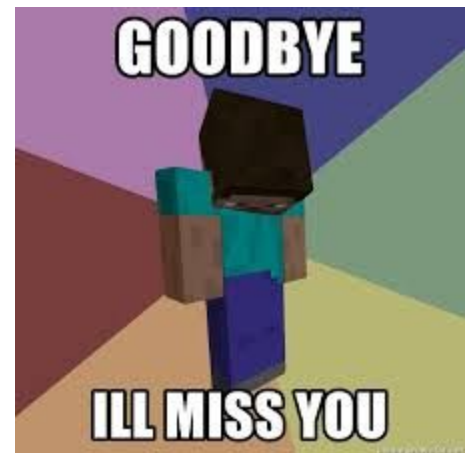


Hello Orcas !

This work is for you to complete from Monday, March 23 to Friday, March 27. You will also find some helpful resources linked in Google Classroom. **Beginning March 30, all of our assignments will be posted online in Google Classroom.** We miss you all very much and hope you are all staying safe and productive! Here are some warm messages from your favorite 6th grade teachers to get you through our time apart. NOTE: There are some notes throughout the packet to help you answer the questions! Make sure you read everything carefully and reread to be sure!

Ms. Carrington:

Miss all of you and hope you are all doing well! If you need anything please reach out! Again miss all of you big time!



MONDAY~March 23

Literacy - Read AT LEAST 30 minutes of your assigned text. When done reading complete the Reading Log below.

1. Book Title

2. Author

3. Today I read from page _____ to page _____

4. Summarize what you read today. What were the most important events?

5. Do you enjoy the book you are currently reading? Why or why not?

MONDAY~March 23
SCIENCE- STATISTICS REVIEW

Statistics is a type of math that involves the collection, organization, and understanding of data.

Data is information that can be represented in numbers, words, or images.

Statistical vs. Non-Statistical Questions

A **statistical question** is a question that can be answered with data that VARIES.

→ *Variability* in the data means that not all data values have the same value.

★ **Examples of statistical questions:**

- How much time do 6th graders typically spend on homework each night?
 - *Not all 6th graders spend the same amount of time on homework - these times vary.*
- How old are the dogs that live on my street?
 - *Not all dogs are the same age - their ages vary.*
- What are 6th graders' favorite fast food restaurants?
 - *Not all 6th graders like the same fast food restaurants - these answers vary.*

A **non-statistical question** is a question that can be answered with ONE DATA VALUE and DOES NOT VARY.

★ **Examples of non-statistical questions:**

- How many days are in March?
 - *There are always 31 days in March - this answer **does not vary**.*
- How many pets does my best friend have?
 - *You can count these and get a set answer - the answer **does not vary**. Assume we are always asking these questions **in the moment**, so don't think about the possibility of your best friend getting more pets in the future.*
- What was the highest temperature on Sunday?
 - *There is only one high temperature on a certain day - this answer **does not vary**.*

Still need help? Go to Google Classroom for video resources!

PRACTICE QUESTIONS

State whether the following questions are statistical or non-statistical AND how you know.

Question	<u>Statistical</u> or <u>Non-statistical</u>?	How do you know?
How old am I?		
How many years have the teachers worked at Alma?		
How many scholars graduated from Alma last year?		
What is my favorite color?		
What are 6th graders' favorite ice cream flavors?		
What fraction of 6th graders like watermelon?		
What time did scholars wake up this morning?		
What is the typical number of pets owned by scholars in this class?		
How many siblings do you have?		

What time did the sun rise in New Bedford this morning?		
What was the temperature throughout the day yesterday?		
What is the favorite menu item of customers at a local restaurant?		

CHALLENGE YOURSELF!

Below, try coming up with your own examples of statistical and non-statistical questions!

Statistical Questions	Non-statistical Questions

TUESDAY~March 24

Literacy- Read AT LEAST 30 minutes of your assigned text. When done reading complete the Reading Log below.

1. Book Title

2. Author

3. Today I read from page _____ to page _____

4. Summarize what you read today. What were the most important events?

5. Do you enjoy the book you are currently reading? Why or why not?

PRACTICE

Directions: Test out each answer choice by using the *same* substitution for *each* variable. Try your best! I know we just started learning this!

1.

A student has \$10. She will save \$5 each week. The student wrote the expression shown to represent the amount of money she will have after w weeks.

$$5w + 10$$

Which of the following expressions is equivalent to the student's expression for any value of w ?

- A. $15w$
- B. $50w$
- C. $5(w + 2)$
- D. $5(w + 10)$

2.

Which expressions represent "the sum of 3 and n "?

Select **all** that apply.

- Ⓐ $3n$
- Ⓑ $n + 3$
- Ⓒ $3 + n$
- Ⓓ $n + n + n$
- Ⓔ n^3

3.

Select each expression that is equivalent to $3(n + 6)$.

Select **all** that apply.

- Ⓐ $3n + 6$
- Ⓑ $3n + 18$
- Ⓒ $2n + 2 + n + 4$
- Ⓓ $2(n + 6) + (n + 6)$
- Ⓔ $2(n + 6) + n$

(Answers will be posted in Google Classroom next week so you can Self Check your work.)

WEDNESDAY~March 25

Literacy- Read AT LEAST 30 minutes of your assigned text. When done reading complete the Reading Log below.

1. Book Title

2. Author

3. Today I read from page _____ to page _____

4. Summarize what you read today. What were the most important events?

5. Do you enjoy the book you are currently reading? Why or why not?

Wednesday~March 25

SCIENCE- FREQUENCY TABLE & DOT PLOT REVIEW

The **frequency** of a particular data value is the number of times the data value occurs or happens.

→ Example: Ms. Nicholson takes a survey of her scholars' favorite chips and collects the following data... Takis: **16**, Doritos: **12**, Lays: **6**, Hot Cheetos: **10**

→ The **frequency** is bolded for each chip. For example, Takis have a frequency of **16**. This means 16 scholars said their favorite chips were Takis.

A **frequency table** is a table used to plot the frequencies of different data values.

The data above is plotted in the frequency table on the next page. Remember that you must have **TITLES** for each column of the frequency table (AND the entire table)!

7th Graders' Favorite Chips

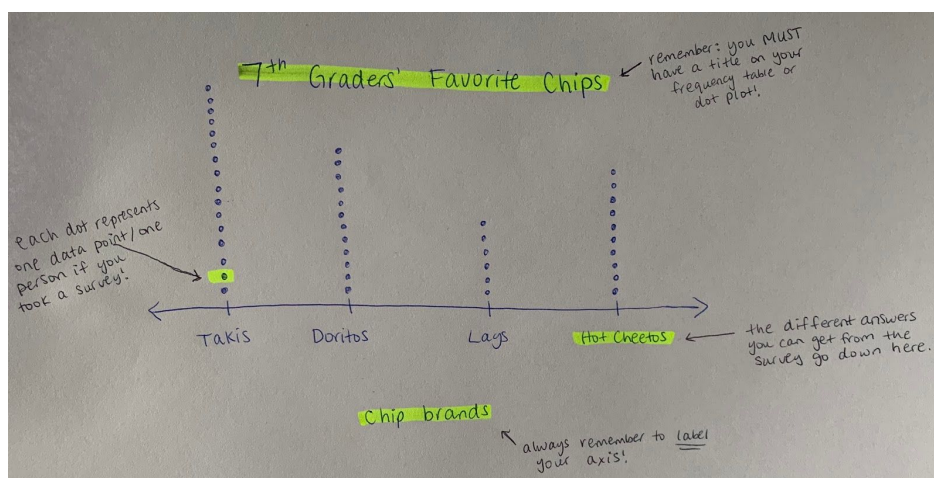
Chip Brand	Frequency
Takis	16
Doritos	12
Lays	6
Hot Cheetos	10

A **dot plot** is a chart consisting of data points (dots) that are plotted on a simple scale.

We can use dot plots to see the number of answers/data points we have for each selection.

→ You can make a dot plot easily by looking at a frequency table! Remember you did this in your last class project!

→ The **# of dots** above each answer = the **frequency** of each answer.



This may be helpful to review before completing the practice problems.



Learn

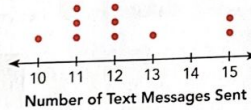
Represent numerical data using a dot plot.

- a) The number of text messages sent by some students one day is as follows. Represent the data on a dot plot.

12	11	10	15	13
15	12	11	12	11



The number of text messages spans from 10 to 15 messages. To construct a dot plot of these numbers, draw a horizontal number line that extends from 10 to 15.



The data value 10 appears once, so place one dot above the number 10 on the number line. The data value 11 appears three times, so place three dots above the number 11. The data value 14 is absent, so there is no dot above the number 14.

PRACTICE PROBLEMS

1. The grades awarded for an assignment set for a class of 20 students were as follows:

6 7 5 7 7 8 7 6 9 7
4 10 6 8 8 9 5 6 4 8

Present this information in a **frequency table** below (the first one is done for you).

Note: the title and headings have been provided for you this time but you'll have to create these on your own later! Feel free to refer back to this one to help you.

Grades on an Assignment Set

Grade	Frequency
4	2

Now, create a **dot plot** of this data in the space below (*remember to create tick marks along the line - 1 tick mark for each grade received by students!*).

Grades on an Assignment Set

grades

2. A survey of "How long does it take you to eat breakfast?" has these results:

Minutes:	0	1	2	3	4	5	6	7	8	9	10	11	12
People:	6	2	3	5	2	5	0	0	2	3	7	4	1

Create a **dot plot** of this data in the space below (don't forget a **title** and **axis label!!**).

Example title: The length of time it takes to eat breakfast

Example axis: The number of minutes it takes to eat breakfast

3. The shoe sizes of a class of 8th graders are as follows:

6	5	7	6	5	8	9	8	6	7	6
7	10	6	10	9	9	5	8	7	4	8

Create a **frequency table** of this data in the space below (refer back to #1 if you need help!). *Don't forget the title!!!*

Using your frequency table, create a **dot plot** of this data in the space below.
Don't forget the title or to label your axis!!!

Answer the following questions about this data...

1. What is the MOST common shoe size among 8th graders? _____
2. What is the LEAST common shoe size among 8th graders? _____
3. How many 8th graders wear a size 10? _____

THURSDAY~March 26

HOW JACKIE ROBINSON CHANGED BASEBALL

by Jessica McBirney2017

Today you may not be surprised to see an African-American or Latino player when you turn the TV to Major League Baseball. Maybe your favorite player is a person of color. But baseball has not always been as welcoming to diversity as it is now. In 1947 the famous Jackie Roosevelt Robinson became the first African American to play on a Major League Baseball team. The road he paved was an important, but difficult one.

EARLY ATHLETIC SUCCESS

Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved herself and her children to Pasadena, California. She worked odd jobs to support her family, but Robinson still grew up in relative poverty.

When Jackie enrolled in high school, his siblings encouraged him to get involved in school sports teams. He excelled in football, basketball, track, and baseball, and he broke many school records.

Robinson continued to play all of these sports in junior college. Ironically, he viewed baseball as his weakest sport. He transferred to UCLA to complete his degree, where he became the first athlete to letter in all four of those sports. UCLA had some of the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams.



FIGHTING RACISM

Even early in his life, Robinson confronted racism head on. In 1938, while still at junior college, he was arrested after disputing the police's detention of one of his black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation of being very combative against racial oppression.

When the U.S. entered World War II, Robinson enlisted in the army. He never saw direct combat, but his military career was marred by racial problems. While stationed in Texas, Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway. He refused, and military police took him into custody for his insubordination. Fortunately, one month later, an all-white jury acquitted him, but the situation foreshadowed only more of the same prejudice he'd face later in life.

A PLAYER WITH GUTS

Robinson joined the professional Negro Leagues to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued the Negro Leagues. At the time, a few Major League teams were recruiting from the Negro Leagues, and Robinson

struck up a relationship with the General Manager of the Brooklyn Dodgers, Branch Rickey.

Rickey liked the potential he saw in Robinson, but he had one question. He knew Robinson would face racial discrimination and injustice if he joined the Major Leagues. Could he be “a Negro player with enough guts *not* to fight back?” Robinson promised that he could, and signed a contract with the Montreal Royals, the Dodgers’ top minor league team. After just one season, he transferred to the Brooklyn Dodgers.

As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League baseball player to break the color barrier since 1880. He was 28 years old.

African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition. However, Robinson faced discrimination from a few of his own team members, who threatened to sit out of games if he was allowed to play. Management took Robinson’s side — “I say he plays,” said the manager. “I say he can make us all rich. And if any of you cannot use the money, I will see that you are all traded.”

Other teams also disliked Robinson’s admittance into the League. Many threatened not to play against him. Most managers rejected these threats and forced the players to participate anyway. Instead, they took it out on Robinson directly during the games. Some players were physically violent — he once received a 7-inch gash in his leg from an opponent who spiked him with his cleats — while others hurled verbal racial insults at him and his teammates. The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.

MAJOR SUCCESS

Robinson won Rookie of the Year in 1947. In later seasons, more African-Americans joined other teams in the Major Leagues, as Robinson continued to excel. His success gained him fans from all over the country. He started at second base for the National League in the 1949 All-Star game, and he helped the Dodgers win the 1949 National League pennant.

Over the next several years his success grew, and by 1955 the Dodgers pulled out a win in the World Series. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of side effects he suffered from diabetes. When the Dodgers traded him to the New York Giants, Robinson decided to quit baseball altogether and become an executive for a coffee company instead.

A LEGENDARY IMPACT

After his retirement Robinson remained a baseball legend. In 1962, he received baseball’s highest honor when he was elected into the Hall of Fame. His playing style changed many team strategies. For example, he inspired players to be more aggressive in their base-running, rather than relying only on the distance they could hit the ball.

Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes. His career helped the upcoming Civil Rights Movement by giving Americans a heroic African-American sports figure to rally around.

1. Which of the following **describes** Robinson early in life?
 - He wasn't always interested in sports.
 - He didn't begin to succeed in sports until college.
 - He was successful in many sports from the beginning.
 - He was only ever successful at baseball.
2. How did Robinson handle racism as a young man?
 - He challenged it but avoided conflict with police.
 - He challenged it regularly, despite the consequences.
 - He disapproved of it, but never directly challenged it.
 - He used violence to show his disagreement with racism.
3. Which of the following **describes Robinson's impact on the Civil Rights Movement**?
 - His actions encouraged athletes of color to participate in sports and gave them a role model to support.
 - His actions proved to athletes of color that they could participate in sports without encountering discrimination.
 - His success in baseball brought an end to racial segregation throughout the nation.
 - His actions were the start of the Civil Rights Movement, as they encouraged others to further pursue desegregation.
4. In your opinion, why did Branch Rickey ask Jackie Robinson to not fight back against discrimination? Why was this considered having "guts"? How would this idea be treated today?

FLUENCY WARM UP

Reducing Fractions (A)

Instructions: Reduce each fraction to its lowest terms.

Divide numerator & denominator by the greatest common factor.

ex. $\frac{2 \div 2}{4 \div 2} = \frac{1}{2}$

$\frac{35 \div 5}{40 \div 5} = \frac{7}{8}$

$\frac{10 \div 2}{16 \div 2} = \frac{5}{8}$

$\frac{8 \div 4}{36 \div 4} = \frac{2}{9}$

$\frac{18}{20} =$

$\frac{4}{36} =$

$\frac{6}{9} =$

$\frac{2}{10} =$

$\frac{3}{30} =$

$\frac{44}{48} =$

$\frac{5}{15} =$

$\frac{10}{35} =$

$\frac{10}{45} =$

$\frac{6}{14} =$

$\frac{28}{32} =$

$\frac{20}{24} =$

$\frac{5}{15} =$

$\frac{4}{32} =$

$\frac{30}{35} =$

$\frac{3}{6} =$

$\frac{14}{24} =$

$\frac{18}{20} =$

$\frac{14}{18} =$

$\frac{5}{35} =$

$\frac{4}{40} =$

$\frac{35}{50} =$

$\frac{2}{18} =$

$\frac{2}{4} =$

$\frac{2}{6} =$

$\frac{2}{14} =$

$\frac{28}{40} =$

$\frac{4}{28} =$

$\frac{45}{50} =$

$\frac{12}{28} =$

$\frac{12}{40} =$

$\frac{25}{60} =$

PRACTICE

DIRECTIONS:

Step 1: Read, reread and ANNOTATE each problem. Think about what operation(s) you would need to do to solve the problem.

Step 2: Choose the best expression.

Step 3: Use a substitution for the variable to test out if the answer you chose is reasonable.

4.

Victoria scored a total of 9 points in the first basketball game of the season. She scored 5 points per game in each of the other x basketball games she played that season.

Which of the following expressions represents the total number of points Victoria scored in the basketball games for the whole season?

- A. $5x$
- B. $14x$
- C. $5 + 9x$
- D. $9 + 5x$

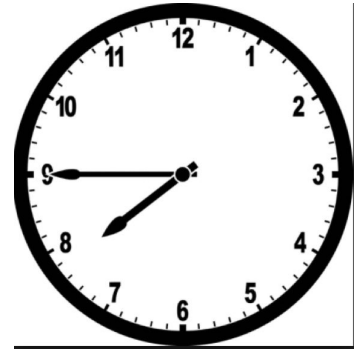
5. Suzie rents kneepads for a one-time fee of \$5. She then rents a skateboard for \$10 per hour. Write an expression to represent the total cost, in dollars, to rent the kneepads and skateboard for h hours?

7. Denisse has a routine that she does every morning before she leaves for school. The tasks that she has to do are shown in the chart below.

Task	Time (in minutes)
Take a shower	10 minutes
Get dressed	7 minutes
Eat breakfast	14 minutes

Part A

Denisse wakes up at the time shown on the clock. What time does Denisse wake up?



Part B

Denisse starts her routine as soon as she wakes up. What time does Denisse finish her routine?

Part C

As soon as Denisse finishes her morning routine she leaves for school. It takes Denisse 20 minutes to drive to school. School starts at 8:30. Does Denisse make it to school on time?

(Answers will be posted in Google Classroom next week so you can Self Check your work.)

FRIDAY ~March 27

Literacy-

DR. MARTIN LUTHER KING JR., CHANGING AMERICA

by Barbara Radner2005

Dr. Martin Luther King, Jr. (1929-1968) was a Baptist minister and a leader of the African American Civil Rights Movement. This article shares key details about Dr. King's life and accomplishments, including his belief in quality and non-violence. As you read, take notes on the problems that African Americans faced during the 1950s and 60s, and the strategies that Dr. King used **to create social change**.

Dr. Martin Luther King, Jr., **was a great leader**. He **inspired** many people. He brought about changes that are important to everyone in the United States. In fact, he is known around the world. He was the youngest person to win the Nobel Peace Prize. That is a prize given to a person who is important to the world. It is a **peace prize**. He wanted people to change things peacefully. He thought that **violence only led to more problems**.

Dr. King used a way of changing things called non-violent protest. He saw that people were not treated fairly. He protested for civil rights. When he led marches, people were angry. But he was determined. Even though people shouted at him, he kept marching.

People who had been afraid to protest before were encouraged. They joined him. He was able to give them confidence. Together they would overcome. Soon thousands of people were with him. He was changing America.

He organized **boycotts**. A boycott means **that people do not buy something or shop at a store or use a service**. The boycott he led was **the Montgomery Bus Boycott**. Before that boycott in 1955, African Americans could not ride in the front of buses. They had to sit or stand in the back even if there were seats in the front. Only whites could have those front seats. It took months, but they won. They got the right to sit anywhere in the bus.

Dr. King influenced many people. **He reached them with his books and speeches**. He gave a very inspiring speech in Washington, D.C. People call it his "I Have a Dream" speech. In it he told about what he had seen, the changes that had happened, and what would happen in the future.

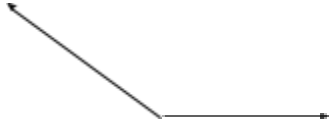
Today the United States celebrates his life with a special holiday every year. On that day, people **remember what he accomplished**. They think about how he has made a difference to everyone in America.

"Dr. Martin Luther King Jr., Changing America" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.



WARM UP

1. Which of the following is a possible measure of angle M? (4.MD.5)



- A. 80°
- B. 90°
- C. 150°
- D. 180°

PRACTICE

Directions: Annotate and show your work.

8. Find the sum.

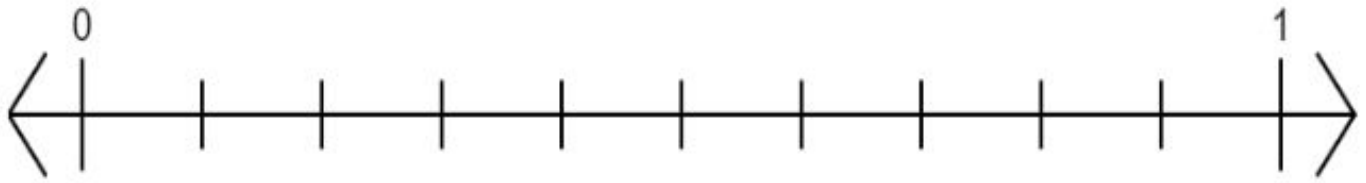
$$\frac{6}{100} + \frac{3}{10}$$

- A. $\frac{36}{100}$
- B. $\frac{9}{110}$
- C. $\frac{63}{110}$
- D. $\frac{36}{200}$

9.

Plot the point that represents where 0.27 is located on this number line.

Select a place on the number line to plot the point.



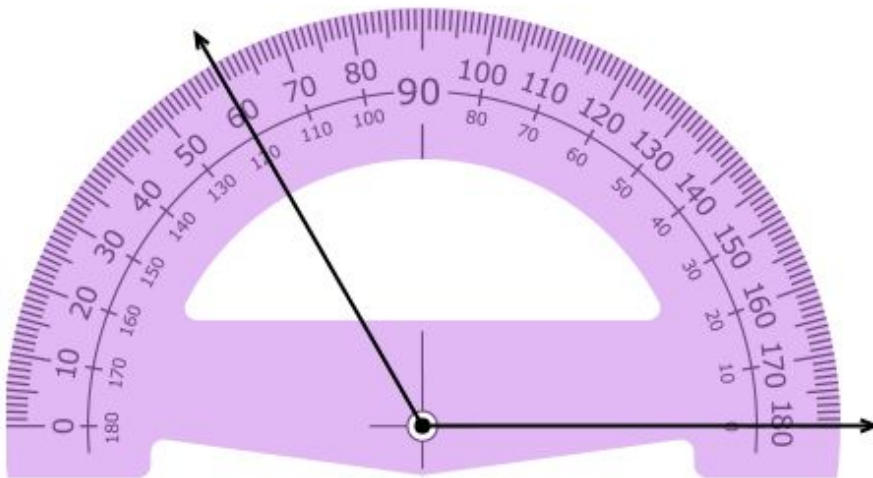
10. Steps for solving the following questions:

- A. Trace both rays
- B. Circle the 0° the **bottom ray** is crossing
- C. Scribble out the degree scale **next to the 0° you circled** that starts at 180°

Remember: it doesn't make sense to go straight from 0° to 170° !!!! We go from 0° to 10° !!!

- D. Determine how many degrees the angle is.

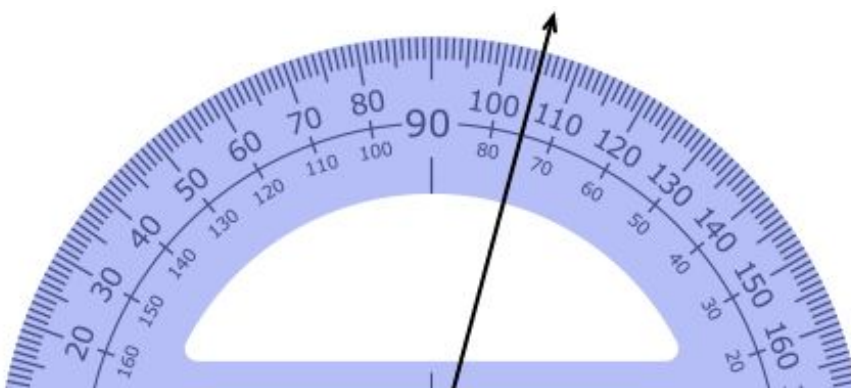
4. An angle and a protractor are shown below. (4.MD.6)



What is the measure of the angle?

_____ degrees

5. An angle and a protractor are shown below. (4.MD.6)



What is the measure of the angle?

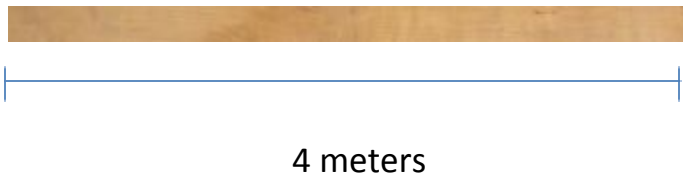
_____ degrees

11. Damoses is 5 feet tall. How many inches tall is Damoses? (4.MD.1)

Answer frame: Damoses is _____ inches tall.

12. Edward uses this piece of wood to measure different lengths.

He knows that **the length of the wood is 4 meters** as shown below.



The table below shows the total number of wood lengths that Edward used to measure each object. Complete the table by **filling in the all missing boxes** and show work using units!!!

Object	Number of wood lengths	Number of Meters	Number of Centimeters
Basketball Hoop	1		
Truck	3		
School Gym	13		

14. A teacher wrote this number on the board.

24,473

The value of the digit in the thousands place is how many times the value of the digit in the hundreds place?

15. The New York Zoo has many big animals. The veterinarian weighed all of the animals in kilograms and recorded their weights below.

Animal	Weight (kg)
Zebra	42
Lion	85
Hippopotamus	110
Giraffe	169
Elephant	223



The animals need to drink water. Each animal should receive 5 milliliters of water for each kilogram of its body weight. How many milliliters of water the veterinarian will need to care for all of the animals?

Show all of your work. (Hint: Calculate the amount of water each animal needs, **then** add all of the water together!)

Answer frame: The veterinarian will need _____ milliliters of water.

Conversion Song

To *"She'll Be Coming 'Round the Mountain"*

We can calculate conversions with this song

We can calculate conversions with this song

There are 100 centimeters

In one meter,

1,000 meters in a kilometer

We can measure distance anywhere we go

We can measure distance anywhere we go

There are 12 inches in a foot, 12 inches in a foot

And there are 3 feet in a yard

There are 16 ounces in one pound,

1,000 grams in one kilogram

1,000 milliliters

In one liter

We can measure mass and volume now

We can talk about time on a clock

We can talk about time on a clock

There are 60 seconds in a minute,

60 minutes in an hour

We can talk about time on a clock

We can calculate conversions with this song

We can calculate conversions with this song

We are smart and we are kind

Hardworking and determined

We can calculate conversions with this song