was received. The Oro Grande School District reserves the right to reject any or all proposals submitted.
  - b. Submission of a proposal indicates acceptance by the Vendor of the conditions contained in this Request for Proposals, unless clearly and specifically noted in the proposal submitted and confirmed within the contract between Mojave River Academy Schools and the firm selected.
2. Proposal Requirements:
  - a. Completion of Bid Form and Questionnaire.
  - b. A list on company letterhead of at least three references of the same size and in the same industry, preferably, who are currently/or have received your services. Please explain how their work is similar to this project.
3. Questions: To be submitted via email to Morgan Daugherty at [morgan\\_daugherty@orogrande.org](mailto:morgan_daugherty@orogrande.org) 5 days prior to the proposal due date.
4. Acceptance of Terms and Conditions: Proposers understand and agree that submission of a proposal constitutes acknowledgement and acceptance of, and a willingness to comply with, all of the terms and conditions in this RFP. The District reserves the right to further negotiate the terms and conditions of the Agreement. Proposers will be deemed to have read, understood and accepted those terms and conditions unless specific changes are requested in the proposal submitted and are accepted by the District.
5. Vendor shall provide evidence of insurance with the following minimum limit of liability:
  - a. General Liability
    - i. Commercial General Liability with a \$1,000,000 per occurrence and \$2,000,000 Aggregate for Bodily Injury, Personal and Advertising Injury and Property Damage including Blanket Contractual Liability, Products Liability.
    - ii. Vendor's insurance to be primary and noncontributory.
    - iii. 30-day notice intent to cancel, non-renew, or make material change in coverage.
    - iv. Mojave River Academy Schools to be named as "Additional Insured."
  - b. Automobile Liability
    - i. \$1,000,000 Combined Single Limit of Liability for Bodily Injury and Property Damage per accident.
    - ii. Coverage to include "Owned, Non-Owned, and Hired" automobiles.
    - iii. 30-day notice of intent to cancel, non-renew, or make material change in coverage.
  - c. Workers' Compensation/Employer's Liability
    - i. Certificate of Insurance indicating "statutory" limits.
    - ii. 30-day notice of intent to cancel, non-renew or make material changes in coverage.
    - iii. Employer's Liability, \$1,000,000.

Vendor shall not commence the performance of the Contract without such proof of insurance. Vendor shall provide proof of insurance coverage within 72 hours subsequent to the Notice of Award or shall be deemed non responsive.

6. Evaluation Process: All RFP Responses will be given thorough review. All evaluation material will be considered confidential and not released by the District. The District reserves the right to make the

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RFP- Printing Services

award that is most advantageous to the District.

7. Award of Contract: DISTRICT reserves the right to reject any or all proposals, or to waive any irregularities or informalities in any Bid or in the bidding.
8. Anti-Discrimination: It is the policy of DISTRICT that in connection with all work performed under contracts, there be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age, physical disability, mental disability, medical condition, or marital status. Vendor agrees to comply with applicable federal and California laws including, but not limited to, the California Fair Employment and Housing Act, beginning with Government Code section 12900, and Labor Code section 1735.
9. Hold Harmless: Vendor shall hold harmless, defend and indemnify District and its officers, officials, employees and volunteers from and against all claims, damages, losses and expenses including attorney fees arising out of the performance of the work described herein, caused in whole or in part by any negligent act or omission of the Vendor, anyone directly or indirectly employed or anyone for whose acts any of them may be liable, except where caused by the active negligence, sole negligence, or willful misconduct of the District.
10. Prohibited Interests: No DISTRICT official who is authorized in such capacity and on behalf of DISTRICT to negotiate, make, accept, or approve, or to take part in negotiating, making, accepting or approving the Contract, shall become directly or indirectly interested financially in the Contract or in any part thereof. Vendor shall receive no compensation and shall repay DISTRICT for any compensation received by Vendor hereunder, should Vendor aid, abet or knowingly participate in violation of this section.
11. District's Right to Terminate Contract:
  - a. Termination for Cause
    - i. If Vendor refuses or fails to deliver the services with such diligence as will insure its complete delivery within the time specified or any extension thereof, or if Vendor should be adjudged bankrupt, or if Vendor should make a general assignment for the benefit of its creditors, or if a receiver should be appointed on account of its insolvency, or if it should persistently or repeatedly refuse or should fail, except in cases for which extension of time is provided, to perform work or deliver materials as to ensure complete delivery within the time specified, or if Vendor persistently disregards laws, ordinances or instructions of DISTRICT, or if Vendor should otherwise be guilty of a substantial violation of any provision of the Agreement, then Vendor shall be deemed to be in default of the Agreement and DISTRICT may, without prejudice to any other right or remedy, serve written notice upon Vendor of DISTRICT's intention to terminate the Agreement. The notice shall contain the reasons for such intention to terminate, and unless within ten (10) days after the service of such notice such condition shall cease or such violation shall cease and arrangements satisfactory to DISTRICT for the correction thereof be made, the Agreement shall upon the expiration of one hundred twenty (120) days, cease and terminate. In such a case, Vendor shall not be entitled to receive any further payment until performance is completed.
  - b. Termination for Convenience.
    - i. DISTRICT may, at any time, terminate the Contract for DISTRICT's convenience and without cause as of the end of the current school year, upon not less than sixty (60) days of prior written notice to the other party.
    - ii. In case of such termination for DISTRICT's convenience, Vendor shall be entitled to



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receive payment from DISTRICT for work executed and for proven loss with respect to materials, equipment, and machinery, including overhead and profit for that portion of the work completed, and reasonable proven damages.

- c. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to DISTRICT.

12. Arbitration: Any disagreement regarding the interpretation, meaning or effect of any provision of the Contract shall be settled by arbitration if so requested by both parties in writing. In case of such a joint written request, the parties agree that within sixty (60) days, binding arbitration will be entered into, with each party having selected an arbitrator, and the two having selected a third. The decision of the majority of the arbitrators shall be binding up on each of the parties hereto. The cost of such arbitration shall be shared equally between the parties.

13. Term of Contract: The initial term of the contract for the selected Vendor shall be one (1) year and shall be eligible for up to a two one (1) year extension, subject to mutual agreement.

14. Invoicing: Invoices shall be broken down based upon delivery location.

15. Delivery: Cost for delivery shall be embedded in the per page cost proposed within this bid. Delivery shall be made to each individual site based upon the counts provided by the District at time of order.

16. Evaluation Criteria: Proposals will be evaluated using the following criteria

<b>Evaluation Criteria</b>	<b>Points Available</b>
Thorough and complete response to the requirements of this RFP <ul style="list-style-type: none"><li>• Clear, demonstrated understanding of the scope of work</li></ul>	35
Technical Experience <ul style="list-style-type: none"><li>• Past experience with school districts, charter and/or independent study charters</li></ul>	15
Cost Proposal	40
Additional Considerations-deemed relevant <ul style="list-style-type: none"><li>• Printing Infrastructure</li><li>• Customer Service</li></ul>	10

### **Scope of Work**

Mojave River Academy Schools requires SRGs to be printed eight (8) times per year with quantities **based on enrollment** at the time. In addition, **each of the grade and/or subject's SGR will be different content and page counts**. Typically there will be 33 varying booklets to be printed at a time. For bidding purposes only it is estimated that the total page count for all SRGs is 3,100,000 per year.

Vendor will be provided via email 2-3 weeks prior to delivery with:

1. PDF versions of each grade and/or subject's SGR
2. Total counts for each SGR needed
3. A breakdown as to how many each mailing address will receive

#### Specifications:

- Booklet Size- 8.5"x11"
- Front & Back Cover Only- Colored Cardstock 80 lb weight (Colors shall vary throughout SRGs/Vendor Depicts)
- Remaining Pages- 20# Bond White Paper, Printed double sided
- Color- Black
- Perforated Pages
- Glue Bond
- 3 Hole Punched

#### Shipping Locations:

##### **Bakersfield**

1601 New Stine Rd., #150,  
Bakersfield, CA 93309  
661-816-0830

##### **Barstow**

2151 W Main Street  
Barstow, CA 92311  
760-954-0399

##### **Beaumont**

77 Beaumont Ave. Suite C,  
Beaumont, CA 92223  
951-712-6105

##### **Colton**

851 S. Mt. Vernon, Suite 15  
Colton, CA 92324  
909-721-7392

##### **Desert Hot Springs**

14020 Palm Drive  
Desert Hot Springs, CA 92240  
760-262-7047

##### **Fontana**

8922 Beech Ave  
Fontana CA 92335  
909-491-0134

##### **Hesperia**

14466 Main St, Suite B-100  
Hesperia, CA 92345  
760-987-7438

##### **Palm Springs**

1776 N. Palm Canyon Drive  
Palm Springs, CA 92262  
760-524-1130

##### **Phelan**

9723 Sierra Vista Rd  
Phelan, CA 92371  
760-215-8053

##### **Tehachapi**

20948 Sage Lane  
Tehachapi, CA 93561  
661-510-9198

##### **Victorville**

14554 Seventh Street  
Victorville, CA 92395  
760-987-9532

##### **West Victorville**

12384 Palmdale Rd.,  
Suites 201-202  
Victorville, CA 92392  
760-221-055

**Bid Form & Questionnaire**

**Bid Form**

TO: ORO GRANDE SCHOOL DISTRICT, acting by and through its Governing Board, herein called the "DISTRICT"

FROM:

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Proper Name of Vendor

1. Pursuant to your Notice Inviting Bids and the other documents relating thereto, the undersigned Vendor, having become familiarized with the terms of the complete RFP Documents, hereby proposes and agrees to be bound by all the terms and conditions of the RFP Documents and agrees to perform, within the time stipulated, the services, including all of its component parts, and everything required to be performed, and to provide and furnish any and all of the labor, materials, tools, expendable equipment, and all applicable taxes, utility and transportation services necessary to perform the service and complete in a good workmanlike manner all of the work required in connection with **RFP No: 20-21-08 Printing Services**, all in strict conformity with the RFP Documents.
2. **ADDENDA:** The undersigned has thoroughly examined any and all Addenda (if any) issued during the bid period and is thoroughly familiar with all contents thereof and acknowledges receipt of the following Addenda: (Vendor to list all addenda).

ADDENDUM NO. \_\_\_\_\_

ADDENDUM NO. \_\_\_\_\_ DATE RECEIVED

DATE RECEIVED

3. **PRICING:** Price per Page \_\_\_\_\_  
*Optional* per Page Discount \_\_\_\_\_ at \_\_\_\_\_ Total Pages  
*Optional* per Page Discount \_\_\_\_\_ at \_\_\_\_\_ Total Pages  
*Optional* per Page Discount \_\_\_\_\_ at \_\_\_\_\_ Total Pages
4. In submitting this Bid, the Vendor acknowledges that the Instructions to Vendors and Scope of Work are an integral part of the Contract Documents and that both have been read, understood and accepted by Vendor. Vendor understands and agrees not to disclaim knowledge of the meaning and effect of any term or provision of the Instructions to Vendors and Scope of Work and further agrees to strictly abide by their meaning and intent.
5. It is understood that DISTRICT reserves the right to reject this Bid and that this Bid shall remain open and not be withdrawn for the period of 120 days.
6. It is understood and agreed that if written notice of the acceptance of this Bid is mailed or delivered to the undersigned after the opening of the Bid, and within the time this Bid is required to remain open, or at any time thereafter before this Bid is withdrawn, the undersigned will execute and deliver to DISTRICT a contract as provided by the DISTRICT with the Bid as accepted, and that the undersigned will also furnish and deliver to DISTRICT all other documents specified by the DISTRICT at time of award within five (5) calendar days after receipt.

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RFP- Printing Services

7. Communications conveying acceptance of bids, requests for additional information or other correspondence should be addressed to the undersigned at the address stated below.

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8. The name of all persons interested in the foregoing proposal as principals are as follows:

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(IMPORTANT NOTICE: Vendor or other interested person is a corporation, state legal name of corporation and the names of the chairman of the board, president, secretary, treasurer, and manager thereof; if a co-partnership, state true name of firm and the names of all individual co-partners composing firm; if Vendor or other interested person is an individual, state first and last name in full.)

9. If Vendor is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and is in good standing in the State of \_\_\_\_\_ and that \_\_\_\_\_ whose title is \_\_\_\_\_ and \_\_\_\_\_ whose title is \_\_\_\_\_ is/are authorized to act for and bind the corporation.

I the below-indicated Vendor, declare under penalty of perjury that the information provided and representations made in this bid are true and correct.

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Proper Name of Company

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Name of Vendor Representative

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Street Address

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City, State, and Zip

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Phone Number

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Fax Number \_\_\_\_\_

E-Mail \_\_\_\_\_

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Contractor Representative

**NOTE:** If Contractor is a corporation, the legal name of the corporation shall be set forth above together with the signature of authorized officers or agents and the document shall bear the corporate seal; if Contractor is a partnership, the true name of the firm shall be set forth above, together with the signature of the partner or partners authorized to sign contracts on behalf of the partnership; and if Contractor is an individual, his signature shall be placed above.

**All signatures must be made in permanent blue ink**

**Questionnaire**

1. Provide the following information:

Date of Response:	
Name of Vendor:	
Primary Contact Person:	
Title:	
Address:	
Telephone Number:	
Facsimile Number:	
E-mail Address:	

2. Describe the background and ownership of the Vendor. Describe any material changes in organization structure or ownership that have occurred in the past five years.
3. Customer Support/Service:
- Will you dedicate a service representative to this account? If yes, please explain the person's tenure in your company and his/her experience managing projects similar to those explained in this RFP.
  - How does your customer service structure support notifications of delayed jobs, resolving issues, etc.?
  - How will the District be kept informed of the progress of our work? For example, do you provide these updates online? If so, please describe whether the information is real time or if it is updated in a batch method?
  - How will you navigate delivery and possible delivery errors?
4. Experience/Capabilities:
- How many people does your company employ?
  - What is the average level of experience for your staff? What is the industry experience of your production managers? What certifications do they hold?

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- c. What are the monthly volumes for your largest and average customers?

Past Order Example

(Exhibit A)

Subject	Quantity	Pages/Booklet	Total Page Count
TK	19	69	1311
Grade K	92	103	9476
Grade 1	118	115	13570
Grade 2	104	110	11440
Grade 3	108	181	19548
Grade 4	109	86	9374
Grade 5	109	104	11336
Grade 6	149	140	20860
Grade 7	224	128	28672
Grade 8	255	134	34170
English 1 - Spring	406	49	19894
English 2 - Spring	488	19	9272
English 3 - Spring	575	50	28750
English 4 - Spring	452	38	17176
Biology - Spring	435	40	17400
Earth Science - Spring	525	29	15225
World History - Spring	477	43	20511
US History- Spring	588	32	18816
Government- Spring	149	25	3725
Economics- Spring	327	25	8175
Business Math- Spring	216	22	4752
FALL - English 1	20	42	840
FALL - English 2	11	20	220
FALL - English 3	9	47	423
FALL - English 4	11	62	682
FALL - Biology	22	40	880
FALL - Earth Science	20	36	720
FALL - US History	19	34	646
Geography	69	47	3243
Goals for Living	104	32	3328
Health	107	24	2568
Home Economics	76	32	2432
Poetry	27	33	891

Distribution: Counts are per site, booklet subjects vary. Upon request, the District can provide further breakdown of the subjects.

Site	Booklet Count
Bakersfield	681
Barstow	591
Beaumont	692

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Colton	739
Desert Hot Springs	542
Fontana	148
Hesperia	329
Palm Springs	377
Phelan	290
Tehachapi	444
Victorville	628
West Victorville	959



Sample SRG  
(Exhibit B)

# **STUDENT RESOURCE GUIDE**

**grade 6  
LP 3**





6th Grade  
LP 3 SRG Assignment Sheet



Day 1	10/12	
Language Arts	Videos are found online at the <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> > Students > High School > English > McGraw Hill Video link FACING CHALLENGES UNIT WEBSITE- Watch the McGraw-Hill StudySync Video "Tone" SRG- Complete "Access 1 Skill- Point of View- Tone- Jabberwocky" sheets as you watch the video and read the "Define" and "Model" pages. SRG- Answer the "Your Turn" sheet for "Tone- Jabberwocky" SRG- Creating a Villain worksheets pg. 32-33.	
Math	CH. 2 - Lesson 7, Percent of a Number, 147 - 154 COMPLETE Pages 151-152, Problems #1-17 even #s and Page 154, Problems #33-39 odd #s	
Science	COMPLETE- Engineering Technology and Applications of Science GO- to the 7th Grade HomePage- Click - Science News > Search for Cardboard Challenge SRG-Take notes on the video and do research on different Cardboard Challenge Activities	
Social Studies	SRG- Complete the Chapter 4 Preview sheet. This worksheet will introduce you to the features and structure of the chapter.	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 2	10/13	
Language Arts	TEXTBOOK- Read "Jabberwocky" (282-285) TEXTBOOK- Complete the "Think Questions" for "Jabberwocky" TEXTBOOK- Complete the Focus Questions for "Jabberwocky" SRG- Creating a Villain worksheets pgs. 34-35	
Math	CH. 2 - Lesson 8, Solve Percent Problems, pg. 155 - 162 COMPLETE pages 159-160 Problems #1-15 and Page 162, Problems #26-35 (evens for all)	
Science	SRG- Defining and Delimiting (limits or boundaries of) an Engineering Problem. PROBLEM: A vehicle must travel a distance of 12 ft only using air. Delimitation: 1. You may not touch your vehicle as it travels 2. Must have a stationary start - No push starts 3. Air movement is the only power source	



6th Grade  
LP 3 SRG Assignment Sheet



		4. No pre-made items allowed - no metal (foil ok) 5. Distance to be traveled is 12 ft
Social Studies		WATCH "Turning Points in History - Hammurabi's Code of Laws" video at <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> >Click on "Students" >Scroll down to "Middle School Student" > "Social Studies" > "6th Grade Social Studies" > Videos SRG- As you watch the video, answer the following questions in complete sentences. Who was Hammurabi? What was Hammurabi's Code? Why was Hammurabi's Code important?
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 3	10/14	
Language Arts		TEXTBOOK- Re-read "Jabberwocky" COMPLETE the Writing Prompt SRG- Complete the Vocabulary Review for "Jabberwocky" SRG- Creating a Villain worksheets pgs. 36-37
Math		COMPLETE- 21st Century Career in Movies, Page 163-164, Problems #1-6
Science		SRG- COMPLETE Developing Possible Solutions SRG- DESIGN and Build- Do research SRG- DRAW diagrams SRG- GATHER Materials - No pre-made items allowed - reused and repurposed items only TEST- your ideas - at your center's CARDBOARD CHALLENGE SRG- Complete Optimizing the Design Solution. In paragraph form make suggestions for ways you think you could improve your design.
Social Studies		TEXTBOOK Examine pages 108-109 "Fertile Crescent, 2400-1600 B.C." TEXTBOOK Read page 112 "Main Ideas," "Taking Notes," & "Words to Know" TEXTBOOK Read "Mesopotamian Empires" Lesson 1 pages 112-116 TEXTBOOK Page 136- on paper, answer Questions 4, 5, & 6 in complete sentences
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 4	10/15	



6th Grade  
LP 3 SRG Assignment Sheet



Language Arts		WEBSITE- Watch the McGraw-Hill StudySync Video “Arguments and Claims” SRG- Complete “Access 1 Skill- Point of View- Arguments and Claims- Bullying in Schools” sheets as you watch the video and read the “Define” and “Model” pages. SRG- Answer the “Your Turn” sheet for “Arguments and Claims- Bullying in Schools” SRG- Creating a Villain worksheets pgs. 38-39
Math		COMPLETE Chapter Review Vocabulary Check pg. 165 COMPLETE Key Concepts pg. 166
Science		SRG- Complete Optimizing the Design Solution. After your center’s Cardboard Challenge Event reflect on your designs and the other designs you saw. In paragraph form make suggestions for ways you think you could improve your design.
Social Studies		SRG- Complete the Code of Hammurabi Activity.
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 5	10/16	
Language Arts		TEXTBOOK- Read “Bullying in Schools” (286-292) TEXTBOOK- Complete the “Think Questions” for “Bullying in Schools” TEXTBOOK- Complete the Focus Questions for “Bullying in Schools” SRG- Creating a Villain worksheets pgs. 40-41
Math		CHAPTER 2, Performance Task, Shooting Stars, Page 167, Part A-C
Science		SRG- Finish Project and Reflection
Social Studies		WATCH “BrainPop Seven Wonders” video at <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> Brainpop Login Username- riversideprep Password- bpop SRG- Complete the BrainPop Activity sheet. You may need to pause the video as you complete the activity paper.
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 6	10/19	
Language Arts		WEBSITE- Watch the McGraw-Hill StudySync Video “Point of View”



6th Grade  
LP 3 SRG Assignment Sheet



		SRG- Complete "Access 1 Skill- Point of View- Hatchet" sheets as you watch the video and read the "Define" and "Model" pages. SRG- Answer the "Your Turn" sheet for "Point of View- Hatchet". SRG- Complete the Creating a Story and Outlining a Plot worksheets pg. 42-45
Math		REVIEW CH. 3 Introduction pg. 173 - 177 CH. 3- Lesson 1, Add and Subtract Decimals, pg. 177-184 COMPLETE Page 181-182, Problems #1-16 and Page 184, Problems #27-33
Science		SRG- Complete Vocabulary Snapshots. Use Section 4 pg.129 (5 words) TEXTBOOK- Read Section 4, pgs. 149-155 and take Cornell notes, this week focus on processes/learn to show the steps
Social Studies		TEXTBOOK Re-read page 112 "Taking Notes." On paper, copy the "Reading Skill- Summarizing" graphic organizer to complete while reading Lesson 2. TEXTBOOK Read "Assyria Rules the Fertile Crescent" Lesson 2 pages 118-123. COMPLETE- As you read, complete your "Reading Skill- Summarizing" graphic organizer. See page 112 "Taking Notes" directions for "Reading Skill- Summarizing."
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 7	10/20	
Language Arts		READ- "Hatchet" (6-10) TEXTBOOK- Complete the "Think Questions" TEXTBOOK- Complete the Focus Questions. SRG- Complete the Creating a Story and Outlining a Plot worksheets pg.46-49
Math		CH. 2 - Lesson 2, Estimate Products, pg. 185-192 COMPLETE Page 189-190, Problems #1-15 and Page 192, Problems #26-32 Odd #s
Science		ONLINE- Watch Bill Nye, "Plate Tectonics" on the 6 <sup>th</sup> Grade Home Page science videos list and add facts to the 3 <sup>rd</sup> column of your Cornell notes about Harry Hess's discoveries.



6th Grade  
LP 3 SRG Assignment Sheet



Social Studies		TEXTBOOK Read "Persia Controls Southwest Asia" Lesson 3 pages 128-133 SRG- As you read Lesson 3, take Cornell Notes. In your notes, include the answers to page 133 Lesson Review Questions 3, 4, & 5. Your Cornell Notes should be approximately one page in length.
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 8	10/21	
Language Arts		TEXTBOOK- Re-read "Hatchet" SRG- Complete the Vocabulary Review and Grammar pages for "Hatchet". SRG- Complete the Creating a Story and Outlining a Plot worksheets pg. 50-53
Math		CH. 2 - Lesson 3, Multiply Decimals by Whole Numbers, pg. 193-200 COMPLETE Pages 197-198, Problems #1-16 and Page 200, Problems #28-34 Even #s
Science		TEXTBOOK- Read Section 5, pgs. 158-162 and (in SRG) complete the Plate Boundaries chart
Social Studies		TEXTBOOK Page 136- on paper, answer Questions 10, 11, & 12 in complete sentences TEXTBOOK Page 137- answer "Standards-Based Assessment" Questions 1 & 2 using the chart "Size & Populations of Ancient Empires"
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 9	10/22	
Language Arts		WEBSITE- Watch the McGraw-Hill StudySync Video "Central or Main Idea: Guts" SRG- Complete "Access 1 Skill: Central or Main Idea Guts" sheets as you watch the video and read the "Define" and "Model" pages. SRG- Complete the Creating a Story and Outlining a Plot worksheets pg. 54-58
Math		CH. 2 - Lesson 4, Multiply Decimals by Decimals, pg. 201 - 208 COMPLETE Page 205-206, Problems #1-19 and Page 208, Problems #30-36 Odd #s



6th Grade  
LP 3 SRG Assignment Sheet



Science	ONLINE- Launch Plate Tectonics Gizmo at <a href="http://www.explorellearning.com">www.explorellearning.com</a> SRG- Complete Gizmo activity and Plate Tectonics Gizmo Exploration handout.	
Social Studies	SRG- Complete the Chapter 4 Crossword Puzzle. The crossword contains Terms & Names from the entire chapter.	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 10	10/23	
Language Arts	TEXTBOOK-Read "Guts-The True Stories Behind Hatchet and the Brian Books" (11-15) TEXTBOOK- Complete the Think Questions 1-3 TEXTBOOK- Complete the Focus Questions 4 & 5. SRG- Complete the Creating a Story and Outlining a Plot worksheets pg. 59-61	
Math	COMPLETE - Problem Solving Investigation Look for a Pattern, Page 211-213, All Problems COMPLETE- Mid-Chapter Check, Page 214, Problems #1-10	
Science	SRG- Complete all of the essential questions- justify your answers by referring to activities in the week.	
Social Studies	SRG- Complete the Unit 2 Test on Chapters 3 & 4	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 11	10/26	
Language Arts	WEBSITE- Watch the McGraw-Hill StudySync Video "Textual Evidence" SRG- Complete "Access 1 Skill- Textual Evidence-- The Island of the Blue Dolphins" sheets as you watch the video. SRG- Complete the vocabulary WATCH- the Brainpop.com video on "Dialogue" SRG -Complete the Setting and Dialog worksheets. pg. 62-65	
Math	CH. 2 - Lesson 5, Divide Multi-Digit Numbers, pg. 215- 222 COMPLETE Page 219-220, Problems #1-14, 16, 18 and Page 222, Problems #31-36	





6th Grade  
LP 3 SRG Assignment Sheet



Science	ONLINE- Go to the 6 <sup>th</sup> Grade Home Page to take Chapter 4 assessment, This is located at <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> > Students > Middle School Students > Science MS > 6th Grade, click on assessments, take the Chapter 4 Assessment. Be sure to print it out or take a picture of the results for your teacher.	
Social Studies	WATCH "A Fantastic Trip to Ancient Egypt and the Nile" video at <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> SRG- As you watch the video, take notes that answer the following question- What was life like for ancient Egyptians living around the Nile River? SRG- Complete the Chapter 5 Preview sheet. This worksheet will introduce you to the features and structure of the chapter.	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 12	10/27	
Language Arts	TEXTBOOK- Read "Island of the Blue Dolphins" (16-20) TEXTBOOK- Complete the Think Questions 1-3 TEXTBOOK- Complete the Focus Questions 1-3. SRG- Complete the Sentence Frames for "Island of the Blue Dolphins" SRG -Complete the Setting and Dialog worksheets. pg. 66-69	
Math	CH. 2 - Lesson 6, Estimate Quotients, pg. 223- 230 COMPLETE Page 227-228, Problems #1-9, 11 and Page 230, Problems #22-28	
Science	ONLINE-Go to the 6 <sup>th</sup> Grade Home Page, and watch "How to Annotate a Text" SRG- Read the provided Newsela Article, entitled the Science of Earthquakes, then annotate the Newsela Article. SRG- Answer the response questions in paragraph form.	
Social Studies	TEXTBOOK Examine pages 140-141 "Unit 3 Ancient Africa" TEXTBOOK Examine pages 142-143 "Ancient Egypt, 3100-1200 B.C." TEXTBOOK Read page 146 "Main Ideas" & "Words to Know" TEXTBOOK Read page 146 "Taking Notes." SRG-Copy the "Reading Skill- Cause & Effect" graphic organizer to complete while reading Lesson 1.	
PE	Complete daily physical activity and PE Log	



6th Grade  
LP 3 SRG Assignment Sheet



Seminar		Complete individual Seminar assignments
Day 13	10/28	
Language Arts		WEBSITE- Watch the McGraw-Hill StudySync Video "Connotation and Denotation" SRG- Complete "Access 1 Skill- Connotation and Denotation- Dragonwings" sheets as you watch the video. SRG - Complete the Setting and Dialog worksheets. pg. 70-73
Math		Ch. 2 - Lesson 7, Divide Decimals by Whole Numbers, pg. 231 COMPLETE - Page 235-236, Problems #1-13 and Page 238, Problems #26-33 Even #s
Science		SRG- Complete Vocabulary Snapshots. Use Section 1 pg.171 (10 words) TEXTBOOK- Read Section 1, pgs. 174-180 ONLINE- Go to the 6 <sup>th</sup> Grade Home Page and watch "Types of Stress in the Crust" ONLINE- Go to BrainPop and watch "Earthquakes" SRG- Complete the Stress and Faults chart. In the first box list types of stress, second box draw a picture of the stress effects and write a description, third box write the name of the fault that would be caused by the stress. In the fourth box, draw a picture of how the fault blocks shift and write a description. (Use information from this day's assignments to complete the chart.)
Social Studies		TEXTBOOK Read "Gift of the Nile" Lesson 1 pages 147-151 COMPLETE- As you read, complete your "Cause & Effect" graphic organizer. See page 146 "Taking Notes" directions for "Reading Skill- Understanding Cause & Effect."
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 14	10/29	
Language Arts		TEXTBOOK- Read "Dragonwings" (21-25) SRG- Answer the "Access 1- First Read- Dragonwings" and "Vocabulary" sheets for "Dragonwings" SRG -Complete the Setting and Dialog worksheets. pg. 74-76. WRITE- Begin writing your novel. SRG- Keep track of your writing on the daily writing recording sheet every day for the month of November



6th Grade  
LP 3 SRG Assignment Sheet



Math		Ch. 2 - Lesson 8, Divide Decimals by Decimals, pg. 239 - 246 COMPLETE Page 243-244, Problems #1-14
Science		SRG- Complete Build a Fault Block, be prepared to demonstrate to your teacher the 3 types of faults, use pgs. 176-177 for reference. SRG- Complete Soda Pop Earthquake Lab (Enrichment)
Social Studies		TEXTBOOK Read & Examine pages 152-153 "Life on the Nile River" TEXTBOOK Read page 154 "Main Ideas," "Taking Notes," & "Words to Know" TEXTBOOK Read "Life in Ancient Egypt" Lesson 2 pages 155-161 TEXTBOOK Page 182- on paper, answer Questions 2, 7, & 8 in complete sentences
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 15	10/30	
Language Arts		TEXTBOOK- Re-read "Dragonwings" TEXTBOOK- Complete the Think Questions #1,2 and 3 TEXTBOOK- Complete "Access 1- Close Read- Dragonwings". SRG- Keep track of your writing on the daily writing recording sheet
Math		COMPLETE Think Smarter for Smarter Balanced pg. 246 #25 - 31
Science		SRG- Use the article in the SRG. Complete the San Andreas Fault Research project. In addition to the article, do your own research. Project will Include maps, type of fault, timeline of activity, and pictures of the effects of earthquakes. SRG- Complete all of the essential questions- justify your answers by referring to activities in the week.
Social Studies		SRG- see "6th Grade Egypt Project" SRG- Read all of the directions before beginning this project. SRG- Read the grading rubric, as this is how your project will be graded. SELECT your topic and begin planning your project. WORK on your 6th Grade Egypt Project a little each day. COMPLETE- You will have 3 weeks to complete your project.
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 16	11/02	



6th Grade  
LP 3 SRG Assignment Sheet



Language Arts	This week you should be writing your novel daily. Try to set aside a specific amount of time daily to write as many words as possible. Remember to be descriptive and create a picture for the reader. Keep track of your writing on the daily writing recording sheet. TEXTBOOK- Read "The Father of Chinese Aviation" (26-30) TEXTBOOK- Complete the "Think Questions 1-3" TEXTBOOK- Complete the "Focus Questions 1-4". SRG- Complete the worksheets about senses and use what you are learning in your writing.	
Math	CH. 3 COMPLETE 21st Century Career in Design, Page 247- 248, All Problems	
Science	SRG- Complete Vocabulary Snapshots. Use Section 2, pg.171(11 words). TEXTBOOK- Read Section 2, pgs. 181-187 and take Cornell notes.	
Social Studies	WATCH "BrainPop Egyptian Pharaohs" video at <a href="http://www.mojaveriver.net">www.mojaveriver.net</a> Brainpop Login Username- riversideprep Password- bpop SRG- Complete the BrainPop Activity sheet. You may need to pause the video as you complete the activity paper.	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 17	11/03	
Language Arts	SRG- Answer the "Access 1- Close Read" and the "Vocabulary" sheets- The Father of Chinese Aviation". SRG- Keep track of your writing on the daily writing recording sheet..	
Math	COMPLETE Chapter Review Vocabulary Check, Page 249	
Science	ONLINE- Go to the 6 <sup>th</sup> Grade Home page and watch "Earthquake Waves" and add to your Cornell notes.	
Social Studies	TEXTBOOK Read page 164 "Main Ideas," "Taking Notes," & "Words to Know" TEXTBOOK Read "The Pyramid Builders" Lesson 3 pages 165-170 TEXTBOOK Page 182- on paper, answer Questions 3, 9, & 10 in complete sentences	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	



6th Grade  
LP 3 SRG Assignment Sheet



Day 18	11/04	
Language Arts	WEBSITE- Watch the McGraw-Hill StudySync Video “Informational Text Structure” SRG- Complete “Access 1 Skill- Informational Text Structure- Warriors Don’t Cry” sheets as you watch the video.	
Math	COMPLETE Performance Task, Calorie Counter, Page 251, Part A-D COMPLETE Reflect, Page 252, All Problems	
Science	ONLINE- Launch Gizmo called Earthquake, Recording Station. SRG- Complete the gizmo activity and the Exploration handout. TEXTBOOK- Complete Math- Analyzing Data on pg. 186 on your own paper.	
Social Studies	TEXTBOOK Read page 172 “Main Ideas” & “Words to Know” TEXTBOOK Read page 172 “Taking Notes.” On paper, copy the “Reading Skill- Chronological Order” graphic organizer to complete while reading Lesson 4. TEXTBOOK Read “Gift of the Nile” Lesson 4 pages 173-177 COMPLETE- As you read, complete your “Chronological Order” graphic organizer. See page 172 “Taking Notes” directions for “Reading Skill- Explaining Chronological Order & Sequence.”	
PE	Complete daily physical activity and PE Log	
Seminar	Complete individual Seminar assignments	
Day 19	11/05	
Language Arts	TEXTBOOK- Read “Warriors Don’t Cry” (36-40) TEXTBOOK- Complete the Think Questions 1, 2 and 3 TEXTBOOK- Complete the “Focus Questions 1, 2, 3, 5”. SRG- Continue to keep track of your writing on the daily writing recording sheet.	
Math	SRG- SBAC Countdown Week 20	
Science	ONLINE- Go to the 6th Grade Home page watch “Bill Nye the Science Guy & Earthquakes” SRG- Read and complete the Earthquake News handout. SRG- Complete Comparing Types of Waves (at home lab activity)	
Social Studies	TEXTBOOK Page 182- on paper, answer Questions 11 & 12 in complete sentences	



6th Grade  
LP 3 SRG Assignment Sheet



		TEXTBOOK Page 183- answer "Standards-Based Assessment" Questions 1 & 2 using the chart "Pyramids Around the World"
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments
Day 20	11/06	
Language Arts		TEXTBOOK- Read "Warriors Don't Cry". SRG- Complete "Access 1 Close Read- Warriors Don't Cry" and "Vocabulary" sheets.
Math		SRG- Chapter 3, Test Review, All Problems
Science		SRG- Complete all of the essential questions- justify your answers by referring to the activities
Social Studies		SRG- Complete the Chapter 5 Ancient Egypt Quiz. SRG- Re-read "6th Grade Egypt Project" SRG- Re-read the grading rubric, as this is how your project will be graded. WORK on your 6th Grade Egypt Project a little each day. COMPLETE- You have 2 weeks to complete your project. When completed, your project should reflect 3 weeks of work. Projects that are poorly completed or incomplete will not receive full credit.
PE		Complete daily physical activity and PE Log
Seminar		Complete individual Seminar assignments

## Access 1

### Skill: Tone

#### Match

As you watch the video about point of view, draw lines to match each phrase on the left with the correct description on the right.

tone	how tone is communicated
an author's choice of words or point of view	an example of tone being at odds with the subject matter
serious, comic, sarcastic, cheerful, formal, informal	the attitude a writer has toward a subject, theme, or audience
a comical description of a visit to the doctor's office	examples of tone

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

#### Complete a Chart

In each box in the right column, write the word or phrase that is being described in the left column.

expresses the attitude of an author toward a subject, character, or audience	
sympathy, rage, irony, sadness, bitterness, humor, seriousness	
when a speaker stresses certain words or phrases	
word choice, sentence structure, figures of speech	
the idea or feeling associated with certain words	

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

\*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

\*ELD.PI.6.6.b.Em - **Reading/viewing closely** Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., *shows that, based on*).

### Model Glossary

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD OR IDIOM	DEFINITION
nonsensical	making no sense; having no meaning
fanciful	existing only in the imagination
infer	to come to a conclusion based on evidence, but without being told directly
savor	to really enjoy something
ominous	threatening; giving the impression that something bad is going to happen

\*L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.



**Guided Reading**

As you read the Model for "Jabberwocky," respond to these questions.

1. "Jabberwocky" is what type of poem? \_\_\_\_\_

2. What does the author use to create a fanciful tone? \_\_\_\_\_

3. What does the reader have to do to understand the meaning of the words? \_\_\_\_\_

4. What are some made-up creatures in the first stanza? \_\_\_\_\_

5. How is "Jabberwocky" a tale of good versus evil? \_\_\_\_\_

\*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

\*ELD.PI.6.7.Em - **Evaluating language choices** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.

# Tone - Jabberwocky

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## Define

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The tone of a text expresses the attitude of an author toward a subject, a character or person, or an audience. An author's tone might convey a variety of attitudes, such as sympathy, rage, irony, sadness, bitterness, humor, or seriousness.

You're probably already accustomed to listening for tone in your everyday conversations. When a speaker stresses certain words or phrases, we commonly refer to it as a speaker's "tone of voice."

In poetry, fiction, and informational texts, authors convey tone through elements such as word choice, sentence structure, and figures of speech. In an informational text, for example, authors often use an objective tone to prove they are unbiased, credible sources of facts and information.

Authors may also express tone through connotation, or the emotion associated with certain words. The sentence "Jan cowered in a corner" suggests fear better than "Jan hid in the corner" because "cowered" is more closely associated with fear than "hid." Punctuation is another tool through which authors can express tone. This is evident when, to stress a point, a writer uses one or more exclamation marks to grab readers' attention.

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**CA-CCSS:** CA.RL.6.4

# Tone - Jabberwocky

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## Model

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### Identification and Application:

- Individual words and the structure of sentences communicate tone.
- Writers can sometimes build a relationship with an audience even with unfamiliar words, especially if the words' meanings are explained or can be defined through context.
- Authors frequently use tone to support meaning, style, and other features of a text.
- Poetry may use figurative and connotative meanings, rhymes, and other repetitions of sound to establish tone.

### Model:

“Jabberwocky” by Lewis Carroll is a nonsensical poem about a brave boy’s heroic quest. Throughout the poem, Carroll’s use of invented language, rhyme, repetition of sounds, and punctuation help establish and maintain a fanciful tone. To understand and appreciate the poem, Carroll relies on the reader to use context to determine connotative meaning from the imaginative words. Let’s look at the first stanza:

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

Immediately, the reader can infer that this is no ordinary world. There are previously unknown creatures—slithy toves, mimsy borogoves, and mome raths—gyring,

gimbling, and outgrabing in the wabe. But even without knowing the meaning of these words, the reader can pick out the nouns, adjectives, and verbs from their positions in the stanza and use these to create a mental picture of the creatures and what they are doing. Reading the words aloud and savoring the amusing sounds can add to a reader's enjoyment and understanding of the poem. Different readers will infer different meanings for the words, depending on the word associations they make and their own imaginations. *Slithy* has an onomatopoeic, or sound-like, quality to it, which might lead some readers to picture a creature slithering through the grass.

The second stanza maintains the fanciful tone while introducing another quality--danger! This stanza provides more clues to help the reader infer meaning:

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

The fact that the father is telling his son to “beware the Jabberwock” and its “jaws that bite” and “claws that catch” tells the reader that the Jabberwock is a fierce and violent beast. Like the word *jab*, Jabberwock has a harsh sound to it, reinforcing the connotation of fierceness and violence. In addition, *beware* and the word *shun*, which means to avoid, establish a sinister tone that is reinforced by the exclamation points and the rhyme and rhythm of the stanza. The Jabberwock, Jubjub bird, and the Bandersnatch are mysterious and dangerous creatures, and whatever *frumious* might mean, the reader can infer it can't be good! Here, Carroll's use of imagery contributes to the poem's fantastical quality by helping the reader visualize a land full of strange and ominous beings.

Yet, in true quest fashion, the son sets out to slay the Jabberwock anyway:

He took his **vorpall sword** in hand:  
Long time the **manxome foe** he sought—  
So rested he by the Tumtum tree,  
And stood awhile in thought.

Although the reader doesn't know the meaning of *vorpall* or *manxome*, he or she can infer, from the context and the images that Carroll creates, that this is a tale of good versus evil. For against all odds, and the advice of his father, the brave boy is determined to conquer evil by slaying his "manxome foe," the Jabberwock, with his "vorpall blade."

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**CA-CCSS:** CA.RL.6.4

# Tone - Jabberwocky

## Your Turn

**Read this section from “Jabberwocky” to analyze how connotation and tone contribute to meaning. Then answer the follow-up questions.** He took his vorpal sword in hand:

Long time the manxome foe he sought—  
So rested he by the Tumtum tree,  
And stood awhile in thought.

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

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

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

### Part A

Which of the following best captures the tone and meaning of one of the stanzas?

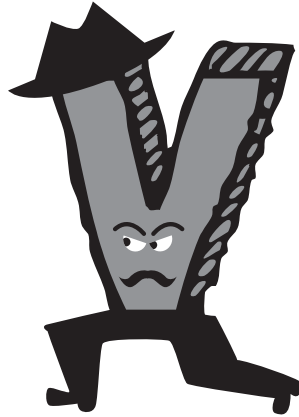
- ☐ A. The boy quickly found the Jabberwock and killed him with two strikes of his sword.
- ☐ B. The Jabberwock stood in angry thought as the boy hunted him through the woods.
- ☐ C. The father was happy and relieved that his son survived his encounter with the Jabberwock.
- ☐ D. The boy had difficulty killing the Jabberwock, so he was in a very bad mood as he made his way back home.

### Part B

Which lines from the poem support your answer?

- ☐ A. O frabjous day! Callooh! Callay!’/He chortled in his joy.
- ☐ B. He left it dead, and with its head/He went galumphing back.
- ☐ C. And as in uffish thought he stood/The Jabberwock, with eyes of flame,
- ☐ D. One, two! One, two! And through and through/The vorpal blade went snicker-snack!

Author's name \_\_\_\_\_ Character's name \_\_\_\_\_



## Villain Worksheet

Finally, it is time to answer questions about your villain. Believe it or not, you should know just as much about your villain as you do all your other characters. Okay, here we go!

**Answer the following questions about your villain!**

1. What is your villain's name?

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2. How old is your villain?

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3. What is your villain? A person? An animal? A fire-breathing ball of lint?

4. What does your villain look like? Is there anything interesting or different about the way he or she looks?

5. What is your villain's greatest weakness? What would be one way to defeat him or her?

6. Where does your villain live? Does he or she like it there?



Name \_\_\_\_\_

Science 6  
LP 3 Day 1

## Cardboard Challenge Video notes

***World History: Ancient Civilizations Chapter Preview***  
**Chapter 4**

Social Studies 6  
LP 3 Day 1

- 1. Look at the first page of the chapter. What is the name of the chapter?**

The name of the chapter is \_\_\_\_\_.

- 2. What dates and events are listed on the timeline on this page?**

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- 3. Look at “Big Ideas about History” on this page. In your own words, write the Big Idea here.**

The big idea of this chapter is \_\_\_\_\_

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- 4. Turn to the next page, where it says “Starting with a Story.” Read the story and answer the questions for the story here.**

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- 5. Go through the chapter. What are names of the lessons in this the chapter?**

The names of the lessons in the chapter are \_\_\_\_\_

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**Draw your villain here. Include important details like his or her hair, clothes, shoes, and what expression is on his or her face. Be sure to include as many details as you can, and don't forget to use lots of color.**

## Bonus Questions

**If you want to get to know this character even better, answer more questions about him or her. The more you know about your characters, the better!**

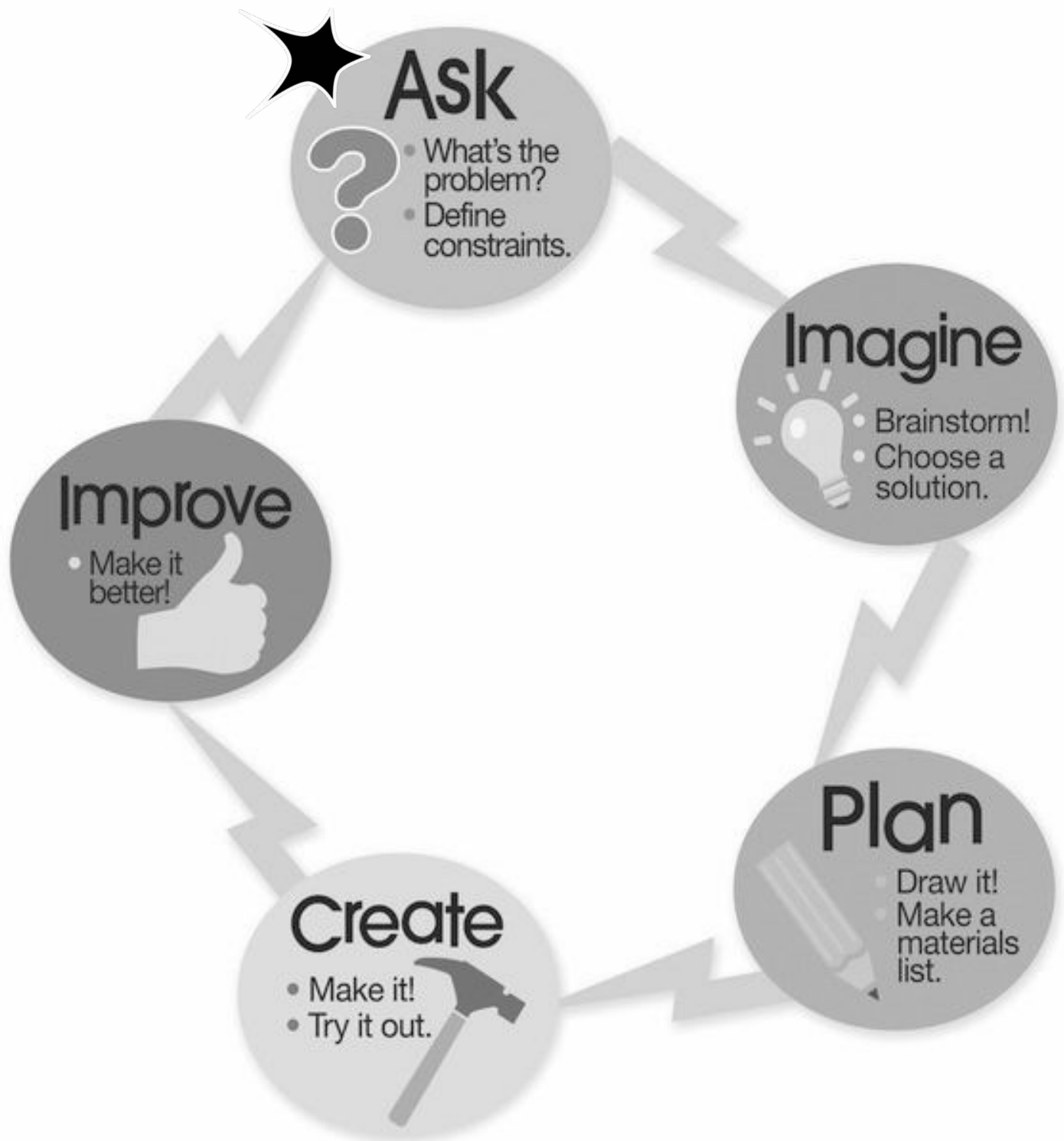
7. What does your villain do for fun?

8. What is your villain's favorite food?

9. Favorite movie?

10. Favorite TV show?

# WHAT IS THE ENGINEERING PROCESS?



Name: \_\_\_\_\_

Social Studies 6  
LP 3 Day 2

Video questions answer here

## Vocabulary Review

**Directions:** Think about the meaning of each word in the box as it's used in the StudySync "Jabberwocky" Library item. Use the meaning of the word to answer the question. Write your answer in the blank.

Vocabulary Words
shun
sought
burbled
galumphing
chortled

1. Chandra knew her brother was home because she could hear him \_\_\_\_\_ around the kitchen in his soccer cleats.
2. Instead of fixing the problem himself, Michael \_\_\_\_\_ out guidance whenever he experienced problems with his computer.
3. When Carlos \_\_\_\_\_, his teacher interrupted the lesson and asked him to explain what he thought was so funny tree from my yard, but it had died over the winter.
4. A clear brook \_\_\_\_\_ merrily as it flowed through the field of wildflowers.
5. After getting poison ivy, the girl thought it would be best to \_\_\_\_\_ picking weeds from her yard.

11. Favorite band or song?

12. Favorite book?

13. What can your villain do better than anyone else?

14. What makes your villain happy after a bad day?



15. What makes your villain angry?

16. What makes him or her sad?

17. What is your villain's family like? Describe them.

Middle School Instructions:

Engineering Technology and Applications of Science - Engineering

Parent Note - Your student will investigate how to build a craft that will move 12 ft using only air.

ETS1.A: Defining Problems

**PROBLEM: Engineering a Solution: Reducing our need for fossil fuels design and build something that would be able to move using air.**

Guiding Questions:

What are specific items on some air crafts, water crafts and land crafts?

When the wind blows or you blow on something, what things move in the breeze?

What shapes allow friction better than others. Let's find out

*Where can your student find these answers? Investigate outside*

*Help your student do some investigative RESEARCH*

Help your student document their findings.

ETS1.B: Developing a Possible Solution

Your student needs to come up with their own design. Guiding Questions:

Will it have wheels? Sails?

What type of materials will you need?

How will people use your invention?

☐ Build your solution

Help your student- this is a great opportunity to introduce students to simple tools, methods of attaching pieces together as well as material choice.

ETS1.C: Optimizing the Design Solution

Once it is built have your student test their invention. Then help them reflect.

Does the solution propel their design at least 12 feet?

Is your invention easy to use?

What changes could you make to move it farther?

☐ Help your student write 3-5 sentences that explain what changes they would make to improve their design. Your student may also create a picture model to help with their explanation.

## Notes for Cardboard challenge

# Access 1

## Skill: Arguments and Claims

### Fill in the Blanks

Fill in the blanks with the word that best completes each sentence.

1. An \_\_\_\_\_ is a point of view supported by reason.
2. A \_\_\_\_\_ is the main idea of an argument.
3. Reasons and \_\_\_\_\_ support claims.
4. An opposing claim is called a \_\_\_\_\_.

\*SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

\*L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

\*ELD.PI.7.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

### Match

Match the claim with its counterclaim.

CLAIM	COUNTERCLAIM
The school day should be extended.	Students should be able to read whatever they want.
Schools should be able to ban certain books.	It is more important what you eat than where your food comes from.
People should be required by law to vote.	Students should not have to take gym class if they do not want to.
Students should be required to take gym class.	The school day should be shortened.
It is better to buy food that is grown locally.	People should be able to choose whether or not they vote.

\*SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

\*ELD.PI.7.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

## Model Glossary

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD	DEFINITION
trace	to follow; to try to find something by collecting and studying the evidence
sufficient	having or providing as much as needed
persuade	to cause someone to do something by asking, arguing, or giving reasons; to cause someone to believe something
evaluate	to judge the value or condition of someone or something in a careful or thoughtful way; to decide the value or worth of after study
conclude	to form or state an opinion; to decide something after a period of thought or research
relevant	relating to a subject in an appropriate way; having something to do with the matter being considered
contrived	having an unnatural or false appearance or quality

\*L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.7.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

**Annotation Guide**

Use the following Annotation Guidelines to help you annotate the Model text. Be sure to make annotations or highlights to the text to complete each line.

1. Highlight the explanation of how to trace and evaluate an argument.
2. Highlight the explanation of how to identify a claim.
3. Highlight the sentence that identifies the "Point" author's position on reality TV.
4. Highlight at least two examples of evidence that support the position of the "Point" author.
5. Highlight an example of types of evidence.
6. Highlight any unfamiliar vocabulary.
7. Highlight any questions you have about the text.

\*RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*ELD.PI.7.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support.

\*ELD.PI.7.6.b.Em - **Reading/viewing closely** Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).

**Guided Reading**

As you read the Model about identifying an author's argument and claims in "Reality TV and Society," respond to these questions.

1. Why is it important to find the central idea or topic of a text? \_\_\_\_\_

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2. According to the Model, what should readers focus on to identify an author's claim? \_\_\_\_\_

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3. The "Point" author states that television programming "has degenerated into mindless reality" and that "there is actually very little *real* in reality TV." What does this show about the author's point of view?

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4. Read the last two paragraphs of the Model. What are examples of the types of evidence the "Point" author uses? \_\_\_\_\_

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5. What is one example of a claim and supporting evidence in the Model? \_\_\_\_\_

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\*RL.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

\*ELD.PI.7.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support.

\*ELD.PI.12.a.Em - **Selecting language resources** Use a select number of general academic words (e.g., cycle, alternative) and domain-specific words (e.g., scene, chapter, paragraph, cell) to create some precision while speaking and writing.

## Vocabulary Review

**Directions:** Think about the meaning of each word in the box as it's used in the StudySync "Jabberwocky" Library item. Use the meaning of the word to answer the question. Write your answer in the blank.

Vocabulary Words
shun
sought
burbled
galumphing
chortled

1. Chandra knew her brother was home because she could hear him \_\_\_\_\_ around the kitchen in his soccer cleats.
2. Instead of fixing the problem himself, Michael \_\_\_\_\_ out guidance whenever he experienced problems with his computer.
3. When Carlos \_\_\_\_\_, his teacher interrupted the lesson and asked him to explain what he thought was so funny tree from my yard, but it had died over the winter.
4. A clear brook \_\_\_\_\_ merrily as it flowed through the field of wildflowers.
5. After getting poison ivy, the girl thought it would be best to \_\_\_\_\_ picking weeds from her yard.



## Super Bonus Questions

**Here are even more questions to answer about this character if you are up for it!**

18. What's one secret your villain has never told anyone?

19. Is your villain scary? Mean? What do people think when they first meet your villain?

20. Is there anything likeable about your villain? Does he or she have a soft spot or a good side?

21. What do you dislike most about your villain's dreadful ways?

22. Describe your villain in three words:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

23. What annoys your villain more than anything else?

Use this paper to write down how to optimize  
your design with words, diagrams and or pictures

### **Activity: The Code of Hammurabi**

**Answer the following questions which relate to laws from the Code of Hammurabi that you read. Cite evidence from at least one law from the Code of Hammurabi to support each answer.**

#### **Part 1**

- 1. What can be said about the Babylonians attitudes towards family? property? the value of human life?**

**Regarding family, the Babylonians believed**

**Regarding property, the Babylonians believed**

**Regarding the value of human life, the Babylonians believed**

- 2. What value and morals appear to be most important to the Babylonians?**

**The values and morals that appear to be most important the Babylonians were**

- 3. Does it matter to the Babylonians if an action is deliberate or accidental? What does this tell us about their society?**

**Part 2**

**Imagine that you are part of a tribunal of Babylonian judges. You must cast judgment on each of the following individuals. What will your final verdict be? Support each verdict with reference to the specific law that applies in each situation.**

**Ishak, in a fit of rage, threw a cooking pot at his father. The pot struck Ishak's father in the head, and a shard of pottery put out his father's eye.**

**One night, Taras came across a young girl being set upon by thieves. He rescued her and brought her into his home until she recovered. The next day, the crier announced that a slave-girl of Shawas, a wealthy merchant, has run away. Taras did not make the connection between the announcement and the girl he had helped. Shawas found the girl in Taras' house and had Taras arrested.**

**Sinnaveh's house collapsed on night, with the result that Sinneveh, a commoner, had both legs broken. Gildas, the builder, is brought to trial.**

**Ashok, who had fallen on bad times, took a pig from the home of his brother and killed it to feed his family. Ashok did not know that the pig was property of the local temple, and that his brother was tending it while the priest was meeting with the king.**

24. Where would your villain go on his or her dream vacation?

25. What does his or her bedroom look like?

26. What is the best thing that ever happened to your villain?

27. What is the worst thing that ever happened to your villain?

28. If your villain won the lottery, what would he or she do with the money?

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Just so you know, you don't have to include all of the worksheet information in your novel if you don't want to. But the more you know about your characters, the easier it will be to bring them to life in your novel.

Now that you have some really interesting characters, it's time to figure out what is going happen in your novel.

**Get ready, because the adventure is just beginning!**

Reflection



### SOCIAL STUDIES > WORLD HISTORY > SEVEN WONDERS

## BRAINSTORM

List facts about each of the Seven Wonders of the Ancient World in the squares below.

**GREAT PYRAMID OF  
GIZA**

.....

.....

.....

.....

**HANGING GARDENS OF  
BABYLON**

.....

.....

.....

.....

**PHAROS OF  
ALEXANDRIA**

.....

.....

.....

.....

**SEVEN WONDERS  
OF THE  
ANCIENT WORLD**

**STATUE OF ZEUS AT  
OLYMPIA**

.....

.....

.....

.....

**COLOSSUS AT  
RHODES**

.....

.....

.....

.....

**MAUSOLEUM AT  
HALICARNASSUS**

.....

.....

.....

.....

**TEMPLE OF ARTEMIS AT  
EPHESUS**

.....

.....

.....

.....

# Access 1

## Skill: Point of View

Name: \_\_\_\_\_

Language Arts 6  
LP 3 Day 6

### Match

As you watch the video about point of view, draw lines to match each phrase on the left with the correct description on the right.

point of view	a “you” narrator participates in the action
first-person point of view	how a story is told and who is telling it
second-person point of view	narrator tells what happens but does not describe anyone's thoughts or feelings
third-person point of view	has an “I” narrator who participates in the action
third-person objective	narrator describes how all the characters think and feel
third-person omniscient	narrator describes how only some characters think and feel
third-person limited omniscient	narrator uses “he,” “she,” or “it” to show thoughts and feelings

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

## Complete a Chart

Name: \_\_\_\_\_

Language Arts 6

LP 3 Day 6

In each box in the right column, write the point of view described in the box to the left.

The narrator describes what happens but not what any characters think or feel.	third-person objective
The narrator is an observer, not a character.	
An "I" narrator tells the story.	
The reader learns the thoughts and feelings of only one or two characters.	
The narrator tells the thoughts and feelings of every character.	

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

\*L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.

\*ELD.PI.6.10.a.Em - **Writing** Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.

## Analyze the Discussion

As you watch the SkillsTV video, answer each of the questions below. Use the time codes on the left to help you know when the students in the video discuss each question.

0:10 - What can help you figure out the point of view of a story?	
0:55 - What clue words can help you decide who is telling a story?	
1:40 - What does the narrator of <i>Hatchet</i> know?	
1:45 - What does the narrator of <i>Hatchet</i> not know?	

### Model Glossary

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD OR IDIOM	DEFINITION
indicate	to show
repeatedly	many times
external	outside a defined space
insight	understanding
switch back and forth	to go from one place to another many times

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

# Point of View - Hatchet

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## Model

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### Identification and Application:

- To determine the point of view in a work of fiction:
  - Look for pronouns, and how the author refers to characters in the story.
  - The pronouns *I*, *me*, and *my* indicate a first person point of view, while *she*, *he*, and *it* indicate third-person.
  - In second-person point of view, the speaker uses *you*.
  - Is the narrator outside the action rather than a character? Then the story is written in the third person point of view.
  - Determine whether the narrator is “all seeing” and “all knowing” or whether he or she only reveals the thoughts and feelings of one or perhaps none of the characters. This will help you to identify whether the point of view is third person omniscient, limited omniscient, or objective.

### Model:

Determining **point of view** is one of the first things readers do when reading a work of fiction such as Gary Paulsen’s *Hatchet*. To determine point of view, readers may ask themselves: How does the narrator of the text know what he or she knows about the story? From the details in the text, what can be determined about the narrator’s perspective?

The point-of-view, whether **first-person**, **second-person** or **third-person**, is usually clear within the first several sentences of any text. *Hatchet* is no different:

**They would look for him**, look for the plane. **His father and mother would be frantic**. They would tear the world apart to find **him**. Brian had seen searches on the news, seen movies about lost planes. When a plane went down they

mounted extensive searches and almost always they found the plane within a day or two. Pilots all filed flight plans—a detailed plan for where and when they were going to fly, with all the courses explained. They would come, they would look for **him**. The searchers would get government planes and cover both sides of the flight plan filed by the pilot and search until they found **him**.

Two things are immediately clear after reading the first paragraph of this excerpt: First, this story is about a boy named Brian who has survived a plane crash, and second, the narrator is not a character in the story. Readers know this because Brian is repeatedly referred to in the **third-person**, using the pronoun *him*. The narrator is an observer of Brian, not Brian himself.

Keep in mind, though, that it isn't yet certain which type of third-person point-of-view Paulsen is using: **objective**, **omniscient**, or **limited omniscient**. This becomes clearer later in the text:

The father home or the mother home. He stopped the thinking. It didn't matter. Either on to his dad or back to his mother. Either way he would probably be home by late night or early morning, home where he could sit down and eat a large, cheesy, juicy burger with tomatoes and double fries with ketchup and a thick chocolate shake.

A third-person objective observer describes the external actions of the characters, but does not reveal their thoughts. An omniscient observer describes characters' actions, but is also able to "see" their thoughts and feelings. In this passage, it's clear that an objective observer would have no way of knowing that Brian is thinking about eating a hamburger, so the narrator must be **omniscient**.

The last thing to determine is the extent of the narrator's omniscience. Looking again at the two previous paragraphs, whose thoughts and feelings do readers "see"? There is clear insight into what Brian is thinking about, but notice that his parents' actions and feelings in the midst of this crisis remain a mystery. At the beginning, the narrator

states, “They would look for him... His father and mother would be frantic.”

But in the second paragraph, the narrator indicates doubt, stating:

Maybe even today. They **might** come today. This was the second day after the crash. No. Brian frowned. Was it the first day or the second day?

Notice the shift in verbs here, indicating that the narrator does not know the whereabouts of Brian’s parents. Omniscient means “all-knowing,” but there is a limit to the narrator’s knowledge. So readers can conclude that *Hatchet* is using a **third-person limited omniscient point-of-view** that focuses on Brian Robeson in the passages above.

Remember that narrative perspective will sometimes shift throughout the course of a novel or longer work. An author may choose to switch back and forth deliberately between first- and third-person, or from objective to omniscient, or even from an omniscient to a limited omniscient point-of-view. This can be used to develop the plot, or to provide suspense, irony, or humor.

## Guided Reading

Name: \_\_\_\_\_

Language Arts 6  
LP 3 Day 6

As you read the Model about determining point of view in *Hatchet*, respond to the

1. To determine the point of view, look for \_\_\_\_\_  
\_\_\_\_\_.
2. What pronouns indicate first-person point of view? \_\_\_\_\_  
\_\_\_\_\_.
3. What pronouns indicate third-person point of view? \_\_\_\_\_  
\_\_\_\_\_.
4. According to paragraph 4, what are two clues that help identify the story's point of view? \_\_\_\_\_  
\_\_\_\_\_.
5. According to paragraph 7, why is it clear that the narrator is omniscient? \_\_\_\_\_  
\_\_\_\_\_.
6. What evidence from *Hatchet* makes it clear that there are limits to what the narrator knows? \_\_\_\_\_  
\_\_\_\_\_.

\*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

\*ELD.PI.6.7.Em - **Evaluating language choices** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.



# Make Up Your Story

Okay, so you know who your characters are. That's terrific! Now it is time to figure out what they are going to do this November. **Most stories are about the adventures a main character has on the way to making his or her dreams come true.** Whether the quest is to become the king of a secret world under the bed, or to be the first person to land on Jupiter, the journey is never easy. Your character will encounter many obstacles along the way, and that is a good thing. These obstacles are what make a story exciting!

Imagine a story about someone who wants a microwavable pizza more than anything in the world. How boring would the story be if all this character had to do was walk from his or her bedroom to the kitchen and pop the pizza in the microwave? That story is so uneventful it can be told in just one sentence. If this same character is afraid of the dark and has to walk down a pitch-black hallway to get to the kitchen and, once there, battle a villainous monkey-ninja who is hogging all the microwavable pizzas...Now, that's more like it!

If you have filled out your **character worksheets**, you already know a lot about your characters.

**Now we are going to answer some big questions about:**



1. What your main character wants.
2. What he or she needs to do to make those dreams come true.

**Fill in the blanks below. You may want to take out and review your character worksheets as you work!**

More than anything in the world, my main character, \_\_\_\_\_,  
 (main character's name)  
 wants \_\_\_\_\_

In order to get what he/she wants, my main character has to go on a journey to

But the journey won't be easy. My character has to overcome his/her fear of

\_\_\_\_\_

Plus, the no-good villain \_\_\_\_\_ is doing everything in  
(villain's name)  
his/her power to stop my main character from getting what he/she wants by

But, my main character has a great friend named \_\_\_\_\_  
(supporting character's name)  
who is helping him/her along the way by \_\_\_\_\_

In the end, my main character and supporting character defeat the villain by (Hint: Check out question number 5 on your "Villain Worksheet". If your villain has a weakness, this may be a way your main character can defeat him or her.)



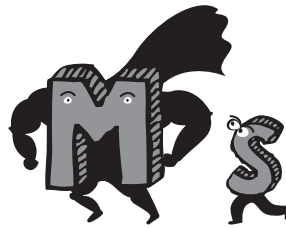
### **Bonus Exercise: Your Villain's Story**

Try answering the following questions about your villain. Your bad guys and gals have dreams of their own, and it will help make your story even better if you know what those are.

If your main character is trying to make the world's largest burrito, it may be helpful to know your villain's dream of a world free of burritos due to his fear of pinto beans.

What does your villain want more than anything else in the world? Is it defeating the main character? Taking over the world? Or something else?

What is the one thing your villain is afraid of more than anything else? Is it your main character? Or something unexpected like furry kittens?



### **Super Bonus Exercise: Your Supporting Character's Story**

Add even more twists and turns to your story by answering the following questions about your supporting character. He or she might have some dreams and fears of his or her own.

If your main character wants to travel to the planet Zorbot for their famous french fries, perhaps your supporting character is coming along to finally see the universe's largest gumball that is also located there. There is a problem, though. Your supporting character is afraid of space travel!

What does your supporting character want more than anything else in the world? To see the main character make his or her dreams come true? Or does this supporting character have his or her own dreams?

**Vocabulary Snap Shots**

1) Top box write vocabulary word. 2) Middle box draw a picture. 3) Bottom box write definition

<b>mid-ocean range</b>	<b>sonar</b>	<b>Sea Floor spreading</b>

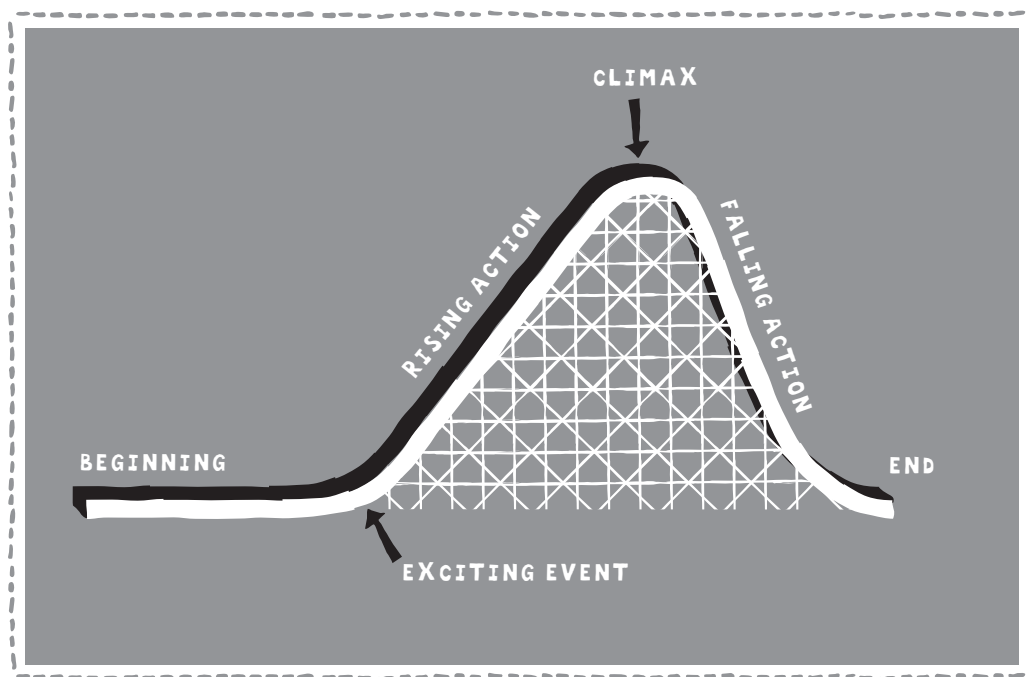
<b>deep-open trench</b>	<b>subduction</b>	

# Outline Your Plot

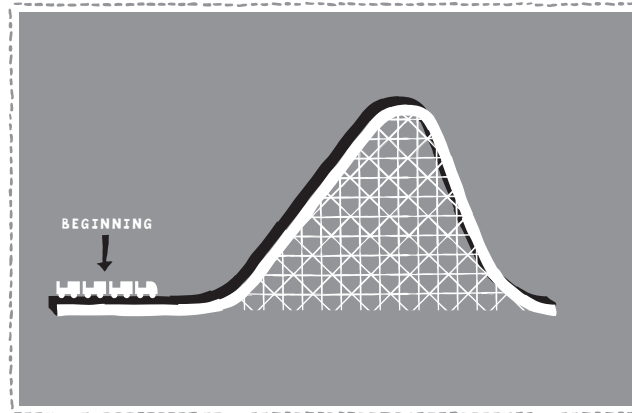
If you filled out the last worksheet, you probably have an idea of what kind of adventure your characters are going on this November. You know that your main character is going to embark on a journey to make his or her dreams come true along with your supporting character, and they are not going to let that pesky villain get in the way. So, now it is time to take the next step and map out how that is all going to happen.

You may be wondering how you get from the beginning of your novel to the end. Well, it is not as hard as you think once you have a plan. Most stories follow the same outline and this outline is known as the **plot**. See the picture below.

This is the **Plot Rollercoaster**. This Plot Rollercoaster will help you understand all the sections below.



## The Beginning



### What kind of rollercoaster are we riding?

Most books you read start by telling the reader a little bit about the characters, the setting, and the story. Just like you might want to know just how scary or wimpy a rollercoaster is before you get in line, someone who is going to read your story will want to know a little bit about what kind of book he or she is about to read.

### The beginning of *Boris the Unicorn*

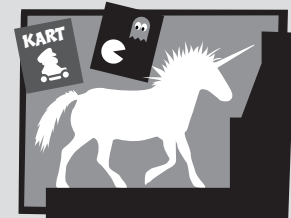
Boris the Unicorn is in his bedroom playing *Dance Dance Revolution* and eating a plate of mini-pizzas. Boris knows that DDR is old-fashioned, but he doesn't care. It's his favorite game of all-time.

Boris is a young unicorn with messy hair and a messy room covered with wall-to-wall video-game posters, video-game magazines, and every video-game console known to man. His mom, Wilma, walks into his room with another plate of mini-pizzas.

"Mom, I'm soooo bored," Boris says, nearly knocking the plate of mini-pizzas out of his mom's hands as he dances.

Wilma looks at him and shakes her head. "That doesn't make any sense at all. You have every video game in the world! You sure look like you're having fun."

"How many times do we have to go over this, Mom!" Boris exclaims. "I wanna join the circus. I wanna hang out with the clowns, the trapeze artists, the elephants . . ."



He stops dancing and slumps onto the edge of his bed.  
“Boris, you know that unicorns have been banned from the circus by that evil ringmaster, Ivan.” Wilma hands him the plate of pizza. “Plus, how will you live without me, your mini-pizzas, and all this stuff. You get homesick when you go to Archie’s house for two hours!”

Okay, that was a good beginning. We've met the main character and been introduced to the story: Boris wants to join the circus, but he is afraid to leave home. And the villain, Ivan, has forbidden unicorns to join the circus.

**In the space below, write three sentences of your own beginning. Introduce your characters, setting, and your story. This does not have to be perfect. You just want to get an idea of what you might include in your beginning when we start writing for real in November.**

Okay, great! Now it's time for some action!



**The Cornell Note-taking System**

<b>Main Ideas</b>	<b>Notes</b>
<p>Write main ideas in this column (section titles are often good for main ideas)</p>	<ol style="list-style-type: none"><li>1. Record: Take notes in this column (expand on main ideas).</li><li>2. Review: After taking notes, review them. Read and re-read them several times.</li><li>3. Recite: Cover the notes column with a piece of paper. Then, looking only at the main ideas column, say out loud what you remember about the main ideas.</li><li>4. Reflect: Reflect on the material by asking yourself the following questions: Why are these facts important? How do they fit in with what I already know? Can I apply them to my life?</li><li>5. Review: Spend at least ten minutes each week reviewing all your previous notes. If you do, you'll remember the material much better.</li></ol>
<p style="text-align: center;"><b>Summary</b></p> <p style="text-align: center;">After taking notes, use this space at the bottom of the page to summarize the notes on the page.</p>	

Social Studies 6  
LP 3 Day 7

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Vocabulary Review

**Directions:** Fill in the blank in each sentence using the words in the vocabulary word bank below from the StudySync *Hatchet* Library item.

Vocabulary Words
extensive
amphibious
obvious
motivated
asset

1. After the energetic pep rally, the team felt \_\_\_\_\_ for their upcoming game.
2. Nathan considered his cheerful attitude his greatest \_\_\_\_\_ when making new friends.
3. The search for the missing supplies covered an \_\_\_\_\_ section of the island.
4. His wide-ranging experience proved he was the \_\_\_\_\_ choice for the job.
5. Duck tours are famous for their \_\_\_\_\_ vehicles used to explore the land and water.

## Grammar Practice

### SENTENCE FRAGMENTS

A sentence must have both a subject and a predicate to express a complete thought. A group of words that lacks a subject, a predicate, or both is a **sentence fragment**. A fragment does not express a complete thought and should mostly be avoided in writing.

Almost stopped them. (lacks a subject)

The three explorers. (lacks a predicate)

Almost to the top. (lacks a subject and a predicate)

In some cases, however, a sentence fragment may be used to add interest to a piece of writing, or to help a writer express a particular style. For example, people often speak in sentence fragments, so a writer hoping to create realistic dialogue may include them as well:

“Who went with you on the climb?” (complete sentence)

“The three explorers.” (fragment)

“How far did you climb before you had to give up?” (complete sentence)

“Almost to the top.” (fragment)

In this case the fragments sound like realistic speech, but they are not confusing because the complete sentences around them give the reader enough information to understand the complete thoughts behind them.

**Directions:** Draw one line under the complete subject and two lines under the complete predicate of each complete sentence. If a sentence is not complete, write F (fragment) in the blank.

- \_\_\_\_\_ 1. History tells tales of brave explorers.
- \_\_\_\_\_ 2. Christopher Columbus.
- \_\_\_\_\_ 3. Sailed in three ships.
- \_\_\_\_\_ 4. Christopher Columbus and his men sailed in three ships.
- \_\_\_\_\_ 5. Their long voyage brought them to the New World.
- \_\_\_\_\_ 6. The explorer Amerigo Vespucci.

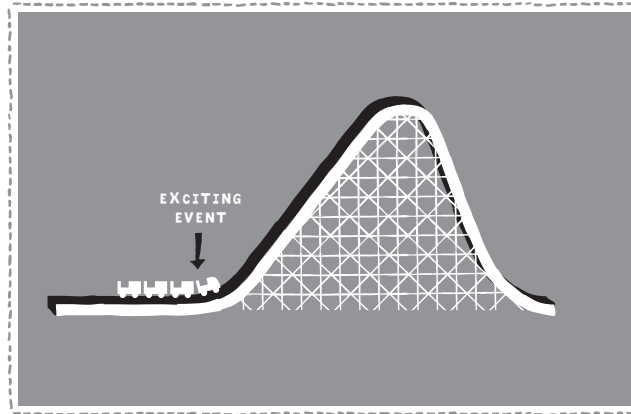
## Grammar Practice

- \_\_\_\_\_ 7. America was named for the Italian explorer Amerigo Vespucci.
- \_\_\_\_\_ 8. Sir Edmund Hillary was the first to climb Mt. Everest.
- \_\_\_\_\_ 9. A very high mountain.
- \_\_\_\_\_ 10. Everest is a high mountain in Nepal.
- \_\_\_\_\_ 11. Hillary and his group almost died in the cold.
- \_\_\_\_\_ 12. Hard to breathe.
- \_\_\_\_\_ 13. It is hard to breathe on extremely high mountains.
- \_\_\_\_\_ 14. Oxygen is very thin that high up.
- \_\_\_\_\_ 15. Peary reached the North Pole first.
- \_\_\_\_\_ 16. His dogs pulled him on a sled.
- \_\_\_\_\_ 17. Arrived there before him.
- \_\_\_\_\_ 18. Captain Cook, might have arrived there before him.
- \_\_\_\_\_ 19. Other explorers found the Northwest Passage.
- \_\_\_\_\_ 20. Atlantic and Pacific oceans.
- \_\_\_\_\_ 21. This watery passage joins the Atlantic and Pacific oceans.
- \_\_\_\_\_ 22. Today's scientists are still exploring new ideas.
- \_\_\_\_\_ 23. Much different from today's.

## Grammar Practice

- \_\_\_\_\_ 24. Tomorrow's world will be much different.
- \_\_\_\_\_ 25. Space travel may be common.
- \_\_\_\_\_ 26. The world tomorrow.

## The Exciting Event



### Getting on the Rollercoaster

The exciting event is something exciting that happens to your main character which launches him or her into the adventure whether he or she likes it or not. It can be a pretty scary moment for your main character. He or she needs to get on that rollercoaster no matter how frightening it might look. Once your main character is on, there's no turning back.

#### ***Here is the exciting event that happens in this story:***

Boris is looking through the new video game releases at his favorite store, Gamer Heaven. He sees his friend, Archie the Chinchilla, at the counter.

"Hey Archie, have you played the new *Super Mario Kart* yet?" Boris asks.

"No time for video games, my friend. Been practicing my one-man-band act for the tryouts this Saturday. I just came here to sell my old games for a bus ticket," Archie says, jumping up and down with excitement.

"What do you mean? What tryouts? A bus ticket for what?" Boris looks worried.

"I'm trying out for the circus, my man," Archie says, as if it were the most normal thing to do in the world. "I need the bus ticket to get out to Springfield, where they're held. Oh, and get this, I have some extra cash from selling my old PS2 console, so I can buy you a ticket. It would be super cool if you came with me."

“I would, but aren’t unicorns banned from the circus?” Boris says. He looks down at the ground.

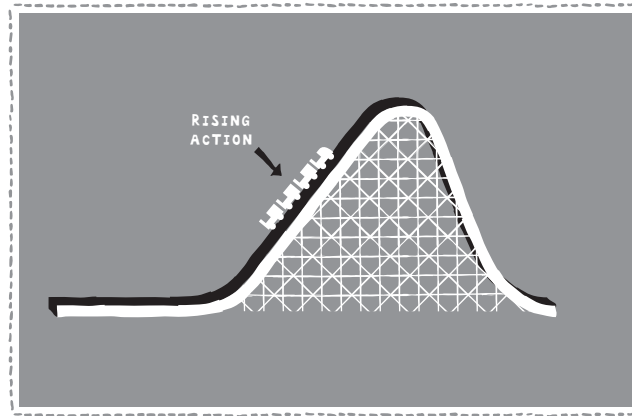
“I’ve heard that,” Archie says. He does not look worried about it one bit. “If you’re good enough, they have to let you join! I’ll be at your house tomorrow at 8 AM sharp, so be ready.”

If an **exciting event** never happened to Boris, he would more than likely continue to eat pizza and play video games in his bedroom. This might sound like a pretty fun life to live, but it is not a very fun life to read about.

**In three sentences, describe the event that causes your main character to begin his or her adventure. Does your supporting character help your main character get going? Or does something else happen to your main character to get him or her out of a rut and into action?**



## Rising Action



### Climbing the Big Hill

The **rising action** will be the longest part of your story. You will write all about your characters and what happens to them during their adventure. Think about your book as a really tall rollercoaster—the higher you go, the more exciting it gets. This part is made up of many events, each of them building and building to the most exciting part of your story, the **climax**.

***Here is a list of things that happen during the rising action in our made-up novel, Boris the Unicorn:***

1. Archie arrives at Boris' house on the day of the tryouts. Boris says goodbye to his mom (she baked him some mini-pizzas for the road), and he tries not to look back to his room where he imagines his video games waving farewell. Boris finally hugs his mom and runs out the door.
2. As soon as they get to the tryouts, Boris is glad he chose to come. They meet all kinds of interesting people, animals, and magical creatures. It is like a party all day long! Archie and he have a blast talking to everyone and making new friends.
3. When it is Boris' turn to get up in front of the evil ringmaster and actually try out for the circus, Boris realizes that he doesn't know any circus tricks at all. He tries to think of what he is good at, and all he can think of is that he is good

at playing video games. He is about to give up and walk off the stage, when he hears his friend Archie yell from the audience.

“*Dance Dance Revolution!*” he hollers.

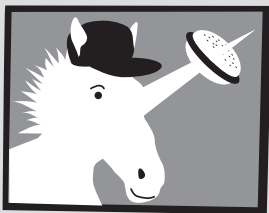
That is it! All those hours spent playing *Dance Dance Revolution* have made Boris an amazing dancer.

Just then, the circus band begins to play, and Boris starts to dance. He is amazing, and everyone cheers—everyone except Ivan. Nothing was going to change his mind.

“No unicorns in the circus!” Ivan says, “unless they’re flipping burgers at the food stand!”

“What about friends of unicorns!?” Archie yells out from the crowd.

“Yes, that includes their friends!” Ivan returns.



4. Boris and Archie are not going to give up on their dream to become circus stars. They take the jobs at the food stand flipping burgers, but they have a plan.

Every night, right before closing time, Boris gets up on the food counter and dances, while Archie plays music using pots, pans, spoons, and anything else he finds lying around the kitchen.

They are so good that it isn’t long before Archie and Boris have a following. Even Ivan appears to enjoy the act and invites them to perform for one night only on the main stage.

Boris and Archie can hardly believe their ears when the ringmaster asks them to perform. Little do they know that Ivan has an awful plan up his sleeve.

**In the space below, describe up to four events that may be included in your rising action. Don’t forget to include your supporting characters!**

1.

**Plat Tectonic Boundaries:** First box write the name of the boundary. Second box describe boundary. Third box draw a diagram of boundary.


# Access 1

## Skill: Central or Main Idea

### Match

As you watch the video about central or main ideas, draw lines to match each phrase on the left with the correct description on the right.

key point	a short statement that includes the most important ideas from an informational text
key detail	feelings or beliefs about a text that are not part of the central or main idea
summary	a central idea the author is trying to make
important ideas	ideas that support the central theme of a text
opinions and judgments	information or fact that supports a central idea

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

### Analyze the Discussion

As you watch the SkillsTV video, answer each of the questions below. Use the time codes on the left to help you know when the students in the video discuss each question.

0:15 - What kind of text is being discussed?	
0:25 - How does the video describe the central or main idea?	
0:35 - What should you look for in order to find the central or main idea?	
1:05 - How does the video define a summary	

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

\*ELD.PI.6.11.a.Em - **Justifying/arguing** Justify opinions or persuade others by providing some textual evidence (e.g., quoting from the text) or relevant background

**Finish the Sentences**

As you read the definition complete the sentences below. Refer to these sentences as you discuss the definition with your classmates.

1. The central or main idea is the key point the \_\_\_\_\_ is trying to make.
2. If you can tell what the \_\_\_\_\_ details have in common, you are close to finding out the \_\_\_\_\_.
3. The \_\_\_\_\_ is a short statement that covers the most important ideas in a text.
4. A person's \_\_\_\_\_ about a text includes his or her personal feelings or judgments about it.

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

\*ELD.PI.6.10.a.Em - **Writing** Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.

**Model Glossary**

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD OR IDIOM	DEFINITION
explicitly	clearly and directly
inspiration	an example that serves as a model
inspired	stimulated
horrific	disastrous, terrible, very destructive
races	goes fast

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

**Guided Reading**

As you read the Model about determining point of view in *Guts: True Stories Behind Hatchet and the Brian Books*, respond to these questions.

1. How does Gary Paulsen's volunteer work affect his writing? \_\_\_\_\_  
\_\_\_\_\_
2. Where did Gary Paulsen get the idea for catastrophic opening of *Hatchet*? \_\_\_\_\_  
\_\_\_\_\_
3. What are some details that Gary Paulsen used from his encounter with the man who had the heart attack?  
\_\_\_\_\_  
\_\_\_\_\_

\*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

\*ELD.PI.6.7.Em - **Evaluating language choices** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.

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3.

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4.

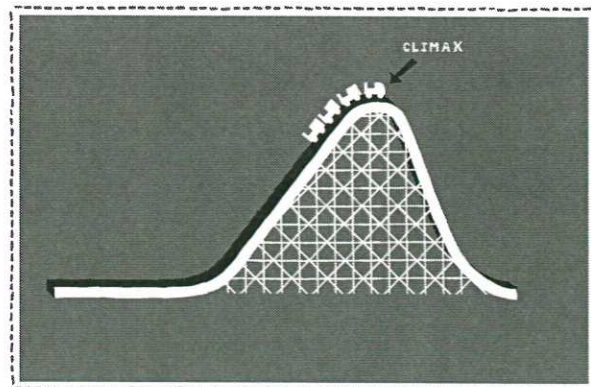
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And then ....

### The Climax



The Top of the Rollercoaster

The **climax** is the moment where things get **really** exciting. The villain appears out of the blue, the lottery is won, and the audience gasps. This is the moment at the very tippy-top of the rollercoaster, right before your high-speed drop! This moment doesn't last long. It can be as short as one paragraph—just enough to make your readers hold their breath in suspense and ask, “What’s going to happen next?!”

***Here is an example of a climax:***

It’s finally the big night and the main circus tent is packed with people. The air is filled with the smell of popcorn and hotdogs and the sound of laughter.

Boris and Archie make their grand entrance onstage, and the crowd goes wild. As soon as they begin their act, Ivan approaches close behind them with a bucket of oil and dumps it all over the floor beneath Boris’ hooves. Archie spots Ivan.

“Boris! Watch out!” he yells.

**In the space below, write three sentences describing what might happen in your book’s climax. It does not have to be long, but it should be exciting!**

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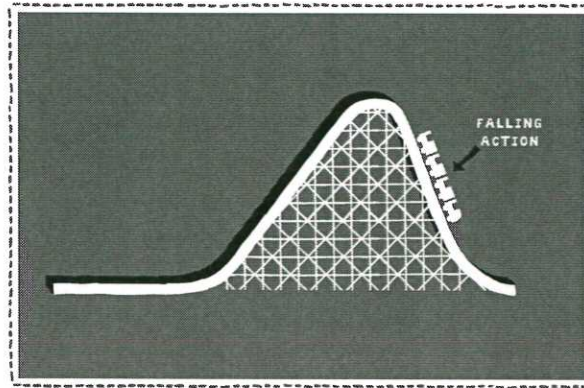
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## The Falling Action



### Speeding Down the Tracks

The **falling action** is the fast-paced, super action-packed part of your novel. You are finally speeding down the tracks of the rollercoaster with your hands in the air! Does the villain get defeated? Do the main character's dreams finally come true? If so, how?

#### *Here is an example of falling action:*

Boris jumps out of the way of the approaching oil spill. Archie leaps across the stage and tackles Ivan. A few of the clowns that were hanging out backstage grab Ivan and tie him to a chair. The crowd cheers, and all the circus performers come up on stage to give Archie high fives and hugs. Others work hard to clean up the oil spill.

"Finally, someone stood up to him! Hooray for Archie!" the bearded woman exclaims.

"Hooray is right! Archie, you are the hero of the day!" Boris said. "You are one quick chinchilla, and an even better best friend."

"Hey, it was nothing." Archie says. "What do you say we get back on that stage and drive the crowd crazy?"

"Let's do it!" Boris says, and they run back on stage to meet the crowd.

**Write three sentences about how your characters defeat the villain! Make sure this part is packed with exciting action. You already answered a question about how your main character might defeat your villain on your "Create Your Story" worksheet, so it may be helpful to pull this worksheet out and read it before you write your falling action below.**

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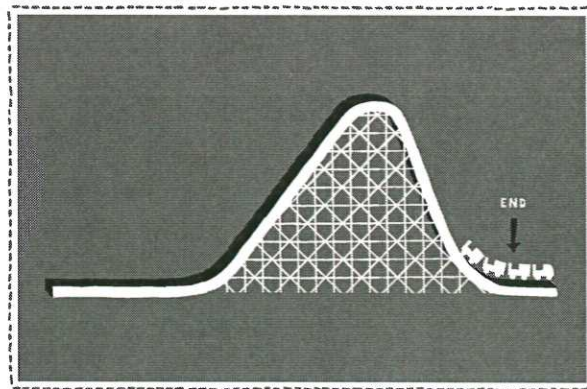
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### The Ending



### Getting Off the Rollercoaster

This is how things work out in the very end. This is when your main character really knows that his or her dream has come true. The rollercoaster ride is over, and they get to think about how much fun the ride has been.

## Student Exploration: Plate Tectonics

**Vocabulary:** collisional boundary, convergent boundary, crust, divergent boundary, earthquake, lithosphere, mantle, plate, plate tectonics, subduction zone, transform boundary, volcano

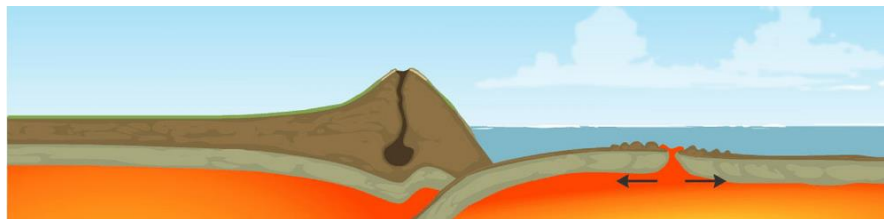
**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. **Volcanoes** are openings in Earth's **crust** where lava, gas, and ash can erupt. Where are active volcanoes located? \_\_\_\_\_

2. An **earthquake** is a violent shaking of Earth's surface. Where are earthquakes common? \_\_\_\_\_

### Gizmo Warm-up

Volcanoes, earthquakes, mountains, and other features of Earth's surface owe their origin to the movements of **plates**: enormous, slowly-moving sections of Earth's crust. At plate boundaries, plates collide, move apart, move under or over each other, or slide past one another. The theory of **plate tectonics** describes how the plates move, interact, and change the physical landscape.



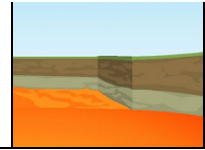
The *Plate Tectonics* Gizmo™ shows a cross-section, or side view, of Earth. (Not to scale.) Above the cross section is a bird's-eye view of the same location.

1. Turn on **Show labels**. What are the layers of Earth that you can see? \_\_\_\_\_

2. Turn on **Boundary name**, and click on each boundary. What four boundaries do you see? \_\_\_\_\_

**Activity A:**  
**Sliding plates**Get the Gizmo ready:

- Select BOUNDARY A.

**Question: What happens when plates slide past one another?**

1. Observe: Boundary A is a **transform boundary**. The arrows below the BOUNDARY A label will move the plates. Click the left arrow once to see how the plates move.

How would you describe the motion of plates in a transform boundary? \_\_\_\_\_

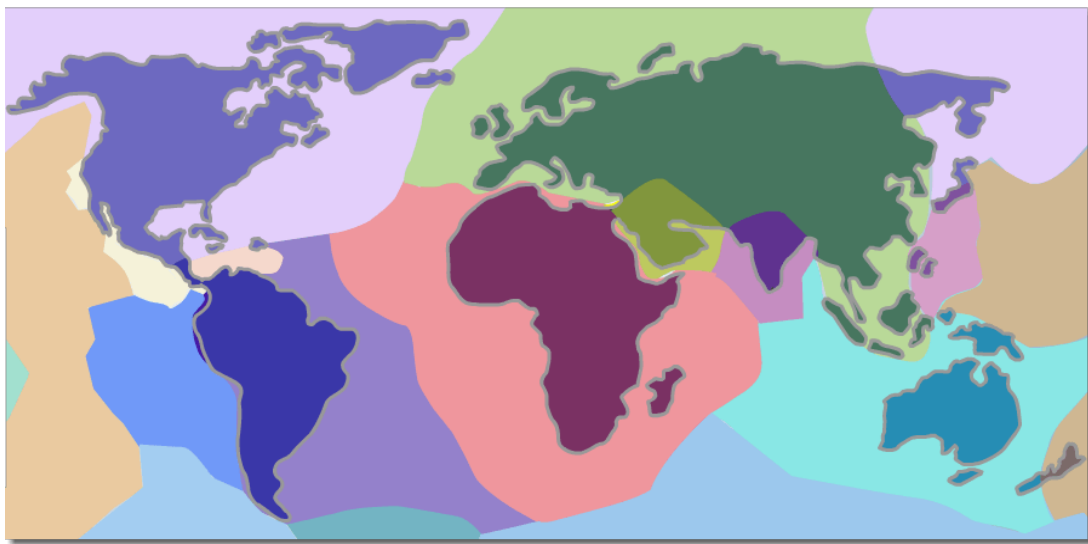
2. Sketch: Draw a bird's-eye view of the plate boundary before and after the plate motion. Draw an arrow to show which way the plate moved.

Before movement

After movement

3. Locate: Turn on **Show location**. Where on Earth can you find this type of boundary? (Note: You can refer to a world map or atlas for location names.)

Highlight these locations on the map below.



**Activity B:****Colliding  
continents**

Get the Gizmo ready:

- Turn off **Boundary name** and **Show location**.
- Select BOUNDARY B.

**Question: What happens when two continents collide?**

1. Observe: Boundary B is an example of a **convergent boundary**, where two plates are moving toward one another. When the two plates both contain continental crust, it is called a **collisional boundary**. Click the left arrow four times to see how the plates move.

How would you describe the motion of plates in a collisional boundary? \_\_\_\_\_

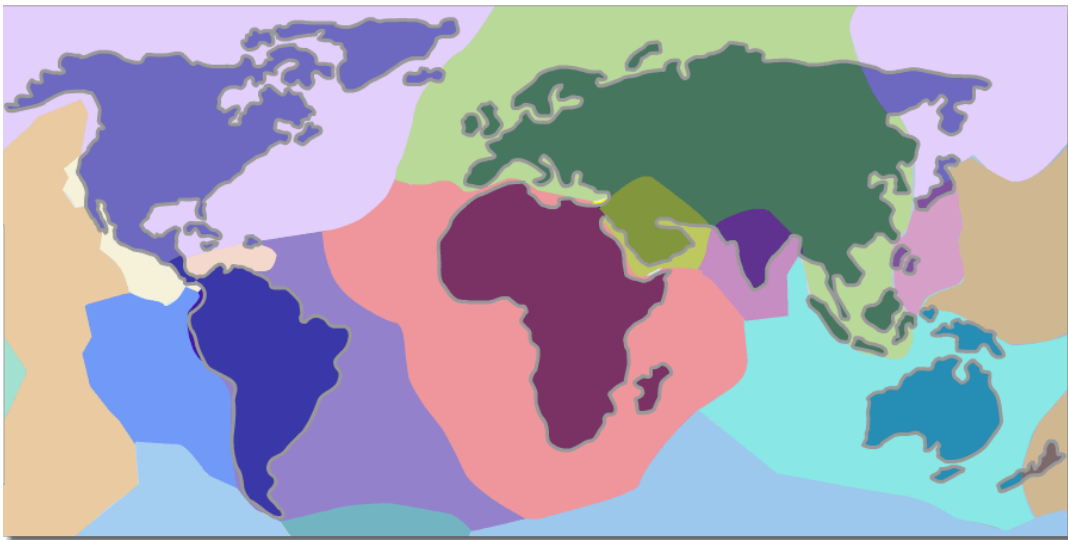
2. Sketch: Draw a side view of the plate boundary before and after the plate motion. Draw an arrow to show which way the plate moved.

Before movement

After movement

3. Locate: Turn on **Show location**. Where on Earth can you find this type of boundary? (Note: You can refer to a world map or atlas for location names.)

Highlight these locations on the map below.





**Activity C:**

**Oceanic crust  
meets continental  
crust**

Get the Gizmo ready:

- Turn off **Boundary name** and **Show location**.
- Select BOUNDARY C.



**Question: What happens when ocean crust collides with continental crust?**

1. Observe: Boundary C is another type of convergent boundary called a **subduction zone**. Click the left arrow four times to see how the plates move.

How would you describe the motion of plates in a subduction zone? \_\_\_\_\_

\_\_\_\_\_

2. Sketch: Draw a side view of the plate boundary before and after the plate motion. Draw an arrow to show which way the plate moved.

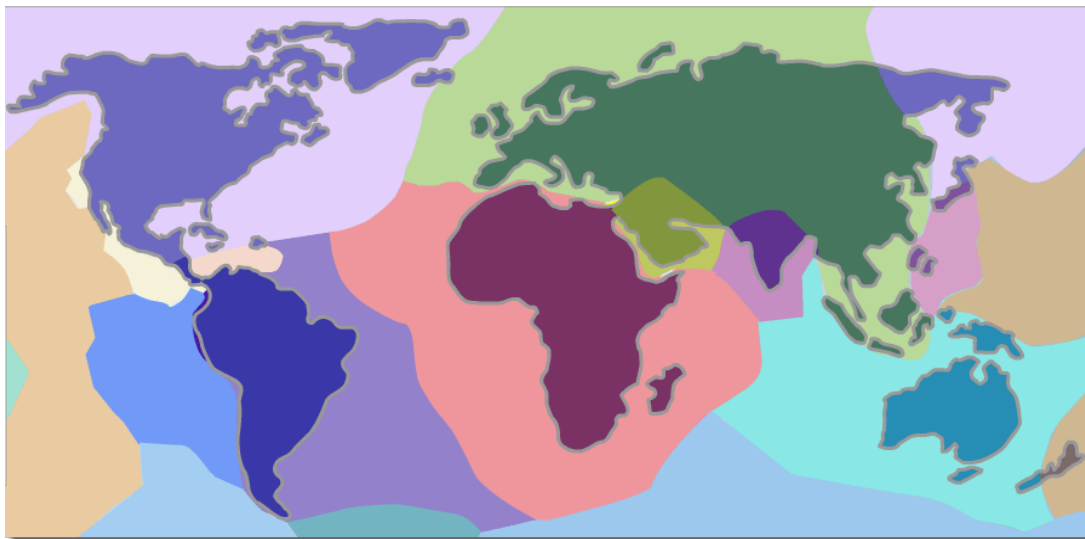
Before movement

After movement

3. Locate: Turn on **Show location**. Where on Earth can you find this type of boundary? (Note: You can refer to a world map or atlas for location names.)

\_\_\_\_\_

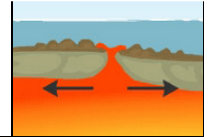
Highlight these locations on the map below.



**Activity D:**  
**Spreading plates**

Get the Gizmo ready:

- Turn off **Boundary name** and **Show location**.
- Select BOUNDARY D.



**Question: How is new crust formed?**

1. Observe: Boundary D is a **divergent boundary**. Click the right arrow four times to see how the plates move.

How would you describe the motion of plates in a divergent boundary? \_\_\_\_\_

\_\_\_\_\_

2. Sketch: Draw a side view of the plate boundary before and after the plate motion. Draw an arrow to show which way the plate moved.

Before movement

After movement

3. Locate: Turn on **Show location**. Where on Earth can you find this type of boundary? (Note: You can refer to a world map or atlas for location names.)

\_\_\_\_\_

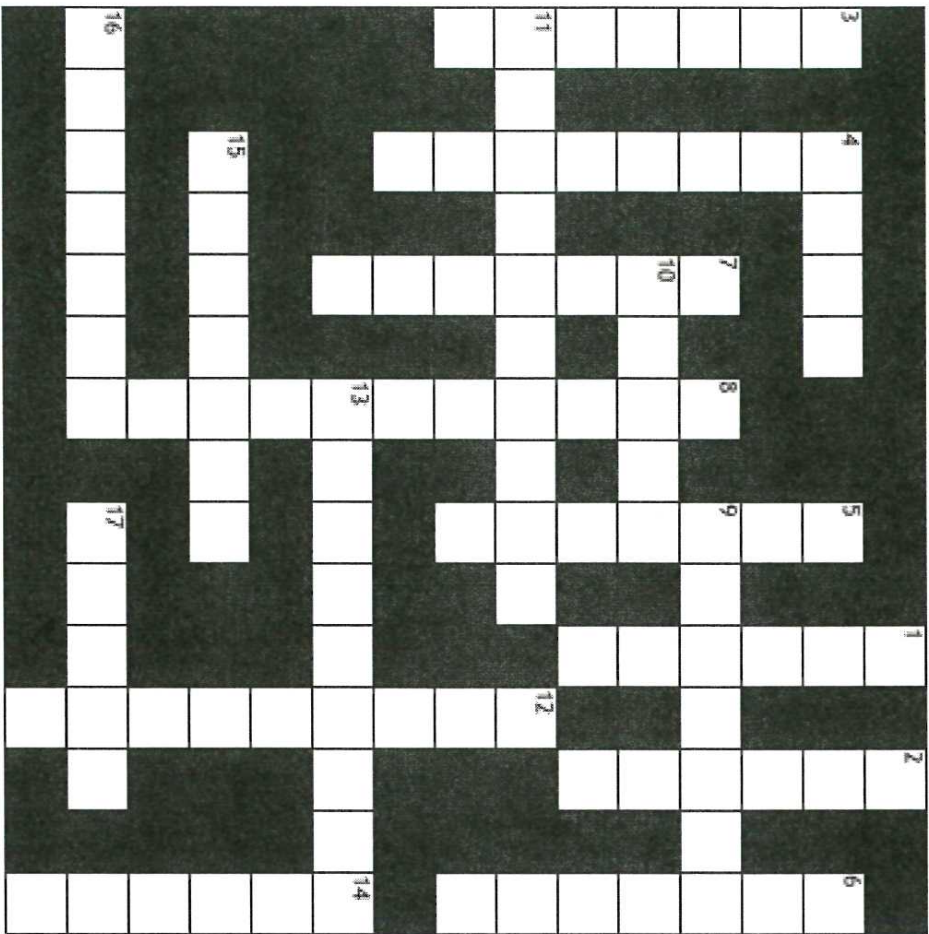
Highlight these locations on the map below.



Name: \_\_\_\_\_

# Chapter 4: Early Empires

## Crossword Puzzle



### Across

4. Assyrian source of strength
9. Empire that Cyrus founded
10. What Assyrians forced captives into
11. What Cyrus practiced
13. They conquered the Assyrians
15. Code of law's goal
16. The creation of these is a repeating historical pattern
17. Road used by the government

### Down

1. Term for a provincial ruler
2. He created 20 provinces
3. Payment for protection
4. Asia Minor
5. The ruler of an empire
6. Capital of Assyria
7. Captives in Babylonia
8. Official money (2 words)
12. Hammurabi's legacy (3 words)
14. Creator of history's first empire



## Your Own Plot Rollercoaster!

Now that you have an outline for your novel, you can fill out the Plot Rollercoaster on page 61. Before you do, check out the Plot Roller Coaster for *Boris the Unicorn* on the next page.



### The Parts of the Plot Rollercoaster:

1. **The Beginning:** What kind of rollercoaster are we riding?
2. **The Exciting Incident:** Getting on the rollercoaster
3. **The Rising Action:** Climbing up the big hill
4. **The Climax:** The top of the rollercoaster
5. **The Falling Action:** Speeding down the tracks
6. **The Ending:** Getting off the rollercoaster

## Boris the Unicorn's Plot Rollercoaster

Boris and Archie get asked  
to perform for one night  
only in the main tent.

Ivan pours oil all over  
the main stage under  
Boris' feet. Gasps!

Ivan is tackled  
by Archie.

circus performers  
tie Ivan to a chair  
and clean up the  
oil spill.

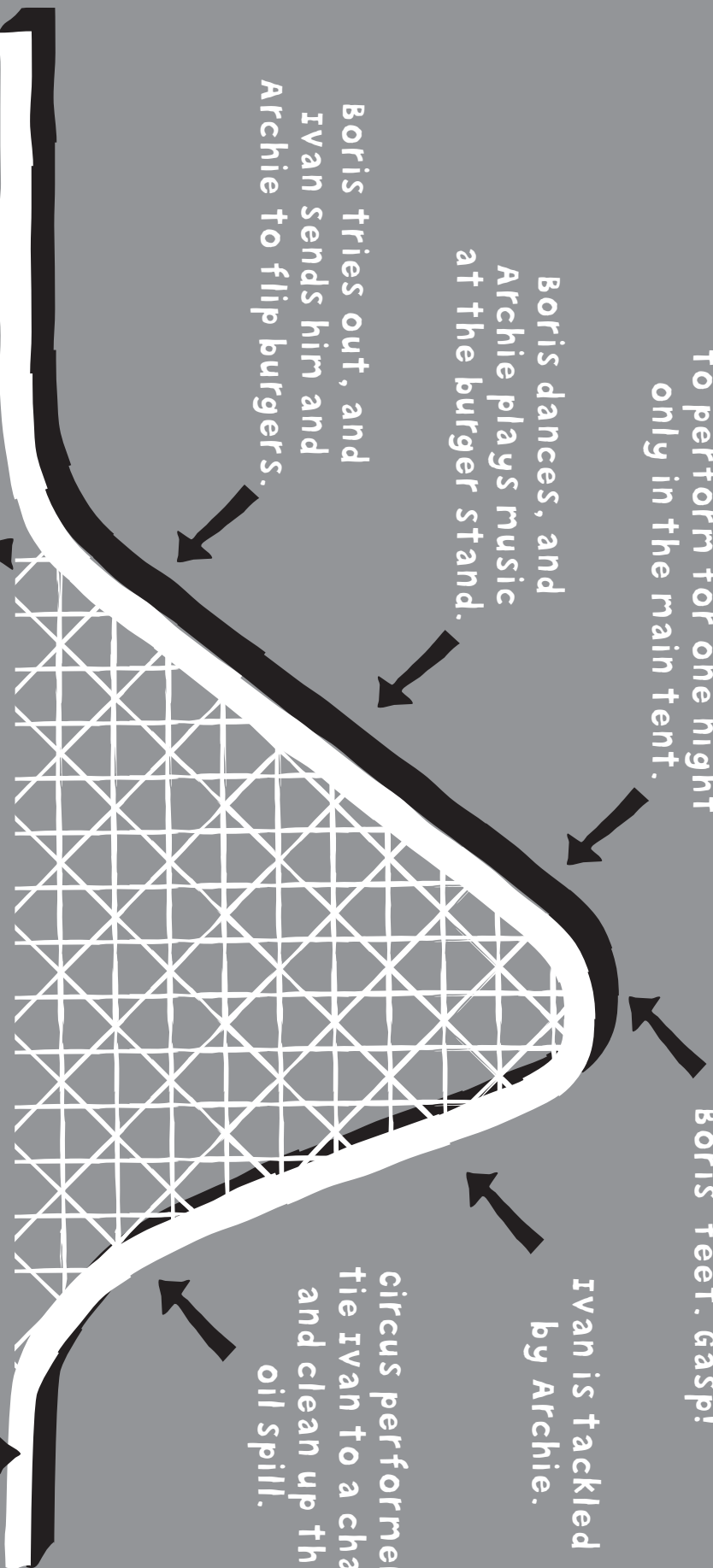
Boris dances, and  
Archie plays music  
at the burger stand.

Boris tries out, and  
Ivan sends him and  
Archie to flip burgers.

Archie invites Boris  
to come to circus  
tryouts with him.

Boris wants to  
join the circus,  
but unicorns  
aren't allowed.

Archie and Ivan  
perform in front of  
an excited crowd!



Fill in the blanks on your plot rollercoaster. As you can see, there's not much space to write for each section. Just write down the most important idea for each section, using as few words as possible. Keep this with you during November so you don't forget how your story will go as you write!

The diagram is a plot rollercoaster set against a dark green background. A white track with a thick black border winds through the page. The track starts at the top left, goes down, then curves right into a section filled with a white cross-hatch pattern, then curves down and left, and finally ends at the bottom left. Eight white rectangular boxes, each containing four horizontal lines for writing, are positioned around the track. Arrows point from each box to a specific point on the track: the top-most box points to the start; the box below it points to the first downward curve; the box to the right of the first curve points to the cross-hatch section; the box below that points to the curve after the cross-hatch section; the box to the right of the second curve points to the curve before the final downward turn; the box below that points to the final downward turn; the box to the right of the final turn points to the end of the track; and the bottom-most box points to the end of the track.

# Essential Questions

## Sixth- Chapter 4

Name: \_\_\_\_\_

Science 6  
LP 3 Day 10

This is a **formative assessment** to see what you already know about the topics in this chapter  
During the week you will do a series of activities that will assist you in learning about and then answering  
each of the ESSENTIAL QUESTIONS. These answers will be compared to your original answers

Things to include: diagrams, vocabulary, complete sentences

**IDK - I don't know is not a acceptable answer and will receive 0 points**

#1 HOW DOES SEA-FLOOR SPREADING SUPPORT CONTINENTAL DRIFT?

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#2 WHAT EVIDENCE SUPPORTS THE THEORY OF PLATE TECTONICS?

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## Unit Test: Chapters 3-4

### 6<sup>th</sup> Grade Social Studies

#### **Multiple Choice (3 points each – 30 points total)**

Choose the letter that best answers the question or finishes the statement.

#### **Chapter 3**

1. How did Mesopotamian farmers irrigate their fields?
  - a. They built canals to carry water from the river to the crops.
  - b. They allowed the rivers to overflow into the floodplains.
  - c. They deposited the silt from the rivers on the fields.
  - d. They built mud walls to dam the rivers.
2. What trait of civilization means that a society can keep track of food supplies, numbers of soldiers, and building projects?
  - a. specialized workers
  - b. advanced technology
  - c. record keeping
  - d. government and religious institutions
3. Priests became leaders in the Sumerian city-states to
  - a. rule the cities in times of war.
  - b. run the irrigation system and store the surplus grain.
  - c. control the work that people did for the gods.
  - d. directly worship the gods.
4. Most slaves in Sumer were
  - a. children who worked to pay off their parents' debts.
  - b. taken as prisoners during a war.
  - c. put to work in the ziggurat.
  - d. household servants who helped rear the children.
5. What writing system did different Mesopotamian cultures adopt from the Sumerians?
  - a. clay tokens
  - b. pictographs
  - c. cuneiform
  - d. stylus

#### **Chapter 4**

6. A group of different lands and peoples that are under the control of one ruler is called
  - a. a city-state.
  - b. a democracy.
  - c. the Fertile Crescent.
  - d. an empire.

7. What idea did Hammurabi's Code establish for the first time?
  - a. society should be ruled by law
  - b. punishments should be the same for everyone
  - c. people should be taught to read the laws
  - d. judges should be appointed to interpret the law
8. In what Chaldean city did Nebuchadnezzar II build the Ishtar Gate?
  - a. Nineveh
  - b. Media
  - c. Babylon
  - d. Assyria
9. How did Cyrus treat conquered people in the Persian empire?
  - a. They could keep their culture but had to pay tribute.
  - b. Their leaders were tortured and their cities burned.
  - c. They were sent into exile and forced to pay tribute.
  - d. They were treated cruelly but were allowed to keep their leaders.
10. Darius promoted good communication and trade across the western part of his empire through the use of
  - a. the satrap system.
  - b. the Royal Road.
  - c. minted coins.
  - d. government spies.

**Matching (3 points each – 30 points total)**

Match each definition with the correct term.

- |                                |   |
|--------------------------------|---|
| 11. toleration                 | A. an advanced form of culture                                |
| 12. Hammurabi                  | B. the first civilization, which arose in 3300 B.C            |
| 13. civilization               | C. one of the Seven Wonders of the World                      |
| 14. Sumer                      | D. land stretching from the Mediterranean to the Persian Gulf |
| 15. cuneiform                  | E. fair treatment of people                                   |
| 16. justice                    | F. a powerful Amorite king who developed a code of laws       |
| 17. Fertile Crescent           | G. a policy allowing people to keep their customs and beliefs |
| 18. polytheism                 | H. the "land between the rivers"                              |
| 19. Hanging Gardens of Babylon | I. belief in many gods  |
| 20. Mesopotamia                | J. wedge-shaped writing of the Sumerians                      |

**Short Answer (4 points each – 20 points total)**

Answer each question in a few complete sentences.

21. Why was irrigation so important to agriculture in Mesopotamia?

22. What role did the temple play in Sumerian society?

23. What role did women and slaves have in Sumerian religion?

24. How do empires change the lives of people who live in them?

25. What policies did Cyrus use to keep his empire under control?

**Critical Thinking (10 points each – 20 points total)**

Answer each question in a few complete sentences.

26. How were the reigns of Hammurabi, Cyrus and Darius similar?

27. Think of the empires of Hammurabi, Cyrus and Darius. In which empire would you *most* want to live? In which empire would you *least* want to live? Explain your answer by citing information from the text.



# Access 1

## Skill: Textual Evidence

### Match

As you watch the video about textual evidence, draw lines to match each phrase on the left with the correct description on the right.

textual evidence is	inferences
explicit evidence is	using textual evidence to support an opinion or ideas based on a text
inferences can support	directly stated in the text
examine textual evidence because	not all textual evidence has the same weight
text analysis is	an analysis as powerfully as explicitly stated text
words, phrases, or sentences support	words, phrases, or sentences from a text that support an analysis

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

### Sentence Frames

Complete the sentence frames to help prepare for the discussion.

1. Words, phrases, or sentences from a text that support an idea are \_\_\_\_\_.
2. If you make an inference, the evidence is not \_\_\_\_\_.
3. Sometimes the author \_\_\_\_\_ states evidence. It is clearly stated in the text.
4. Textual evidence helps explain \_\_\_\_\_.
5. Textual evidence supports \_\_\_\_\_.

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.



**Analyze the Discussion**

As you watch the SkillsTV video, answer each of the questions below. Use the time codes on the left to help you know when the students in the video discuss each question.

0:23 - What kinds of details should we consider when searching for text evidence? How can details help us draw deeper inferences about a text?	
1:38 - How did the students arrive at this inference? Identify and discuss the different clues they used as text evidence. Why is it important to pay attention to the subtle phrasing of words in a text?	
2:31 - How does bringing in outside knowledge help strengthen the student's understanding of the text? Why is it important to use our own knowledge when examining textual evidence?	

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

\*ELD.PI.6.11.a.Em - **Justifying/arguing** Justify opinions or persuade others by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.

**Model Glossary**

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD OR IDIOM	DEFINITION
relationship	the way two or more people are connected
infer	make a judgment or draw a conclusion
explicitly	clearly
wounded	injured
motivated	provide someone with a reason for doing something

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

**Guided Reading**

As you read the Model about identifying textual evidence in *Island of the Blue Dolphins*, respond to these questions.

1. To find textual evidence, look for \_\_\_\_\_.
2. What clues tell you that Karana has mixed feelings about the gray dog? \_\_\_\_\_.
3. How does prior knowledge of the death of Karana's brother help the reader better understand Karana's feelings? \_\_\_\_\_.
4. What inferences can you make about Karana and her ability to survive? \_\_\_\_\_.
5. What textual evidence does the author use to show Karana's connection to the gray dog? \_\_\_\_\_.
6. Use textual evidence to describe what the gray dog may feel about Karana. \_\_\_\_\_.

\*RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. \*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.

## Vocabulary Review

**Directions:** Fill in the blank in each sentence using the words in the vocabulary word bank below from the StudySync *Island of the Blue Dolphins* Library item.

Vocabulary Words
paces
shaft
limp
fortunate
gathering

1. The \_\_\_\_\_ on the spear snapped from the weight of the fish.
2. She spent the afternoon \_\_\_\_\_ travel information in order to meet her pen pal for the first time.
3. The wilting flower hung \_\_\_\_\_ over the side of the vase.
4. A pedometer is a device that tracks the number of \_\_\_\_\_ taken by an individual.
5. The club felt \_\_\_\_\_ that it did not rain during their hike.



## Map Your Setting

Now that you have a cast of characters and ideas about your plot, you probably have an idea of where and when your story is set. For example, if your main character is a Martian who sets out to find the planet Zorbot, your story is probably set in outer space in the future. Or maybe your main character is like Boris, in which case your novel would be set at the circus today. This is a great start, but now it's time to add all the really interesting details!

It is important to know all that you can about your setting. Just like characters, settings are much more exciting if they're described with tons of detail.

**A boring setting:** "Joe lived in a house long ago"

**An exciting setting:** "Long before there were computers, televisions, or even toothbrushes, Joe lived in a 120-room orange mansion next to a Pegasus zoo."

Now that's a setting we want to read more about!

We've given you some space below to map out your setting. You'll have the chance to draw all the different kinds of settings in your novel, from your main character's house on a sunny day to the most villainous room in your villain's house during a terrible lightning storm. Take your time, have fun, and don't forget the details!

**Draw the map of the town or planet or universe where your story takes place. Include details that show when your story takes place, too.**

**Draw your main character's house.**

**Draw your main character's bedroom.**

**Draw your supporting character's house.**

**Draw your supporting character's bedroom.**



## Video Notes

## ***World History: Ancient Civilizations Chapter Preview***

### **Chapter 5**

- 1. Look at the first page of the chapter. What is the name of the chapter?**

The name of the chapter is \_\_\_\_\_.

- 2. What dates and events are listed on the timeline on this page?**

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- 3. Look at “Big Ideas about History” on this page. In your own words, write the Big Idea here.**

The big idea of this chapter is \_\_\_\_\_

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- 4. Turn to the next page, where it says “Starting with a Story.” Read the story and answer the questions for the story here.**

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- 5. Go through the chapter. What are names of the lessons in this the chapter?**

The names of the lessons in the chapter are \_\_\_\_\_

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**Summarize and Analyze the Text**

Complete the sentences below using information from the story. Then use these completed sentences to help you annotate the story.

1. On the far side of the \_\_\_\_\_, I found the big, gray \_\_\_\_\_.  
He had the \_\_\_\_\_ in his chest.
2. He was ten \_\_\_\_\_ from me so I could \_\_\_\_\_.  
I was sure he was \_\_\_\_\_. I was about to throw the \_\_\_\_\_  
when he raised his \_\_\_\_\_.
3. Why I did not \_\_\_\_\_ the arrow I \_\_\_\_\_ say. He did not  
\_\_\_\_\_ when I went \_\_\_\_\_. The broken \_\_\_\_\_ was  
covered with \_\_\_\_\_. I \_\_\_\_\_ him up. His body was \_\_\_\_\_.
4. The arrow had a small point, which was \_\_\_\_\_. It came out  
\_\_\_\_\_. I cleaned the wound with a \_\_\_\_\_  
from the \_\_\_\_\_.
5. Four nights I slept on the \_\_\_\_\_. Each day I speared a \_\_\_\_\_ for  
him. On the fourth day, he was not \_\_\_\_\_. I called out \_\_\_\_\_.  
He was in the \_\_\_\_\_. Before I fell asleep that night, I thought of  
\_\_\_\_\_. The name was \_\_\_\_\_.

\*RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

## Vocabulary Review

**Directions:** Fill in the blank in each sentence using the words in the vocabulary word bank below from the StudySync *Island of the Blue Dolphins* Library item.

Vocabulary Words
paces
shaft
limp
fortunate
gathering

1. The \_\_\_\_\_ on the spear snapped from the weight of the fish.
2. She spent the afternoon \_\_\_\_\_ travel information in order to meet her pen pal for the first time.
3. The wilting flower hung \_\_\_\_\_ over the side of the vase.
4. A pedometer is a device that tracks the number of \_\_\_\_\_ taken by an individual.
5. The club felt \_\_\_\_\_ that it did not rain during their hike.

**Draw your villain's house.**

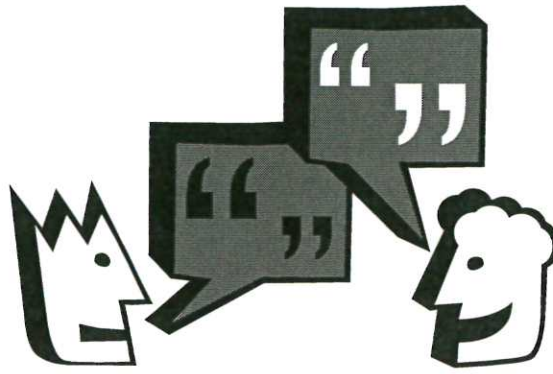
**Draw the most villainous room in your villain's house.**

**Draw your main character's favorite place to hang out when he or she is not battling the villain.**

**Draw the place where the final showdown between your main character and villain happens!**

## Bonus Exercise

**If you liked drawing your settings, and want to keep working, go back and add even more details!** Add trees, park benches, poisonous cactus plants, icebergs, rollercoasters, and Ferris wheels! Feel free to get crazy! If your town suddenly has a lake filled with lime Jell-O, that's great! That is just the kind of detail that will make your story more fun to write... and to read.



## How to Write Really Good Dialogue

You've got some awesome characters, an action-packed plot, and a setting like no other! You're doing great! All that's left is learning how to write really good dialogue!

**Dialogue** is what two or more characters say to each other. The exact words they speak are put between quotation marks. We experience dialogue all the time in our everyday lives. Here's some dialogue you might hear on any given day:

"Hey, dude. How are you?" John said.

"I'm really good. Thanks for asking. And you?" Sam said.

"Good, thanks," John said.

Of course, this kind of dialogue is really important to everyday life. If we didn't say hello and ask people how they were doing, we might lose a lot of friends, fast. But in books, this kind of daily dialogue is boring.

### Dialogue should:

1. Move your story forward
2. Help someone who is reading your book get to know your characters better



# THE SCIENCE OF EARTHQUAKES

By U.S. Geological Survey, adapted by Newsela staff on 02.23.17 Word Count 802



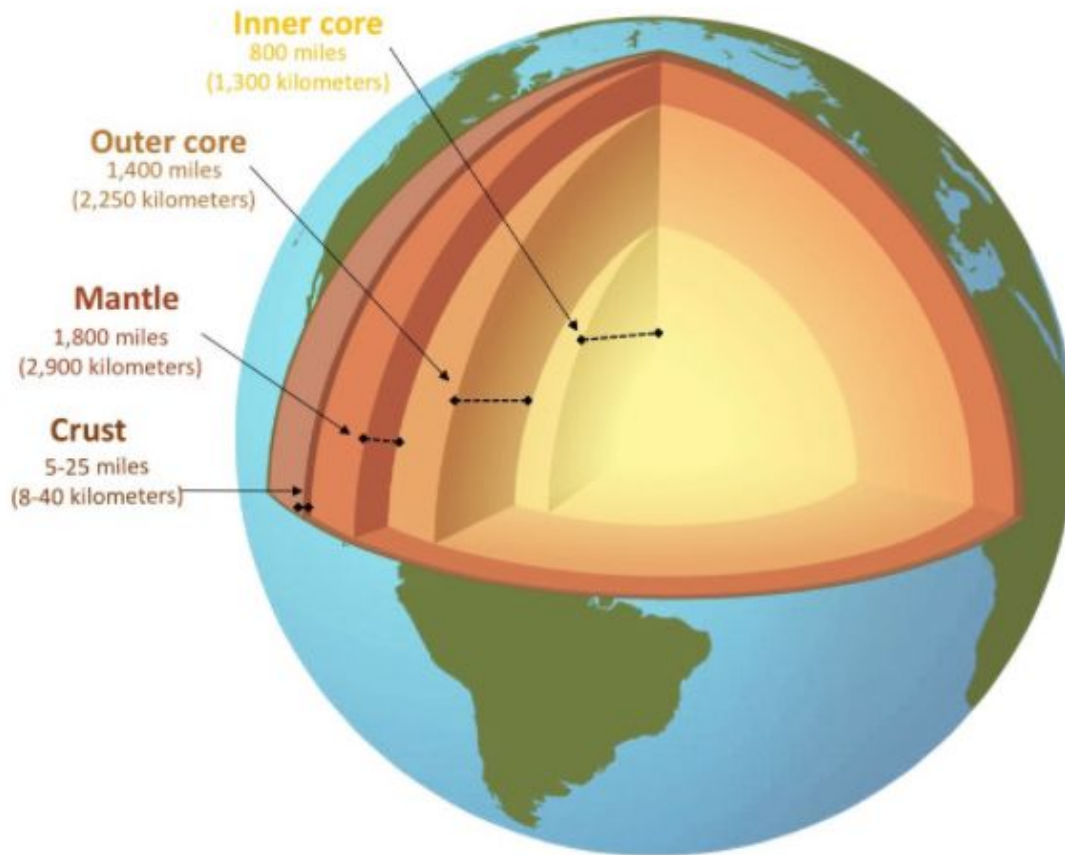
TOP: Myanmar residents gather as they inspect large cracks on a road two days after an earthquake struck near the northeastern city of Tachilek on March 26, 2011. Photo by: Soe Than WIN/AFP/Getty Images. SECOND: Earth has four main layers. Image from: Wikimedia. THIRD: P and S waves help scientists find an earthquake's location. BOTTOM: Earthquake early warning systems can help communities be prepared when an earthquake strikes. Images from: USGS.

## What is an earthquake?

An earthquake is what happens when two blocks of the earth called tectonic plates suddenly slip past one another. The surface where they slip is called the fault. The location below the earth's surface where the earthquake starts is called the hypocenter. The location above it on the surface of the earth is called the epicenter.

Sometimes an earthquake has foreshocks. These are smaller earthquakes that happen in the same place as the larger earthquake that follows. Scientists can't tell that an earthquake is a foreshock until the larger earthquake happens. The largest, main earthquake is called the mainshock. Mainshocks are followed by smaller earthquakes called aftershocks, which occur in the same place and can continue long after the mainshock.

## What causes earthquakes and where do they happen?

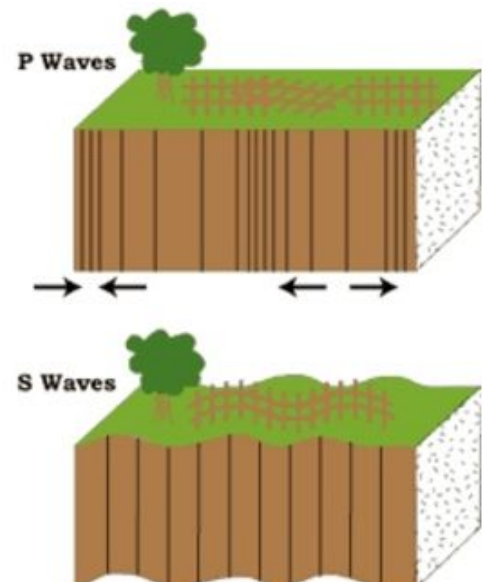


The earth has four major layers: the inner core, outer core, mantle and crust. The crust and the top of the mantle make up a thin skin on the surface of the planet. But this skin is not all in one piece. Instead, it is made up of many tectonic plates, like a puzzle covering the surface of the earth. These puzzle pieces keep slowly moving around, sliding past one another and bumping into each other. Since the edges of each plate are rough, they get stuck while the rest of the plate keeps moving. Finally, when a plate has moved far enough, the edges come unstuck along one of the faults and there is an earthquake.

## Why does the earth shake when there is an earthquake?

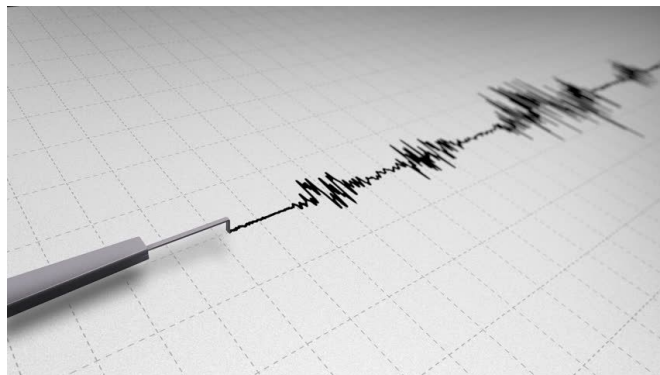
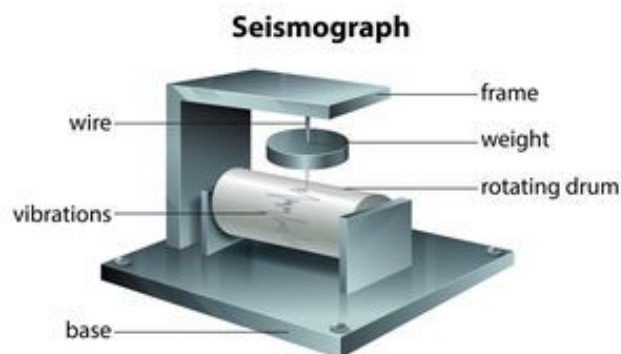
While the edges of faults are stuck together, the energy that would normally cause the blocks to slide past one another is stored. Once the edges come unstuck, that energy is released. It takes the form of seismic waves that spread from the earthquake source in all directions. When the waves reach the earth's surface, they shake the ground and everything on it.

There are different types of energy waves. The fastest wave is called the P wave, which alternately squeezes and stretches material in the same direction it is traveling. The S wave is slower than the P wave and arrives next, shaking the ground up and down and back and forth. The surface waves follow the P and S waves.



## How are earthquakes recorded?

Earthquakes are measured by instruments called seismographs, which produce recordings called seismograms. The seismograph has a base that sits firmly in the ground, and a heavy weight that hangs free. When an earthquake causes the ground to shake, the base of the seismograph shakes too. However, the hanging weight does not. Instead, the spring or string that the weight is hanging from absorbs all the movement. The difference in position between the shaking part of the seismograph and the weight is what is recorded.



## How do scientists measure the size of earthquakes?

The size of an earthquake depends on the size of the fault and the amount of slip on the fault. However, that's not something scientists can easily measure since faults are located deep beneath the earth's surface. Instead, to measure an earthquake, scientists use seismogram recordings. The information from them can tell scientists the time, location and size of an earthquake.

## How can scientists tell where the earthquake happened?

Scientists can tell where an earthquake took place because P waves are faster than S waves. To understand this, it helps to compare P and S waves to lightning and thunder. Light travels faster than sound, so during a thunderstorm you see lightning before you hear thunder. If you are close to the lightning, the thunder will boom right after the lightning. But if you are far away from the lightning, you can count several seconds before you hear the thunder. The further you are from the storm, the more time between the lightning and the thunder.

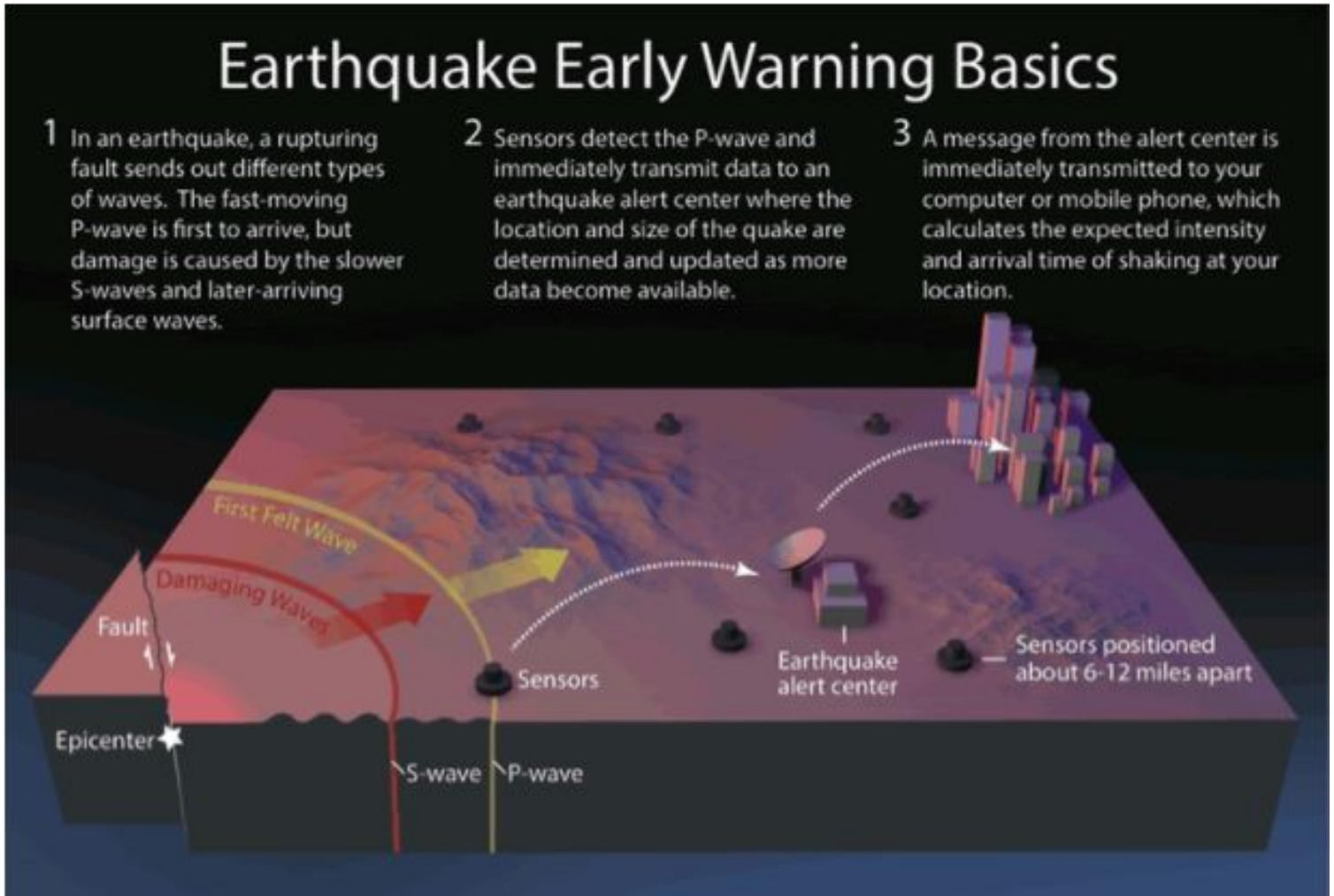
P waves are like lightning, and S waves are like thunder. The P waves travel faster and shake the ground first. Then the S waves follow and shake the ground also. If you are close to the earthquake, the P and S waves will come one right after the other, but if you are far away, there will be more time between the two. By looking at the amount of time between the P and S waves, scientists can tell how far away an earthquake was from a certain location.





## Can scientists predict earthquakes?

On any particular fault, scientists know there will be another earthquake sometime in the future. However, it is difficult to tell exactly when it will happen. Earthquake early warning systems can alert people when seismic waves are expected to arrive at their location. The advance warning gives people a chance to protect life and property from destructive shaking.



# THE SCIENCE OF EARTHQUAKES

- You will now summarize and reflect on what this information means to you.
- **Your responses should be typed and in paragraph form on a separate sheet of paper.**
- When reading and responding to informational text it is important to refer to specific parts of the article in your discussion. In this assignment you have been given sample response frames that are structured to help you incorporate facts from the article into your response.

**After reading “The Science of Earthquakes” respond to the following questions. Use the sentence response frame provided to help to construct your answers.**

1. Pick 5 words that you don’t know. Look them up and explain how they were used in the article.

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2. Identify the main ideas of the article by creating a “Somebody, wants . . . but, . . . So . . .” statement.

- “Somebody” = who/what is the article about?
- “wants . . .” = what does your “somebody” want in the article?
- “but, . . .” = what obstacle or tough decision does your “somebody” have to make or overcome?
- “So . . .” = what does/did your “somebody” do to resolve their obstacle/tough decision?

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- It outlines how . . .

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name \_\_\_\_\_

Social Studies 6  
LP 3 Day 12

**Cause and Effect graphic Organizer pg. 146**

# Access 1

## Skill: Connotation and Denotation

### Match

As you watch the video about connotation and denotation, draw lines to match each phrase on the left with the correct description on the right.

connotation	the place or situation in which a word is used, which helps determine its meaning
denotation	what the author wants to communicate
context	literal definition
author's intention	emotional or cultural connection

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

### Finish the Sentences

As you read the definition complete the sentences below. Refer to these sentences as you discuss the definition with your classmates.

<p>1. The denotative meaning of a word is its dictionary _____.</p> <p>2. A word's connotation includes its emotional _____.</p> <p>3. Connotations can be positive or _____.</p> <p>4. To understand a word's connotation as it is used, it is important to think of the author's _____.</p> <p>5. To better understand the denotative meaning of a word, you can always check a _____.</p>
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\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

\*L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

\*ELD.PI.6.10.a.Em - **Writing** Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.



**Model Glossary**

Use these explanations of difficult words or expressions to help you read the Model. Add to this list if you find more unfamiliar words or idioms as you read.

WORD OR IDIOM	DEFINITION
associations	feelings that link to something
context	the place and way a writer uses a word
precise	exact
torment	cause pain for another person
mobs	unruly groups

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

**Guided Reading**

As you read the Model about identifying connotation and denotation in *Dragonwings*, respond to these questions.

1. To determine the denotative meaning of a word, look in a \_\_\_\_\_  
\_\_\_\_\_.
2. A words connotation includes emotions and other associations, not just its exact \_\_\_\_\_  
\_\_\_\_\_.
3. Do connotations often have emotional effects on readers? \_\_\_\_\_  
\_\_\_\_\_.
4. According to paragraph 2, what is the denotative meaning of *demon*? \_\_\_\_\_  
\_\_\_\_\_.
5. In the excerpt from *Dragonwings*, does Moon Shadow use the term *demon* in a denotative way?  
\_\_\_\_\_  
\_\_\_\_\_.
6. What connotations does the term *demon* have as it is used in *Dragonwings*? \_\_\_\_\_  
\_\_\_\_\_.

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

\*ELD.PI.6.7.Em - **Evaluating language choices** Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.

### **Dialogue that moves your story forward:**

"Captain, we've spotted something on the horizon!" Pirate Willy yelled, pressing the binoculars to his eyes.

The Captain ran up to him, snatching the binoculars out of Willy's hands. "That's impossible!"

The Captain immediately saw that Pirate Willy was right. There was something on the horizon. And it was gaining on them.

The Captain cursed and shouted to his crew, "Full sail! We have to outrun them!"

This dialogue has our attention right from the start! As readers, we're already asking the questions: What did the pirate spot on the horizon? Are the pirates going to get out alive? We want to know what happens next. If the writer had spent three pages going back and forth between Willy and the Captain about how delicious breakfast was, by the time we got to the mysterious thing on the horizon, we'd already be asleep.

Also notice that dialogue follows special rules for punctuation and capitalization. A character's exact words are put inside quotation marks. Also, each new quote starts with a capital letter. As you write, be sure to follow the rules used here.

### **Dialogue Tags Other Than "Said"**

agreed

answered

argued

asked

begged

complained

cried

giggled

hinted

hissed

howled

interrupted

laughed

lied

mumbled

nagged

promised

questioned

### Dialogue that helps readers get to know your characters:

"Excuse me young man," Mark said, awkwardly. "But what is that thing you're pressing into your ear? Is it some kind of futuristic robot?"

Greg, who was talking on his cell phone, looked up at Mark, annoyed.

"It's my phone, dude! What planet are you from?"

"I am from planet Earth," Mark said. "I never saw anything like it. I am from the year 1401."

"Whatever. Could you leave me alone? I'm in the middle of an important conversation here." Greg walked quickly away from Mark.

It's clear from reading these few lines that Mark and Greg are very different people. Mark has time-traveled from the year 1401 and Greg lives in the present. Greg loves talking on the phone so much that he could care less about meeting a time-traveler!

Also notice that when Mark or Greg's exact words have a dialogue tag, a comma is used instead of an end mark. This is another rule you should follow to make your novel dialogue easy to read.

### Dialogue Tags Other Than "Said"

remembered

replied

roared

sang

screamed

screeched

shouted

sighed

snarled

sobbed

warned

whispered

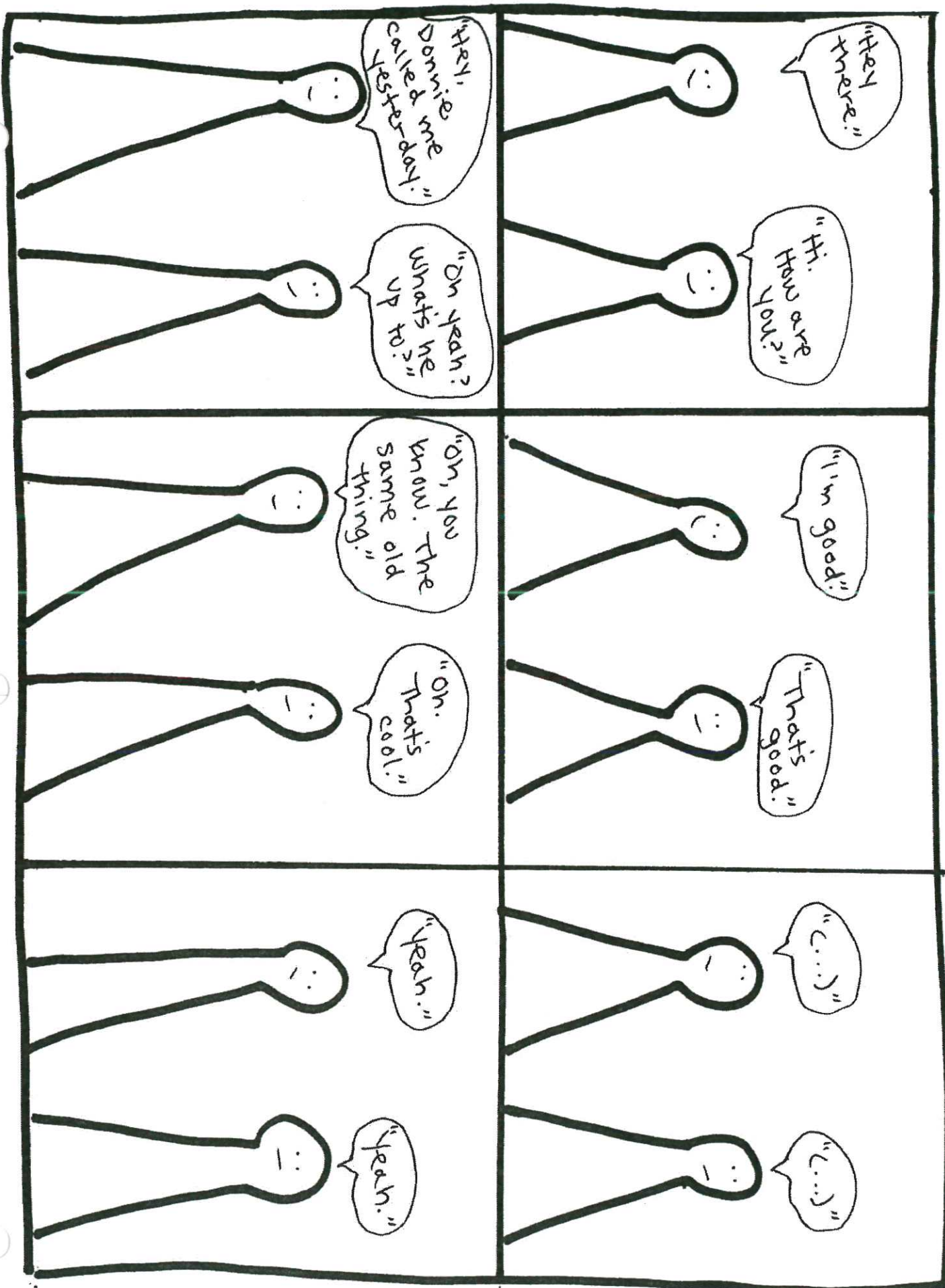
yelled

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### Comic Strip Exercise

Writing really good dialogue is like writing a comic strip. Comic artists only have so many boxes to fill before they run out of room. If they spend too much time on dialogue like "Hey, dude, how are you?" pretty soon, they've run out of boxes! To help you understand how boring this kind of dialogue can be, we've put together a nifty example of a boring comic strip. Check it out!

# Boring Dialogue Handout



Pretty lame comic, huh? Now it's your turn to write some dialogue that's actually good!

Fill in the following three blank "Comic Strip Worksheets"

**1. On the first one, write a conversation between your main character and your villain—they probably have a lot of things to say to each other that will keep a reader's attention! Remember that your dialogue should either move your story forward or help your reader get to know your characters.**

**2. On the other two, you can either write more conversations between your main character and villain, or you can bring in your supporting characters.**

**Vocabulary Snap Shots**

1) Top box write vocabulary word. 2) Middle box draw a picture. 3) Bottom box write definition

stress	tension	compresion

shearing	normal fault	hanging wall

1) Top box write vocabulary word. 2) Middle box draw a picture. 3) Bottom box write definition

footwall	reverse fault	strike slip fault

plateau		



# Stress and Fault

In the first box list the type of stress. In the second box draw a picture of how the stress affects the land and write a description. In the third box write the name of the fault that would be caused by the type of stress you wrote in the first box. In the fourth box draw a picture of how the fault blocks shift and write a description.

[illegible]

# Access 1

## Close Read: Dragonwings

Name: \_\_\_\_\_

Language Arts 6  
LP 3 Day 14

### Complete the Sentences

Complete the sentences below using the vocabulary words. Some of the vocabulary words are in the questions and some will be in the answers.

1. Moon Shadow's grandfather was **lynched** in the Land of the Golden Mountain, showing that that land was \_\_\_\_\_.
2. The **clans** wanted wives to stay in the Middle Kingdom when their husbands went \_\_\_\_\_.
3. Moon Shadow's mother was proud of the Tang \_\_\_\_\_.
4. Moon Shadow's mother could prepare a letter to her husband by using \_\_\_\_\_.
5. The family valued their special kite as if it were a \_\_\_\_\_.
6. The **phoenix** is a mythical creature that could \_\_\_\_\_.

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*ELD.PI.6.12.a.Em - **Selecting language resources** Use a select number of general academic words (e.g., *author*, *chart*) and domain-specific words (e.g., *scene*, *cell*, *fraction*) to create some precision while speaking and writing.

**Summarize and Analyze the Text**

Complete the sentences below using information from the story. Then use these completed sentences to help you annotate the story.

Language Arts 6  
LP 3 Day 14

1. In the opening paragraph, we learn that Moon Shadow lives in the \_\_\_\_\_  
and his father lives in \_\_\_\_\_.
2. Paragraph 2 describes the family \_\_\_\_\_ where Moon Shadow and his  
mother live. The author makes clear that life on the farm requires hard \_\_\_\_\_.
3. In paragraph 4, Moon Shadow says that he is \_\_\_\_\_ about life in  
the Land of the Golden Mountain. He also explains why his \_\_\_\_\_  
cannot join his father there.
4. Moon Shadow's father is in the Land of the Golden Mountain because of the  
\_\_\_\_\_ he can earn there.
5. Moon Shadow's mother tells him that his father is a master \_\_\_\_\_.  
People treasure the \_\_\_\_\_ he makes.
6. In the final paragraph, the author shows that Moon Shadow finds it thrilling to  
\_\_\_\_\_. He would do so with his  
\_\_\_\_\_ on a hill near their village.

\*RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*ELD.PI.6.10.b.Em - **Writing** Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).

## Write

Name \_\_\_\_\_ Language Arts 6

Complete the prewriting questions below to prepare for your writing assignment. Support your answers with LP 3 Day14 details, examples and/or quotes from the text.

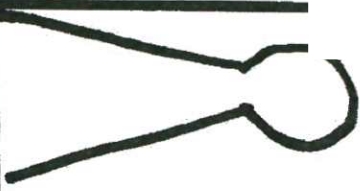
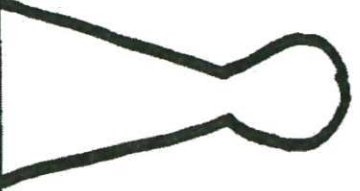






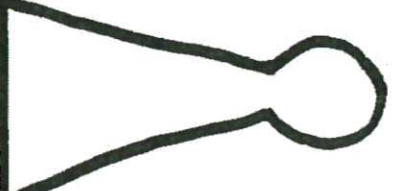
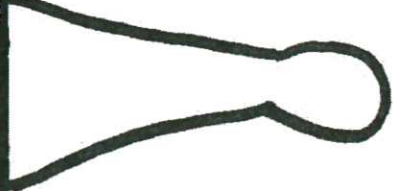


1. When Moon Shadow calls the people of the Land of the Golden Mountain in *Dragonwings* “demons,” what does he suggest? \_\_\_\_\_  
\_\_\_\_\_.
2. What words does the author use to tell us that the mother's work on the farm is hard? \_\_\_\_\_  
\_\_\_\_\_.
3. What is one thing the mother says directly about Moon Shadow's father in paragraph 7? \_\_\_\_\_  
\_\_\_\_\_.

\*W.6.9a Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

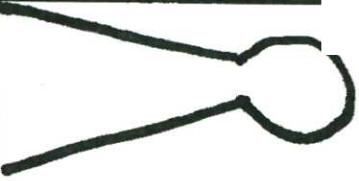
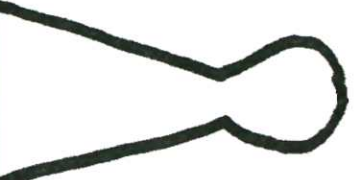










\*W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

\*ELD.PI.6.10.a.Em - **Writing** Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.

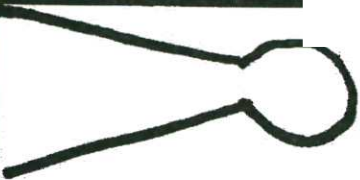
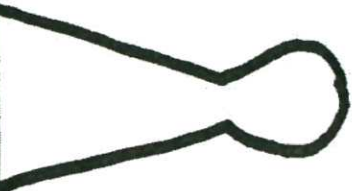
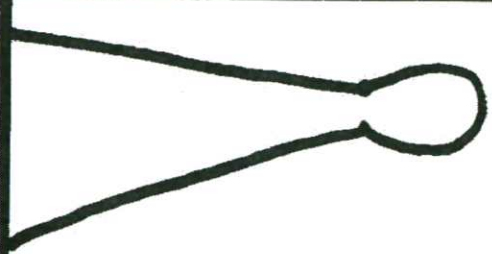






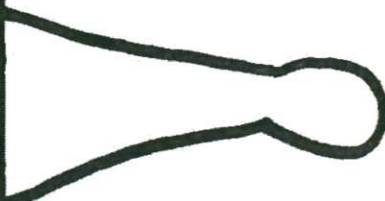


**Comic Strip Worksheet**

**Comic Strip Worksheet**

**Comic Strip Worksheet**

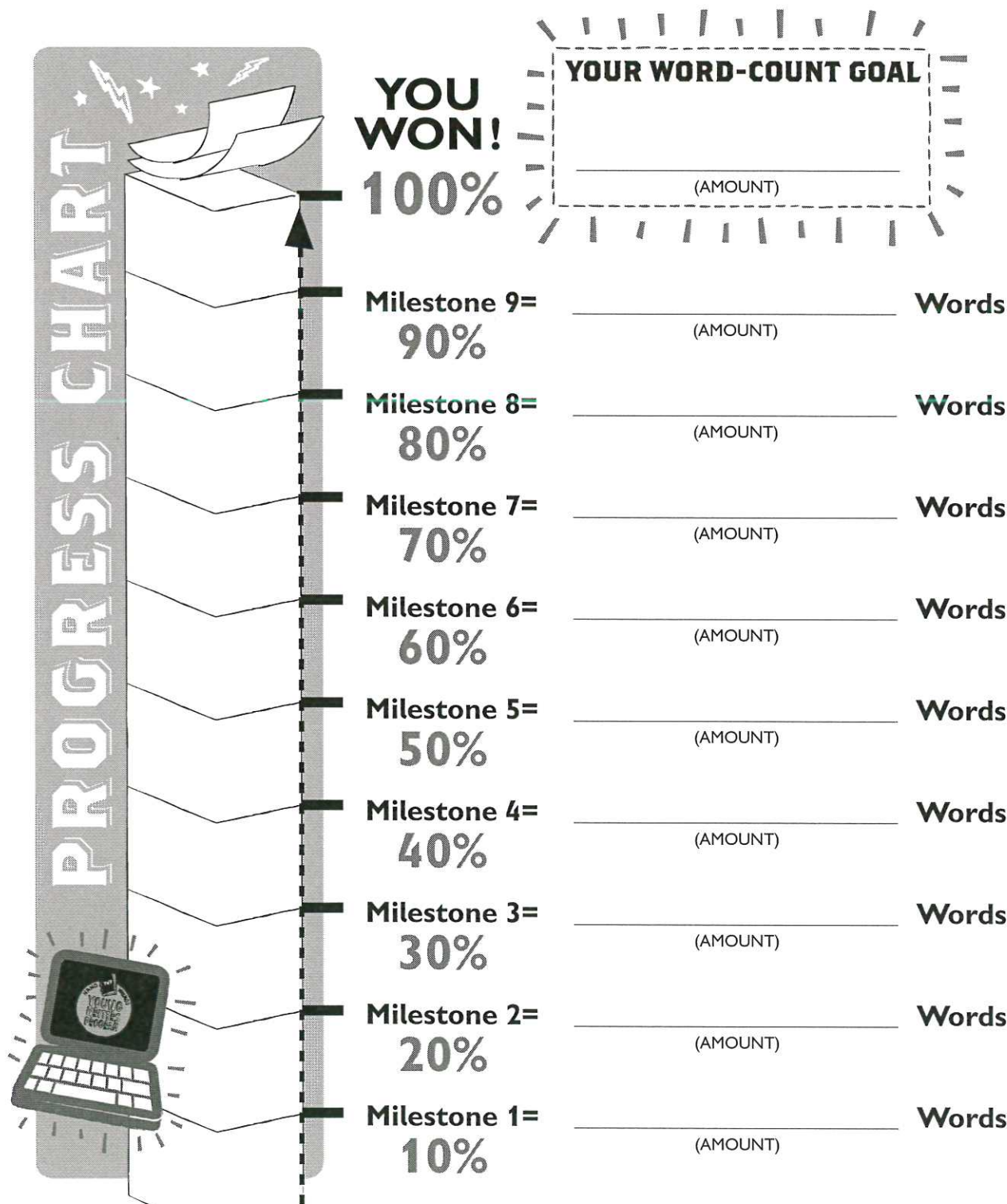
 	 
 	 
 	 

**Ready, Set,  
Write . . .  
And Keep Writing!**



# NaNoWriMo's Personal Chart of Noveling Progress

Write your word-count goal at the top of the page, and color this chart in as you write! If you don't know what numbers to write in at each milestone, ask your teacher or parent to help you with the math.



<p>I will write from</p> <p>to</p> <p>TIME</p> <p>AM/PM</p>	<p>1</p>
<p>World-count goal</p> <p>for the day</p> <p>TIME</p> <p>AM/PM</p>	<p>AMOUNT</p>

TIME	AM/PM	AMOUNT
I will write from		
to		
World-count goal		
for the day		

I will write from **3** TIME AM/PM to TIME AM/PM

World-count goal for the day TIME AM/PM

AMOUNT

I will write from **4** \_\_\_\_\_  
 to \_\_\_\_\_  
 TIME AM/PM  
 TIME AM/PM  
 World-count goal  
 for the day  
 AMOUNT

I will write from

**5**

TIME \_\_\_\_\_  
AM/PM \_\_\_\_\_

to \_\_\_\_\_

TIME \_\_\_\_\_  
AM/PM \_\_\_\_\_

Word-count goal  
for the day \_\_\_\_\_

AMOUNT \_\_\_\_\_

I will write from

6

TIME

to

TIME

Word-count goal

for the day

AMOUNT

I will write from \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PN  
Word-count goal \_\_\_\_\_  
for the day \_\_\_\_\_  
TIME AM/PN  
AMOUNT \_\_\_\_\_

I will write from 8 \_\_\_\_\_  
 to \_\_\_\_\_  
 TIME AM/PM  
 \_\_\_\_\_  
 TIME AM/PM  
 World-count goal  
 for the day  
 \_\_\_\_\_  
 AMOUNT

I will write from **9** TIME AM/PM to TIME AM/PM

Word-count goal TIME AM/PM for the day

AMOUNT

I will write from **10** \_\_\_\_\_  
 to \_\_\_\_\_  
 TIME AM/PM  
 TIME AM/PM  
 World-count goal  
 for the day  
 \_\_\_\_\_  
 AMOUNT

I will write from	11
	TIME
to	AM/PM
World-count goal for the day	TIME
	AM/PM
	AMOUNT

I will write from  
**12** TIME  
 to AM/PM  
 Word-count goal  
 for the day  
 TIME AM/PM  
 AMOUNT

I will write from  
**13**  
 TIME  
 to \_\_\_\_\_ AM/PM  
 Word-count goal  
 for the day  
 \_\_\_\_\_ AM/PM  
 \_\_\_\_\_ AMOUNT

I will write from \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PM/NOON  
Word-count goal \_\_\_\_\_  
TIME AM/PM/NOON  
Amount \_\_\_\_\_  
AMOUNT

I will write from

**15**

TIME

to

AM/PM

World-count goal

for the day

TIME

AM/PM

AMOUNT

I will write from **16** \_\_\_\_\_  
 TIME  
 to \_\_\_\_\_  
 AM/PM  
 \_\_\_\_\_  
 TIME  
 World-count goal  
 for the day  
 \_\_\_\_\_  
 AM/PM  
 \_\_\_\_\_  
 AMOUNT

**17**

I will write from \_\_\_\_\_ to \_\_\_\_\_

TIME AM/PM

World-count goal for the day

TIME AM/PM

AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_ to \_\_\_\_\_  
 TIME AM/PM  
 World-count goal  
 for the day  
 TIME AM/PM  
 AMOUNT

I will write from **19** \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PM  
World-count goal  
for the day  
TIME AM/PM  
AMOUNT

I will write from **20** \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PM

Word-count goal  
for the day \_\_\_\_\_  
TIME AM/PM

AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PM  
Word-count goal \_\_\_\_\_  
TIME AM/PM  
Amount \_\_\_\_\_  
AMOUNT

I will write from \_\_\_\_\_  
 to \_\_\_\_\_  
 TIME AM/PM  
 World-count goal  
 for the day  
 TIME AM/PM  
 AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_  
to \_\_\_\_\_  
Word-count goal \_\_\_\_\_  
for the day \_\_\_\_\_  
TIME AM/PM  
AMOUNT

I will write from \_\_\_\_\_  
to \_\_\_\_\_

TIME AM/PM

Word-count goal \_\_\_\_\_  
for the day \_\_\_\_\_

TIME AM/PM

AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_ to \_\_\_\_\_

TIME AM/PM

World-count goal for the day

TIME AM/PM

AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_  
to \_\_\_\_\_  
TIME AM/PM  
World-count goal  
for the day  
TIME AM/PM  
AMOUNT

I will write from **27** \_\_\_\_\_  
 TIME AM/PM  
 to \_\_\_\_\_  
 TIME AM/PM  
 \_\_\_\_\_  
 World-count goal  
 for the day  
 \_\_\_\_\_  
 AMOUNT

I will write from \_\_\_\_\_  
to \_\_\_\_\_

TIME AM/PM

Word-count goal \_\_\_\_\_

TIME AM/PM

AMOUNT \_\_\_\_\_

I will write from \_\_\_\_\_

to \_\_\_\_\_

Word-count goal \_\_\_\_\_

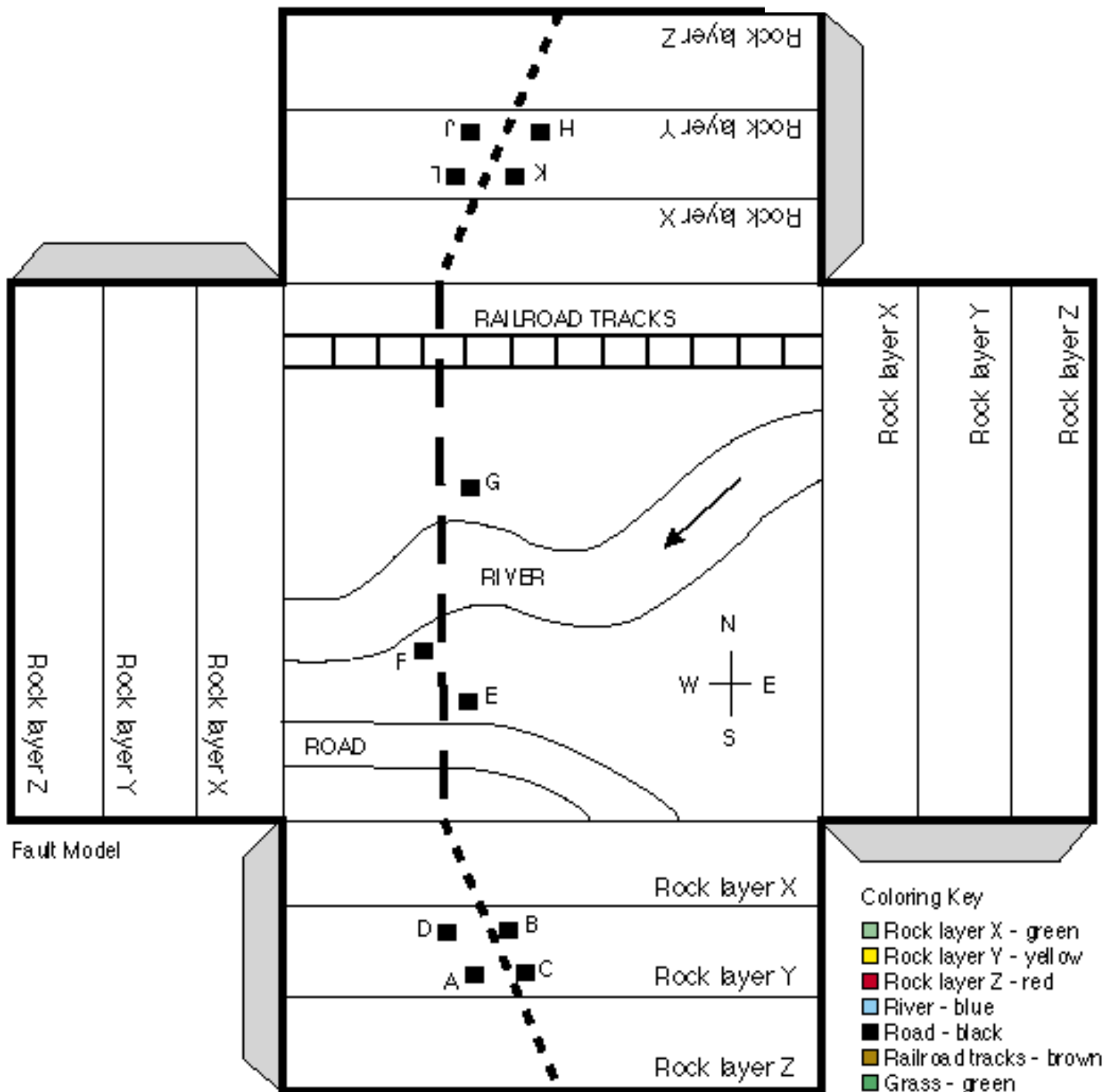
for the day \_\_\_\_\_

TIME \_\_\_\_\_

AM/PM \_\_\_\_\_

AMOUNT \_\_\_\_\_

I will write from **30** \_\_\_\_\_  
 to \_\_\_\_\_  
 TIME AM/PM  
 World-count goal  
 for the day \_\_\_\_\_  
 TIME AM/PM  
 AMOUNT \_\_\_\_\_



Color your Fault block first

Use paste tabs to glue it into the box

Cut along dotted line.

**1. How would the railroad tracks, the river and the road be effected by the movement of each type of fault?**

## Soda Pop – Earthquake

Today we will be observing how tension affects the earth's crust. You will see that how the tension is released can make a big difference in the amount of destructions.

(Note: if you make a video of this lab and explain all of the steps and your observations you will get extra credit)

As you do this experiment write down all observation using complete sentences.

### Materials

2- 16oz Plastic Bottles of Soda (dollar store)

2 Liter bottles are better but the smaller will work

### Instructions

1. BE OUTSIDE
2. Squeeze the bottle  
(Observe: Low pressure or High pressure)
2. Shake one of the bottles
3. Open the bottle all the way quickly

### Observe:

1. What happened?
  2. If this was an earthquake and that much energy was released all at once what do you think the results would be for the people living there?
- 
4. Shake the second bottle
  5. Twist the cap off slowly, to release a small amount of carbonation, then twist it back on.
  6. Repeat step 5 until the soda has stopped fizzing

### Observe:

1. What happened?
2. If this was a series of earthquakes, that released energy in small bursts, what do you think the results would be for the people living there?

### Conclusion:

In paragraph form using complete sentences answer the following questions.

In this experiment what represents the earth?

How did you create pressure inside your earth?

What were the affects of each type of pressure release? Which is preferable and why?

If this was the earthquake what would have been the result to the surrounding land, structures and inhabitants?



## Way Back When

The **San Andreas Fault** is probably the most famous fault line in the world. Marking the boundary between the North American and Pacific tectonic plates, it runs 1,300 kilometers up the California coast, from the Imperial Valley, 150 miles east of Los Angeles, through San Francisco, and up to the Oregon border.

The fault has been responsible for a number of memorable earthquakes. On October 17, 1989, the San Francisco Giants and Oakland A's were warming up for Game 3 of baseball's World Series when an earthquake measuring 6.9 on the Richter scale hit. Known afterward as the "Loma Prieta earthquake," the event left more than 12,000 people homeless. The 1994 Northridge earthquake, which measured 6.7, struck the heavily populated San Fernando Valley and caused \$12 billion in damages.



Worst of all, though, was the quake that shook northern California on April 18, 1906 (pictured). It occurred before the Richter scale was developed, but most seismologists believe it registered somewhere between 7.7 and 8.3. Some 80 percent of the city of San Francisco was destroyed by the quake and the out-of-control fires that raged afterward. More than 3,000 people died, and between 200,000 and 300,000 people—out of a population of 410,000—were left homeless. Damages were estimated at \$400 million (\$6.5 billion in today's dollars), and the city of San Francisco, which at the time was the largest city on the West Coast, was never the same.

# Essential Questions

## Sixth- Chapter 5 -

Name: \_\_\_\_\_

Science 6  
LP 3 Day 15

This is a **formative assessment** to see what you already know about the topics in this chapter  
During the week you will do a series of activities that will assist you in learning about and then answering  
each of the ESSENTIAL QUESTIONS. These answers will be compared to your original answers

Things to include: diagrams, vocabulary, complete sentences

**IDK - I don't know is not a acceptable answer and will receive 0 points**

#1 HOW DOES STRESS CHANGE EARTH'S CRUST

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## **6<sup>th</sup> Grade History Egypt Project**

Week of November 5th

**Due Date:** \_\_\_\_\_

The Egypt project is an opportunity for you to take one step further in exploring the many facets of Egyptian culture. The requirements for this project are listed below.

### **Project Components**

Pick an idea from the list “Topics for your Egypt Project” below, or get your teacher’s approval on an original idea, and research the topic. Turn in the following:

- **A visual display:** possibilities include a model, poster, display board, diorama, etc. Be creative!
- **A written paper:** Hand written (black or blue ink only) or typed; including a bibliography page. (See example attached)
- **An oral presentation:** explaining your topic/display. You may NOT read from your paper.
- **A bibliography:** List the sources you used to complete your project. See the attached paper for instructions on how to write a bibliography.

### **Topics for Your Egypt Project**

- The Pyramids
- Pharaohs
- The Israelites in Egypt
- Mummies and the Mummification process
- The Gods and Goddesses of Ancient Egypt
- Egyptian Inventions
- Papyrus and Writing
- The Religious beliefs of the Ancient Egyptians
- The Nile River
- Egyptian Geography
- An original idea of your own (needs to be approved by your teacher)

## How to Write a Bibliography

Each type of reference has a specific format to display the information. Below are the patterns and examples of each of the various reference types. The part in bold only identifies the type and is NOT to be included on the actual bibliography page. See sample page at bottom of this page.

**Books:** Author(s). Title of Book. Place of publication: Publisher's name, year.

*Example:* Horton, Casey. Endangered Dolphins. Los Angeles, CA: Johnston Press, 1991

**Encyclopedia:** Author. "Title of Article." Title of Encyclopedia. Volume Number. Place of publication: Publisher's name, year.

*Example:* Danson, Charles. "Dolphins." Encyclopedia Britannica. Volume 6. Hawthorne, NY: Children's Press, 1999

**Magazines:** Author. "Title of Article." Title of Magazine. Date: page(s).

*Example:* Smith, John F. "Dolphins are our Friends." National Geographic. Nov. 2002: 25-29.

**Internet (Online Source):** Author. "Title of Article." Journal Title. Volume. Issue number (date). Date Accessed. <Network address.>

*Example:* Reed, Bruce. "Loveable Sea Creatures." Oceanography Today. January 1996. October 4, 2005. <http://www.oceanogrpahy.com/html>.

A bibliography must list all reference materials used (i.e., book, magazine, internet, etc.) in alphabetical order, by author's last name. Below is a sample. Notice how the second line of a reference is indented, and there is one space between each reference.

### Bibliography

Danson, Charles. "Dolphins." Encyclopedia Britannica. Volume 6.  
Hawthorne, NY: Children's Press, 1999

Horton, Casey. Endangered Dolphins. Los Angeles, CA: Johnston Press, 1991

Reed, Bruce. "Loveable Sea Creatures." Oceanography Today. January 1996.  
October 4, 2005. <http://www.oceanogrpahy.com/html>.

Smith, John F. "Dolphins are our Friends." National Geographic. Nov. 2002:  
25-29.



**Rubric for 6<sup>th</sup> Grade Egypt Project**

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

CATEGORY	Best 4	Good 3	Fair 2	Poor 1	PTS EARNED
Visual Model	Model is an Egyptian replica. Model is very detailed, stable, and built to scale.	Model is an Egyptian replica. Model is detailed, stable, and built to scale.	Model is an Egyptian replica. Model is somewhat detailed, stable, and/or not built to scale.	Model is an Egyptian replica. Model lacks a number of details, stability, and is not built to scale.	
Neatness and Effort of model  No smaller than 8.5 x 11"; No larger than 24" x 24"	Model is exceptionally neat, attractive, colorful, and meets size requirements.	Model is very neat, attractive, and colorful and meets size requirements.	Model is somewhat neat, attractive and colorful.	Model is not neat or colorfully done.	
Written Report	Minimum of 3 handwritten or 2 typed pages. 12 pt font, double spaced. Report includes research of Egyptian replica, its origin, era, purpose and many (6 or more) other interesting facts.	Minimum of 2.5 handwritten pages or 1.25 typed pages. 12 pt font, double spaced. Report includes research of Egyptian replica, its origin, era, purpose and some (4-5) other interesting facts.	Minimum of 2 handwritten pages or 1 typed pages. 12 pt font, double spaced. Report includes research of Egyptian replica, its origin, era, purpose and few (1-3) additional facts.	Less than 2 handwritten pages or 1 typed pages. 12 pt font, double spaced. Report includes some research of Egyptian replica, its origin, era, purpose and no additional facts.	
Neatness and Effort of report	Report is exceptionally well written and neat.	Report is well written and neat.	Report is either neatly written, or somewhat well written.	Report is not well written or neat.	
Spelling and Grammar	There are 2 or less spelling/grammar errors in the report	There are 3-5 spelling/grammar errors in the report	There are 6-8 spelling/grammar errors in the report	There are 9 or more spelling/grammar errors in the report	
Bibliography	Includes 4 or more sources of different types; page is formatted correctly	Includes 3 sources of different types; page is formatted correctly	Includes 3 or more sources of different types; page is NOT formatted correctly	Includes less than 3 sources of different types; page is NOT formatted correctly	
Oral Presentation	3 minutes in length and is well done (organized, memorized/ knowledgeable, speaks clearly)	2 minutes in length in length and is 2 or the following: organized, memorized, speaks clearly	1 minute in length in length and is missing 2 of the following: organized, memorized, speaks clearly	Less than 1 minute. Not organized, memorized, nor clearly presented	
Total Score:					/28

## Write with All Your Senses!

A great way to boost your word count during NaNoWriMo is by adding more **description** to your story. A great way to do this is by using your five senses:



1. Taste



2. Touch



3. Smell



4. Sight



5. Hearing

“Gary is eating an ice cream sundae.” = 7 words!

“Gary is eating a mouth-watering vanilla, chocolate, and strawberry sundae. The hot fudge on top smells like heaven, and is melting the cold ice cream. Gary is eating the sundae so fast he is making slurping noises, which is making his mom angry. He has whipped cream all over his face, but Gary doesn’t care. It’s the most delicious thing he’s ever eaten in his whole life.” = 67 words!

Wow, who knew a pretend ice cream sundae could do so much for your word count?

**Below, we've listed a couple of things that need more details. Practice writing with your five senses by answering the questions about each item. The more words you use to describe each, the better! Also, feel free to use all the cool words you'll find in the "Word Bank" boxes below.**

### **A birthday cake**

What color is the cake? Is there a special design on the cake?

What flavor is the cake? The frosting?

Does it smell good?

If you touched it, what would it feel like?



#### **Word Bank for "Nice"**

delightful,  
kind,  
likable,  
pleasant,  
charming,  
agreeable,  
friendly,  
gracious,  
polite

## **A busy city street**

What kind of sounds do you hear?

What smells are in the air?

What do you see around you?

There's a man selling food from a cart. What is it? What does it taste like?



### **Word Bank for "Bad"**

ghastly,  
dreadful,  
terrible,  
appalling,  
horrific, awful,  
abominable,  
disastrous

**An old pair of socks**

What do they look like?

What do they feel like?

What do they smell like? (Ewwww!)

What do they taste like? (Double ewwww!)

Now, when you go back to your book, make sure you add as many details as you can by using **taste, touch, smell, sight, and hearing**. That way, people will know how gross your villain's old socks really are!

## A carnival

What sounds can be heard at a carnival?

What strange and interesting things are there to see?

Is there anything delicious to eat?

What do you smell at a carnival?

Your main character has never been on a rollercoaster.  
Can you tell him what it feels like?

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### Word Bank for “Awesome”

amazing,  
extraordinary,  
outstanding,  
incredible,  
magnificent,  
wonderful,  
superb,  
fantastic,  
spectacular

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## A rainstorm

What does the rain feel like on your skin?

What does the air smell like?

Do you hear anything?

What do the clouds look like?

What does a raindrop taste like?



### Word Bank for “Funny”

hilarious,  
comical,  
humorous,  
ridiculous,  
silly, witty,  
side-splitting,  
hysterical

## A busy city street

What kind of sounds do you hear?

What smells are in the air?

What do you see around you?

There's a man selling food from a cart. What is it? What does it taste like?



### Word Bank for "Bad"

ghastly,  
dreadful,  
terrible,  
appalling,  
horrific, awful,  
abominable,  
disastrous



1) Top box write vocabulary word. 2) Middle box draw a picture. 3) Bottom box write definition

p waves	s waves	surface wave

**Vocabulary Snap Shots**

1) Top box write vocabulary word. 2) Middle box draw a picture. 3) Bottom box write definition

Mercalli scale	magnitude	Richter scale

seismograph	Moment magnitude scale	

**SOCIAL STUDIES > WORLD HISTORY > EGYPTIAN PHAROHS****MATCHING** Draw a line connecting each term with the correct description.

- |             |   |
|-------------|---|
| PHARAOH •   | • A king (or queen) of Egypt; Egyptian for "Great House"              |
| MONARCHY •  | • Successions of leaders from the same family                         |
| PYRAMIDS •  | • Form of government headed by one ruler, with supreme power for life |
| DYNASTIES • | • Structures built as tombs for pharaohs                              |

**LIST THE EXAMPLES**

Name four of the pharaoh's responsibilities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**THINK ABOUT IT**

Instead of a scepter, pharaohs often carried a crook, used by shepherds to guide sheep, and a flail, used by farmers to harvest wheat. What might these two objects have symbolized? What symbolic object(s) would you include in a modern royal costume?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Access 1

## Close Read: The Father of Chinese Aviation

### Complete the Sentences

Complete the sentence frames below using the vocabulary words. Some of the vocabulary words are in the questions and some will be in the answers.

1. Today, flying in an airplane is not an unusual **occurrence**, or \_\_\_\_\_.
2. The class went to see the art **exhibition** where we saw \_\_\_\_\_.
3. Many parts of our lives are improved through the use of machines and factories, or \_\_\_\_\_.
4. The Blue Angels have made many \_\_\_\_\_ flights since 1975.
5. \_\_\_\_\_ history began with the flying of kites long ago in China.

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

\*ELD.PI.6.12.a.Em - **Selecting language resources** Use a select number of general academic words (e.g., *author, chart*) and domain-specific words (e.g., *scene, cell, fraction*) to create some precision while speaking and writing.

## Summarize and Analyze the Text

Name: \_\_\_\_\_

Complete the sentences below using information from the story. Then use these completed sentences to help you annotate the story.

1. In the Introduction, readers learn that Feng Ru's interest in airplanes began with the \_\_\_\_\_ in 1903.
2. Paragraph 1 of the article reports that Feng Ru made his \_\_\_\_\_ only \_\_\_\_\_ years after the Wright Brothers' first public flights.
3. Paragraph 2 tells us that Feng's plane flew \_\_\_\_\_ feet above the ground for an \_\_\_\_\_ 20 minutes before a bolt \_\_\_\_\_ and the plane tumbled to the \_\_\_\_\_.
4. Paragraph 3 compares Feng Ru's fame in China with that of the \_\_\_\_\_ in the United States.
5. Feng Ru's strong interest in airplanes and firm willingness to work hard are explained in paragraphs \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
6. In paragraph 9, readers learn that Feng's efforts to keep his work \_\_\_\_\_ were successful.
7. Paragraph 10 tells readers that \_\_\_\_\_ immigrants were no longer as welcome in the U.S. as they had been earlier.
8. Feng's interest in the future of aviation \_\_\_\_\_, even when he lay dying.
9. To honor him, Feng's tombstone holds the words, "\_\_\_\_\_."

\*RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

**Write**

Complete the prewriting questions below to prepare for your writing assignment. Support your answers with details, examples and/or quotes from the text.

1. What textual evidence does the author include in the Introduction that help the reader identify when events happened? \_\_\_\_\_  
\_\_\_\_\_.
2. In paragraphs 1 and 2 the central idea is \_\_\_\_\_  
\_\_\_\_\_.
3. In paragraphs 4 and 5, readers learn about Feng Ru's interest in China's future by his \_\_\_\_\_  
\_\_\_\_\_.
4. What details in paragraphs 6 and 7 describe Feng's working conditions and ability to take risks? \_\_\_\_\_  
\_\_\_\_\_.
5. What inference about racism can be made from paragraph 10? \_\_\_\_\_  
\_\_\_\_\_.

\*W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

\*ELD.PI.6.2.Em - **Interacting via written English** Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

# Access 1

Name: \_\_\_\_\_

Language Arts 6

LP 3 Day 18

## Skill: Informational Text Structure

### Match

As you watch the video about central or main ideas, draw lines to match each phrase on the left with the correct description on the right.

Information texts	walk the reader through the points in a structured way.
Analyzing the structure can help you	through an argument with claims, facts, and reasons.
An informational text must	the same structure as stories.
By withholding facts, an author can	something unusual in easily understood steps.
A reader should use evidence to	determine the author's intention, the point of view, or theme.
Real-life stories usually follow	create drama or suspense.
Explanatory texts describe	conclude what is not directly stated.
Persuasive texts convince the reader	are built on facts.

\*SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

\*ELD.PI.6.5.Em - **Listening actively** Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.

## Finish the Sentences

Name: \_\_\_\_\_

As you read the definition, fill in the blanks to complete the sentences below. Refer to these sentences as you discuss the definition with your classmates.

1. A text's structure is the \_\_\_\_\_ pattern an author uses to \_\_\_\_\_ in an informational text.
2. In a \_\_\_\_\_ structure, the author explains the steps in a process. It may contain words that signal the passing of \_\_\_\_\_.
3. Often, authors describe a problem and offer \_\_\_\_\_ on how to solve them.
4. The cause and effect structure is often used in \_\_\_\_\_ and \_\_\_\_\_ topics.
5. \_\_\_\_\_ and \_\_\_\_\_ structures describe things that are different but have something in common.

\*RI.6.1 Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

\*RI.6.2 Determine a theme or a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

\*ELD.PII.6.1.Em - **Understanding text structure** Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.



Model Glossary

Use these explanations of difficult words or expressions to help you read the unfamiliar words or idioms as you read.

Name: \_\_\_\_\_

Language Arts 6  
LP 3 Day 18

WORD OR IDIOM	DEFINITION
persuade	convince; talk someone into agreeing
sequential text structure	organization of a text around a particular order of events
flesh-and-blood	real-life, actual
hover	stay nearby; wait
urgency	state of doing something very important

\*RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

\*L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

\*ELD.PI.6.6.c.Em - **Reading/viewing closely** Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

# Informational Text Structure - Warriors Don't Cry

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## Model

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### Identification and Application:

- Identify the purpose of the text
  - Does the text tell a real-life story?
  - Does the text explain some specialized knowledge or process?
  - Does the author express a point of view he or she would like to persuade the reader to accept?
- When you're reading a text look for certain words and phrases that may be clues to the type of text structure an author uses. The use of dates and words such as *then* and *finally* indicate a sequential text structure.
- Ask yourself questions as you read: *What events are listed and discussed? Do the events have to happen in this precise order? Why might an author choose to structure a text in a certain way?*

### Model:

*Warriors Don't Cry* is a memoir written by Melba Pattillo Beals. A memoir is a first-person narrative that presents the story of a specific period in the author's life. In this excerpt, Beals focuses on the events of one particular day.

Readers can find clues about the overall **text structure**, or organization, in the very first paragraph:

The next morning, Wednesday, September 25, at 8 A.M., as we turned the corner near the Bateses' home, I saw them, about fifty uniformed soldiers of the 101st.

The phrase, "Wednesday, September 25, at 8 A.M.," immediately establishes the date and time. As Beals tells her story, it is clear she is remembering a significant experience from her life. It makes sense that she tells about it using **sequential**

## **structure.**

Over the course of the text, Beals describes the details and events of September 25 in the order they occurred, beginning with her sighting of the soldiers, armed men sent to protect her and escort her safely to school:

I had heard all those newsmen say “Screaming Eagle Division of the 101<sup>st</sup>”, but those were just words. I was seeing human beings, flesh-and-blood men with eyes that looked back at me. ..Their faces were white, their expressions blank.

She observes the crowd that has gathered:

There were lots of people of both races standing around, talking to one another in  
whispers. I recognized some of the ministers from our churches. Several of them nodded or smiled at me.

While Beals waits with her classmates for orders from the soldiers, the press hovers nearby:

Reporters hung from trees, perched on fences, stood on cars and darted about with their usual urgency. Cameras were flashing on all sides. There was an eerie hush over the crowd. ...

As she says good-bye to her mother, Beals notices “there were tears in Mother’s eyes.” And when she see “tears streaming down the faces of many of the adults,” Beals wonders:

I wondered why they were crying and just at that moment when I had more hope of staying alive and keeping safe than I had since the integration began.

Finally, she hears the order “Move out,” and a soldier motions Beals toward a waiting car.

By using sequential text structure, the author helps the reader to understand how these events are related, fit into the overall development of the ideas, and contribute to the historical impact of the day.

## Guided Reading

Name: \_\_\_\_\_

As you read the Model about determining informational text structure in *Warriors Don't Cry*, respond to these questions.

Language Arts 6  
LP 3 Day 18

1. To determine the purpose of a text, ask questions such as: \_\_\_\_\_  
\_\_\_\_\_.
2. Some words that indicate a sequential structure are \_\_\_\_\_ and \_\_\_\_\_.
3. What clues from the text tell you it is a sequential structure? \_\_\_\_\_  
\_\_\_\_\_.
4. What events does the text narrate in sequence? \_\_\_\_\_  
\_\_\_\_\_.
5. What impact does using a sequential structure have on the text? \_\_\_\_\_  
\_\_\_\_\_.

\*RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

\*W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

\*ELD.PI.6.6.a.Em - **Reading/viewing closely** Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.

## Student Exploration: Earthquake – Recording Station

**Vocabulary:** body wave, earthquake, epicenter, fault, focus, P wave, S wave, seismic wave, seismogram, seismograph

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)



1. Have you ever experienced an **earthquake**? \_\_\_\_\_

If so, what did it feel like? \_\_\_\_\_

2. Earthquakes are usually caused by the sudden movement of rocks along a **fault**, or fracture, in Earth's crust. The most famous fault in the U.S. is the San Andreas Fault in California.

What major cities are located near the San Andreas Fault?

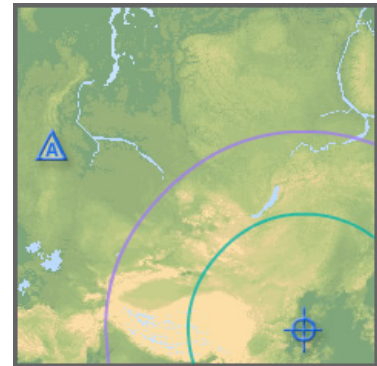
### Gizmo Warm-up

The *Earthquake – Recording Station* Gizmo™ simulates the **seismic waves** released by an earthquake. To begin, look at the key on the bottom left side of the Gizmo.

1. The **epicenter** of the earthquake is the point on Earth's surface closest to the **focus**, or origin, of the earthquake.

A. What symbol represents the epicenter? \_\_\_\_\_

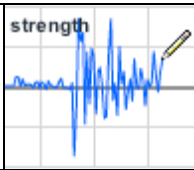
B. What symbol represents the recording station? \_\_\_\_\_



2. Click **Play** (▶) and observe the seismic waves leaving the epicenter of the earthquake.

A. What types of seismic waves are released? \_\_\_\_\_

B. Look at the **Recording station detector** on the upper left side of the Gizmo. What happens when the seismic waves hit the recording station?

<b>Activity A:</b> <b>Reading a seismogram</b>	Get the Gizmo ready: <ul style="list-style-type: none"> <li>Click <b>Reset</b> (⏮).</li> <li>Check that the <b>Distance from the station to the center of earthquake</b> is 860 km.</li> </ul>	
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**Introduction:** An earthquake releases an enormous amount of energy, which passes through Earth's interior in the form of **body waves**. There are two types of body waves: **P waves** (primary waves) and **S waves** (secondary waves).

Scientists study earthquakes with the aid of an instrument called a **seismograph**. When seismic waves reach the seismograph, a graphical record, or **seismogram**, is produced.

**Question: How are P and S waves shown on a seismogram?**

1. Observe: Click **Play**, and then click **Pause** (⏮) after the purple P wave hits the station.

A. Look at the upper right corner of the seismogram, (t= time/ s=seconds) At what time did the P wave hit?

\_\_\_\_\_

B. What is shown on the seismogram at this time? \_\_\_\_\_

2. Observe: Click **Play**, and then click **Pause** after the green S wave hits the station.

A. At what time did the S wave hit? \_\_\_\_\_

B. What is shown on the seismogram at this time? \_\_\_\_\_

3. Describe: Click **Play** and wait for the vibrations to stop. Suppose you were at the recording station when the earthquake hit. Based on the pattern of waves on the seismogram, what did the earthquake feel like? How did it start? How did it end?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


4. Explore: Click **Reset**, and drag the recording station closer to the epicenter. Click **Play**.

A. How does this seismogram differ from the one you first investigated? \_\_\_\_\_

\_\_\_\_\_

B. What would this earthquake feel like? \_\_\_\_\_

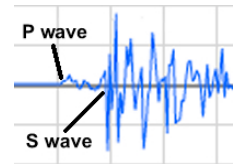
\_\_\_\_\_

<b>Activity B:</b>  <b>Distance to the epicenter</b>	<u>Get the Gizmo ready:</u> <ul style="list-style-type: none"> <li>Click <b>Reset</b>.</li> <li>Place the recording station 300 km from the epicenter. (Does not have to be exact.)</li> </ul>	
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**Question: How can you determine how far you are from the center of an earthquake?**

1. Observe: Click **Play**, and observe the P and S waves. Which waves are faster? \_\_\_\_\_

2. Measure: Wait until the seismogram is complete. Turn on **Show time probe**. Place the left (green) probe on the first P wave, and the right (blue) probe on the first S wave. (See example at right.)

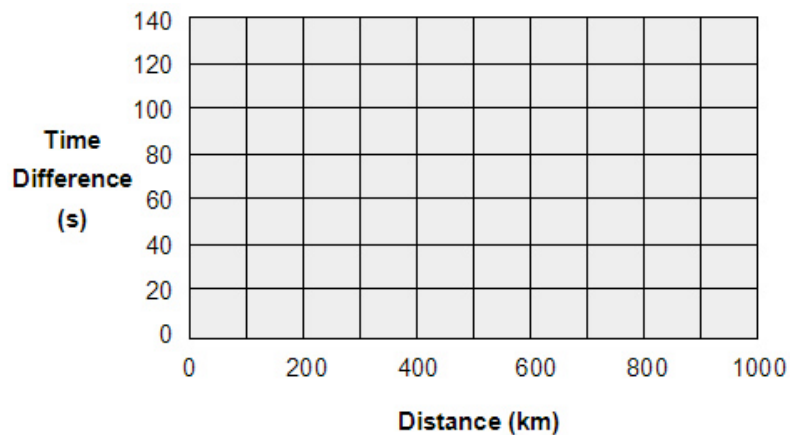


What is the **Time difference** ( $\Delta T$ ) between the P and S waves? \_\_\_\_\_

3. Predict: How do you think the time difference between the first P wave and the first S wave will change as the distance to the epicenter increases? \_\_\_\_\_

4. Gather data: Place the recording station at each of the following distances to the epicenter. (Does not need to be exact.) Measure the P and S wave time difference ( $\Delta T$ ) on the seismogram at each distance, and record the values in the table on the left.

Distance (km)	$\Delta T$ (s)
100	
200	
400	
600	
800	
1000	

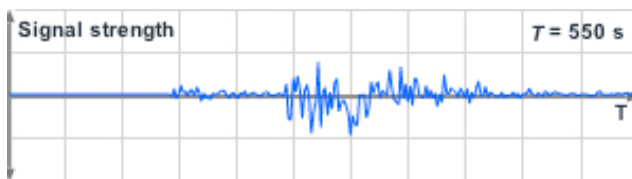
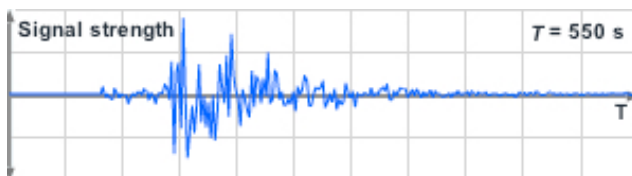
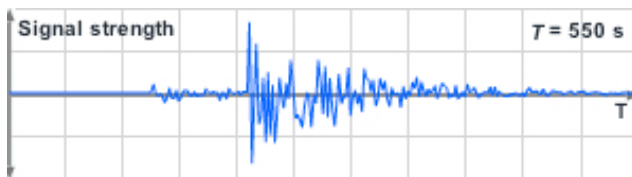


5. Make a graph: Plot your data on the graph to the right of the data table. Draw a line to connect the points in order. What does this graph show? \_\_\_\_\_

(Activity B continued on next page)

**Activity B (continued from previous page)**

6. Draw conclusions: How does the time difference ( $\Delta T$ ) between the first P wave and the first S wave relate to the distance to the epicenter? \_\_\_\_\_
7. Apply: Suppose a recording station was located 500 km from the epicenter. What will be the time difference ( $\Delta T$ ) between the first P wave and the first S wave? \_\_\_\_\_
- Check your answer using the Gizmo. Were you correct? \_\_\_\_\_
8. Practice: On each of the seismograms below, label the first P wave and the first S wave. Estimate the time difference ( $\Delta T$ ), and then use your graph to find the distance to the epicenter. (As in the Gizmo, each vertical line represents 50 seconds.)

 $\Delta T$ : \_\_\_\_\_ Distance: \_\_\_\_\_ $\Delta T$ : \_\_\_\_\_ Distance: \_\_\_\_\_ $\Delta T$ : \_\_\_\_\_ Distance: \_\_\_\_\_



# Countdown: 20 Weeks

1. In Raphael’s class there are 14 boys and 10 girls. Select whether each statement is true or false. 6.RP.1

True      False

- ☐      ☐ The ratio of boys to girls is 14:10.
- ☐      ☐ The ratio of girls to boys is 7:5.
- ☐      ☐ The ratio of boys to girls is  $\frac{7}{5}$ .
- ☐      ☐ The ratio of girls to boys is  $\frac{30}{42}$ .

**Think Smart for SBAC**

On the actual test, you might be asked to click the appropriate box for each statement. In this book, you will be asked to shade in the boxes instead.

2. Rita wants to buy a sweater that was originally priced at \$25.00. Today the sweater is on sale for 40% off the original price. 6.RP.3, 6.RP.3c

**Part A:** What is the sale price of the sweater?

**Part B:** Rita has a coupon for an additional 10% off the sale price. How much will Rita pay for the sweater before taxes?

3. A seagull flies 15 feet above the surface of the ocean. The table shows the location of several other objects in relation to the ocean’s surface. Sort the objects into the appropriate bins by their distances to the ocean surface as compared to the seagull’s distance. 6.NS.7, 6.NS.7c

Submarine      Fish      Shark

Pelican      Airplane

Object	Location in Comparison to the Ocean’s Surface (feet)
Fish	–6
Shark	–50
Airplane	150
Submarine	–218
Pelican	9

Farther from the Ocean’s Surface than the Seagull is

Closer to the Ocean’s Surface than the Seagull is

4. Nicholas is driving his car at a constant rate of 55 miles per hour. Select whether Nicholas could achieve the distances listed in the given times. 6.RP.3, 6.RP.3b

**Yes****No**

- |                          |                          |                      |
|--------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | 165 miles in 3 hours |
| <input type="checkbox"/> | <input type="checkbox"/> | 240 miles in 4 hours |
| <input type="checkbox"/> | <input type="checkbox"/> | 330 miles in 6 hours |
| <input type="checkbox"/> | <input type="checkbox"/> | 504 miles in 9 hours |

5. Yolanda buys two types of flowering plants. She buys 36 geraniums and 63 marigolds. She wants to plant an equal number of flowers in each row of her garden. Each row will contain only one type of flowering plant. 6.NS.4

**Part A:** Yolanda uses all the plants she bought in her garden. Determine the greatest number of flowering plants that could be in each row of the garden.

**Part B:** How many rows of each type of flowering plant will be in Yolanda's garden?

rows of geraniums

rows of marigolds

## The Quake that Shook Up Geology

**March 27, 1964**, was a quiet day in Alaska. At 5:36 p.m., the ground began shaking violently. Alaskans are familiar with earthquakes averaging about 22,000 a year. But this was no ordinary tremor. This was the **Big One**.

In Anchorage, roads buckled and sank. Houses pulled apart. Railroad tracks warped. Most earthquakes rattle the ground for just seconds. But 50 years ago, the quake shook steadily for almost five solid minutes. Then, as Alaska's shaking ceased, things got worse — much worse.

The earthquake had uplifted large sections of seafloor. That movement generated huge and fast-moving waves in the open ocean, called **tsunamis**. In bays and inlets, the quake also triggered underwater landslides which unleashed more tsunamis.

No Alaskan who survived would ever forget this day. By midnight, 131 people were dead. Quake effects were felt in nearly every state. In Washington, Seattle's Space Needle swayed like a tree in the wind and lakes sloshed back and forth in Texas and Louisiana.

The Great Alaskan Earthquake was a magnitude-9.2 event. The only stronger trembling ever recorded was a magnitude-9.5 monster that shook Chile in May 1960.

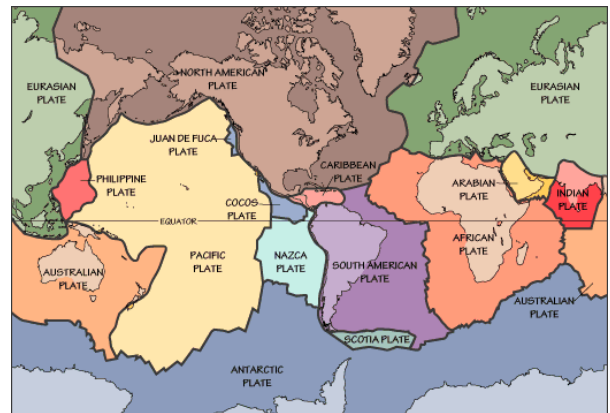
This quake opened a new era in geology. And it has forever changed what scientists understand about the constant remodeling of Earth's surface.

### A New Worldview

In 1964, **plate tectonics** still was just an emerging — if unproven — concept. It held that Earth's uppermost layer, called the **lithosphere**, is broken into enormous pieces. Each giant slab was expected to be moving slowly.

Now, 50 years later, plate tectonics is no longer a clever hypothesis. It's a well-documented certainty.

Like a jigsaw puzzle, Earth's lithosphere is divided into interlocking pieces, called plates. (The lithosphere is Earth's outer solid layer. It includes the crust and uppermost mantle.) Depending on how you count them, there are about 12 main tectonic plates, and numerous smaller ones. Their thickness ranges from 80 to 200 kilometers (50 to 124 miles). Plates beneath the oceans are much thinner than those under continents. These tectonic plates move gradually, bumping and grinding against each other.



Scientists classify the movement between plates in three different ways.

**Convergent boundaries**, neighboring plates either collide head-on or a denser ocean plate dives beneath a lighter continental plate.

**Divergent boundaries**, plates move away from each other.

**Transform boundaries**, plates slide past each other.

The friction between these massive plates means they don't move fast. Some start and then stop, only to start again much later.

### Finding Proof

Geologist George Plafker worked for the USGS near San Francisco, Calif. He and two of his colleagues flew up to Anchorage, Alaska, just a day after the main shaking stopped. Their mission: Figure out what had just happened.

Question #1: Why had some parts of Alaska risen (38 feet), while the ground at other sites had dropped,  
Question #2: Locate the quake's epicenter (where the earthquake started).

Plafker's team mapped all the changes triggered by the quake that they could find. Lucky for this team, 70 new **seismographs** (SIZE moh grafs) had recently been installed all over the world.

A seismograph detects and records earthquakes. By recording the size, direction and arrival times of the different seismic waves from a quake, seismographs help pinpoint its size and epicenter.

It is the first global seismic network," Plafker tells Science News for Students. "So this was the first earthquake to be recorded around the world." In the days and weeks that followed, dozens of smaller earthquakes continued to rattle Alaska. The seismographs recorded these aftershocks as well. Those instruments also helped identify the shape of the fault responsible for all the shaking.

Plafker studied all of this data. Eventually he arrived at a very important conclusion. The fault was not vertical. It wasn't a break cutting straight down through deep rock, as many geologists had assumed. Like a descending ramp, the fault instead sloped at an angle, deep beneath Alaska.

Scientists next had to fit this finding into their understanding of plate tectonics. It turned out that the ramp's shape was very, very significant. Plafker had confirmed that the earthquake occurred in a **subduction zone**, where one plate sinks beneath the other.

### Sticky Situation

The dynamics of a vertical subduction zone explained why the 1964 earthquake was so massive.

Tectonic plates constantly push against each other. They tend to subtly creep along. When a fault actually slips, the motion is both sudden and exaggerated. It's like opening a sticky window or door. You push and push. Then suddenly, it pops open. That motion was "huge," from east to west, nearly 600 miles of fault had ruptured all at once. The Pacific Plate had been creeping north about 2.5 inches per year. Then, all at once, the Pacific Plate thrust forward. It slipped as much as 60 feet under the North American plate.

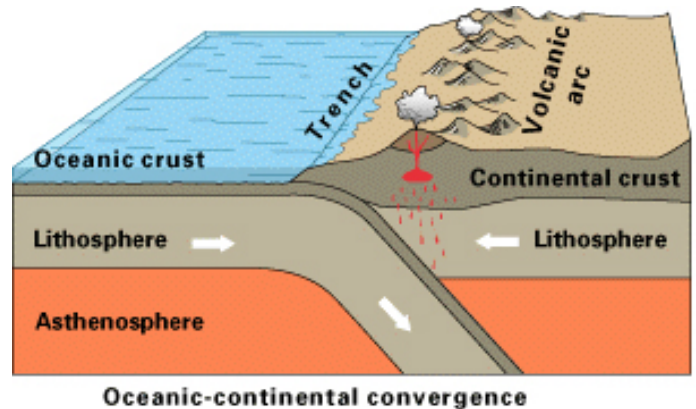
Plafker named this event a **megathrust earthquake**. These occur directly along subduction zones, and are extremely powerful.

Natasha Ruppert at the Alaska Earthquake Center in Fairbanks is another *seismologist*. She now estimates that it takes at least 500 years of plate motion to set the stage for such big earthquakes.

### Big Picture

Geologists call plate tectonics a "unifying theory." That's because it explains practically everything about Earth's crust. It explains how the continents and oceans have been shaped, and why there are earthquakes, mountains, volcanoes and tsunamis.

Scientists are still working out many details of plate tectonics. But Alaska's 1964 Great Quake led to a huge leap in their understanding. It was the first time geologists could actually see plate motion in action. It was the first time we had physical proof of plate tectonics.



## The Quake that Shook Up Geology

What Happened?



What did geologists learn?



How did geologists gather their information?



Why is the data from this earthquake significant to the study of plate tectonics?

Evaluate the purpose of this article. Why did the author write it? Do you think that the author got his point across? How?

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# Comparing Types of Waves

**Materials:**

Dishpan or other wide, shallow container;  
water, pebbles,  
small toy that floats,  
paperclips

**Opening Question :** How to waves move when an earthquake occurs?

**Directions:**

1. Fill dishpan with 6-8 inches of water
2. Place floating object in the water
3. Drop pebble into the container

**Observation Questions:**

1. In a real earthquake the place where the pebble hit would be called what?
2. How did the waves move when the pebble hit the water?
3. How was the floating toy affected?

Refer to the pictures on page 183-183

4. How is the movement of the waves you made like real seismic waves?
5. How is the movement different?

**Directions continued . . .**

1. P waves move in a forward backward motion. Use the paper clip to create this type of wave in you dishpan.

**Observation Question:**

1. How was the toy affected by this movement?

**Directions continued . . .**

1. S waves move in a side to side motion. Use the paper clip to create this type of wave in you dishpan.

**Observation Question:**

1. How was the toy affected by this movement?

**Conclusion:**

Using complete sentences record all of your observations along with a summary of your procedure, which you will turn into your teacher. When answering these questions assume that you will not get a chance to explain or clarify your answers and therefore should include any and all details that will help convey what you know and understand.

Name: \_\_\_\_\_  
 Language Arts 6  
 LP 3 Day 20

## Vocabulary Review

**Directions:** Fill in the blank in each sentence using the words in the vocabulary word bank below from the StudySync *Warriors Don't Cry* Library item.

Vocabulary Words
eerie integration distraught imposing bayonet

1. The students studied the progression of the \_\_\_\_\_ of different racial groups into American society.
2. The \_\_\_\_\_ skyscraper towered over the surrounding buildings.
3. The abandoned town had a(n) \_\_\_\_\_ air about it.
4. The soldier fastened his \_\_\_\_\_ in preparation for battle.
5. The lost travelers looked \_\_\_\_\_ as they navigated through the busy city streets.

## Chapter 3 Test

1. Roberta buys a sweater and a scarf. The sweater costs \$24.79 and the scarf costs \$8.89. 6.NS.3

**Part A:** What is the total cost of the two items?

**Part B:** Roberta has a \$50 gift card. How much is left on the card after she pays for the two items?

2. Greg found \$0.72 on the floorboard of his car. Select all of the expressions that are equivalent to 0.72. 6.NS.3

- ☐  $0.2 - 0.92$
- ☐  $0.82 - 0.01$
- ☐  $0.9 - 0.18$
- ☐  $0.3 + 0.42$
- ☐  $0.7 + 0.2$
- ☐  $0.05 + 0.67$

3. LaToya's mother uses 5.84 pounds of apples to make applesauce. She got them from a bag of apples that weighs 16.3 pounds. How many pounds of apples are left in the bag? 6.NS.3

4. A runner estimated that he ran about 12 miles. Select all of the rates and times that the runner could have run. 6.NS.3

- ☐ 3.3 miles per hour for 3.8 hours
- ☐ 6.1 miles per hour for 1.9 hours
- ☐ 5.8 miles per hour for 2.3 hours
- ☐ 2.75 miles per hour for 4.4 hours



5. A bus travels about 400 miles between cities. Select whether the rates and times could represent the estimated distance the bus traveled. 6.NS.3

**Yes    No**

- ☐ ☐ 53.2 miles per hour for 7.74 hours
- ☐ ☐ 39.8 miles per hour for 10.15 hours
- ☐ ☐ 47.6 miles per hour for 9.8 hours
- ☐ ☐ 76.3 miles per hour for 5.24 hours

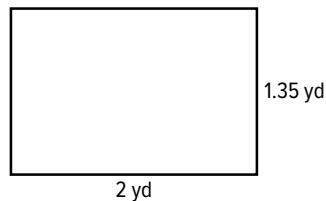
6. The table shows the cost of several items. Suzanne needs to buy school supplies. She has \$5.25 to spend. Select all of the items that Suzanne can buy. 6.NS.3

Item	Cost (\$)
Pencil	0.75
Notebook	1.50
Marker	1.05
Pen	1.55

- ☐ 3 notebooks
- ☐ 4 pens
- ☐ 4 markers
- ☐ 6 pencils
- ☐ 3 markers and 2 pens
- ☐ 2 notebooks and 3 pencils

7. Katrina runs 4.23 miles each day. How many miles does she run in 2 weeks? 6.NS.3

8. Kami bought some material to make a blanket in the shape of a rectangle. The material costs \$12.00 per square yard. How much did Kami pay for the material? 6.NS.3



9. Write the appropriate number of decimal places in each sum, difference, product, or quotient. Do not count a zero in the final decimal place. 6.NS.3

0

1

2

3

4

5

12.59 – 6.09  decimal places

0.75 × 0.9  decimal places

15.25 ÷ 0.25  decimal places

18 + 3.4 + 22.15  decimal places

1.945 × 3.8  decimal places

10. Manuel was examining the product of  $48 \times 0.73$ . He realized that he could create other multiplication problems that have the same product. Select whether each expression has the same product as  $48 \times 0.73$ . 6.NS.3

Yes No

☐ ☐  $43 \times 0.78$

☐ ☐  $4.8 \times 7.3$

☐ ☐  $0.48 \times 73$

☐ ☐  $7.8 \times 4.3$

☐ ☐  $480 \times 0.073$

11. Zach walks at a rate of 2.83 miles per hour. Nora walks at a rate of 2.18 miles per hour. How many miles farther will Zach have walked after they each walk for 1.5 hours? 6.NS.3

12. A football stadium holds 55,296 people. The seating is divided into 36 sections. 6.NS.2

**Part A:** There is an equal number of seats in each section. How many seats are in each section?

**Part B:** The seats in each section are in 32 rows. There is an equal number of seats in each row. How many seats are in each row?

- 13.** A principal paid \$5.74 for one school shirt that displays the school mascot.  
6.NS.3

**Part A:** Select all of the numbers of shirts that he could have purchased at that price.

- ☐ 12 shirts for \$68.88
- ☐ 84 shirts for \$493.64
- ☐ 125 shirts for \$717.50
- ☐ 392 shirts for \$2,284.52

**Part B:** During the first month on sale, the school store sold 186 shirts for \$6.50 each. How much profit did the school make on these shirts?

- 14.** Sort each number of miles and number of hours traveled into the appropriate bin to identify the rate in miles per hour. 6.NS.2

718 miles in 5.95 hours

45.8 miles in 4 hours

2,865 miles in 24.8 hours

419.72 miles in 80.6 hours

935.47 miles in 22.75 hours

Less Than 10 Miles per Hour	Between 10 and 99 Miles per Hour	Greater Than 100 Miles per Hour

- 15.** Althea wants to save \$286.15 in a year to buy a new bicycle. She estimates that she needs to save \$4.50 each week to reach her goal. Is Althea's estimate reasonable? Justify your answer. 6.NS.2

- 16.** A garden is 22.5 feet wide and 58.1 feet long. 6.NS.3

**Part A:** About how many square feet is the garden?  
Write the appropriate numbers to estimate the area.

×		

1	2	3	4	5
6	7	8	9	0

**Part B:** A 3.8-pound bag of fertilizer covers 1,000 square feet. Each bag costs \$9.95. How many bags are needed to cover the garden? About how much will it cost to buy the bags of fertilizer?

Bags:

Cost estimate:

**Part C:** Were your estimates in Parts A and B reasonable? Explain. Use the actual square footage and cost of the bags in your explanation.

Area:

Cost:

- 17.** A manufacturer makes paper clips that are shipped in boxes of 100. One day 4,725 paper clips were made and were packaged in 47 boxes with 25 clips left over. Select all of the division problems that have the same quotient of 47 R 25. 6.NS.2

- ☐ 1,811 ÷ 38
- ☐ 4,069 ÷ 86
- ☐ 5,052 ÷ 107
- ☐ 18,308 ÷ 389

18. The table shows the workout results of four joggers. 6.NS.3

Jogger	Distance (mi)	Time (h)
Wesley	7.7	3.50
Xavier	3.5	1.25
Yvette	4.224	1.76
Zubin	5.175	2.25

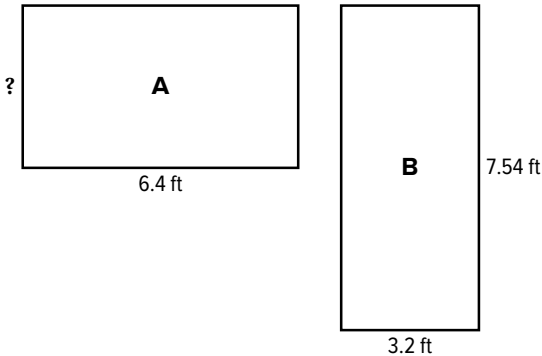
Complete the table to order the joggers from the slowest to fastest rate.

	Jogger	Rate (mph)
Slowest		
Fastest		

19. Joshua was experimenting with the division problem  $0.72 \div 0.8$  and noticed that he could create other division problems with the same quotient. Select all of the division problems that have the same quotient. 6.NS.3

- ☐  $72 \div 8$
- ☐  $7.2 \div 8$
- ☐  $0.072 \div 0.008$
- ☐  $72 \div 80$

20. The two rectangles have the same area. What is the perimeter of rectangle A? 6.NS.3



# Essential Questions

## Sixth- Chapter 5

Name: \_\_\_\_\_

Science 6  
LP 3 Day 20

This is a **formative assessment** to see what you already know about the topics in this chapter  
During the week you will do a series of activities that will assist you in learning about and then answering  
each of the ESSENTIAL QUESTIONS. These answers will be compared to your original answers

Things to include: diagrams, vocabulary, complete sentences

**IDK - I don't know is not a acceptable answer and will receive 0 points**

#1 HOW DOES THE ENERGY FROM AN EARTHQUAKE TRAVEL THROUGH THE EARTH?

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Show the correct answers.

## Ancient Egypt

1. Who was Egypt's first woman pharaoh?
  - ☐ (A) Thutmose III
  - ☐ (B) Cleopatra
  - ☐ (C) Hatshepsut
  - ☐ (D) Khufu
  
2. What means of exchange did the Egyptians use to obtain goods?
  - ☐ (A) bartering
  - ☐ (B) paper money
  - ☐ (C) gold coins
  - ☐ (D) shells
  
3. An example of empire building by Ramses II is his
  - ☐ (A) defeat of Alexander the Great
  - ☐ (B) expansion into Nubia
  - ☐ (C) creation of the House of Ramses
  - ☐ (D) conquest of the Hittites
  
4. What area of knowledge led Egyptians to develop the world's first practical calendar?
  - ☐ (A) geometry
  - ☐ (B) paper making
  - ☐ (C) printing
  - ☐ (D) astronomy
  
5. Which of the following did Akhenaton achieve?
  - ☐ (A) division of Egypt into provinces
  - ☐ (B) religious reform
  - ☐ (C) opening of trade with Punt
  - ☐ (D) an end to war with the Hittites