



6th Grade Week 5 Packet

April 27th – May 1st, 2020

Parent/Student Work Directions: ELA

Paquete de la Semana 5 de Sexto Grado

27 de Abril - 1 de Mayo

Instrucciones de Trabajo para Padres/Estudiantes:

ELA



Parent/Student Directions - Instrucciones para padres / estudiantes

Reading/Writing: April 27th-May 1st, 2020

Monday/Lunes:

- Today you will read a passage and then answer questions about it.
- A good test taking strategy is to read the questions BEFORE you read the passage.
- Read questions 20-24 on pages 173-175. Make sure to read the answer choices as well.
- Go back to pages 172-173 and read the passage “Public Libraries.”
- After reading the passage, answer questions 20-24 on pages 173-175. Use the passage to help you answer the questions.

- Hoy leerás un pasaje y luego responderás preguntas al respecto.
- Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
- Lea las preguntas 20-24 en las páginas 173-175. Asegúrese de leer las opciones de respuesta también.
- Regrese a las páginas 172-173 y lea el pasaje "Bibliotecas públicas".
- Después de leer el pasaje, responda las preguntas 20-24 en las páginas 173-175. Usa el pasaje para ayudarte a responder las preguntas.

Tuesday/Martes:

- Today you will read two passages and then answer questions about them.
- A good test taking strategy is to read the questions BEFORE you read the passage.
- Read questions 25-30 on pages 177-178. Make sure to read the answer choices as well.
- Go back to pages 176-177 and read the passage “Limber Wood and Shallow Roots.”
- After reading the passages, answer questions 25-30 on pages 177-178. Use the passages to help you answer the questions.

- Hoy leerá dos pasajes y luego responderá preguntas sobre ellos.
- Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
- Lea las preguntas 25-30 en las páginas 177-178. Asegúrese de leer las opciones de respuesta también.
- Regrese a las páginas 176-177 y lea el pasaje “Madera flexible y raíces poco profundas”.
- Después de leer los pasajes, responda las preguntas 25-30 en las páginas 177-178. Usa los pasajes para ayudarte a responder las preguntas.

Wednesday/Miercoles:

- Today you will read a passage and then answer questions about it.
- A good test taking strategy is to read the questions BEFORE you read the passage.
- Read questions 31-35 on pages 181-182. Make sure to read the answer choices as well.
- Go back to pages 179-180 and read the passage “EMU.”
- After reading the passage, answer questions 31-35 on pages 181-182. Use the passage to help you answer the questions.

- Hoy leerás un pasaje y luego responderás preguntas al respecto.
- Una buena estrategia para tomar exámenes es leer las preguntas ANTES de leer el pasaje.
- Lea las preguntas 31-35 en las páginas 181-182. Asegúrese de leer las opciones de respuesta también.
- Regrese a las páginas 179-180 y lea el pasaje “EMU”.
- Después de leer el pasaje, responda las preguntas 31-35 en las páginas 181-182. Usa el pasaje para ayudarte a responder las preguntas.

Thursday/Jueves:

- This is a catch-up day.
- Students can use the day complete any unfinished assignments and get any questions answered they may have by their teacher.
- You can ask me questions through phone, email or Dojo.

ENRICHMENT ONLY:

- Here are some optional things you can do today if you have nothing to catch-up on:
 - Lexia (use the Tech Savvy website to get there)
 - Audible: stories.audible.com has free audio books for listening! Just search up the title you want to hear 😊
 - Read your own book for 20+ minutes!

- Este es un día de recuperación.
- Los estudiantes pueden usar el día para completar cualquier tarea no terminada y recibir las preguntas que su maestro pueda responder.
- Puede hacerme preguntas por teléfono, correo electrónico o Dojo.

ENRIQUECIMIENTO SOLO:

- Aquí hay algunas cosas opcionales que puede hacer hoy si no tiene nada con lo que ponerse al día:
 - Lexia (use el sitio web Tech Savvy para llegar allí)
 - Audible: stories.audible.com tiene audiolibros gratuitos para escuchar. Simplemente busque el título que desea escuchar 😊
 - ¡Lee tu propio libro por más de 20 minutos!

Friday/Viernes:

- Today’s lesson will focus on Mood. Using the ATI Galileo pages, read through the Mood slides and answer the questions after each slide.
- The beginning of each slide will help you with the questions.
- Complete the Word Choice Reveals Mood Test questions after going through the slides.

- La lección de hoy se centrará en el estado de ánimo. Usando las páginas de ATI Galileo, lea las diapositivas de Mood y responda las preguntas después de cada diapositiva.
- El comienzo de cada diapositiva lo ayudará con las preguntas.
- Complete las preguntas de Word Choice Reveals Mood Test después de pasar por las diapositivas.

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Read the article “Public Libraries” before answering Numbers 20 through 24.

Public Libraries

Many towns across the United States have public libraries, places where people can borrow books, movies, or CDs. Children can listen to stories or participate in summer reading programs, and adults can take computer classes or take part in book discussions. These libraries are called public for several reasons. First, these services are provided for the public. Second, the services provided by the libraries cost money, which comes from the public. Third, libraries grew out of the actions of ordinary people who saw that there was a need to educate people and came together to find a way to meet that need.



One of the earlier libraries in the United States was started by Benjamin Franklin. In the early days of the nation, books were expensive and hard to find, so Franklin decided to form a group of people who would pool their money to purchase books. He created a subscription library. These subscription libraries started appearing throughout the country but were available only to members who paid a yearly fee, or subscription, for the right to borrow books.

In the mid-1800s, women formed literary societies, or reading groups. At that time, women did not get the same education as men; in order to educate themselves, and each other, they formed groups. The literary societies they formed would share and discuss books to increase their knowledge about the world.

As these societies grew, women realized the education gained from books should be accessible to everyone, not just those who could afford the yearly subscription fee. They started to create their own libraries. These libraries started as library associations, whose missions were to make books accessible. Library associations accomplished that by taking over existing subscription libraries, raising money to buy books, and collecting donations of book collections from citizens. Though these libraries started small, their collections grew and they became popular. It wasn't necessary to purchase a subscription for these libraries, so more and more people were able to access the books in the collections.

As these libraries grew, two new problems arose and the societies turned to the public to help solve them. First, the collections grew too big to fit in existing buildings. As a result, some associations raised money from the community to purchase new buildings. In other communities, buildings that could serve as

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libraries were donated by wealthy citizens. Second, the societies could not raise enough money to cover the cost of running the libraries. They realized that the government could help with those costs. By 1900, most libraries were supported by the public with tax money.

Libraries grew out of the idea that people should have a chance to better themselves through education. Giving the public access to books through libraries was one way to address this goal. When the public took over running libraries, through their tax dollars, libraries truly became public in all senses of the word. Many libraries still in existence today in the United States owe their start to a small group of local people who planted the seed of the wonderful library that the public continues to enjoy.

1638—The oldest library in the United States was founded, becoming the Harvard University Library.

1731—A subscription library association, The Library Company of Philadelphia, was founded by Benjamin Franklin.

1849—The New York Public Library started.

1854—Boston Public Library opened to the public on March 20. It was the first to be supported by direct public taxation.

Now answer Numbers 20 through 24 on your Answer Sheet. Base your answers on the article “Public Libraries.”

- 20** Which of the following best tells how the author introduces the concept of public libraries in the article?
- F. by posing questions to readers about public libraries in their towns
 - G. by explaining several reasons why public libraries are called “public”
 - H. by describing the idea Benjamin Franklin first had for public libraries
 - I. by relaying an anecdote of someone’s experience using a public library

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- 21 Read this sentence from the article.

Library associations accomplished that by taking over existing subscription libraries, raising money to buy books, and collecting donations of book collections from citizens.

The word *donations* comes from the Latin root meaning

- A. call.
 - B. give.
 - C. grow.
 - D. move.
- 22 Which of the following best describes how the text structure of the second-to-last paragraph, which begins, “As these libraries grew, . . .” contributes to the development of the author’s central idea?
- F. The author uses cause-and-effect to show why women began to create their own library associations.
 - G. The author uses problem-solution to show how the public helped solve problems facing library associations.
 - H. The author uses a sequence of events to help readers understand how the country’s earliest libraries developed.
 - I. The author uses comparison-contrast to help readers distinguish between library associations and subscription libraries.
- 23 What can readers tell from both the information in the article and in the timeline?
- A. why Benjamin Franklin invented a library
 - B. why public libraries were started in New England
 - C. the history of public libraries over two hundred years
 - D. how public libraries were started by women in small communities

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- 24 Based on the article, what judgment can the reader make about public libraries?
- F. They serve children more than adults.
 - G. They are an example of community action.
 - H. They are quiet places where one can study.
 - I. They hold more books than school libraries.

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Read the article “Limber Wood and Shallow Roots” before answering Numbers 25 through 30.

Limber Wood and Shallow Roots



It was April, and the wind howled like a hungry coyote as a storm approached. Jasper's Uncle Ken, his mother's brother, was visiting to install new brakes on the family car. "Wind's coming up," Ken mumbled as he came into the house, chewing a toothpick and wiping his hands on an oil-stained bandana.

The door slammed violently behind him, and Ken and his sister exchanged knowing glances. Rain pelted the windows and the roof, sounding like horses running wild, while the wind howled as though it would like to tear the house apart. Jasper's mother threw sand into the stove, extinguishing the fire, and the three of them walked outside to take shelter in the root cellar. Clinging to each other to avoid being blown away by the persistent wind, they fought to walk the handful of steps from the door to the cellar. Ken entered into a wrestling match with the door, but he finally managed to wrench it open. Jasper and his mother scrambled quickly inside.

Once inside, Jasper and Ken crouched in a corner, while Jasper's mother found the blankets that they kept in the cellar along with water and food in case of emergencies like this. She also found the small battery-powered radio. Turning it on, she learned that the winds had reached over seventy-five miles per hour. After that, the radio kept replaying the high-pitched tone indicating that there was an emergency. The announcer said where tornadoes had been sighted and where they had touched down.

Suddenly, over the radio signal, they heard a new sound: a rhythmic creaking followed by a long, low moan, like a bellowing cow. Seconds later, the first tree

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hit the roof, toppling the chimney. They could smell the soot from the inside of the chimney, and Jasper's mother reached for him.

As they sat huddled in the cellar waiting out the storm, they heard at least a dozen more trees give in to the wind. They heard the roots let go with that same eerie groan, and then the pines hit the roof—almost gently—since their bendable trunks didn't break and their shallow roots let them easily pull away from the earth. Finally, an hour after it began, the storm lessened, the trees stopped creaking, and the radio started playing music again and relaying optimistic news.

They emerged from the cellar to blue skies with fluffy white clouds and clean-washed air. Branches were everywhere and half a dozen trees leaned on the roof, but miraculously no windows had been broken. Jasper and his mother just stood there, gaping at the way the trees almost seemed to caress the outside walls of the house. "Wow," Jasper finally whispered as they stepped over trunks and branches. "We were lucky, weren't we?"

"We *are* lucky," his mother replied. "All that's broken is the chimney, and that can be repaired easily. We're lucky those trees are pines—limber wood and shallow roots probably saved our windows and our roof."

Now answer Numbers 25 through 30 on your Answer Sheet. Base your answers on the passage "Limber Wood and Shallow Roots."

- 25 What is the main conflict that the family in the passage faces?
- A. A violent storm forces them to leave their house and seek shelter in the cellar.
 - B. They resist going to the cellar because they don't believe the storm will get worse.
 - C. The storm damages dozens of trees in their yard, as well as the walls of their house.
 - D. When they finally decide to seek shelter from the storm, they cannot open the cellar door.
- 26 The writer compares the rain to
- F. horses running wild.
 - G. a tornado touching down.
 - H. a hungry howling animal.
 - I. limber wood and shallow roots.

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- 27 Read this sentence from the passage.

Ken entered into a wrestling match with the door, but he finally managed to wrench it open.

Why does the writer compare the door to a person engaged in a wrestling match with Ken?

- A. to show how Ken struggled to open the door
 - B. to show how worried Ken is about the storm
 - C. to suggest that the door is very old and nearly rotten
 - D. to imply that the cellar hasn't been used in a long time
- 28 By listening to the radio, the characters learn
- F. that their house survived the storm.
 - G. that tornadoes have been sighted nearby.
 - H. that they need to seek shelter in the cellar.
 - I. why pine trees cause less damage than other trees.

- 29 Read this sentence from the passage.

They heard the roots let go with that same eerie groan, and then the pines hit the roof—almost gently—since their bendable trunks didn't break and their shallow roots let them easily pull away from the earth.

What does the word *bendable* mean in the sentence above?

- A. dense
 - B. durable
 - C. flexible
 - D. narrow
- 30 Which word from the passage has a positive connotation?
- F. approached
 - G. caress
 - H. huddled
 - I. smell

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Read the article “EMU” before answering Numbers 31 through 35.

EMU

An EMU is an Extravehicular Mobility Unit, a special kind of spacesuit used by astronauts while they are in space. *Extravehicular* means that they are used outside a space shuttle, a space station, or the vehicle. *Mobility* means that the suits let astronauts move around easily. They can even use their hands and fingers to perform fine motor tasks, such as repairing the space station. *Unit* means that although there are thousands of pieces and parts to these suits, they all function together to protect astronauts from space.

Space is a hostile place for human beings. In the dark, temperatures can reach 150 degrees below zero; in direct sunlight, the thermometer can hit 250 degrees. Both of these temperatures are more extreme than anything found on Earth. Space lacks air pressure and contains high levels of radiation¹. Tiny meteoroids, old satellites, and even trash constantly zoom through the airless void.

An EMU does not depend on support from a space station or shuttle. Astronauts carry PLSS, or Portable Life Support Systems, on their backs. Because the systems provide oxygen, water, and temperature and air pressure control, astronauts who wear them can work outside for up to nine hours at a time.

EMUs are reusable. The pieces, which come from many standardized parts, can be fitted together in different ways to fit different astronauts. Somewhere, there is a huge closet of EMU parts: torsos and

boots, gloves and helmets. The parts fit ninety percent of the population, and both men and women can wear them.

Astronauts do not wear the EMU inside the space station or shuttle. In order to go on a spacewalk, the astronauts must put the sections on in order.

1. Put on the underlayer. This is similar to long underwear but with tubes that help cool the suit.
2. Enter the airlock area, where the rest of the EMU will be put on.
3. Attach the communication equipment, life support system, and arms to the EMU.
4. Rub antifog goo onto the visor, so it remains clear.
5. Attach a mirror and checklist to the sleeves of the EMU. Place a food bar and drink bag inside for easy access.
6. Check the lights and cameras to make sure they work. Place the visor on the helmet. Connect the communications equipment. Check to make sure that the communications equipment works.
7. Step into the lower part of the EMU, which extends above the waist.

¹ radiation: streams of particles or electromagnetic waves given off by the atoms and molecules of a radioactive substance

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8. Wiggle into the upper torso part. Attach the cooling tubes of the EMU into the life-support system. Attach the electricity to the life-support system.
9. Lock the lower part into the upper part of the EMU. Lock on the helmet.
10. Slip on the inner comfort gloves. Lock on the outer gloves.

After the EMU is on, the astronaut must check for leaks. If there are no leaks, the astronaut can leave the airlock² and enter space where, for the next nine hours, the EMU will be like the astronaut's own personal spacecraft. When the spacewalk is finished, all the steps are done, but in reverse. When completed, the astronaut can once again enter the shuttle or space station.



²airlock: an airtight chamber in which air pressure can be controlled

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Now answer Numbers 31 through 35 on your Answer Sheet. Base your answers on the article “EMU.”

- 31 Read this dictionary entry.

fine (fahyn) *adjective*

1. excellent or admirable
2. very thin or slender
3. precise
4. being in a state of good health; quite well

Read this sentence from the article.

They can even use their hands and fingers to perform fine motor tasks, such as repairing the space station.

Which meaning best fits the way the word *fine* is used in the sentence above?

- A. meaning 1
 - B. meaning 2
 - C. meaning 3
 - D. meaning 4
- 32 Read this sentence from the article.

Space is a hostile place for human beings.

What does the word *hostile* mean in the sentence above?

- F. empty or deserted
- G. unfavorable to health
- H. causing fright or alarm
- I. relating to the environment

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- 33 Which details from the article support the need for EMUs?
- A. definitions of the initials
 - B. facts about the harshness of space
 - C. facts about who can wear an EMU
 - D. explanations of various parts of an EMU
- 34 In the third paragraph, the author writes that the PLSS provides “oxygen, water, and temperature and air pressure control.” The reader can conclude from this that
- F. the Portable Life Support Systems are not essential to astronauts.
 - G. astronauts can work outside the space station for up to nine hours.
 - H. astronauts in space need more oxygen and water than people on earth.
 - I. humans need oxygen, water, and a certain temperature and air pressure to survive.
- 35 How does the use of sequence in the numbered list help the author develop the central idea in the article?
- A. It explains the various pieces of an EMU and their functions.
 - B. It tells the steps an astronaut follows when putting on an EMU.
 - C. It explains a set of tasks an astronaut accomplishes while wearing an EMU.
 - D. It tells the steps an astronaut takes after leaving the airlock and entering space.



Word Choice Reveals Mood

Slide 1

What you will learn...

This dialog discusses how authors set a mood in a story or poem:
—by using words that suggest a certain feeling
—by putting the characters in a certain situation

Slide 2

Key Words

mood:

how a person feels, a general attitude
in literature, the atmosphere of the story or poem
the way an author makes the reader feel
the mindset you get into while reading a story or poem

Slide 3

Setting the mood

One of the purposes of literature is to create a world for the reader to peek into. Authors often begin by creating a mood, putting the reader in a certain mindset.

It was a dark and stormy night. The shutters banged against the house, startling me. I watched shadows move across the lawn and wondered if they were the shadows of the trees, or of someone sinister hiding in the dark yard.

It was a bright sunny morning. The birds sang songs in the trees outside. Flowers glistened with dewdrops, sending off bright sparks. It was as if a fairy had sprinkled glitter across the yard during the night.

How do you feel after reading the first passage? You might be slightly scared. You might be expecting something bad to happen. Your MOOD is one of caution or fear. Your mood is dark.

What about the second passage? After reading it, your mood has probably changed from one of caution to one of excitement. You might feel silly or excited. Your mood is light.

AUTHORS CHOOSE THEIR WORDS CAREFULLY IN ORDER TO SET A CERTAIN MOOD IN THEIR STORIES OR POEMS.

Determining the mood

How do you know what mood the author intends?

Look at the words the author has chosen. Because most people have similar reactions to certain words, it is usually not difficult to determine the mood an author has set.

Kim

by Rudyard Kipling
(an excerpt)

The diamond-bright dawn woke men and crows and cattle together. Kim sat up and yawned, shook himself, and thrilled with delight. This was seeing the world in real truth; this was life as he would have it—bustling and shouting, the buckling of belts, and beating of cattle and creaking of wheels, lighting of fires and cooking of food, and new sights at every turn of the approving eye. The morning mist swept off in a whorl of silver, the parrots shot away to some distant river in shrieking green hosts: all the well-wheels within earshot went to work. India was awake, and Kim was in the middle of it.

These are bright, happy words that REFLECT the mood of the main character, Kim, and CREATE that same mood in the reader.

How would you feel if...?

Another way to determine the mood of a piece of literature is to ask yourself, "How would I feel if I were the character in this story?"

Many times, authors set a mood by describing what is happening. Since most people would react to a situation similarly, you can usually determine the mood by putting yourself in the character's shoes.

"Jody"
(an excerpt)

Jody reined her horse in and stopped on the brow of the hill. She took her cowboy hat off for a moment and let the wind dry the sweat from her forehead. Her mare, Feisty, rested too, catching her breath.

The two stood there for a long moment, watching the sun in the sky. They didn't have long before it set. Home was still six miles away. Feisty stamped her feet, feeling Jody's tension. They must, absolutely must, reach home before the sun set.

This text has an anxious mood, a reflection of the situation the main character finds herself in: a long way from home with night approaching. You would probably feel nervous, too!

Flesch–Kincaid readability: 3.0 **Lexile® measure:** 540L

"Searching for Sugar"

Sammy crawled farther under the house, calling for his kitten who had run out the front door. It was at least 85 degrees under the house, and even warmer out in the hot sun.

"Sugar!" he called. "I'll give you a saucer of cream if you come back!"

He sat completely silent, but didn't even hear a single "meow." Sammy sighed. He knew Sugar couldn't have gone too far away, but he also knew he had to find her. She was a young kitten, and wouldn't survive long on her own. He sighed and began calling for her again.

Suddenly he saw the neighbor's dog running across the field toward him. A cotton field separated the neighbor's farm from the one Sammy lived on. "Oh, no!" Sammy thought. Ralph was a nice dog, but plenty of nice dogs didn't like kittens.

"Go home, Ralph!" Sammy yelled, but Ralph kept galloping toward him. Sammy crawled out from under the house and looked around frantically. What if Ralph hurt Sugar?

Nearing the house, Ralph slowed down. He trotted to the back porch, whined, and looked toward a stack of boxes piled behind the porch swing. Ralph gave a single bark, and Sugar leapt out of the top box and scampered into the house.

Ralph looked at Sammy. Ralph looked as if he were smiling. Sammy laughed.

"Well, thank you, Ralph! You found Sugar for me. You're a good dog," said Sammy.

Assessment Technology, Inc. 2007

Which word best describes the mood of the beginning of this story?

- A) angry
- B) amused
- C) worried
- D) funny

Which word best describes the mood at the end of the story?

- A) angry
- B) funny
- C) relieved
- D) sad

Word Choice Reveals Mood Test

"The Frog"
by Hilaire Belloc

Be kind and tender to the Frog,
And do not call him names,
As "Slimy skin," or "Polly-wog,"
Or likewise "Ugly James,"
Or "Gap-a-grin," or "Toad-gone-wrong,"
Or "Bill Bandy-knees":
The Frog is justly sensitive
To epithets [*names*] like these.

No animal will more repay
A treatment kind and fair;
At least so lonely people say
Who keep a frog (and, by the way,
They are extremely rare).

The Book of Humorous Verse. Carolyn Wells, ed. New York: George H. Doran Company, 1920.

1) from "The Frog"

Which word best describes the mood of this poem?

- A) humorous
 - B) sad
 - C) frightening
 - D) joyful
-

Word Choice Reveals Mood Test

"After All"

by William Winter

(adaptation of a Civil War poem)

The apples are ripe in the orchard,
The work of the reaper is done,
And the golden woodlands redden
In the blood of the dying sun.

At the cottage-door the grandsire
Sits pale in his easy-chair,
While the gentle wind of twilight
Plays with his silver hair.

A woman is kneeling beside him;
A fair young head is pressed,
In the first wild passion of sorrow,
Against his aged chest.

And far from over the distance
The faltering echoes come
Of the flying blast of trumpet
And the rattling roll of drum.

And the grandsire speaks in a whisper:
"The end no man can see;
But we give him to his country
And we give our prayers to Thee."

The violets star the meadows,
The rose-buds fringe the door,
And over the grassy orchard
The pink-white blossoms pour.

But the grandsire's chair is empty,
The cottage is dark and still;
There's a nameless grave in the battle-field,
And a new one under the hill.

And a pallid, tearless woman
By the cold hearth sits alone;
And the old clock in the corner
Ticks on with a steady drone.

Francis Trevelyan Miller, Robert Sampson Lanier. *The Photographic History of the Civil War in Ten Volumes*. Vol. 9. Winter, William. "After All." New York: The Patriot Publishing Co., 1911.

2) from "After All"

Which word best describes the mood of this poem?

- A) mocking
- B) lively
- C) solemn
- D) kind

"Sticky Lump"

Sitting in the classroom,
my brain it needs a rest,
and my anxious, antsy hands
wander under the desk.

I'm scared of what I find there,
sticky lumps galore
as gross as chewed gum might be
I hope it's nothing more.

The bell rings and I'm sprinting
to wash my hands clean,
where soap and water save me
from the disgusting thing.

Assessment Technology, Inc. 2007

3) from "Sticky Lump"

Based on the author's word choice, which best describes the mood of the poem?

- A) angry
- B) disgusted
- C) mysterious
- D) funny