6th Grade Alternative Methods of Instruction (AMI) Packet

Language Arts and Social Studies

Day 6 AMI work is...Escape to Freedom: complete Before Reading page 1 and then read the article pages 5 - 10
Day 7 AMI work is... Escape to Freedom: During and After Reading page 2 - 3
Day 8 AMI work is... Escape to Freedom: Summarizing pages 1 - 2
Day 9 AMI work is... Escape to Freedom: Key Ideas: Preparing to Write, complete the organizer
Day 10 AMI work is...Escape to Freedom: Quiz

Math

Day 6 Plot Coordinate Graphs
Day 7 Order Integers
Day 8 Convert Numbers
Day 9 Find Mean, Median, and Mode
Day 10 Review Multiplication and Division

Science

Day 6- Erosion of rocks reading comprehension
Day 7- Laws of Motion reading comprehension
Day 8- What is a Food Chain reading comprehension
Day 9- Temperate Deciduous Forest Biome reading comprehension
Day 10- Desert Biome reading comprehension

If you have any questions about your work, please email your teacher so we can respond to help you!

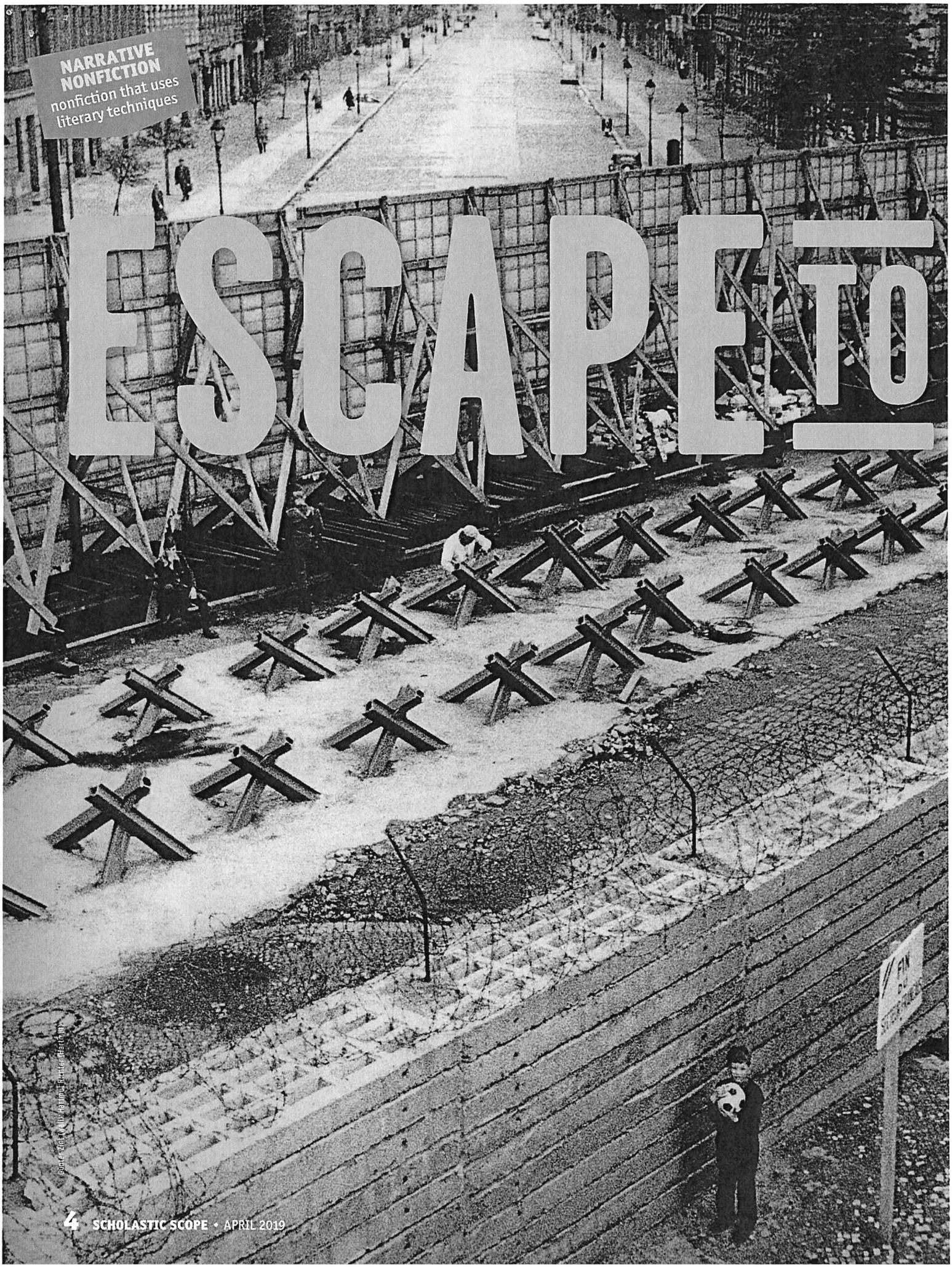
Wendy Treat - Social Studies	wendytreat@flippinschools.net
Danyial WIlliamson- Math	danyialwilliamson@flippinschools.net
Austin Gardner- Science	austingardner@flippinschools.net
Cindy Hermes- Literacy	cindyhermes@flippinschools.net

Students: When we return to school, please return all the AMI work for each day missed to your homeroom teacher. If something happens and you are unable to complete all your work (maybe the packet is at another parent's house) you will have three days to make-up your work and turn it in when school resumes. **A grade for each AMI day will be assigned after the three day grace period.**

Parents: *The work will be used to count each student as "present" for that day. If they don't return it, they will be counted as "absent" and will receive a zero for the work.*

NARRATIVE NONFICTION
nonfiction that uses literary techniques

ESCAPE TO



Nonfiction

FREEDOM

This is the Berlin Wall. Armed guards patrol it. Barbed wire covers it. Crossing it can get you killed. But one courageous teen was determined to try. By Kristin Lewis

As You Read How did the Berlin Wall affect the people of Germany?

Every muscle in Hartmut Richter's body ached. He had been in the cold water for four hours, and his body temperature had dropped dangerously low. Now he was trapped in the water by a wall of razor-sharp barbed wire.

Precious seconds ticked by. The area was crawling with guards carrying machine guns. Some had snarling dogs at their sides. If they caught Hartmut, he could be thrown in prison—or worse.

These men were trained to shoot on sight.

Hartmut grabbed the wire with his bare hands and began pulling it apart, hoping to make a hole large enough to squeeze through.

Hartmut Richter

Hartmut Richter was not a criminal escaping from jail or a bank robber on the run. He was just an 18-year-old kid who wanted to be free—to listen to the music he wanted to listen to, to say what he wanted to say and think what he wanted to think.

And right now, he was risking everything to escape from his country and start a new life.

A Bleak Time

Hartmut was born in Germany in 1948. He lived near the capital city of Berlin with his parents and sister. This was a **bleak** time for his country. Three years earlier, Germany had been defeated in World War II.

During the war, Germany had invaded nearly every other country in Europe. It had carried out the Holocaust, systematically murdering 6 million Jewish people. Germany was deeply shamed by the horrors the country had unleashed on the world.

The war had left much of Germany in tatters. Cities had been bombed into ruins. Many people were struggling to feed and house themselves.

It was during this time that Germany became caught up in a struggle between the two strongest countries in the world, the United States and the Soviet Union (which included modern-day Russia).

This struggle would divide Germany—and the world—for decades.

The Cold War

The struggle between the U.S. and the Soviet Union became known as the Cold War. This Cold War was not fought with bombs and armies like World War II. It was fought with fear and threats.

During this time, both nations **vied** for power and control across the world. This struggle went on for more than 40 years.

The U.S. and the Soviet Union sent spies to each other's countries to steal secrets. They competed to make the deadliest weapons, filling warehouses with bombs more powerful than anything the world had ever seen. They told stories that **vilified** each other.

Berlin in ruins, 1945

Jim McMahon/Mapman®

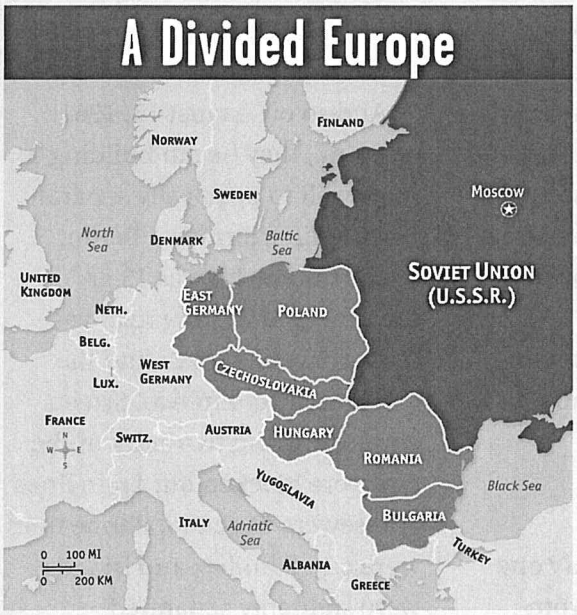
Around the world, people worried: Would these hostilities erupt into all-out war?

No Freedom

Hartmut lived in a part of Germany that the Soviets took over after World War II. In 1949, when Hartmut was 1 year old, this area became a new country: East Germany. The official name was the German Democratic Republic.

The rest of Germany became the Federal Republic of Germany, also known as West Germany. The capital city of Berlin was divided between East and West Germany.

Life in East and West Germany was very different. As West Germany recovered from the



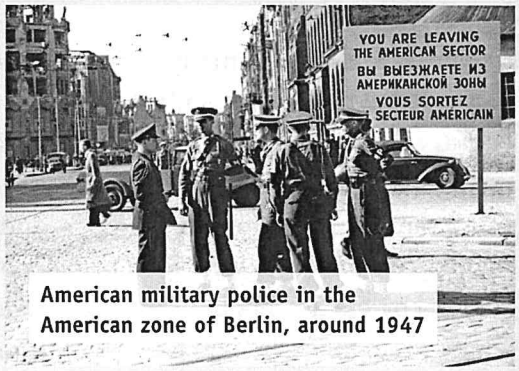
The Soviet Union (in red) existed from 1922 to 1991. Its official name was the Union of Soviet Socialist Republics (U.S.S.R.). During the Cold War, East Germany was one of a number of countries (in orange) under the influence and control of the Soviet Union.

Sovfoto/UIG via Getty Images (Berlin ruins); Pictorial Parade Archive Photos/Getty Images (military police)

Why Was Germany Divided?

After World War II, the victors wanted to make sure that Germany could not rise up again. They decided that Germany would be divided into zones. France, the U.S., Great Britain, and the Soviet Union were each given one zone to control and help rebuild. The capital city of Berlin was also divided into four zones.

In 1949, the areas controlled by the U.S., France, and Great Britain were combined to form West Germany. The area controlled by the Soviet Union became East Germany. That is how roughly half of Berlin came to be part of West Germany and the other half, East Germany.



American military police in the American zone of Berlin, around 1947

war, the people there began to thrive. They had lives like Americans. You could walk into a bookstore and choose from all sorts of books. There were newspapers that expressed many viewpoints. There were planes to take you anywhere you wanted to go. Teens watched the latest Hollywood movies and listened to the Beatles.

But in East Germany, many felt they were living in a prison. You could only read books and see movies approved by the government. Listening to the Beatles—or any rock and roll music—was forbidden. You couldn't simply get in the car and go where you wanted; you needed permission to travel. And with journalists allowed to write only what the government told them to write, news of the outside world was rare.

For those caught breaking a rule, the penalties could be harsh. The Stasi, East Germany's **ruthless** secret police force, were always watching. They listened to phone calls and read personal mail. And they were **notorious** for their brutality.

This is the country Hartmut was growing up in. And he was determined to leave.

The Berlin Wall

Hartmut wasn't the only one who wanted to get out. From 1949 to 1961, millions fled. Berlin was one of the main places for escape. By 1960, 1,000 people were crossing from East Berlin into West Berlin every day.

East German leaders were alarmed by the flood of people leaving the country. They wanted to put a stop to it.

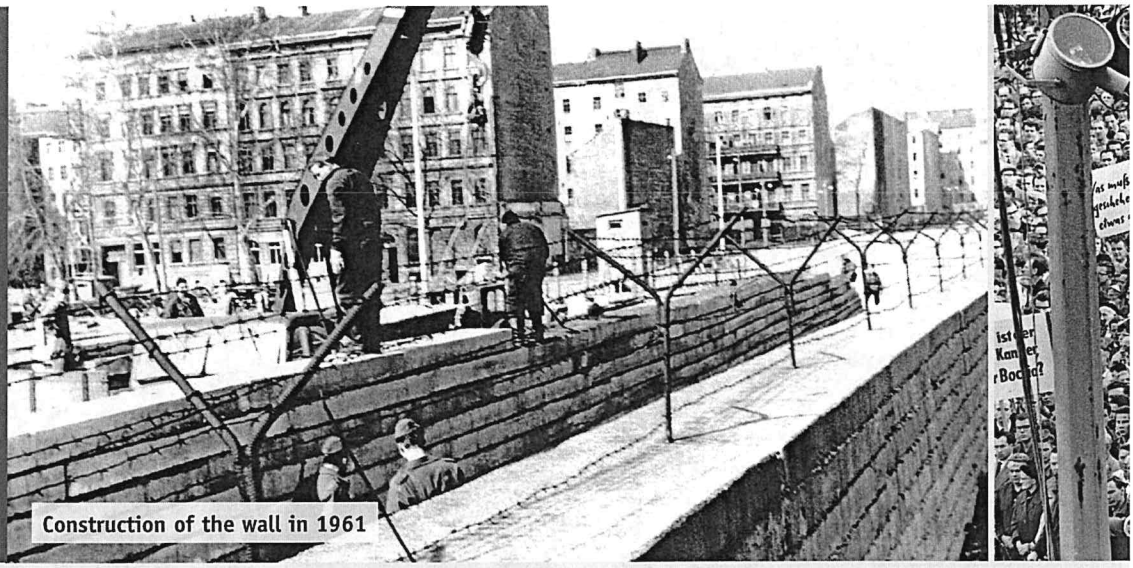
And so on August 13, 1961, at 1 a.m., they began building a huge wall to physically separate East Berlin from West Berlin.

Hartmut, who was 13 at the time and visiting relatives in Berlin, woke up to find the city literally cut in two. Streets connecting the two sides of the city were blocked off. Train lines and sewers were too. Phone lines were cut. Families and friends were suddenly separated.

If you lived on one side of the wall and worked on the other, you had to get a new job.

Over the years, many

The Berlin Wall
Construction on the Berlin Wall began in 1961. At first, it was mainly barbed-wire fences. But over the years, the wall was expanded to include enormous concrete barriers. By the 1980s, it extended nearly 100 miles, surrounding West Berlin completely. Three hundred watchtowers with armed guards stood along its length.



Construction of the wall in 1961

people tried to get past the Berlin Wall. Some made a run for it. Others dug tunnels. Many were caught and thrown in prison—or killed. Historians estimate that as many as 5,000 people managed to escape. At least 200 died trying.

Hartmut made his own escape plan. He would swim.

A Dangerous Swim

The Teltow Canal flowed through East Berlin into West Berlin. Hartmut had heard about a section of the canal that was not well guarded, where he could pass through **undetected**.

He decided that this canal would be his route to freedom.

One night in August 1966, Hartmut put on dark clothes. He wrapped his ID and some money in plastic. These were the only things he would take with him. He didn't tell his parents or sister that he was leaving, because the knowledge would put them in danger. He couldn't even say goodbye.

Under the cover of darkness, Hartmut made his way through the streets. Just past midnight, he slipped into the canal and began to swim. He figured it would take him 20 minutes—not easy in the cold water but not impossible for someone young and strong.

He was wrong.

Many guards and their dogs were out that night. Each time Hartmut saw someone crossing a bridge over the canal or peering down into the water, he had to stop and hide among the reeds.

Minutes turned to hours. He became dangerously cold in the chilly water.

He pushed on.

Finally, at about 4 a.m., Hartmut saw a street sign that told him he was nearing West Berlin. Freedom was near.

But there was a problem: Stretching across the canal was an iron gate topped with barbed wire. And a searchlight from a nearby patrol swept over the canal every 60 seconds.

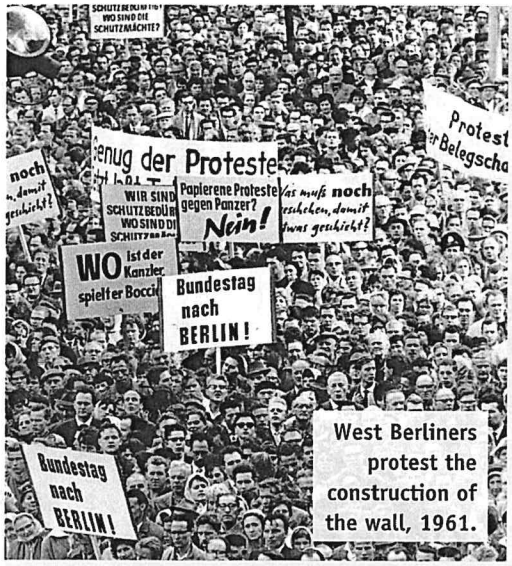
Was this the end? Had he come this far only to fail now?

Hartmut waited in the shadows for the searchlight to pass. Then he separated the sharp wire with his bare hands. At last, he made a large enough opening. He slipped through and climbed out of the canal.

A Divided Germany

The city of Berlin was divided. About half was part of East Germany and the rest was part of West Germany. ***What do you notice about where Berlin is located?***

Keystone-France/Gamma-Keystone via Getty Images (construction); Jim McMahon/Mapman®



West Berliners protest the construction of the wall, 1961.

Moments later, he stepped onto dry land in West Berlin.

He had made it.

And then, he collapsed, unconscious.

A New Life

What happened next is a blur in Hartmut's memory. He remembers being taken to a hospital, where he spent nearly three days recovering from hypothermia and pneumonia.

He was free. And yet Hartmut's swim to freedom was not the end of his story. In many ways, it was only the beginning.

After he recovered, he started a new life. He worked on a ship, traveling the world. Still, he missed the family and friends he had left behind.

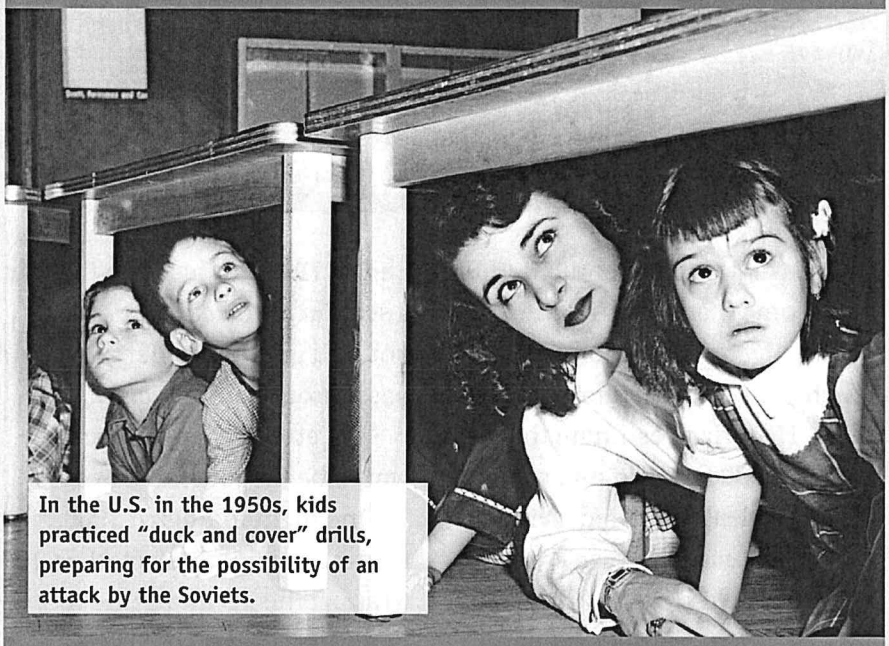
In 1972, an important agreement eased travel restrictions between East and West Germany. Hartmut could now travel back and forth between West and East Berlin.

And so he decided to help others escape. He began sneaking people across

von der Becke/ullstein bild via Getty Images (protests); Bettmann Archive/Getty Images (duck and cover)

WHAT TO KNOW ABOUT

The Cold War



In the U.S. in the 1950s, kids practiced "duck and cover" drills, preparing for the possibility of an attack by the Soviets.

1 What was the Cold War?

The Cold War was a long period of tension and hostility between the U.S. and the Soviet Union.

2 Why was there tension?

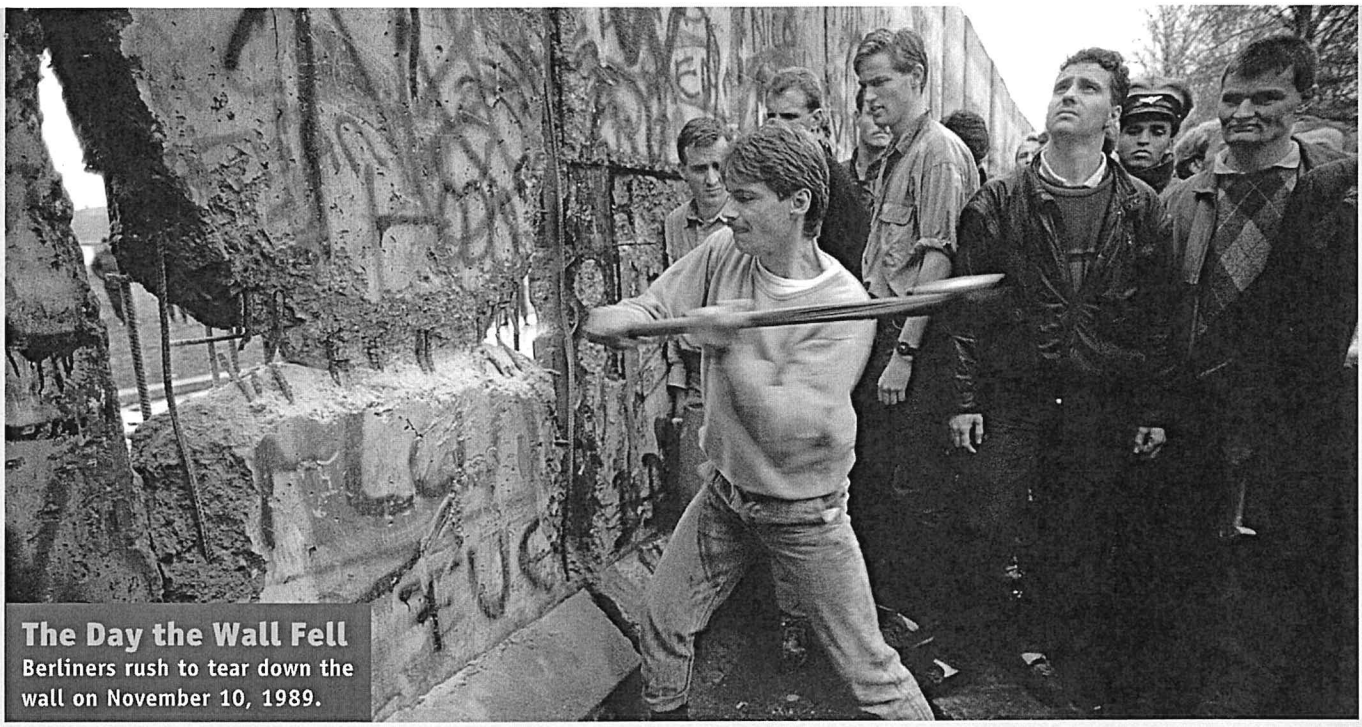
The Soviet Union was a communist country. It wanted to spread its power, control, and way of life around the world. The United States (along with the western countries of Europe) wanted to stop that.

3 How was it fought?

The Cold War was not fought with bombs and armies. It was fought with fear and threats. The two countries competed with each other in athletics, technology, science, engineering, and military strength.

4 Why was it frightening?

The U.S. and the Soviet Union built many atomic weapons. These weapons could vaporize whole cities. Each country thought that having the most powerful weapons would prevent the other country from attacking. People around the world lived in fear of these weapons actually being used.



The Day the Wall Fell
Berliners rush to tear down the wall on November 10, 1989.

the border in the trunk of his car. He brought 33 people to freedom before the Stasi caught him and sent him to prison. When he got out five years later, he was 29 years old.

By the 1980s, the Cold War was starting to thaw. Tensions between the U.S. and the Soviet Union were softening. Germans, tired of living in a divided country, were pressuring the government to change.

And then, on November 9, 1989, came a shocking announcement: The border between East and West Berlin would be opened. Everyone would be allowed to cross freely.

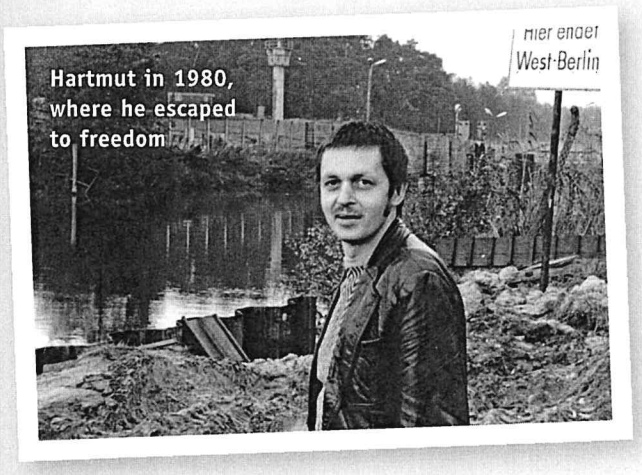
Berliners on both sides rushed to the wall. When the border opened, tens of thousands of East Berliners streamed into West Berlin. A huge celebration erupted.

Men, women, and children tore off pieces of the wall, hacking at it with hammers and chisels. Later, cranes and bulldozers were brought in to topple what had been one of the most powerful symbols of the Cold War.

A year after the Berlin Wall fell, Germany was officially reunified. Then in 1991, the Soviet Union collapsed.

It's been more than 50 years since Hartmut's swim to freedom. Today he works to expose the crimes of the East German **regime**. He talks about his experiences, and he counsels victims of the Stasi.

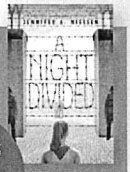
What matters to Hartmut now is that what happened is never forgotten. "When people are informed, they learn the lessons of what history teaches us," he says. ●



Hartmut in 1980, where he escaped to freedom

Writing Contest

You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Write an article explaining what the Berlin Wall was and why it's important to remember it. Send your article to **Berlin Wall Contest.** Five winners will each get *A Night Divided* by Jennifer A. Nielsen.



Get this activity online.

Tom Stoddart/Getty Images (wall); Hartmut Richter (Hartmut)

Name: _____ **Date:** _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Escape to Freedom." See *Scope*'s "Glossary of Nonfiction Terms" and "Glossary of Literary Terms" for definitions of the words that appear in bold.

Before Reading
Text Features, Central Ideas, and Inference

1. Read the headline and subheading and study the image on pages 4-5. What mood do these features create?

_____

_____

_____

2. What do the map and its caption on page 6 help you understand about the Soviet Union?

_____

_____

_____

3. Study the photographs on pages 6-7. From these photos, what can you infer about what life was like in Germany after World War II?

_____

_____

_____

4. Read the subheadings throughout the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

_____

_____

_____

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

During Reading
Mood, Text Structure, Tone

5. **Text structure** is the term for how an author organizes information. In the section "No Freedom," the author uses a **compare-and-contrast structure** to explain what life was like in East Germany.

Which statement in this section best helps you identify this text structure?

- ◯ "And this is the country he was determined to leave." (p. 7)
- ◯ "Life in East and West Germany could not have been more different." (p. 6)
- ◯ "They listened to phone calls and read personal mail." (p. 7)

6. A. **Tone** is the author's attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when writing about how the Berlin Wall affected German citizens in the fourth and fifth paragraphs of the section "The Berlin Wall."

◯ **sympathetic** ◯ **proud** ◯ **annoyed**

B. Briefly explain how you know:

_____

_____

_____

_____

_____

7 A. **Mood** is the feeling the reader gets from a piece of writing. Which of the following BEST describes the mood of the section "A Dangerous Swim"?

- ◯ celebratory
- ◯ sad and serious
- ◯ suspenseful

B. Briefly explain how the author creates this mood:

_____

_____

_____

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

After Reading
Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section "No Freedom" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

Central Idea

Life in East Germany was challenging.

Detail #1	**Detail #2**	**Detail #3**
"You couldn't simply get in the car and go where you wanted; you needed permission to travel." (p. 7) ☐	"Life in East and West Germany could not have been more different." (p. 6) ☐	"And getting news of the outside world was extremely difficult." (p. 7) ☐

B. Briefly explain why the detail you crossed out does NOT support the central idea above.

_____

_____

_____

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of "Escape to Freedom."

☐ The Berlin Wall was a physical barrier that separated East Berlin from West Berlin.

☐ Hartmut Richter successfully escaped from East Germany in the 1960s.

☐ Listening to the Beatles in East Germany was forbidden.

☐ Hartmut had one sister.

☐ The U.S., Great Britain, and France controlled West Germany, and the Soviet Union controlled East Germany.

☐ You have to be very brave to be able to pull off what Hartmut did.

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

Name: _____ **Date:** _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of "Escape to Freedom."

1. Who is the article mainly about? (It can be an individual or a group of people.)

_____

_____

2. What is happening in the world at the time this story takes place?

_____

_____

_____

3. What problem does this person(s) face?

_____

_____

_____

4. How does this person(s) deal with this problem?

_____

_____

_____

5. What happens to this person(s) afterward?

_____

_____

_____

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

6. Are there any other important details you haven't mentioned? Write them here.

Directions: Your turn! Write an objective summary of "Escape to Freedom." You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of "Escape to Freedom"

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

Name: _____ Date: _____

Key Ideas: Preparing to Write

Directions: You are a journalist covering the 30th anniversary of the fall of the Berlin Wall. Your assignment is to write an article explaining what the Berlin Wall was and why it's important to remember it. Use this graphic organizer to take notes for your article. Use details from the article "Escape to Freedom" and the Behind the Scenes video.

Dates

What are the important dates to report? List them and briefly note why each is important.

Note some physical details about the Berlin Wall, like where it was located, its size, and what it looked like.

Physical Description of the Wall

Background

Complete the following sentence:

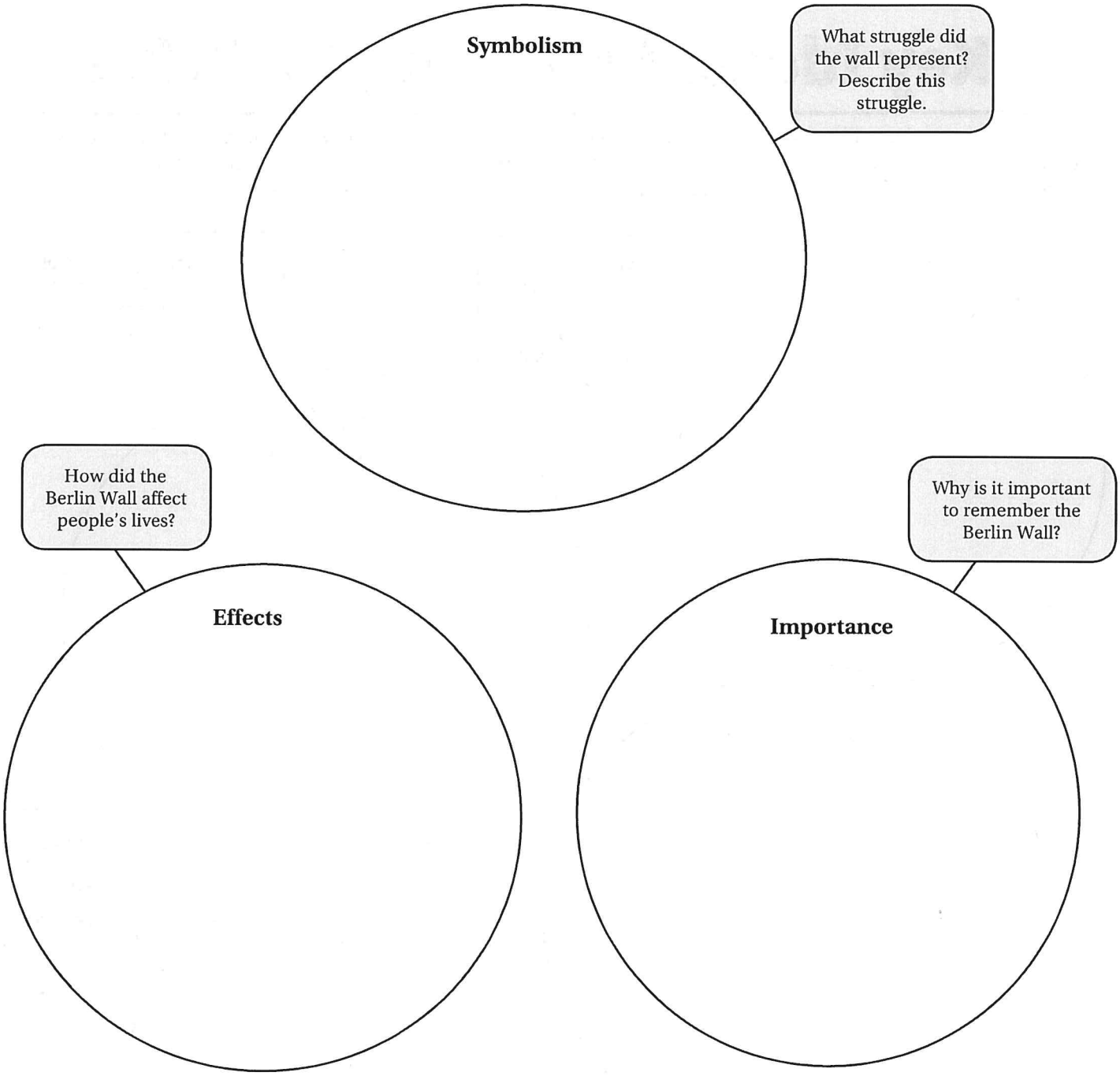
Germany was divided because . . .

Purpose

Complete the following sentence:

The Berlin Wall was built because . . .

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.



Turn to the next page for some tips on putting it all together.

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

SCHOLASTIC SCOPE

Assessment–LL
Nonfiction, pages 4-10
April 2019

Name: _____ Date: _____

"Escape to Freedom" Quiz

Directions: Read "Escape to Freedom," then answer the questions below.

1. **Which words BEST describe Germany in the years immediately following World War II? Choose TWO answers.**
   Ⓐ thriving
   Ⓑ struggling
   Ⓒ rebuilding
   Ⓓ proud

2. **On page 6, author Kristin Lewis writes, "Around the world, fear simmered that these hostilities would erupt into all-out war." This line shows**
   Ⓐ how dangerous nuclear weapons are.
   Ⓑ what war is like.
   Ⓒ how anxious the world felt.
   Ⓓ that the Cold War was a global conflict.

3. **The main purposes of the section "No Freedom" is to help readers understand _____. Choose TWO answers.**
   Ⓐ how different life was in East and West Germany
   Ⓑ Hartmut Richter's age
   Ⓒ why people risked their lives to leave East Germany
   Ⓓ what music was popular in the 1950s

4. **Why was the Berlin Wall built?**
   Ⓐ to prevent people from leaving West Berlin
   Ⓑ to prevent people from leaving East Berlin
   Ⓒ to help rebuild Germany after World War II
   Ⓓ to mark Berlin's four zones

5. **On page 10, Lewis writes, "A year after the Berlin Wall fell, Germany was officially reunified." Context clues reveal that *reunified* means**
   Ⓐ separated.
   Ⓑ punished.
   Ⓒ ruined.
   Ⓓ joined together again.

6. **Which best describes the Cold War?**
   Ⓐ a struggle for power between East Germany and West Germany
   Ⓑ a struggle for power between the Soviet Union and Germany
   Ⓒ a struggle for power between the Soviet Union and the United States
   Ⓓ a war fought in Germany during the winter of 1961

Constructed-Response Questions

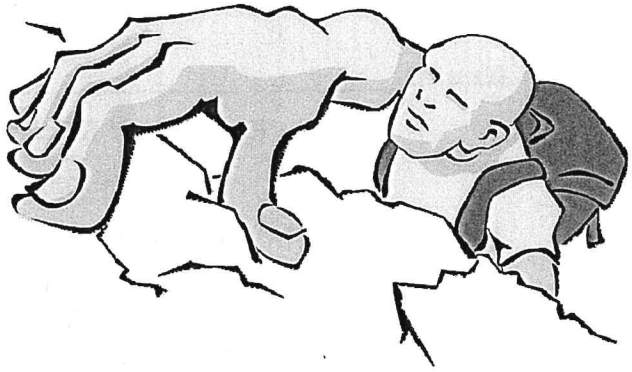
Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. What is one way author Kristin Lewis creates a suspenseful and frightening mood in her article? Use text evidence to support your answer.

8. Explain how the Berlin Wall became a symbol of division and oppression. Use details from the text to support your answer.

©2019 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

6th Grade Science Day 6



Erosion of Rocks

Even though we might think that a large chunk of rock, especially like a rocky mountain, is a permanent part of the landscape, in reality it is constantly changing just like everything else on earth. Mountains, huge boulders and even grains of sand seem permanent to us because they change slowly over time. Rock material is broken down, loosened, dissolved and transported elsewhere though erosion. Erosion is an important part of the life cycle of rocks which can span hundreds of thousands of years. Without the forces of erosion to transport and move worn away rock elsewhere, rock debris would accumulate in place.

A major type of erosion is water erosion. Flowing water in springs, streams and rivers is constantly affecting the area around it. Flowing water washes away sediment and fast moving water has enough force to carry heavier objects. Torrential floodwaters of a river can rip away trees along the bank or even carry away homes if the water rises high enough. Fast flowing water is capable of carrying sediment which might contain loose rock fragments, sand and clay particles. These items suspended in the flowing water rub against rocks on the bottom and sides of the river or stream, wearing them down.

Water erosion carries sediment, rock particles and dissolved minerals downstream where they can eventually become sediment in the ocean. Or these particles can be deposited on land. Remember that the Ancient Egyptians relied on the annual flooding of the Nile River to bring fresh sediment to their farm fields. The mighty Colorado River carved the Grand Canyon due to water erosion.

Although we think of sediment as the material at the bottom of a lake, river or the ocean, sediment is defined to be any eroded material, no matter what its location is. Wind erosion transports sediment through the air and deposits it elsewhere. Sediment in the air further erodes rocks as the wind carries it by. Wind erosion occurs more often in dry desert-like areas. In fact, prevailing winds carry sand particles across the Atlantic Ocean to North and South America when there are major dust storms in the Sahara Desert of Africa.

Receding glaciers transformed the North American continent thousands of years ago. We still see the effects of glacial erosion in rock strewn areas throughout the United States.

Name: _____ **Date:** _____

Erosion of Rocks Multiple Choice Questions

Circle the correct answer.

1. An important part of erosion is

   a. Breakdown of rock material
   b. Movement of the sediment
   c. Both a. and b. above
   d. None of the above

2. Erosion can be caused by

   a. Water
   b. Wind
   c. Glaciers
   d. All of the above

3. The Ancient Egyptians relied on what type of erosion?

   a. Water
   b. Wind
   c. Glacial
   d. All of the above

4. What kind of erosion is typical for a desert area?

   a. Water
   b. Wind
   c. Glacial
   d. All of the above

5. What kind of erosion caused the Grand Canyon?

   a. Water
   b. Wind
   c. Glaciers
   d. All of the above

6. Wind erosion brings sand from the Sahara Desert to North and South America across the

   a. Atlantic Ocean
   b. Pacific Ocean
   c. Southern Ocean
   d. Indian Ocean

6th Grade Science Day 7

Name _____ Newton's Laws of Motion

Laws of Motion

In physics, a force is defined as something that changes an object's state of motion. If you push something, or pull something, you are exerting a force on it. Forces are found all over. Everything on Earth is affected by the force of gravity, which is always pulling down on everything to keep it on the surface of the Earth. We use the terms direction and strength to describe a force. For example, you hit a ball with a bat in a specific direction. The strength of the force would be how hard you hit the ball. The harder you hit the ball, the farther it is going to go.

A scientist named Isaac Newton (1643 to 1727) contributed many things to our scientific understanding of the world. He developed the theory of gravity. He invented a new kind of mathematics which he called "fluxions," but which today we call calculus. He also discovered the laws of motion, which describe how things move. Collectively, we know these laws as Newton's Laws of Motion.

The First Law of Motion says that an object that is in motion will stay in motion, moving in the same direction and at the same speed, until some force acts upon it. For example, the ball you hit across your back yard doesn't stay in the air forever because as soon as it leaves the bat, the force of gravity begins to pull it back down towards the ground. It also slows down because of a second force, air resistance.

Newton's Second Law of Motion says that objects of greater mass require greater force to accelerate. You can observe this law by hitting a ball using different amounts of strength. The ball you hit the hardest goes the farthest.

Newton's Third Law of Motion says that for every action, there is an equal and opposite reaction. This means that there are always at least two forces at work on an object at any one time, and they are the same. For example, when the bat hits a ball, the ball is exerting an equal force on the bat in the opposite direction.

©www.EnglishWorksheetsLand.com

Name _____ Newton's Laws of Motion

QUESTIONS: Laws of Motion

Circle the correct answer.

1. What is a force?
   A. the direction of an object's state of motion
   B. something that changes an object's state of motion
   C. the strength of an object's state of motion
   D. none of the above

2. Which of the following did Newton NOT contribute to our scientific understanding of the world?
   A. theory of gravity
   B. calculus
   C. laws of motion
   D. theory of the solar system with the sun in the center

3. "An object that is in motion will stay in motion" is part of:
   A. Newton's First Law of motion
   B. Newton's Second Law of motion
   C. Newton's Third Law of motion
   D. Newton's Fourth Law of motion

4. That objects of greater mass require greater force to accelerate is:
   A. Newton's First Law of motion
   B. Newton's Second Law of motion
   C. Newton's Third Law of motion
   D. Newton's Fourth Law of motion

5. That for every action there is an equal and opposite reaction is:
   A. Newton's First Law of motion
   B. Newton's Second Law of motion
   C. Newton's Third Law of motion
   D. Newton's Fourth Law of motion

©www.EnglishWorksheetsLand.com

6th Grade Science Day 8

Name _____ Food Chains

What is a Food Chain?

Every organism must eat to survive. Plants make their own food using water and sunlight through a process called photosynthesis. They also draw nutrients from the soil in which they live. Animals eat plants, insects, and other animals. In this way, various plants and animals are not only interconnected, they are dependent on one another for their very survival. The term "food chain" describes the relationship between different organisms with regards to who eats what (or who). Every living organism is part of a food chain.

leaves → beetle → mouse → snake → owl

In this example, the leaves of a plant are eaten by a beetle. The beetle is eaten by a mouse. The mouse is eaten by a snake, and the snake is eaten by an owl. Each of the living things above is a link in the chain.

Every organism is in the food chain is classified according to what it eats. Plants are called **producers**, because they produce new energy by making their own food through the process of photosynthesis. Animals are **consumers**, because they don't produce energy, they use the energy made by the producers when they eat plants. Animals that eat plants are called primary consumers, or herbivores. Carnivores — animals that eat herbivores — are called secondary consumers. Carnivores that eat carnivores are called tertiary consumers. Animals that eat both plants and other animals are called omnivores. Organisms that eat dead plants and animals and return their nutrients to the soil, where they can be drawn up to nourish plants, are called **decomposers**.

All the energy in a food chain comes from the producers, so the higher you get in the food chain, the less energy there is available. To go back to our example food chain, this is why there are many more plants than beetles, more beetles than mice, more mice than snakes, etc.

©www.EnglishWorksheetsLand.com

Name _____ Food Chains

QUESTIONS: What is a Food Chain?

Circle the correct answer.

1. A food chain describes:
   A. the process by which a plant makes its own food
   B. the fact that all animals eat plants
   C. the relationships between organisms (who eats what or who)
   D. the process by which animals expend energy

2. In the example food chain example presented, the owl is a:
   A. producer
   B. primary consumer
   C. secondary consumer
   D. tertiary consumer

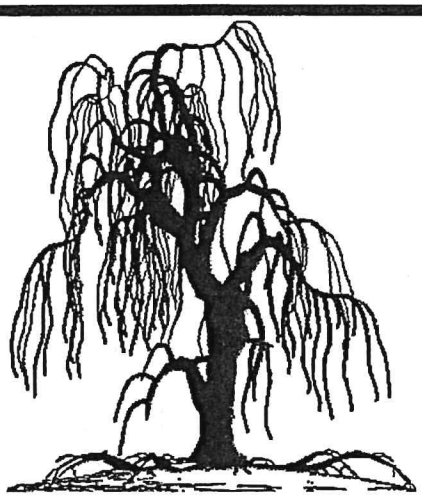
3. In the example food chain presented, the beetle is a:
   A. producer
   B. primary consumer
   C. secondary consumer
   D. decomposer

4. In the example food chain presented, the leaves are a:
   A. producer
   B. primary consumer
   C. secondary consumer
   D. tertiary consumer

5. In the example food chain presented, the mouse is a:
   A. producer
   B. primary consumer
   C. secondary consumer
   D. decomposer

©www.EnglishWorksheetsLand.com

6th Grade Science Day 9



Temperate Deciduous Forest Biome

What is a temperate deciduous forest biome? One way to figure out this type of biome is to analyze each of the pieces of the name. Breaking a larger problem into smaller pieces is a great way to understand complicated ideas.

- Temperate describes a climate that has a range of temperatures within moderate limits, that is, not hot like the tropics near the equator and not cold like Antarctica.
- Deciduous describes trees and bushes that shed their leaves in the fall.
- A forest is an area of land with trees and other plants growing together.

So with a little patience and a dictionary you could figure out for yourself that this biome is a made up of forests of leafy trees that exist in the temperate zones of earth, between the tropics and the cold land around the poles.

The temperate deciduous forest biome covers much of the eastern half of the United States beginning near the coastline of the Atlantic Ocean westward to the eastern edge of Texas. It begins around the Great Lakes and extends as far south as Florida. Remember that the taiga biome covers areas north of the Great Lakes and the New England states. Most of Europe, Japan and parts of southern Asia have temperate deciduous forests. There are some areas of deciduous forest in Australia and South America.

With a milder climate than the taiga, which has mostly conifers, the temperate deciduous forest is home to a diversity of tree species. Some of the familiar tree species are maple, oak, elm, beech, hickory and sycamore. Some species of conifers, like white and red pine, grow well in the same climate as the deciduous trees. These pine trees have longer needles than the conifers in the taiga biome. Pine trees are popular for planting in abandoned field areas because they grow quickly. People think that they are replacing forest areas but fast-growing trees are no substitute for oak and elm trees that take longer to grow.

Many species of bushes and shrubs grow well under the canopy of deciduous trees. Groundcover includes flowering plants, vines and grasses. Mushrooms and other species of fungi thrive in the moist environment on the floor of the deciduous forest. There are many bird and animal species that are at home in the deciduous forest.

RI.6–8.1 & RST.6-8.1 |© http://www.englishworksheetsland.com

Name: _____ **Date:** _____

Temperate Deciduous Forest Biome Multiple Choice Questions

Circle the correct answer.

1. The climate in the eastern half of the United States is considered to be

   a. Arctic
   b. Sub-arctic
   c. Temperate
   d. Tropical

2. Deciduous describes trees that

   a. Drop their leaves in the fall
   b. Have short needles
   c. Have long needles
   d. Have fronds

3. Which of the following countries has temperate deciduous forest biome?

   a. Japan
   b. Kenya
   c. Mexico
   d. Brazil

4. Which of the following trees would you expect to find in the temperate deciduous forest biome?

   a. Palm
   b. Oak
   c. Joshua tree
   d. All of the above

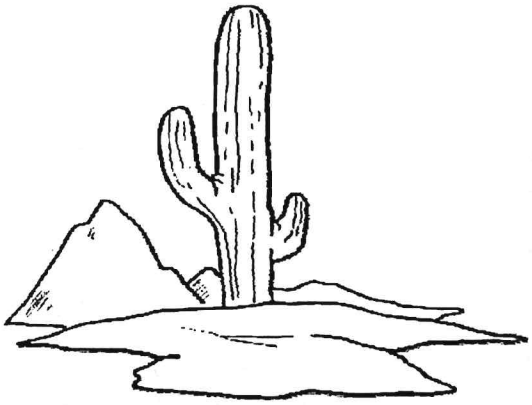
5. Which of the following continents have temperate deciduous forest biomes?

   a. South America
   b. Asia
   c. Australia
   d. All of the above

6. What biomes exist around the Great Lakes of North America?

   a. Taiga to the north; temperate deciduous forest to the south
   b. Rainforest to the north; taiga to the south
   c. Freshwater biome to the north; taiga to the south
   d. None of the above

6th Grade Science Day 10



Desert Biome

You already have a good idea of what the desert is like. All deserts are very dry places; deserts get only a small amount of rain during the year. Some desert areas are so dry that they receive merely a half-inch of rain per year. The dryness means that only plants that have adapted to desert conditions, like the many species of cactus, can thrive there. Cactus plants are different from other plants because they store water inside themselves and have also adapted to being in the sun all the time. There usually aren't any trees in a desert biome but amazingly some trees have adapted to living in the desert. Only a few species of small mammals can be found in the desert. Except for camels and some African elephants that live in the desert areas of Namibia, deserts usually aren't suitable for species of large mammals.

Deserts occupy about one-fifth of the earth's surface. There are four kinds of deserts: hot, dry deserts; semiarid deserts; coastal deserts; and cold deserts.

The hot, dry desert is the one we are most familiar with because North America has three such deserts: Chihuahuan, Sonoran, and Mojave. The Chihuahuan Desert covers portions of northern Mexico and parts of Texas, New Mexico and Arizona. Temperatures there are hot in the summer and cool in the winter. There are only a few shrub species in the Chihuahuan Desert. The Sonoran Desert is located in Arizona, California and Northern Mexico. This is the hottest American desert and is famous for saguaro cactus. The Mojave Desert is also in Arizona and California and is home to about 200 unique plants including the Joshua tree.

The United States is also home to semi-arid desert like the Great Basin area of Nevada. Some parts of the Great Basin are classified as cold desert because they are in the mountains. Semi-arid deserts get more rainfall that hot, dry deserts and temperatures are cooler in the summer. Cool nights in the semi-arid desert give animals a bit more moisture in the form of morning dew.

A coastal desert occurs near the coastline of the ocean. A famous coastal desert is the Atacama Desert in Chile. A coastal desert has warm summers and cool winters. Antarctica has areas of cold desert biome. There only lichens grow on the rocky terrain.

RI.6–8.1 & RST.6-8.1 |© http://www.englishworksheetsland.com

Name: _____ **Date:** _____

Desert Biome Multiple Choice Questions

Circle the correct answer.

1. All deserts

   a. Have cactus plants
   b. Get only a small amount of rainfall
   c. Are very hot in summer
   d. Have lots of sand

2. Some animals that have adapted to life in the desert include

   a. Camels
   b. Elephants
   c. Both a. and b. above
   d. None of the above

3. About how much of the earth's surface is deserts?

   a. One-tenth
   b. One-quarter
   c. One-fifth
   d. One-half

4. What is the hottest desert in the United States?

   a. Mojave
   b. Sonoran
   c. Chihuanuan
   d. Great Basin

5. The Atacama Desert of Chile is what type of desert?

   a. Hot, dry desert
   b. Semi-arid desert
   c. Coastal desert
   d. Cold desert

6. Which continent has cold desert biome?

   a. Asia
   b. North America
   c. South America
   d. Antarctica

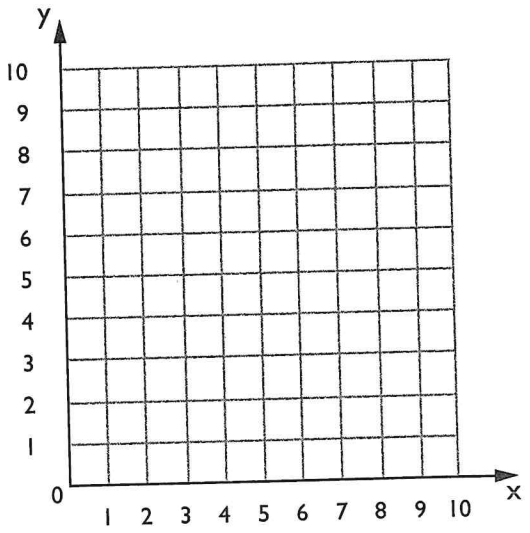
Day #6 6th grade

Plot Coordinate Graphs

You can use the ordered pairs to plot points on the graph.

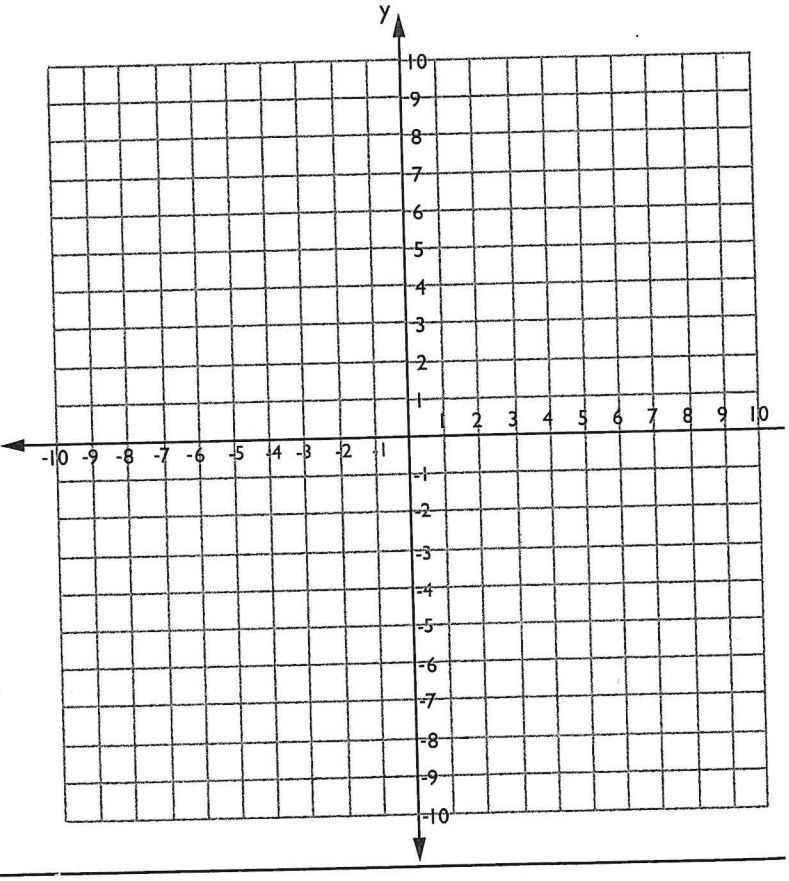
Directions: **Plot the points on the coordinate graph.**

	a	b
1.	A (7,7)	B (7,1)
2.	C (3,5)	D (2,0)
3.	E (5,2)	F (0,10)
4.	G (8,6)	H (6,4)
5.	I (10,5)	J (9,3)



Directions: **Plot the points on the four quadrant graph.**

	a	b
6.	A (2,4)	B (-8,0)
7.	C (5,7)	D (0,-10)
8.	E (8,10)	F (-7,-9)
9.	G (1,0)	H (3,-10)
10.	I (-3,5)	J (-9,-7)



Name Date

Day #7 6th grade

Order Integers

Remember what you just learned about integers. The distance of an integer from zero, as well as its sign, is important in determining its value.

Directions: Circle the greater integer.

	a	b	c
1.	$^{-}7, ^{+}4$	$^{+}37, ^{+}27$	$^{-}100, ^{-}105$
2.	$^{+}10, ^{-}15$	$^{-}70, ^{-}75$	$^{+}71, ^{-}75$
3.	$^{-}20, ^{-}25$	$^{+}5, ^{-}10$	$^{-}110, ^{-}115$
4.	$^{+}43, ^{+}41$	$^{-}90, ^{-}85$	$^{+}48, ^{+}44$

Directions: Order the integers from greatest to least.

	a	b
5.	$^{-}7, ^{-}3, ^{-}10, ^{-}5$ _____	$^{+}72, ^{+}68, ^{+}84, ^{+}75$ _____
6.	$^{+}12,\ 0, ^{+}18, ^{+}16$ _____	$^{-}40, ^{-}60,\ 0, ^{-}30$ _____
7.	$^{-}9, ^{-}17, ^{-}8, ^{-}11$ _____	$^{+}92, ^{+}94, ^{+}93, ^{+}91$ _____
8.	$^{+}25, ^{-}25,\ 0, ^{-}18$ _____	$^{-}45, ^{+}45, ^{-}28, ^{+}28$ _____

Directions: Fill in a missing numeral to make the number sentence true.

	a	b	c
9.	$^{-}978 < ^{-}9\square 8$	$^{+}623 > ^{+}62\square$	$^{-}17 > ^{-}\square 7$
10.	$^{+}1{,}347 > ^{+}1{,}\square 47$	$^{-}\square 29 < ^{-}329$	$^{+}602 < ^{+}6\square 2$

Name _____ Date _____

3 Watson, Irvine, CA 92618
Phone (888) SDL-BACK www.sdlback.com

Day #8 6th Grade

Convert Numbers

Let's continue our practice of converting percents, decimals, and fractions.

Directions: Write each decimal as a fraction and as a percent.

	a		b	
1.	0.635	_____ _____	0.3	_____ _____
2.	0.819	_____ _____	0.102	_____ _____
3.	3.69	_____ _____	0.6	_____ _____
4.	23.5	_____ _____	16.25	_____ _____
5.	100.75	_____ _____	200.2	_____ _____

Directions: Complete the tables.

	Fraction	*Percent*	*Decimal*
6.			0.06
7.		18%	
8.		25%	
9.			0.17
10.		40%	

	Fraction	*Percent*	*Decimal*
11.		64%	
12.		34%	
13.			0.8
14.		50%	
15.			0.49

Name *Date*

Day #9 6th grade

Find Mean, Median, and Mode

Here's your chance to show what you know about these measures of "central tendency."

Directions: Find the mean of each set of numbers.

	a	b
1.	13, 11, 12, 10, 7 _____	10, 9, 8, 11, 7 _____
2.	8, 13, 13, 6, 5 _____	30,34, 23 _____
3.	44, 51, 37 _____	19, 23, 48, 50 _____

Directions: Find the median of each set of numbers.

	a	b
4.	5, 15, 25, 45, 90 _____	16, 18, 23, 25, 29 _____
5.	26, 28, 29, 31, 42, 37, 71 _____	2, 6, 7, 9, 12 _____
6.	12, 13, 9, 6, 4 _____	105, 199, 149, 289, 469 _____

Directions: Find the mode of each set of numbers.

7. 14, 7, 27, 14, 13, 4, 7, 12, 14 _____

8. 8, 22, 33, 8, 22, 16, 32, 22, 78 _____

9. 74, 36, 6, 12, 36, 14, 74, 4, 36 _____

Name _____ Date _____

Day#10 6th Grade

Review Multiplication and Division

Did you ever think you'd learn so much? You've made a real accomplishment!

Directions: List the factors of each number.

	a		b	
1.	100	_____	60	_____
2.	36	_____	80	_____
3.	150	_____	64	_____
4.	48	_____	175	_____
5.	90	_____	24	_____

Directions: Write *P* for *prime* or *C* for *composite* next to each number.

	a	b	c
6.	2	4	9
7.	137	121	141
8.	25	27	29
9.	169	173	196
10.	51	59	63

Directions: Write *T* for *true* or *F* for *false* next to each statement.

11. All even numbers are composite.

12. The number 15 has more factors than the number 20.

13. One of the multiples of 14 is 56.

14. The product of 4.53 x 1.8 is greater than the product of 5.35 x 1.6

Name _____ Date _____