6th Grade Packet #1 Modified

Math	Reading/Language Arts
	*Please extend your practice in MobyMax in Language, Informative Reading Skills, and Literature Reading Skills.
Science	**History** *Additional resources posted on Google Classroom *Use MobyMax for additional Social Studies lessons
PE	**Other** **Moby Max-** https://www.mobymax.com/signin

Teachers will be checking their email daily and will respond within 24 hours. They want to hear from you!

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Week #1
Modified

6th GRADE
MATH A STUDENTS
MRS. TALMADGE, MS. DAY, MR. Happy, MRS. McCOY MATH PERIODS 4/5 ONLY

Hello Families and Students,

Hope you are healthy and in good spirits. Here is some classwork that you can work through while school is not in session. The assignments are outlined on the following pages with a suggested schedule, but please modify and adjust to meet your needs. Some assignments already include answer keys. Teachers will be available by text, email and/or Remind App. Please don't hesitate to contact us if your child needs help or has questions.

Hope to see you all soon!!!

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6th GRADE
MATH A STUDENTS
MRS. TALMADGE, MS. DAY, MR. Happy, MRS. McCOY MATH PERIODS 4/5 ONLY

MATH A WORK AND SUGGESTED SCHEDULE

Assignments and Links Available on Google Classroom and/or Remind App

There are multiple practice pages and answer keys provided for each topic. (Answer keys available online only. Click the assignment link/pdf for answer keys.)

Families, feel free to modify and complete whatever is helpful and beneficial for your child.

Students may use calculators, but they still need to show their thinking, expressions and/or equations.

Date/Day	Assignment	Completed
1 pg/day	Fact Fluency Multiplication (link)	
Available on Google Classroom	DynaMath March 2020: Read the articles and complete skills builders. Read Article/Watch Video: Butterfly Biologist (link) Butterfly Biologist Quiz (link) Read Article/Play Math Game: The Case of the Missing Dog (link) The Case of the Missing Dog Quiz (link)	
Day 1-2	Plotting Points on the Coordinate Grid Quadrants I and II (link) Make sure to LABEL POINTS! Tutorial Video: https://learnzillion.com/lesson_plans/8441-plot-points-on-a-coordinate-plane/	
Day 2-3	Plotting Points on the Coordinate Grid Quadrants I and IV (link) Make sure to LABEL POINTS!	
Day 4-5	Exponents A (link) Exponents B (link) Exponents C (link) Exponents D (link) Exponents E (link)	

6th GRADE
MATH A STUDENTS
MRS. TALMADGE, MS. DAY, MR. Happy, MRS. McCOY MATH PERIODS 4/5 ONLY

	Tutorial Video: https://www.youtube.com/watch?v=MIrityuVwF8&feature=youtu.be https://www.youtube.com/watch?v=b16dZxZtvUQ	
Day 6-10	Lesson 19 Evaluate and Write Expressions (link) (answer key for adults) Online Tutorial: Numerical Expressions and Order of Operations (link) Practice Write and Evaluate Expressions (link)	
15 minutes per day	Additional Learning (use student account from school) Code.org, MobyMax, Prodigy	

Multiplication Facts to 144 (F)

Find each product.

8 × 8	7 × 3	8 × 11	9 × 8	2 × 10	6 × 8	11 × 10	6 × 5	10 × 6	5 × 9
9 × 12	6 × 3	4 × 4	8 × 2	3 × 11	3 × 9	7 × 8	11 × 11	11 × 12	5 × 3
12 × 9	4 × 7	10 × 4	2 × 5	9 × 6	7 × 9	5 × 5	12 × 6	11 × 2	12 × 10
4 × 2	3 × 4	3 × 2	7 × 5	12 × 2	4 × 5	12 × 12	2 × 10	2 × 3	3 × 4
3 × 3	5 × 7	3 × 2	4 × 8	3 × 11	12 × 7	2 × 9	3 × 9	5 × 6	12 × 3
8 × 8	2 × 10	7 × 7	7 × 10	2 × 2	11 × 6	9 × 9	2 × 12	10 × 10	11 × 5
7 × 11	6 × 2	2 × 5	6 × 7	4 × 3	3 × 8	6 × 3	10 × 7	4 × 12	4 × 6
3 × 7	3 × 3	10 × 5	8 × 3	7 × 9	8 × 12	2 × 9	2 × 6	11 × 4	5 × 9
12 × 6	4 × 2	10 × 3	7 × 7	9 × 4	7 × 8	8 × 10	8 × 5	12 × 5	4 × 6
9 × 11	9 × 3	6 × 6	7 × 12	2 × 7	11 × 9	6 × 10	11 × 4	9 × 10	6 × 8

Multiplication Facts to 144 (G)

Find each product.

5 × 11	3 × 10	8 × 10	4 × 9	9 × 5	12 × 12	12 × 5	12 × 8	3 × 6	3 × 4
11 × 2	3 × 11	12 × 3	2 × 5	3 × 2	12 × 4	12 × 7	7 × 4	6 × 12	11 × 5
3 × 5	9 × 9	4 × 6	11 × 11	7 × 5	10 × 11	9 × 12	8 × 7	10 × 12	9 × 3
4 × 11	11 × 10	9 × 6	5 × 7	4 × 6	5 × 10	3 × 8	11 × 9	5 × 5	3 × 10
8 × 9	7 × 11	5 × 6	7 × 12	8 × 11	8 × 6	9 × 6	2 × 2	10 × 6	12 × 2
10 × 4	7 × 10	6 × 6	12 × 11	11 × 4	5 × 7	4 × 9	10 × 9	8 × 5	9 × 10
8 × 7	4 × 8	2 × 4	9 × 3	12 × 5	12 × 6	2 × 10	8 × 8	11 × 6	9 × 7
9 × 11	7 × 10	2 × 8	10 × 7	12 × 7	4 × 4	7 × 4	5 × 5	10 × 8	8 × 11
3 × 3	10 × 10	8 × 8	11 × 11	10 × 4	4 × 5	7 × 6	3 × 7	12 × 9	8 × 6
4 × 11	3 × 8	2 × 7	8 × 10	7 × 7	7 × 6	10 × 8	2 × 6	12 × 6	9 × 2

Multiplication Facts to 144 (H)

Find each product.

11 × 11	5 × 3	9 × 12	12 × 4	2 × 3	10 × 10	5 × 9	6 × 7	11 × 2	2 × 3
6 × 11	2 × 10	9 × 6	10 × 4	8 × 7	2 × 4	6 × 8	7 × 7	11 × 5	2 × 2
4 × 7	2 × 8	10 × 3	2 × 6	12 × 6	8 × 9	10 × 7	5 × 2	6 × 12	10 × 5
4 × 11	2 × 4	4 × 6	4 × 6	11 × 8	3 × 3	8 × 4	3 × 9	7 × 8	3 × 7
9 × 9	6 × 5	10 × 12	3 × 11	4 × 4	11 × 12	6 × 8	7 × 8	12 × 5	8 × 12
6 × 10	8 × 5	8 × 10	10 × 12	8 × 8	3 × 8	12 × 8	7 × 6	2 × 5	12 × 10
5 × 3	10 × 2	5 × 7	5 × 6	12 × 7	3 × 4	9 × 7	6 × 6	12 × 12	11 × 9
12 × 7	3 × 6	4 × 6	7 × 3	5 × 7	2 × 9	10 × 9	10 × 8	8 × 3	12 × 10
9 × 4	7 × 2	11 × 10	6 × 5	8 × 8	7 × 6	12 × 9	12 × 2	9 × 7	6 × 9
12 × 3	10 × 12	5 × 4	3 × 4	3 × 10	4 × 11	5 × 11	11 × 7	4 × 7	5 × 5

Multiplication Facts to 144 (I)

Find each product.

6 × 8	4 × 5	4 × 2	2 × 6	9 × 6	10 × 10	6 × 7	4 × 5	7 × 8	11 × 5
6 × 5	5 × 7	2 × 3	11 × 4	8 × 8	4 × 5	11 × 8	7 × 7	2 × 6	2 × 4
8 × 9	12 × 11	2 × 10	2 × 9	11 × 11	9 × 7	8 × 5	8 × 12	12 × 5	4 × 8
5 × 9	4 × 2	2 × 5	5 × 5	3 × 6	6 × 5	4 × 10	3 × 12	6 × 8	3 × 5
7 × 11	2 × 3	4 × 9	3 × 7	3 × 7	3 × 8	6 × 7	8 × 4	7 × 12	10 × 12
6 × 12	3 × 6	6 × 5	11 × 10	11 × 6	9 × 3	4 × 11	8 × 11	9 × 10	10 × 3
3 × 11	7 × 10	11 × 3	6 × 6	5 × 5	4 × 6	6 × 10	12 × 5	6 × 7	7 × 4
10 × 10	12 × 2	2 × 2	10 × 6	3 × 11	3 × 3	5 × 12	2 × 10	9 × 12	5 × 10
2 × 8	5 × 6	8 × 5	7 × 4	10 × 8	11 × 2	4 × 4	11 × 9	7 × 9	12 × 12
11 × 3	4 × 3	12 × 4	11 × 6	2 × 7	11 × 8	12 × 6	10 × 11	4 × 12	9 × 9

Multiplication Facts to 144 (J)

Find each product.

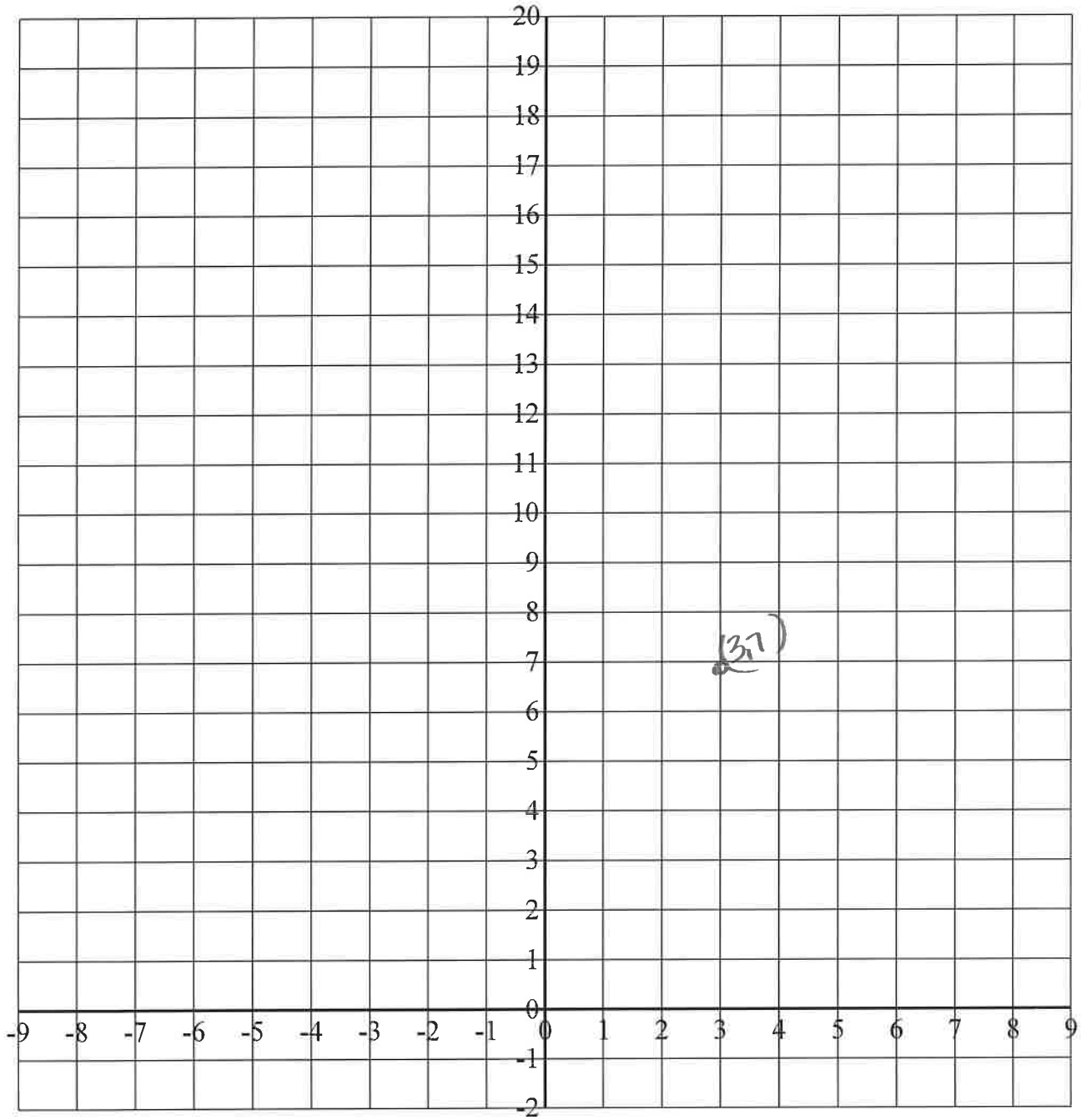
5 × 10	4 × 10	12 × 5	9 × 12	8 × 6	10 × 4	7 × 5	7 × 6	7 × 4	6 × 5
5 × 5	11 × 10	4 × 4	3 × 8	11 × 7	4 × 12	6 × 6	9 × 6	7 × 8	12 × 7
11 × 2	7 × 7	11 × 12	12 × 12	9 × 6	9 × 8	10 × 6	11 × 5	4 × 4	9 × 4
2 × 10	3 × 9	2 × 6	9 × 6	3 × 2	8 × 7	11 × 11	9 × 2	5 × 8	2 × 12
2 × 9	2 × 2	3 × 8	4 × 8	6 × 6	3 × 9	5 × 4	11 × 5	12 × 3	6 × 3
7 × 12	2 × 5	3 × 6	8 × 2	9 × 9	12 × 7	10 × 12	6 × 6	7 × 9	6 × 11
2 × 2	8 × 8	10 × 9	8 × 2	4 × 11	12 × 8	3 × 10	5 × 7	5 × 11	4 × 2
9 × 4	7 × 3	12 × 8	9 × 5	8 × 9	6 × 4	11 × 3	7 × 10	3 × 3	10 × 8
12 × 6	2 × 2	10 × 10	9 × 6	11 × 4	11 × 8	2 × 2	2 × 7	6 × 9	8 × 12
5 × 3	2 × 3	3 × 4	10 × 7	9 × 7	7 × 5	6 × 8	6 × 2	11 × 9	4 × 12

Plotting Coordinate Points (A)

Plot the coordinate points below.

Grand label

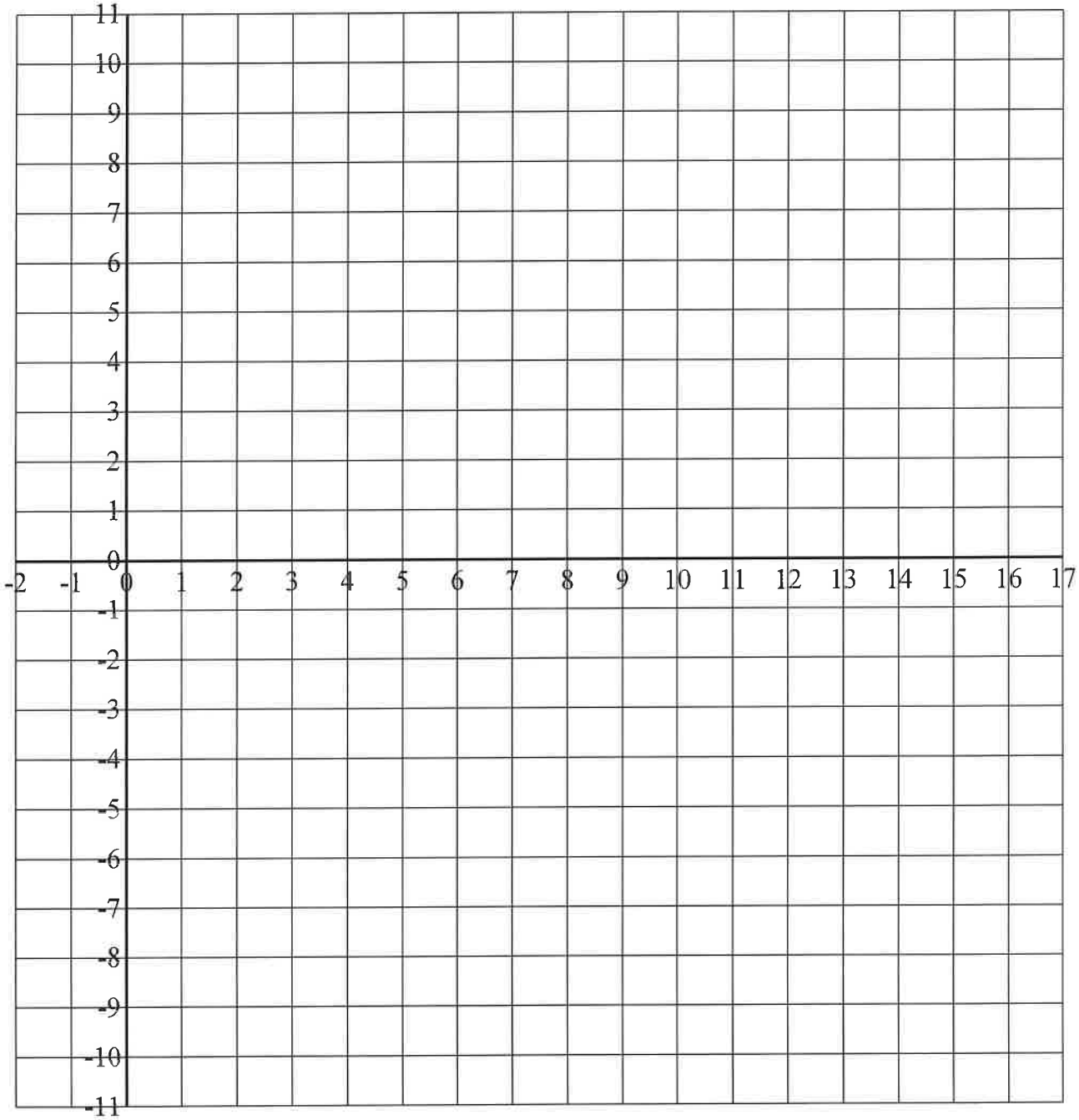
(3, 7)	(-3, 7)	(-5, 13)	(6, 0)	(3, 18)	(0, 10)	(-3, 18)	(4, 3)
(0, 1)	(-4, 3)	(0, 16)	(6, 0)	(8, 18)	(7, 19)	(4, 3)	(-1, 4)



Plotting Coordinate Points (A)

Plot the coordinate points below.

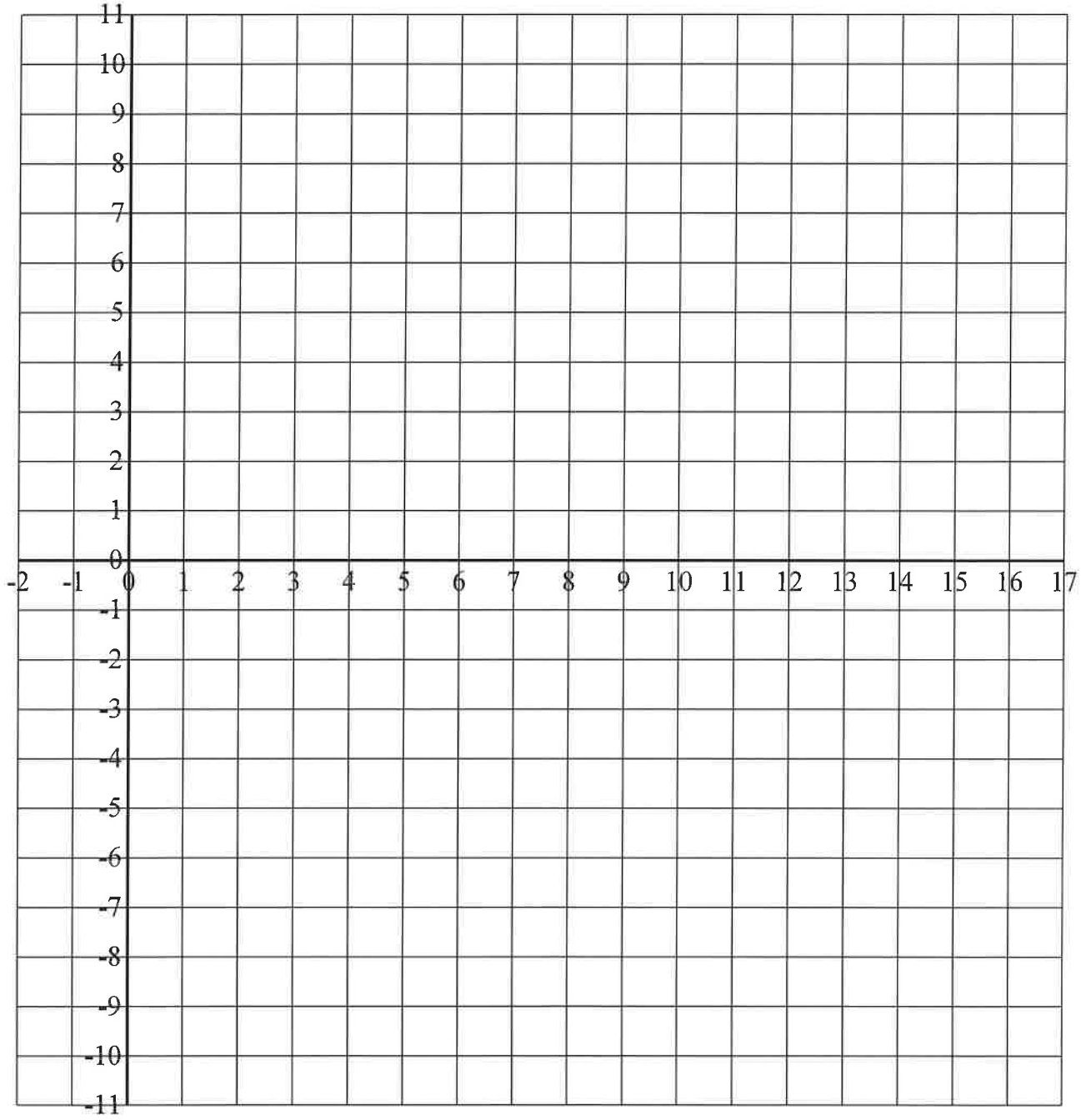
(1, 1)	(7, -6)	(7, -4)	(5, 9)	(5, -9)	(5, 1)	(3, 9)	(16, 5)
(3, -8)	(9, -1)	(13, 2)	(9, 0)	(4, -7)	(1, -5)	(2, 7)	(6, 7)



Plotting Coordinate Points (B)

Plot the coordinate points below.

(7, -6)	(12, -6)	(1, 1)	(3, -1)	(2, -3)	(10, 0)	(3, -10)	(12, -8)
(1, -7)	(8, 2)	(7, -6)	(7, 8)	(15, 6)	(11, -5)	(13, -1)	(2, 2)



Exponents in Factor Form (A)

Write each exponent in factor form.

Exponent

$5^6 = 5 \times 5 \times 5 \times 5 \times 5 \times 5$

Base

Multiply 5 (the base) by itself 6 (the exponent) times.

$6^{10} =$

$9^4 =$

$8^3 =$

$7^{11} =$

$8^7 =$

$1^{11} =$

$8^6 =$

$3^{11} =$

$7^7 =$

Exponents in Factor Form (B)

Write each exponent in factor form.

Exponent

$5^6 = 5 \times 5 \times 5 \times 5 \times 5 \times 5$

Base

Multiply 5 (the base) by itself 6 (the exponent) times.

$6^{12} =$

$8^6 =$

$9^{12} =$

$6^{11} =$

$7^6 =$

$2^4 =$

$1^9 =$

$8^9 =$

$8^{11} =$

The Gupta Period of India

By USHistory.org, adapted by Newsela staff on 07.26.17
Word Count **453**
Level **580L**

Nalanda University was founded during India's Golden Age.

India has a long, rich history. The Gupta Period is an important time in India's history. During this time, people wrote many great books and poems. They created many great paintings and other works of art.

The start of the Gupta Period

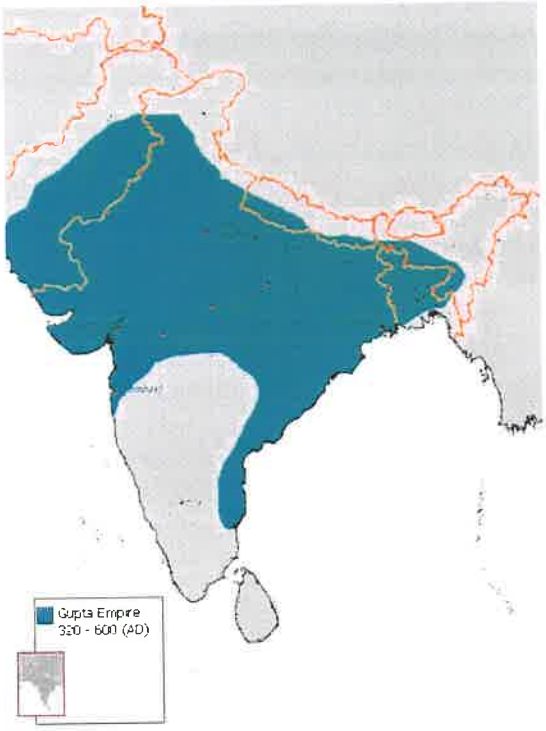
The Gupta Period began about 1700 years ago. It lasted for about 200 years.

Chandragupta was the first king of the Gupta Period. He was the king of a small area in the north of India. At that time, India was made up of many small areas called kingdoms. Each kingdom was ruled by a different king.

After becoming a king, Chandragupta began taking over nearby kingdoms. He created a large kingdom. A large kingdom is called an empire. Chandragupta's empire became known as the Gupta Empire.

A bigger empire

Chandragupta had a son named Samudragupta. He ruled the empire after Chandragupta. Samudragupta was a great fighter, and he took over more small kingdoms. He made the Gupta Empire even bigger and stronger.



The arts and writing

Samudragupta loved the arts. He gave money for artwork to be made. Beautiful coins and other beautiful things were made when he was the ruler of the Gupta Empire.

Samudragupta's son ruled after him. His name was Chandragupta, like his grandfather. He was called Chandragupta II. He loved the arts, too.

During Chandragupta II's time of rule, many poems and plays were written. The greatest writer in the empire wrote plays about heroes. People also wrote about history and math. They wrote about the stars, too. One person named Aryabhatta studied how long it takes Earth to travel around the Sun. was. He added up the time as 365.358 days. His number was only three hours over the number figured out by scientists later. Aryabhatta also had the correct idea that Earth is round and spins.

Artists painted great paintings during this time. Some of the paintings were made on the walls of caves. The paintings are of Buddha. He started the religion of Buddhism. Artists also made huge statues during this time. An 18-foot statue of Shiva was found inside a temple. Shiva is a powerful god in the religion of Hinduism.

The end of the Gupta Empire

Chandragupta was the last great ruler of the Gupta Empire. The two rulers that followed him lost power. Then the Huns, a group of people from outside of India, began coming into India and

taking over different areas. The empire ended, but the great art and writing of the period is still remembered today.

This article is available at 5 reading levels at https://newsela.com.

Quiz

1 Look at the picture in the section "The arts and writing."

What is the focus of this picture?

(A) Samudragupta taking over land on horseback

(B) Chandragupta II riding a horse

(C) Aryabhatta riding his horse to school

(D) a statue of the god Shiva

2 Look at the map next to the section "A bigger empire."

What do the red dots on the map MOST likely show?

(A) names of empires

(B) names of kings

(C) names of rivers

(D) names of cities

3 Read the section "The start of the Gupta Period."

Which sentence explains what India was like at the start of the Gupta Period?

(A) The Gupta Period began about 1,700 years ago.

(B) Chandragupta was the first king of the Gupta Period.

(C) At that time, India was made up of many small areas called kingdoms.

(D) After becoming a king, Chandragupta began taking over nearby kingdoms.

4 Read the section "The end of the Gupta Empire."

Which question is answered in this section?

(A) Who took over the Gupta Empire?

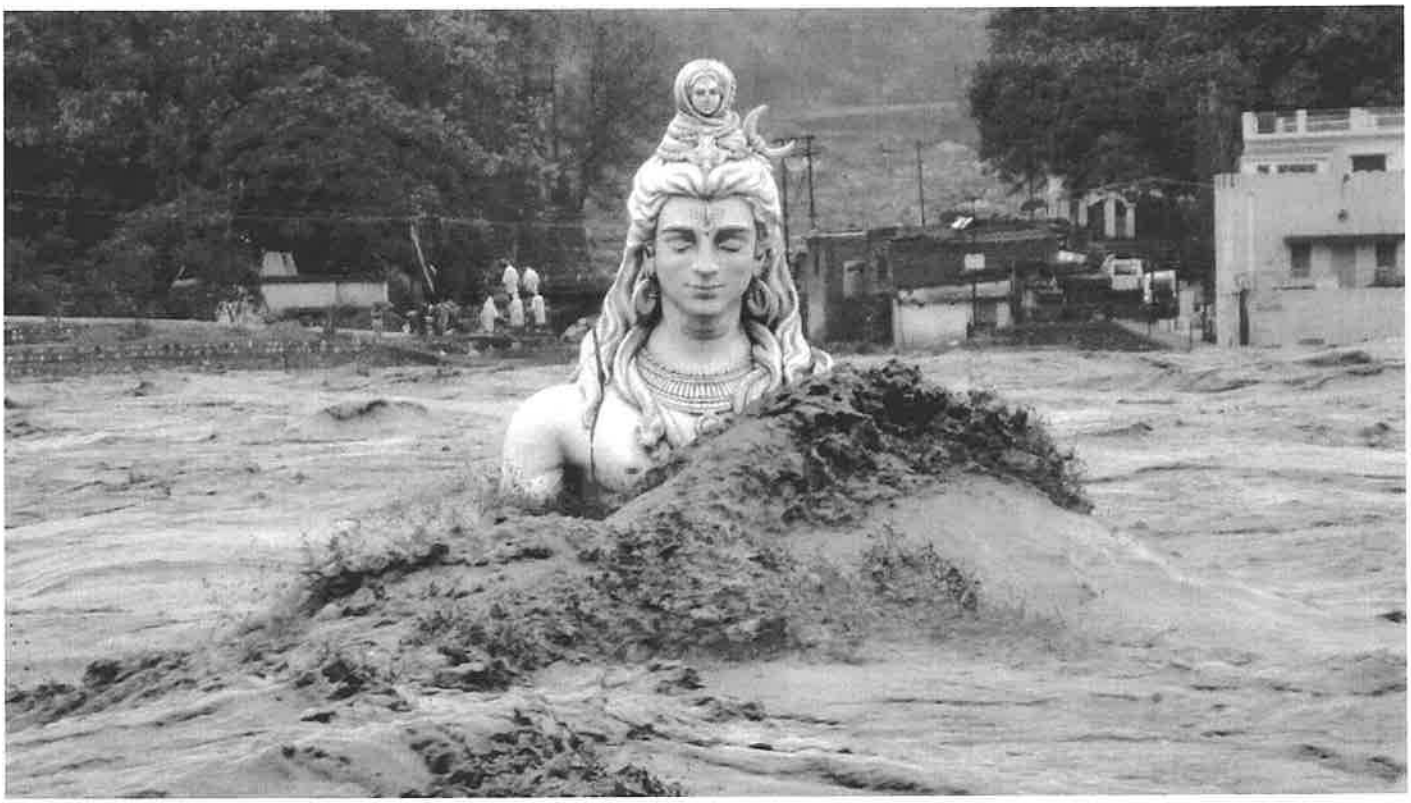
(B) When did the Gupta Empire end?

(C) Who were the two rulers after Chandragupta?

(D) Did the Huns like the Gupta art?

Hundreds killed as heavy rains cause floods in India

By dpa, adapted by Newsela staff on 06.24.13
Word Count **772**
Level **740L**



A submerged idol of Hindu Lord Shiva stands in the flooded River Ganges in Rishikesh, in the Indian state of Uttarakhand, June 18, 2013. Monsoon rains have led to flash floods and landslides as the death toll continues to climb. More than 1,000 pilgrims bound for Himalayan shrines remain stranded. AP

NEW DELHI – Flooding over the past week has killed more than 550 people in northeast India, officials said. Rescue teams spent the weekend trying to find survivors.

The floods centered in the state of Uttarakhand. Many tourists visit the state to see the Himalayan mountains and landmarks that are holy in the Hindu religion. Uttarakhand is home to the source of the Ganges river. Hindus worship the river as a holy goddess.

The two rivers that form the Ganges have become swollen by heavy rains. Entire families have been washed away by the waters.

More than 13,800 people were missing. Another 32,000 people were believed to be trapped. The flooding was a result of the monsoon. Every year, monsoon rains shower the region. The monsoons bring life; without them, there would be no crops. But the pounding rains can also be deadly.

Sending Food Supplies

Google has set up a "person finder" app to help people track down the missing. They can also use the app to get up-to-date information about the flooded areas.

Jaspal Arya is the disaster minister for the state. He said the rescuers are responding to the flood as if it were a "war."

"Forty-five helicopters are combing areas to find people and drop food supplies," Arya said. The roads that would be used to bring relief have been destroyed, he explained.

Television news showed stranded people climbing down cliffs. Soldiers were helping them. Around 73,000 people have been taken to safety.

Police spokesman Deepak Pandey said there were about 8,000 people still trapped in the worst-hit district.

"Women, children and the elderly are being airlifted by helicopters," Pandey said. "Able-bodied men are being helped to move out using a ropeway."

June is the peak season for tourism in Uttarakhand. Many of the visitors are pilgrims. They come to worship at the state's many Hindu temples. But this year the monsoon arrived two weeks ahead of schedule. Many pilgrims have been left stranded.

More Rains On The Way

Indian weather forecasters said heavy rains are expected in the region starting on Monday. The foul weather will make the rescue effort harder.

Pandey said the next 24 hours will be very important for the rescue effort.

Officials said it may take another 15 days to get everyone in the region to safety.

The army was trying to repair roads and make temporary bridges to restore land-links to the cut-off areas. General Anil Chait in in charge of the rescue operation. The army's number one goal is to get people to safety and bring supplies to those who are stuck," Chait said.

A private helicopter being used to rescue stranded people crashed late Friday. Nobody died.

Kedarnath is a beloved Hindu temple in the region. The flooding turned it into a graveyard. Bodies are buried in the rubble surrounding the shrine.

Families Wiped Out

Radhey Shyam went on a pilgrimage to Kedarnath with 13 relatives. Then the flood struck. He was the only one in his family who survived.

"My wife, my daughter and relatives were all swept away by the floods. Nobody is alive," he told television reporters. "Scores of people have climbed hill-slopes and are in forests, who need to be helped and rescued as soon as possible."

KB Rana's three-story business complex was swept away by the raging Mandakini river: "I have lost all that I had. It was washed away by the floods in a matter of minutes."

This article is available at 5 reading levels at https://newsela.com.

Other survivors complained that locals refused them shelter. There were reports of shopkeepers taking advantage of the disaster. They reportedly overcharged for bottled water and biscuits.

"We were scared of dying and just kept running for our lives. We don't know how many kilometers we ran. People kept telling us to run to save our lives," another survivor said.

Angry relatives blocked roads outside the airport in the state capital. They were protesting for more help and information from officials.

"I have been here for the past three days to get some information about my missing father and mother. But there is no official here to help us. It's an endless wait," Brajesh Singh said.

The floods are the worst the area has seen in 60 years. Indian press blamed construction, mining and huge power projects in the region for making the situation worse.

The disaster was "man-made" broadcaster NDTV said. It reported that environmental laws had been broken in the region.

The *Times of India* wrote that dams, blasting of mountains to build roads and construction near rivers were all to blame. India's mountainous states are being put at risk, the paper wrote.

This article is available at 5 reading levels at https://newsela.com.

Quiz

1 Which of the following statements is TRUE based on the information in the article?

(A) Flooding has destroyed the structure of Kedarnath temple.

(B) Even though monsoons are deadly, they are needed for crops.

(C) Helicopters have not been able to drop supplies amongst the flooded land to help people.

(D) Many Indians feel that the monsoon is a punishment for breaking environmental laws.

2 According to the information in the section "More Rains Coming," why do police feel that the next 24 hours will be very important in rescuing people?

(A) because people are starting to starve from lack of food

(B) because more bad weather is coming and will make it more difficult

(C) because helicopters are running out of supplies to deliver to trapped people

(D) because the floods continue to destroy roads and they are quickly being wiped out

3 Which of the following definitions BEST fits for the word "relief" in the sentence below?

"Forty-five helicopters are combing areas to find people and drop food supplies," Arya said. The roads that would be used to bring relief have been destroyed, he explained.

(A) help

(B) shelter

(C) soldiers

(D) transportation

4 Which of the following words BEST defines the word "shrine" in the following sentence?

Kedarnath is a beloved Hindu temple in the region. The flooding turned it into a graveyard. Bodies are buried in the rubble surrounding the shrine.

(A) temple

(B) flooding

(C) bodies

(D) rubble

Answer Key

"Heavy Rains" 4
7402

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(B) flooding

(C) bodies

(D) rubble

Answer Key

11 The Gupta Period 4

5802

1 Look at the picture in the section "The arts and writing."

What is the focus of this picture?

(A) Samudragupta taking over land on horseback

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(B) Chandragupta was the first king of the Gupta Period.

(C) At that time, India was made up of many small areas called kingdoms.

(D) After becoming a king, Chandragupta began taking over nearby kingdoms.

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Which question is answered in this section?

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(B) When did the Gupta Empire end?

(C) Who were the two rulers after Chandragupta?

(D) Did the Huns like the Gupta art?

Name: _____ **Date:** _____

Subject and Object Pronouns (Circling Part 1) L.6.1a

A pronoun is a word that may take the place of one or more nouns.

Directions: Circle the **subject pronoun** in each sentence below.

Example A- We are going to the store today.
Answer- We

1. I think that we are ready for the game.

2. We are going to the football game this weekend.

3. He is a bright young man.

4. It is one of the best movies I have seen.

5. Tell her that she must arrive on time.

Directions: Circle the **object pronoun** in each sentence below.

Example A: Can you tell him the good news?
Answer: him

6. Can you make sure they arrive on time?

7. The funny thing is that he doesn't understand.

8. Please take them to the park.

9. I can tell that she really works hard in school.

10. Make sure that they understand the rules.

Name: _____ **Date:** _____

Subject and Object Pronouns (Circling Part 2) L.6.1a

A pronoun is a word that may take the place of one or more nouns.

Directions: Circle the **subject pronoun** in each sentence below.

Example A- We are going to the store today.
Answer- We

1. I am excited about the test.

2. We are going on vacation this summer.

3. He is a trustworthy friend.

4. It is very exciting to see you!

5. Tell her that her parents will pick her up.

Directions: Circle the **object pronoun** in each sentence below.

Example A: Can you tell him the good news?
Answer: him

6. Are you sure they are ready?

7. I saw him at the game.

8. Let's walk them to school.

9. I can tell that she is prepared to learn.

10. Make sure that they receive the posters.

Name: _____ **Date:** _____

Reflexive Pronouns Worksheet (Circling Part 1) ELA-Literacy.L.6.1b

A pronoun is a word that may take the place of one or more nouns.
Reflexive Pronouns include; Myself, Yourself, Himself, Herself, Ourselves, Themselves

Directions: Circle the reflexive pronoun in each sentence below.

Example A: He bought the gift for himself.
Answer: himself

1. Make sure to remind yourself of the things you need to do.

2. She thought to herself while she was in the library.

3. I saw myself in the mirror.

4. We blamed ourselves for the mistake.

5. Can you help yourselves?

6. They cannot look after themselves.

7. Why do you blame yourself for everything?

8. Please help yourself to some food.

9. Don't be ashamed of yourself.

10. I bought a gift for myself.

11. I will do the job myself.

12. They ate all the food themselves.

13. I hurt myself when I jumped off the roof.

Relative Pronouns

Name:_____

A relative pronoun introduces a dependent clause that modifies (gives more information about) a word, phrase, or idea in the independent clause.

- The most common relative pronouns are:
  who *whom* *whose* *that* *which*

Underline the relative clause in each sentence.
Circle the relative pronoun that introduces the clause.

1. The book that I got from the library is due tomorrow.
2. My father, whom I respect, congratulated me on a job well done.
3. I am always frustrated by people who talk while watching a movie.
4. The store no longer sold the computer that I wanted.
5. We walked past the church in which I was baptized.
6. The child to whom you have spoken is my sister.
7. The tallest man who came to the show is my Uncle James.
8. The man whose restaurant burned down was very sad.
9. My first novel, which was published last year, was about my family.
10. The hit song, whose composer won an award, has been playing all day.
11. The building that was scheduled for demolition was knocked down.
12. The young girl who lives next door needs a babysitter.
13. The singer who was very talented won the contest.
14. The reckless driver who ran the red light crashed his car.
15. Clearance sales, which happen rarely, are great ways to save money.
16. Spiders, which build beautiful webs, eat the flies they catch.
17. The bicycle that I ride to school is quite old and needs some repairs.
18. The truck, which was a huge machine, could carry all their belongings.
19. My cousin, whose guitar playing you have heard, wants to be a musician.
20. I have a hard time believing that she really told such a lie.
21. Last summer they traveled to Rome, which is in Italy.
22. What did you buy with the money that you got for your birthday?
23. The delightful little boy, who is wearing a baseball cap, is her son.
24. Mrs. Anderson, whose daughter is also a teacher here, teaches first grade.
25. Your response to my question, which I received today, was appreciated.

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Relative Pronouns

Name: Key

A relative pronoun introduces a dependent clause that modifies (gives more information about) a word, phrase, or idea in the independent clause.

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Underline the relative clause in each sentence.
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1. The book (that) I got from the library is due tomorrow.
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4. The store no longer sold the computer (that) I wanted.
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Name: _____

Sentences: Pronouns as Adjectives

Circle each sentence number that has a pronoun used as an adjective.

1. I think that dog is theirs.

2. Do you know where your keys are?

3. The cat licked its paw by the fire.

4. The bicycle is better than mine.

5. He told himself everything would be better soon.

6. She gave her book to him.

7. You're very nice to help me.

8. The children ran to their mother.

9. It's getting late, and I should go.

10. Our uncle was late for dinner.

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Name: Key

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Name: _____

Spot It! Indefinite Pronouns

Circle the number of the sentences that contain an indefinite pronoun.

1. Nobody likes a sore loser.

2. They didn't see the movie last night.

3. Everything on the table is for sale.

4. She will decide who gets the last piece of pie.

5. Don't tell anybody my middle name.

6. I like the other better.

7. Where is the car parked?

8. You can do anything you want if you try hard enough.

9. He asked himself if swimming was a good idea.

10. What is this?

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6th Grade
Mr. A. McCoy
Earth Science
Periods: 1-7

Week # 1

Hello Families and Students,

I miss you all and hope that you and your family are well. In the following pages, you'll find some work that will help keep your skills fresh while school is not in session. I will provide answer keys to these skill sheets in future distant learning packets. This week's work includes skill sheets that answer the questions:

1. **What are the Three Classes of Rocks?**
2. **What are Tectonic Plates?**
3. **What Changes Do Moving Plates Cause?**

For those that have internet access at home and are interested, I will also be posting some supportive materials on Student's Google Classroom. If you've never logged into Google Classroom from home:

- Open Google on your device
- Click on the "Manage Your Account Icon" in the upper right corner of the screen
- Click on "add another account"
- Have your student type their school username.
    - User names follow the pattern of:
        - 1st Name Initial
        - Last Name
        - The last two numbers of the year they graduate 8th grade
        - @palermok8.org
    - **For example:** bbaggins22@palermok8.org

If you have any questions please don't hesitate to contact me at amccoy@palermok8.org

Andy McCoy

What Are the Three Classes of Rock?

Rocks can be grouped into three classes depending on how they are formed. Over time, heat and pressure can change rock from one class to another.

What Is Rock?

Rocks are mixtures of two or more minerals. The way a rock looks tells you something about how it formed. Granite has grains of different minerals. Other rocks look as if they were made out of clay, sand, or even shells. The properties of a rock depend in part on the properties of the minerals it has in it.

Rocks of the same kind can have different grain sizes and textures. Some rocks have bands or stripes. A rock's physical features can help you understand how that rock was formed and find out what kind of rock it is. Geologists are scientists who can tell us much about Earth and its history by studying rocks and minerals.

Igneous Rock

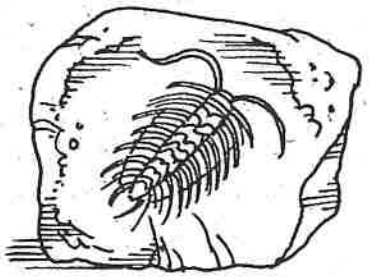
Melted rock beneath Earth's surface is called magma. As magma cools beneath Earth's surface, it hardens into igneous rocks. Granite is a type of igneous rock formed from cooled magma.

Minerals with higher melting points crystallize first. Minerals with lower melting points crystallize next. If magma cools quickly, small crystals form. Some magma may take thousands of years to cool, forming very large crystals. Magma that reaches Earth's surface is called lava.

Sedimentary Rock

Sedimentary rock is formed from sediment, or broken-down rocks, minerals, sand, and mud. Over millions of years, thick layers of sediment build up. The weight of the layers squeezes out the water and forms rock.

Different kinds of rock form different kinds of sediment. Smooth mud turns into shale. Grains of quartz in sand become sandstone. Limestone forms from the shells of corals and ocean animals. You can often find fossils of sea animals in limestone.



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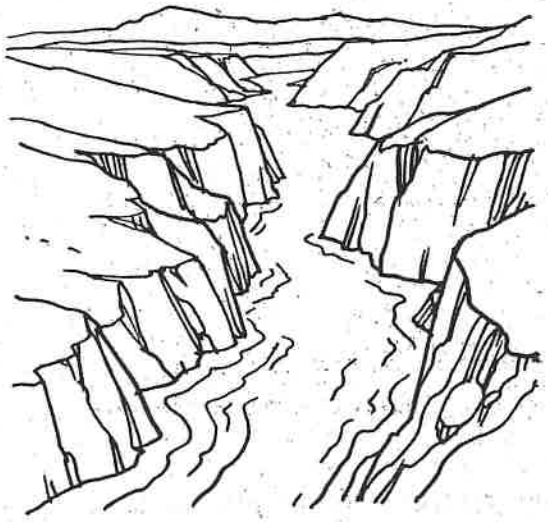
Metamorphic Rock

The term *metamorphose* means "to change form." Rock can change form when it is compressed under great pressure or heated to a high temperature. Rock that is formed by these changes is metamorphic rock. Any kind of rock can turn into metamorphic rock.

The high temperatures and pressure deep beneath Earth's surface make buried rocks softer. This change can affect the texture and mineral composition of the rock. New minerals may form new rock. Gneiss is metamorphic rock.

Weathering and Erosion

Earth's features are always changing. Most of these changes happen slowly over millions of years. Wind, rain, and ice break down rock and move sediment. Rivers carve out deep canyons. Chemical processes dissolve minerals. Living things also break down rock. The growing roots of plants can crack the top layers of bedrock. The wearing away of rock is called weathering. The moving of sediment is called erosion.



Weathering smoothes the edges of rocks and wears down the peaks of mountains. Over millions of years, these changes affect all of Earth's land features. They also help create new rock.

The Rock Cycle

The process through which rock is changed into new rock is called the rock cycle. Weathering and erosion change rock into sediment. Heat and pressure change any type of rock into metamorphic rock. Melting changes metamorphic rock into magma and lava. Cooling changes magma and lava into igneous rock. Earth movements uplift sedimentary, metamorphic, and igneous rock back to the surface of Earth. The rock cycle then begins again.

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Name _____ Date _____

What Are the Three Classes of Rocks?

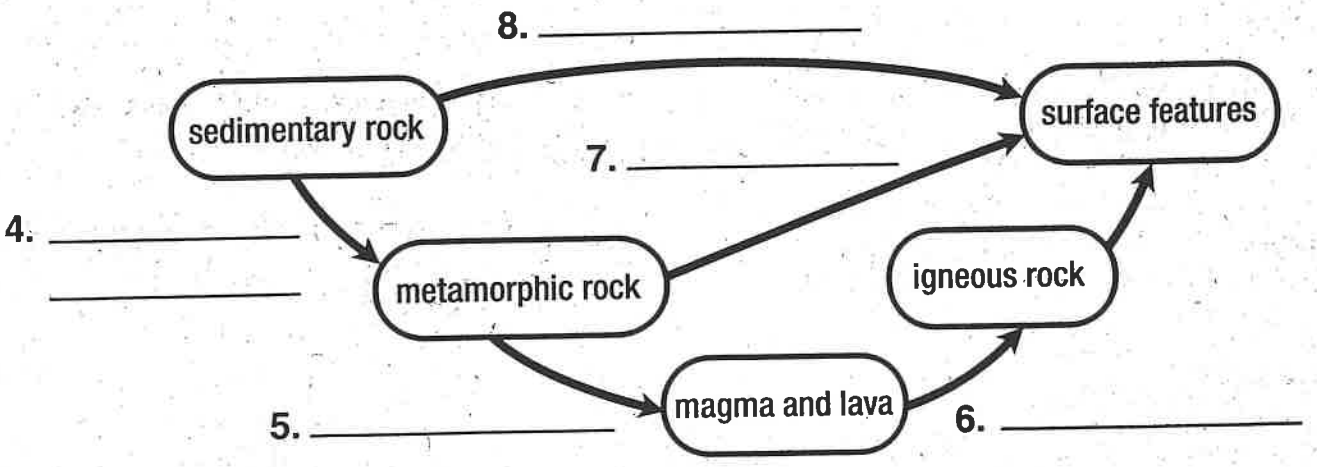
Circle the letter that best answers the question or completes the sentence.

1. When magma cools, minerals with higher melting points will
   - **A** crystallize first.
   - **B** crystallize second.
   - **C** turn into metamorphic rock.
   - **D** fill in the gaps.

2. What processes impact all of Earth's land features and play a part in creating new rock?
   - **A** metamorphism and transporting
   - **B** weathering and erosion
   - **C** folding and banding
   - **D** cooling and stacking

3. What is the rock cycle?
   - **A** the process of breaking away rock and then depositing it
   - **B** the process of magma cooling and crystallizing into new rock
   - **C** the process of rock changing into new rock in different ways
   - **D** the process of a volcano erupting magma onto Earth's surface

Label the steps in each part of the rock cycle.



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Name _____ Date _____

9. **Main Idea** Describe how igneous rocks are formed.

10. **Vocabulary** Write a brief paragraph using the terms *sedimentary rock*, *metamorphic rock*, and *rock cycle*.

11. **Reading Skill: Compare and Contrast** Compare and contrast the steps in the formation of igneous rocks with large crystals and igneous rocks with small crystals.

12. **Critical Thinking: Analyze** A rock formation has layers of shale and limestone. What can be inferred about the changes that the landscape has gone through?

13. **Inquiry Skill: Observe** Using a hand lens, you examine a rock, and it appears to be made out of many small grains stuck together. What type of rock are you probably looking at?

14. **Test Prep** Which of these rocks formed from magma as it cooled and hardened?

A shale

B marble

C granite

D limestone

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What Are Tectonic Plates?

Moving Plates

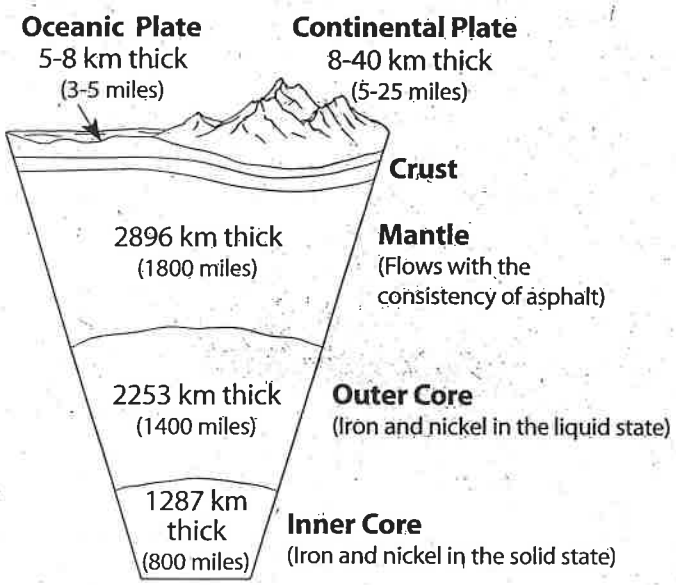
Earth's continents have not always been in the places where they are today. They once existed as one great landmass called Pangaea.

Scientists have discovered that Pangaea split into two large parts 200 million years ago. One of the parts is called Gondwanaland. It was made up of the southern continents—South America, Africa, Australia, and Antarctica—as well as India and several islands. The second part, Laurasia, was made up of the northern continents—North America, Europe, and Asia—as well as several islands, including Greenland and the British Isles. Both Gondwanaland and Laurasia split again, eventually forming the continents of today.

How do continents move around Earth? To answer, you need to understand Earth's interior.

Earth's Layers

Earth is made up of four main layers. From the surface inward, these layers are the crust, mantle, outer core, and inner core. The continents are part of Earth's thin outer layer called the crust. Under the crust is a thick layer called the mantle. The mantle is made of heavy rock. The crust and the upper part of the mantle form a stiff rocky layer called the lithosphere. The lithosphere is broken up into pieces called tectonic plates.



The part of the mantle just under the lithosphere is warmer and softer than the layers above it. Tectonic plates float on this layer. At the center of Earth is the core. The outer core is liquid, and the inner core is solid. Both cores are made mostly of iron.

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Scientists have found seven major tectonic plates and many smaller plates. The line between one plate and another is called a plate boundary. The plates can be all ocean crust or both ocean and continental crust. The tectonic plates and the continents on them both move. The study of these movements and the resulting changes in Earth's surface is called plate tectonics.

What makes the plates move? The current theory is that heat from Earth's interior creates convection currents in the soft rock of the mantle. The solid tectonic plates are moved by the flowing rock in the mantle below. It is important to note that movement in the mantle is incredibly slow. Therefore, tectonic plates move only a small distance each year.

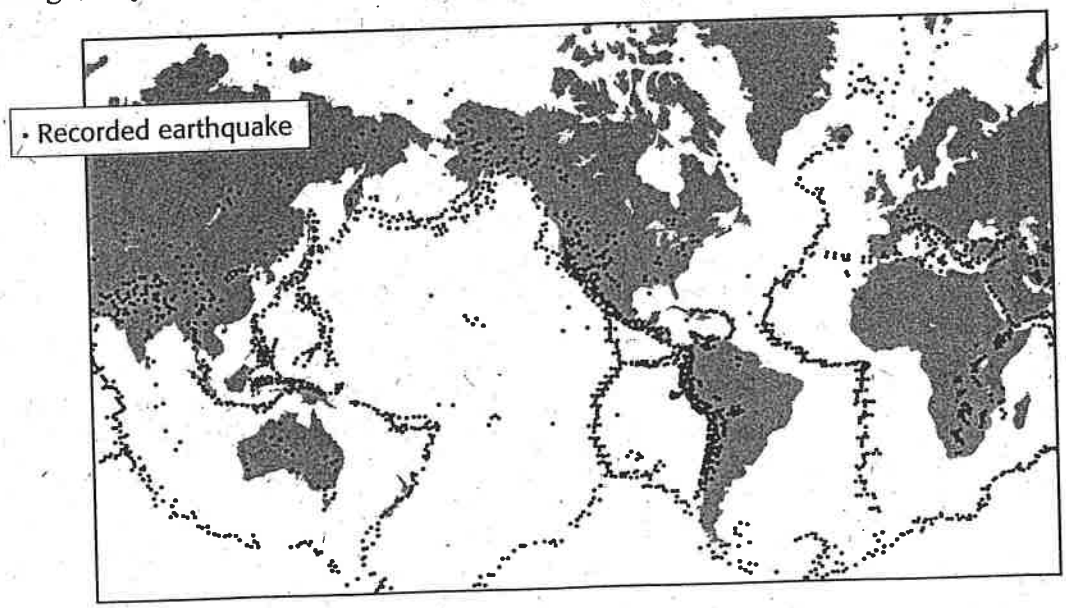
Sea-Floor Spreading

Underwater mountain chains are called mid-ocean ridges. These ridges are part of all Earth's oceans. They mark the areas where two plates are moving apart. Mid-ocean ridges are connected across Earth. In the center of these ridges are deep valleys, called rift valleys. As the rifts spread apart, magma flows up and fills the space. This action is called sea-floor spreading.

The discovery of sea-floor spreading gives evidence to support plate tectonics. First, it explains how plates grow and shrink. If one plate is growing, another must be shrinking. Second, the oldest ocean floor sediment is only about 200 million years old—far younger than Earth. The ocean floor is youngest next to the rift valley and becomes older farther away. At places where plates come together, the floor is being destroyed.

A plate is destroyed where one plate moves beneath another. The sinking plate goes down into the mantle, where it melts and is recycled. New plates are created when a landmass splits apart. Magma from the mantle rises up through the crack between them. As the magma cools and hardens, the new rock becomes part of the plates.

Most earthquakes and volcanic activity occur along plate boundaries. The map below shows how the occurrence of earthquakes aligns with the tectonic plate boundaries. Since scientists know that earthquakes are more likely to occur near plate boundaries, they are able to make recommendations about building safety in these areas. This helps keep people safer in otherwise hazardous areas.



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Name _____ Date _____

What Are Tectonic Plates?

1. The Earth's thin outer layer is called the _____.

2. The tectonic plates are part of the _____.

3. The _____ is made of heavy rock.

4. The _____ is a liquid layer at the center of the Earth.

5. The solid layer at the center of the Earth is called the _____.

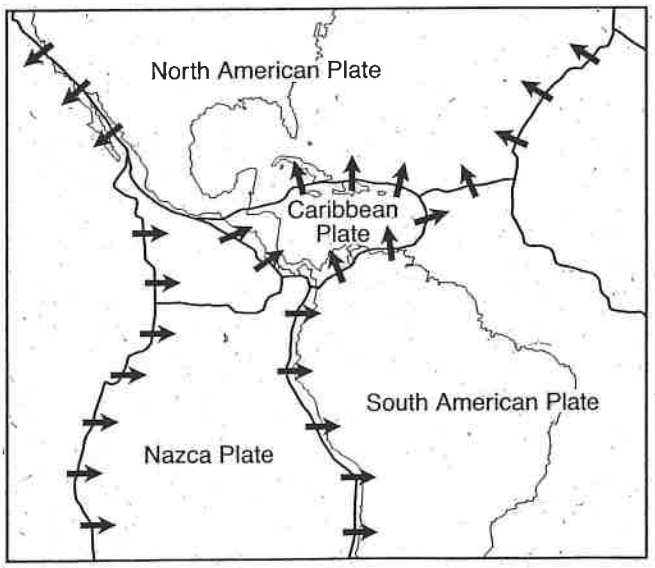
Write *true* if the statement is true and *false* if the statement is false.

_____ 6. Scientists have discovered seven major tectonic plates and many smaller plates.

_____ 7. The theory of plate tectonics is the study of how Earth's surface has remained the same for billions of years.

_____ 8. Plates are enlarged where one plate moves beneath another, and they are destroyed when two plates move apart.

_____ 9. The mid-ocean ridges mark the areas where two plates are moving apart, and these ridges are connected across Earth.



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Name _____ Date _____

10. Main Idea What is one idea explaining how tectonic plates move on Earth's surface?

_____

11. Vocabulary Write a sentence using the terms *lithosphere* and *crust*.

_____

_____

12. Reading Skill: Main Idea and Details Explain how scientists can help keep people safe from earthquakes.

_____

_____

_____

_____

13. Critical Thinking: Synthesis How does sea-floor spreading alter the shape of the ocean floor?

_____

_____

14. Inquiry Skill: Use Models Describe how you would create a model of sea-floor spreading using everyday materials.

_____

_____

15. Test Prep Which layer of Earth is solid and rocky?

A outer core

B lithosphere

C mantle

D inner core

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What Changes Do Moving Plates Cause?

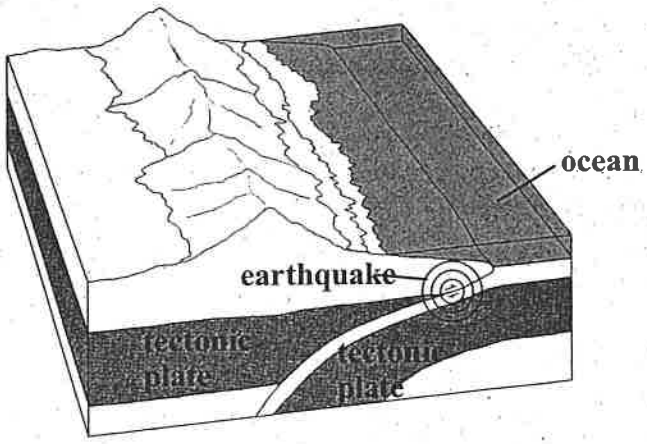
Plate Boundaries

Have you noticed that the West Coast of the United States has many earthquakes? In addition, a huge ocean wave called a tsunami sometimes reaches the shores of Hawaii and other Pacific Ocean coastlines. Most of the time earthquakes under the ocean floor cause these waves. Why do some places have such dangerous events while other places are safer from them?

The edges of Earth's tectonic plates are called plate boundaries. Earth's lithosphere is broken up into large pieces that move over the upper mantle. Movement and contact between these plates cause earthquakes, volcanoes, and other Earth events and structures. There are three types of plate boundaries: convergent, divergent, and transform fault.

Convergent boundaries form where two plates push together. If both plates are made of continental crust, the land crumples into high mountains like the Himalayan mountain chain. If one plate is made of oceanic crust, it sinks below the other plate. If two oceanic plates converge, one plate usually sinks below the other and forms a trench. Volcanoes and earthquakes generally happen along convergent plate boundaries.

Convergent Boundary



Divergent boundaries form where plates move apart. This generally happens along mid-ocean ridges. Magma rises through the rift, creating new crust that forms underwater mountains. These mountains are often as tall as the mountains on Earth's surface. Volcanoes and earthquakes often happen along the underwater ridges.

Transform fault boundaries form where two plates are sliding past each other. A fault is a crack in Earth's crust caused by the sliding plates. Most transform fault boundaries form along the mid-ocean ridges. However, the well known San Andreas fault runs along the coast of California. California sits on two tectonic plates! Part of California is on the Pacific Plate, while the rest of California is on the North American Plate.

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Earthquakes

Although earthquakes generally occur along convergent fault lines, they are the most common geologic event that happens along a transform fault boundary. This is because the edge of the boundary is not smooth. Sections of the fault get caught up or locked along edges of the boundary that are not smooth. Stresses build along this area as the plates slide past each other.

Eventually the stresses become too great, and the rock moves very quickly, causing an earthquake. The place where the movement first happens is called the focus. It is usually along a plate boundary deep beneath Earth's surface. The point on the surface above the focus is called the epicenter, where shaking is often the greatest.

The shaking is caused by energy released when the rock moves. The energy is carried by seismic waves, which spread out from the focus in all directions. The waves become weaker as they travel away from the focus. Seismic waves can cause buildings and roads to collapse, which can kill people.

Volcanoes

Volcanoes form when magma is pushed to the surface through weak places in Earth's crust. Such places include faults, plate boundaries, and "hot spots" where magma has melted the rock above it.

During an eruption, magma rises through one or more vents. It then comes out as lava on the surface. Most lava comes out of a steep-sided hole called a crater.

Volcanoes can be grouped by their shape. Stratovolcanoes are cone-shaped with steep slopes. They explode often because their thick lava traps gas underneath. Shield volcanoes have gentle slopes and are made almost completely of lava. They may be very large and have several vents. Their thin, smooth lava flows quickly.

Mountains

Mountains form where tectonic plates come together. There are three main kinds of mountains: fold mountains, fault-block mountains, and volcanic mountains.

Fold mountains form from colliding plates. Layers of sedimentary rock fold upward as they are squeezed. Fault-block mountains form from movement along large faults. Large blocks of rock drop down, leaving other places high. Volcanic mountains form when magma below Earth's surface pushes rock layers upward, forming domes.

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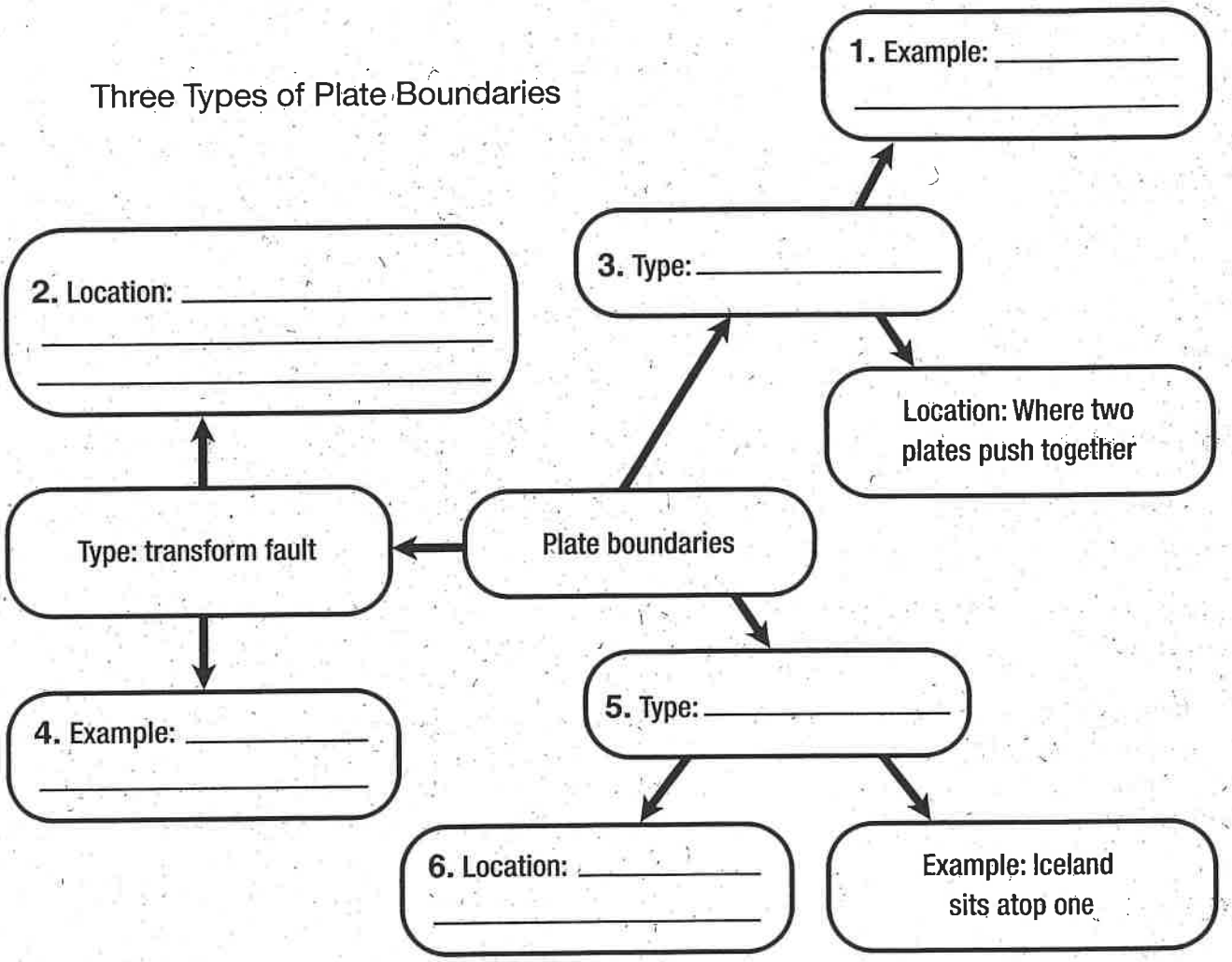
Name _____ Date _____

What Changes Do Moving Plates Cause?

Fill in the blanks in the diagram below.



Fill in the blanks.

7. During an earthquake, the point on the surface directly above the focus is the _____.

8. Volcanoes form when _____ is pushed through Earth's crust.

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Name _____ Date _____

9. **Main Idea** Which geologic events are likely to take place at convergent plate boundaries?

10. **Vocabulary** Write a sentence using the terms *focus* and *epicenter*.

11. **Reading Skill: Cause and Effect** Explain what causes earthquakes, and how earthquakes affect land, buildings, and people.

12. **Critical Thinking: Synthesis** Iceland is an island that is located on top of a divergent boundary in the Atlantic Ocean. List the types of geologic activity you would expect to see there, and suggest some changes you would expect the island to experience in the future.

13. **Inquiry Skill: Infer** A town suffers an earthquake. What can you infer about why destruction is worse in one neighborhood?

14. **Test Prep** Which of these geologic features would you expect to find at a transform fault boundary?

A active volcanoes

B a mountain chain

C faults

D hydrothermal vents

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