

Week August 31

Monday

	Math Worksheets	GCF and LCM Monday
	Spelling Words-	Print,Cursive
	Grammar Sheet:	Grammar Sheet 1
	30 min IXL math	
	Read and answer	The Penny Experiment
	DEAR	

Tuesday

	Math Worksheet	GCF and LCM Tuesday
	Spelling Words	Spelling Sheet 2
	Grammar Sheet:	Grammar Sheet 2
	30 min IXL math	
	Read and answer	Early People in the Central American Land Bridge
	DEAR	

Wednesday

	Math Worksheet	GCF and LCM Wednesday
	Spelling Words	Spelling Sheet 3
	Grammar Sheet:	Grammar Sheet 3
	Art Assignment	
	PE Workout	
	Music Assignment	

Thursday

	Math Worksheet	GCF and LCM Thursday
	Spelling Words	Spelling Sheet 4
	Grammar Sheet:	Grammar Sheet 4
	30 min IXL math	
	Read and answer	The cells make us
	DEAR	

Friday

	Math Test	
	Spelling Test	
	30 min IXL math	
	DEAR	
	Card Due	

Week September 8

Monday

	Labor Day!
	Relax

Tuesday

	Math Worksheet	31a,31b
	Spelling Words	Print, Cursive
	Grammar Sheet:	Grammar Sheet 1
	30 min IXL math	
	Read and answer: Reasoning in Science	
	DEAR	

Wednesday

	Math Worksheet	32a
	Spelling Words	Spelling Sheet 2
	Grammar Sheet:	Grammar Sheet 2
	Art Assignment	
	PE Workout	
	Music Assignment	

Thursday

	Math Worksheet	32b
	Spelling Words	Spelling Sheet 3
	Grammar Sheet:	Grammar Sheet 3
	30 min IXL math	
	Read and answer	Was farming a good idea?
	DEAR	

Friday

	Math Test	
	Spelling Test	
	30 min IXL math	
	DEAR	
	Card Due	

# My meeting schedule

	Time	Lesson	Where to find the link
Mon	9:00	Cultural	Classroom
	11:00	Math Lesson	6th Grade Achievers
	1:30	ELA Lesson	6th Grade Achievers
		Afternoon Lesson	Classroom
		(The other classes are in specials so you have more work time)	
Tues	9:00	Cultural	Classroom
	11:00	Math Lesson	6th Grade Achievers
	1:30	ELA Lesson	6th Grade Achievers
		Afternoon Lesson	Classroom
Wed	9:00	Cultural	Classroom
	10:00	Math Lesson	6th Grade Achievers
	12:30	Art	6th Grade Achievers
	1:15	PE	6th Grade Achievers
	2:00	Music	6th Grade Achievers
Thur	9:00	Cultural	Classroom
	11:00	Math Lesson	6th Grade Achievers
	1:30	ELA Lesson	6th Grade Achievers
		Afternoon Lesson	Classroom
	(The other classes are in specials so you have more work time)		
Fri	9:00	Cultural	Classroom
	11:00	Math Lesson	6th Grade Achievers
	1:30	ELA Lesson	6th Grade Achievers
		Afternoon Lesson	Classroom

Aug 31 Weekly Projects: Read The Penny Experiment and answer the questions card 1.  
Creative Writing Optional Project: Write a poem about your name

September 8 Weekly Projects: Read reasoning in science and answer the questions on Card 2.  
Optional Creative Writing Project: Write a fictional story about a society with no farming.

**Monday**

- |  |  |
|--|--|
| 1) Find the least common multiple.<br>2 & 7      | 2) Find the least common multiple.<br>11 & 7       |
| 3) Find the least common multiple.<br>8 & 12     | 4) Find the prime factors for 68.                  |
| 5) Find the prime factors for 25.                | 6) Find the prime factors for 92.                  |
| 7) Find the greatest common factor of:<br>6 & 21 | 8) Find the greatest common factor of:<br>2 & 24   |
| 9) Find the greatest common factor of:<br>12 & 9 | 10) Find the greatest common factor of:<br>24 & 15 |

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



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

bellwether

calendar

category

cemetery

changeable

collectible,

column

committed

conscience

conscientious

# Cursive Writing Practice

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

archaeologist

gourd

fossilized

maize

knapping

# Grammar sheet 1

## Identifying Sentence Types

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

Add the ending punctuation marks and tell what kind of sentences these are:  
**declarative, interrogative, imperative or exclamatory.**

- (1) Amber used a paper towel on the spill  \_\_\_\_\_
- (2) There is no way I am going to let you get a tattoo  \_\_\_\_\_
- (3) Turn your tests in at the front of the room when you leave  \_\_\_\_\_
- (4) May I have a clean plate  \_\_\_\_\_
- (5) The storm rained hard last night  \_\_\_\_\_
- (6) **Which sentence is *exclamatory*?**
- a. I am shocked that Kevin failed the math exam
  - b. The boys ran across the field
  - c. The vase fell and made a loud crashing noise
- (7) **Which sentence is *interrogative*?**
- a. Leslie played chess every weekend
  - b. How many students are in your class
  - c. Alexis was very happy with the new electric car
- (8) **Which sentence is *interrogative*?**
- a. How many times did you eat pizza last month
  - b. The book with the long ribbon is open on the desk
  - c. This picture shows the kids at the zoo

**Choose the type of each sentence.**

- (9) The yellow paint is all over the floor
- a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory
- (10) Have you ever caught a fly ball before
- a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory
- (11) Take some time to find out why the computer's printer is not working
- a. declarative
  - b. interrogative
  - c. imperative
  - d. exclamatory

# Weekly assignment: Due September 4

## 6TH GRADE COMMON CORE CARDS

Read, "The Penny Experiment" and answer the questions below:

CARD 1

1. **What do Paola and her mom perform an experiment on?**

- A. coal   B. salt   C. pennies   D. the Statue of Liberty

2. **What is the order of events in this story?**

- A. Paola wonders why some copper is green; Paola experiments; Paola understands why some copper is green.
- B. Paola experiments; Paola understands why some copper is green; Paola wonders why some copper is green.
- C. Paola experiments; Paola wonders why some copper is green; Paola understands why some copper is green.
- D. Paola understands why some copper is green; Paola experiments; Paola wonders why some copper is green.

3. Acid causes copper to turn green.

**What evidence from the story supports this statement?**

- A. Paola brings home 30 pennies from her trip to the United States.
- B. Paola lives in Seville, Spain, and the streets of her city are lined with orange trees.
- C. Paola's mother is going to make marmalade with oranges from the backyard.
- D. Both vinegar and orange juice cause some of Paola's pennies to turn green

4. **Why does Paola's mom suggest doing an experiment on pennies?**

- A. to make Paola appreciate the music of Beethoven
- B. to explain why tourists like to see flamenco performances
- C. to show Paola how copper changes color
- D. to teach Paola the history of an old bell tower



**5. What is this story mainly about?**

- A. the Statue of Liberty   B. why copper changes color   C. why people visit Spain  
D. why people visit New York City

6. Read the following sentences: "This substance on copper is green. It is called verdigris. Paola said, 'In Spanish, the word for green is verde.'"

**Why does the author mention that the Spanish word for green is verde?**

- A. to show readers a connection between the word verdigris and the color green  
B. to prove to readers that learning Spanish is more useful than learning English  
C. to explain where the word "copper" comes from  
D. to illustrate the difficulty of learning a new language

**7. Choose the answer that best completes the sentence below.**

Paola does experiments with pennies; \_\_\_\_\_, she learns why copper changes color.

- A. as a result   B. however   C. previously   D. first

**8. What is different about the first experiment and the second experiment that Paola does?****9. What is similar about the first experiment and the second experiment Paola does?**

10. **Why does Paola recreate the first experiment?** Support your answer with evidence from the story.

**Tuesday**

- |   |  |
|---|--|
| 1) Find the least common multiple.<br>8 & 10      | 2) Find the least common multiple.<br>4 & 9        |
| 3) Find the least common multiple.<br>6 & 5       | 4) Find the prime factors for 96.                  |
| 5) Find the prime factors for 32.                 | 6) Find the prime factors for 21.                  |
| 7) Find the greatest common factor of:<br>15 & 42 | 8) Find the greatest common factor of:<br>16 & 24  |
| 9) Find the greatest common factor of:<br>30 & 39 | 10) Find the greatest common factor of:<br>20 & 18 |

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Grammar Sheet 2

## Identifying Sentence Types

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

Add the ending punctuation marks and tell what kind of sentences these are: a *statement*, a *question*, a *command* or an *exclamation*.

(1) How many minutes do we have left  \_\_\_\_\_

(2) Take some time to find out why the computer's printer is not working   
\_\_\_\_\_

(3) The storm rained hard last night  \_\_\_\_\_

(4) The tornado is coming this way  \_\_\_\_\_

(5) **Which sentence is a *command*?**

- a. Give me an example of what you are talking about
- b. The yellow paint is all over the floor
- c. The players were nervous before the big game

(6) **Which sentence is a *statement*?**

- a. The girls screamed out loud when they saw it
- b. May I have a clean plate
- c. Did the door lock behind you

(7) **Which sentence is a *statement*?**

- a. Could you please turn that music down
- b. I found my keys on the desk
- c. When are you coming back from vacation

**Choose the type of each sentence.**

(8) Who stole the cookies from the cookie jar

- a. a statement
- b. a question
- c. a command
- d. an exclamation

(9) Austin then went to college to earn a degree

- a. a statement
- b. a question
- c. a command
- d. an exclamation

(10) How wonderful it is to be alive today

- a. a statement
- b. a question
- c. a command
- d. an exclamation

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

1. What is the Central American land bridge?

- A. a manmade bridge between North and South America
- B. the ancient name for the country of Mexico
- C. the land that is now the countries of Costa Rica and Panama
- D. the flooded strip of land between Central and South America

2. What does the author describe in the passage?

- A. the Central American land bridge and the people who traveled it
- B. the gradual rise in ocean level on the Central American land bridge
- C. the species of animals that crossed the Central American land bridge
- D. the cultures of North American peoples before 11,000 BCE

3. Why do scientists think that people traveled the land bridge around 11,000 BCE?

- A. because scientists found fossilized human footprints in the land bridge
- B. because scientists found similar arrow heads and tools in the land bridge and in areas further north and south
- C. because scientists found remains of tent-like residences in the land bridge
- D. because scientists found evidence of cattle herding in the land bridge

4. People in Panama started farming between 9,000 and 7,000 BCE but did not rely on it as their only food source. What evidence from the text supports this conclusion?

- A. "Places we once thought were wild were perhaps maintained by ancient people."
- B. "One clue is when people began farming. On the land bridge, this was around 9,000 and 7,000 BCE."
- C. "Scientists have found evidence that people were growing bottle gourds, squash, and a few other things around that time. These would be in small gardens, not big farms."
- D. "It is hard to tell when people stopped traveling along the land bridge and began living there."

5. What is this passage mostly about?

- A. the rise of agriculture in South America from 9,000 BCE to today
- B. how global warming has affected wildlife on the Central American land bridge
- C. the development of civilization on the Central American land bridge
- D. flint knapping and its importance in ancient Central American culture

6. Read the following sentences: "Places we once thought were wild were perhaps **maintained** by ancient people. This would be like an apple orchard. It looks like a forest, but has actually been planted and taken care of by humans-you wouldn't know it was a farm for apples unless you looked more closely."

As used in the passage, what does "**maintained**" mean?

- A. kept in order
- B. planned
- C. destroyed
- D. seeded

7. Choose the answer that best completes the sentence below.

The first people to travel the Central American land had no permanent dwellings; \_\_\_\_\_ they lived in tents that were easy to take down and put up as they moved around.

- A. moreover
- B. specifically
- C. therefore
- D. instead

**8.** What is knapping and for what did ancient people use it?

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**9.** Why don't archeologists often find evidence of tools in the Central American land bridge? Provide two examples from the text.

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**10.** How can archeologists tell when people started to settle on the land bridge, as opposed to just moving across it? Support your answer with evidence from the text.

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**Wednesday**

- |   |   |
|---|---|
| 1) Find the least common multiple.<br>12 & 4      | 2) Find the least common multiple.<br>5 & 12      |
| 3) Find the least common multiple.<br>3 & 4       | 4) Find the prime factors for 42.                 |
| 5) Find the prime factors for 56.                 | 6) Find the prime factors for 31.                 |
| 7) Find the greatest common factor of:<br>24 & 33 | 8) Find the greatest common factor of:<br>14 & 8  |
| 9) Find the greatest common factor of:<br>30 & 24 | 10) Find the greatest common factor of:<br>2 & 30 |

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Spelling Sheet 3

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

Week of August 31  
Sixth Grade

Write these spelling words in ABC order:

knapping • calendar • cemetery • conscience • column  
archaeologist

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

4. \_\_\_\_\_

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

5. \_\_\_\_\_

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

6. \_\_\_\_\_

Unscramble the letters to spell a word.

eblaneaghc \_\_\_\_\_

ogrdu \_\_\_\_\_

pinpnagk \_\_\_\_\_

cdanaelr \_\_\_\_\_

noclmu \_\_\_\_\_

itblclocele \_\_\_\_\_

ctemyree \_\_\_\_\_

riagtacohoels \_\_\_\_\_

meomictttd \_\_\_\_\_

helleebwtr \_\_\_\_\_

ncoicences \_\_\_\_\_

tygorace \_\_\_\_\_

izame \_\_\_\_\_

iefdsolizs \_\_\_\_\_

Fill in the missing vowels.

cemetery • column • calendar • fossilized • collectible • maize

c \_\_\_ ll \_\_\_ ct \_\_\_ bl \_\_\_

m \_\_\_ \_\_\_ z \_\_\_

f \_\_\_ ss \_\_\_ l \_\_\_ z \_\_\_ d

c \_\_\_ l \_\_\_ nd \_\_\_ r

c \_\_\_ m \_\_\_ t \_\_\_ ry

c \_\_\_ l \_\_\_ mn



**Thursday**

- |   |   |
|---|---|
| 1) Find the least common multiple.<br>10 & 11     | 2) Find the least common multiple.<br>9 & 12      |
| 3) Find the least common multiple.<br>7 & 4       | 4) Find the prime factors for 7.                  |
| 5) Find the prime factors for 63.                 | 6) Find the prime factors for 51.                 |
| 7) Find the greatest common factor of:<br>24 & 12 | 8) Find the greatest common factor of:<br>15 & 27 |
| 9) Find the greatest common factor of:<br>27 & 9  | 10) Find the greatest common factor of:<br>33 & 4 |

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Spelling Sheet 4

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

Week of August 31  
Sixth Grade

You are the teacher. If a word is spelled correctly, put a checkmark next to it and rewrite the word.  
If the word is misspelled, cross off the word and put an X. Then write the correct spelling.

Name: Anna

1. fossilized \_\_\_\_\_ 9. cemetery \_\_\_\_\_

2. consciense \_\_\_\_\_ 10. collectibl \_\_\_\_\_

3. guord \_\_\_\_\_ 11. committed \_\_\_\_\_

4. knepping \_\_\_\_\_ 12. bellwether \_\_\_\_\_

5. calendar \_\_\_\_\_ 13. column \_\_\_\_\_

6. conscientious \_\_\_\_\_ 14. changable \_\_\_\_\_

7. ~~archaeologist~~ X archaeologist 15. category ✓ category

8. maise \_\_\_\_\_

Name: Pam

1. fossilized \_\_\_\_\_ 9. cemetery \_\_\_\_\_

2. concence \_\_\_\_\_ 10. collecetible \_\_\_\_\_

3. gourd \_\_\_\_\_ 11. comited \_\_\_\_\_

4. knappin \_\_\_\_\_ 12. belwether \_\_\_\_\_

5. calendar \_\_\_\_\_ 13. coulumn \_\_\_\_\_

6. conscientious \_\_\_\_\_ 14. changable \_\_\_\_\_

7. orkeoluhjihst \_\_\_\_\_ 15. category \_\_\_\_\_

8. maize \_\_\_\_\_



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

1. According to Mike's mom, what is a cell?

- A. a multicellular organism
- B. the smallest unit of life
- C. a type of tissue
- D. a gel-like fluid

2. How does Mike's mom compare the cell membrane and the nuclear membrane?

- A. Both the cell membrane and nuclear membrane are coverings.
- B. Both the cell membrane and the nuclear membrane controls the cell's activities.
- C. Both the cell membrane and the nuclear membrane let out waste.
- D. Both the cell membrane and the nuclear membrane allow substances to enter the cell.

3. Read the following sentences from the text.

"But some creatures have just a single cell, like an amoeba. They are called unicellular organisms. Other creatures, like us human beings, are collections of cells. These are called multicellular organisms. Multicellular organisms can range in size from brown algae to large animals like elephants and whales, which have trillions of cells."

What can be concluded about cells based on this information?

- A. Unicellular organisms were once part of collections of cells.
- B. Cells in multicellular organisms are stronger than unicellular organisms.
- C. Cells can only support life if they are part of a multicellular organism.
- D. Some cells can support life independently. Other cells support life collectively.

**4.** Read the following sentences from the text.

"A group of human cells band together and form a tissue. There are four main types of tissue in humans. Connective tissues include blood or bones. These form connections between structures in the body. Muscle tissues form muscles, which help us move. Nervous tissues are in the brain, spinal cord, and nerves. This type of tissue helps to control many body activities. Epithelial tissues are tissues that line or cover the different parts of the body. This type of tissue has various functions, such as protecting and filtering."

Based on this information, what can you conclude about tissues?

- A. All tissues in the body have similar functions.
- B. All tissues band together to form cells.
- C. Each type of tissue has a different function.
- D. Some tissues are more important than others.

**5.** What is this text mostly about?

- A. how the parts of cells, tissues, and organs work together
- B. the importance of mitochondria in the life of a human being
- C. how tissues are made from groups of cells to serve different functions
- D. the differences between unicellular and multicellular organisms

6. Read the following sentences from the text.

"That's not all," said Mike's mom. "The organs in your body are made of various tissues. For example, your heart is made of all four types of tissue. All of the tissues in your heart work together to pump blood through your body. The heart is one of five vital organs in humans. The other vital organs are the brain, kidneys, liver, and lungs."

"So these organs are important in keeping me alive?" asked Mike.

"Yeah, and each organ performs its specific function because of the tissues that constitute it."

As used in this sentence, what does the word "constitute" most nearly mean?

- A. take away from something
- B. give something energy
- C. make up the parts of something
- D. change in shape or size

7. Choose the answer that best completes the sentence below.

\_\_\_\_\_ one type of tissue in the heart by itself cannot pump blood through the body, a collection of the four types of tissue in the heart can work together as an organ to pump blood.

- A. Thus
- B. Although
- C. Above all
- D. For instance



**8.** What is an organ made of?

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**9.** Why are all the different parts of the cell necessary?

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**10.** Explain how different parts of a human being work together in unison. Use evidence from the text to support your answer.

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Name \_\_\_\_\_ # \_\_\_\_\_ Date September 4

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

11. \_\_\_\_\_

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

12. \_\_\_\_\_

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

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

# Math Assessment September 4

Determine the greatest common factor (GCF) of each set of numbers.

12, 16 To find the GCF of 12 & 16, first write down the factors of each number.

Factors of 12 1, 2, 3, 4, 6, 12

Factors of 16 1, 2, 4, 8, 16

2 & 4 are factors both 12 and 16 have in common, with 4 being the greatest. So 4 is the GCF.

1) 21, 12

Factors of 21 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Factors of 12 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2) 2, 8

Factors of 2 \_\_\_\_\_, \_\_\_\_\_

Factors of 8 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6, 33

Factors of 6 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Factors of 33 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3) 6, 2

Factors of 6 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Factors of 2 \_\_\_\_\_, \_\_\_\_\_

21, 27

Factors of 21 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Factors of 27 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- a. List all the multiples of 8 that are less than or equal to 100.
- b. List all the multiples of 12 that are less than or equal to 100.
- c. What are the common multiples of 8 and 12 from the two lists?
- d. What is the least common multiple of 8 and 12?
- e. Lyle noticed that the list of common multiples has a pattern. Describe a pattern in the list of numbers that Lyle might have seen.

# Spelling Sheet 1

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

Week of September 8  
Sixth Grade



Read the Word.

Copy the Word.

Copy the Word.

- |                 |       |       |
|-----------------|-------|-------|
| 1. acceptable   | _____ | _____ |
| 2. accidentally | _____ | _____ |
| 3. accommodate  | _____ | _____ |
| 4. acquire      | _____ | _____ |
| 5. acquit       | _____ | _____ |
| 6. amateur      | _____ | _____ |
| 7. apparent     | _____ | _____ |
| 8. argument     | _____ | _____ |
| 9. atheist      | _____ | _____ |
| 10. believe     | _____ | _____ |
| 11. structure   | _____ | _____ |
| 12. strangling  | _____ | _____ |
| 13. atmosphere  | _____ | _____ |
| 14. deity       | _____ | _____ |
| 15. ancient     | _____ | _____ |

# Cursive Handwriting Practice

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

acceptable

accidentally

accommodate

acquire

acquit

amateur

apparent

argument

atheist

# Cursive Handwriting Practice

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

believe

structure

strangling

atmosphere

deity

ancient



# Grammar Sheet 1

Label each word with the correct part of speech symbol. First draw the symbol and then color it the correct color.

“Mom, I’m hurt,” said Mike.

“What happened?” asked Mike’s mom.

“I stumbled and fell while playing football at the  
playground today. I scraped my knee,” said Mike.

“You poor dear. Here, let’s put a Band-Aid on your knee,”  
said his mom.

# Weekly Assignment: Due Friday

## 6TH GRADE COMMON CORE CARDS

Read, “**Scientific Reasoning**” and answer the following questions.

CARD 2

1. **According to the article, what is the definition of the following words?** For each word write the definition as a full sentence. Then write the number of the paragraph in which you found it.
  - a. Quantitative
  - b. Scientific method
  - c. Validated
  - d. Data
  - e. Model
  
2. The article states that, “Science needs both ideas (the hypothesis) and facts (the quantitative results) to move forward.”
  - a. How does this sentence describe the scientific method?**
  - b. What would happen if scientists had only ideas and no facts?**
  - c. What would happen if scientists had only facts and no new ideas?**
  
3. You have heard of the ‘Big Bang Theory’ and the “Law of Gravity”. **Using information from the article, describe why one is called a theory and the other a law.**
  
4. At the science fair one year a Villa student asked the question, “Will students eat more snacks if they are watching a boring video or an exciting video?” She used the scientific method to answer the question. She found a video called, “The most boring video ever” and an exciting skateboarding video. She then had the same students watch both videos on different days with the same bowls of snacks available to them. She measured how much food the students ate while they watched each video.
  - a. If you were conducting this experiment what would your hypothesis be?**
  - b. What two steps of the scientific method did this student carry out?**
  - c. What would the next steps be for the student in the scientific method?**
  - d. If you had to refine this experiment how would you do it? What variables (things that might change the outcome) would you try to eliminate and how would you do that?**

5. Scientists write their hypothesis and their data down in a notebook. An example is below. Think of a question about Villa Montessori students that you would like to answer. It must be a question that you can collect quantitative information about. Write the following information down in complete sentences using the template below.
- a. **What is your question?**
  - b. **What is your hypothesis (what do you think is the answer to the question)?**
  - c. **What experiment could you do to find out the answer to your question?**
  - d. **What data would you collect? How is this data quantitative and not merely qualitative?**
  - e. **If possible, run your experiment. If not pretend that you have run it. Record your data. (If you are pretending you can make up your data)**
  - f. **What conclusion can you draw from your data?**
  - g. **What is one way you could refine your experiment and what new data could you collect?**

Question:

Hypothesis:

Data:

Conclusion:

- a. Lindy is having a bake sale. She has 48 chocolate chip cookies to put in bags. How many bags can she fill if she puts the same number in each bag and uses them all? Find all the possibilities. Explain your reasoning.
- b. Lindy has 64 vanilla wafer cookies to put in bags. How many bags can she fill if she puts the same number in each bag and uses them all? Find all the possibilities. Explain your reasoning.
- c. How many bags can Lindy fill if she puts the chocolate chip cookies and the vanilla wafers in the same bags? She plans to use all the cookies and wants to include an equal number of chocolate chip cookies and an equal number of vanilla wafers in each bag. Explain your reasoning.
- d. What is the largest number of bags she can make with an equal number of chocolate chip cookies and an equal number of vanilla wafers in each bag (assuming she uses them all)? Explain your reasoning.



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## Wednesday Lesson

# Spelling Sheet 2

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

Week of September 8  
Sixth Grade

Write the words into the boxes.

acceptable • atmosphere • acquire • accommodate • believe  
structure • deity • acquit

Circle the word spelled correctly. Cross out the misspelled word.

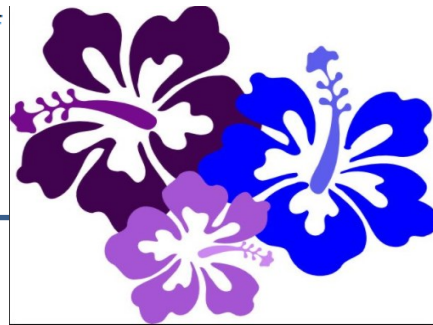
- |                |             |                 |             |
|----------------|-------------|-----------------|-------------|
| 1. acceptable  | accepteble  | 2. accidentally | accidentall |
| 3. accommodate | eccommodate | 4. acqjure      | acquire     |
| 5. aqjut       | acquit      | 6. amateur      | ammuhur     |
| 7. apparent    | apparen     | 8. argument     | arument     |
| 9. atheist     | athiest     | 10. believe     | belleive    |
| 11. sructure   | structure   | 12. strangling  | strenling   |
| 13. atmosphere | atmuhsihr   | 14. deity       | duety       |

## Grammar Sheet 2

Label each word with the correct part of speech symbol. First draw the symbol and then color it the correct color.

Mike's mom gingerly wiped his bleeding knee with a wet cloth and pasted a Band-Aid on it. Mike wondered aloud, "Our bodies are made of arms and legs. The arms and legs are made of blood and bones. But what are these blood and bones made of?"

1 The florist can order roses in bunches of one dozen and lilies in bunches of 8. Last month she ordered the same number of roses as lilies. If she ordered no more than 100 roses, how many bunches of each could she have ordered? What is the smallest number of bunches of each that she could have ordered? Explain your reasoning.



2 Nina was finding multiples of 6. She said,

*18 and 42 are both multiples of 6, and when I add them, I also get a multiple of 6:*

$$18 + 42 = 60.$$

Explain to Nina why adding two multiples of 6 will always result in another multiple of 6.

Thursday Lesson

# Spelling Sheet 3

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

Week of September 8  
Sixth Grade

Fill in the missing vowels.

acceptable • amateur • acquit • ancient • atheist • apparent  
atmosphere • acquire • structure • deity • argument • strangling

\_\_rg\_\_m\_\_nt

\_\_nc\_\_ \_\_nt

d\_\_ \_\_ty

\_\_m\_\_t\_\_ \_\_r

\_\_cq\_\_ \_\_t

\_\_tm\_\_sph\_\_r\_\_

\_\_cc\_\_pt\_\_bl\_\_

\_\_th\_\_ \_\_st

str\_\_ct\_\_r\_\_

str\_\_ngl\_\_ng

\_\_pp\_\_r\_\_nt

\_\_cq\_\_ \_\_r\_\_

Write as many spelling words on the lines as you can.



Split each word into syllables.

Word	In Syllables	Word	In Syllables
atmosphere		argument	
apparent		accommodate	
acceptable		ancient	
strangling		deity	



## Grammar Sheet 3

Label each word with the correct part of speech symbol. First draw the symbol and then color it the correct color.

Mike's mom replied, "Everything in our body is made of small

units called **cells**. Think of it this way. Just like hundreds of

thousands of bricks form a house, millions of **cells** form our

muscles, bones, skin, and hair—eventually coming together to

form the human body."

1. List five positive effects of farming.

- 1.
- 2.
- 3.
- 4.
- 5.

2. List 5 negative effects of farming.

- 1.
- 2.
- 3.
- 4.
- 5.

3. Focus on one of the positive or negative effects of farming and imagine how the world would be different with out farming. Write one paragraph below about how the world would be different without farming.

OR

Be part of our creative writing project. Write a story set in a world without farming. Imagine a protagonist (the person the story is about) and a conflict. Your story can be set in the past before farming, in a future where there is no longer farming, or in an alternative history in which farming never developed. All edited stories will be included in our book.

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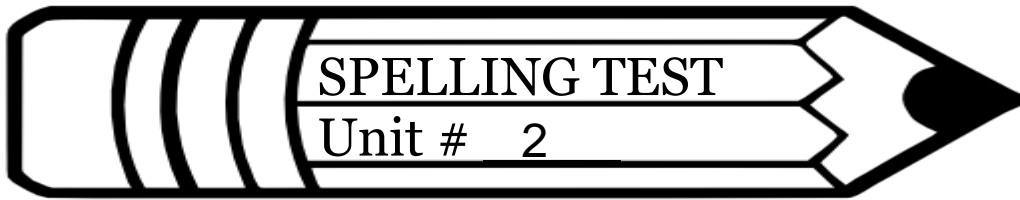
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Name \_\_\_\_\_ # \_\_\_\_\_ Date September 11

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

11. \_\_\_\_\_

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

12. \_\_\_\_\_

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

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

# Math Assessment September 11