MCMS Educational Applications Login Information

How to Login to Google Classroom From Home:

1. Enter the URL www.google.com in the address bar at the top of the web browser. Note: Downloading and using the Google Chrome web browser will take you directly to the Google home screen.





2. Click on the Blue Sign in Button at the top right portion of the screen.
3. Enter your School Issued Login Credentials
4. Once you are signed in you can access all **Google Apps** including **Google Classroom** by clicking on the "waffle" button at the top right-hand side of the screen.

My Google Account Username is:

My Google Account Password is:

How to Login to Reading Plus From Home:

1. Enter the URL www.student.readingplus.com in the address bar at the top of the web browser.
2. If prompted, enter the **Site Code: rpmccre** in the space provided.
3. Enter your Reading Plus username and password in the boxes provided and hit sign-in.

My Reading Plus Username is:

My Reading Plus Password is:

How to Login to IXL from Home:

1. Enter the URL www.ixl.com/sigin in the address bar at the top of the web browser.
2. Enter your IXL username and password in the boxes provided and click sign-in.

My IXL Username is:

My IXL Password is:

How to Login to i-Ready from Home:

1. Enter the URL https://login.i-ready.com/ in the address bar at the top of the web browser.
2. Enter your i-Ready username and password in the boxes provided and click sign-in

My i-Ready Username is:

My i-Ready Password is:

For Google and/or Reading Plus assistance contact Mark Jones at mark.jones@mccreary.kyschools.us
For IXL assistance contact Sherry Durham at sherry.durham@mccreary.kyschools.us



MCMS
6th Grade
NTI Packet
Days 6 - 10

McCreary County Middle School

Non-Traditional Instructional Day (NTI)

DAY 6

6TH GRADE

Name_____

Name _____ Date _____

LESSON
Cloze Activity

Air and Water

Fill in the blanks.

carbon dioxide	oxygen	reservoirs	water cycle
fresh	pipelines	respiration	
ocean	precipitation	ultraviolet	

Air is the part of the atmosphere that makes life on Earth possible. Air contains _____, which living things use for _____, the breaking down of food to produce energy. As a waste product of respiration, organisms give off _____, which plants take in to make food. The atmosphere protects us from _____ radiation and regulates air temperature.

In addition to breathable air, people also need _____ water to drink. Fresh water is constantly cycled between Earth's surface and the air by the _____. The water cycle's phases include evaporation, condensation, and _____. Most water on Earth is found in the _____. Cities and large towns store fresh water in _____ and supply the fresh water to homes through _____. Both of these events can affect a city or town's supply of fresh water.

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LESSON Vocabulary

Name _____ Date _____

Other Land Resources

Match the correct letter with the description.

a. acid rain	**e.** nonrenewable resource
b. biodegradable	**f.** renewable resource
c. coal	**g.** smog
d. landfill	**h.** toxic waste

1. _____ I formed when decaying swamp plants were buried and subjected to heat and pressure over millions of years. What am I?

2. _____ I am a natural resource that cannot be reused or quickly replaced. What am I?

3. _____ I am a mixture of smoke and fog that usually forms over cities. What am I?

4. _____ I am a place with a special lining where garbage is collected, and I get covered with soil. What am I?

5. _____ I form when nitrogen and sulfur from burning fossil fuels combine with moisture in the air. What am I?

6. _____ I am a natural resource that can be reused or replaced quickly. What am I?

7. _____ I am the word used to describe garbage that breaks down quickly and naturally. What am I?

8. _____ I am a collection of poisonous materials that must be handled very carefully. What am I?

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McCreary County Middle School

Non-Traditional Instructional Day (NTI)

DAY 7

6TH GRADE

Name_____

LESSON Vocabulary

Name _____ Date _____

The Atmosphere and Weather

Match the correct letter with the description.

a. air pressure	**d.** Coriolis effect	**g.** sea breeze
b. atmosphere	**e.** insolation	**h.** troposphere
c. convection cell	**f.** land breeze	

1. _____ wind that blows from the land toward the sea

2. _____ a circular pattern of rising air, sinking air, and winds, caused by unequal heating and cooling of a region's air

3. _____ the layer of the atmosphere closest to Earth's surface

4. _____ the force exerted on a given area by impacts of gas particles in constant motion

5. _____ the amount of the Sun's energy that reaches Earth at a given time and place

6. _____ the layers of gases that surround Earth

7. _____ the shift in the direction of global winds caused by Earth's rotation

8. _____ wind that blows from the sea toward the land

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Name _____ Date _____

LESSON
Cloze Activity

The Atmosphere and Weather

Fill in the blanks.

Coriolis effect	increases	left	right
equator	insolation	lower	temperature
higher	latitude	poles	

Two key factors that determine the weather are temperature and air pressure. Air temperature depends mostly on the angle of _____; as the angle _____, the air becomes warmer. Angle of insolation varies with _____, time of day, and season.

Air pressure varies with _____. Cool air has a(n) _____ air pressure than warm air. Air moves from areas of higher pressure to areas of _____ pressure. Higher air pressure at the _____ than at the _____ causes global convection cells. Air in the Northern Hemisphere moving southward is pushed to the _____ and in the Southern Hemisphere moving northward to the _____ because of the _____. This causes global wind patterns.

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McCreary County Middle School

Non-Traditional Instructional Day (NTI)

DAY 8

6TH GRADE

Name_____

LESSON Vocabulary

Name _____ Date _____

Predicting Weather

Choose a word from the word box below that answers each question.

a. air mass	d. front	g. warm front
b. cold front	e. isobars	h. weather map
c. Doppler radar	f. occluded front	

1. _____ I am a large region of the atmosphere in which the air has similar properties throughout. What am I?

2. _____ I am the lines on a weather map that connect places with equal air pressure. What am I?

3. _____ I am the place where warm air moves in over a cold air mass. What am I?

4. _____ I am a tool used to predict weather by showing different fronts and areas of high and low pressure. What am I?

5. _____ I am the place where cold air moves in under a warm air mass. What am I?

6. _____ I am the boundary between two air masses. What am I?

7. _____ I am the place where a cold front catches up with a warm front, forming a wedge of warm air between two masses of cold air. What am I?

8. _____ I am a special type of radar used to detect precipitation and give an indication of wind speed. What am I?

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Name _____ Date _____

LESSON Cloze Activity

Predicting Weather

Fill in the blanks.

clear	counterclockwise	thunderstorms
clockwise	forecasts	warm front
clouds	fronts	weather
cold front	precipitation	wind

To predict weather, scientists study how air moves. Air pressure causes _____ and influences _____. To make accurate _____, scientists must locate low- and high-pressure systems. A high-pressure system usually produces _____ skies. A low-pressure system usually produces _____ and _____. In the Northern Hemisphere, winds flow _____ around a high and _____ around a low.

Weather maps track the movements of highs, lows, and _____. At a(n) _____, cold air pushes warm air upward; sometimes _____ develop. A warm air mass moves over a cold air mass at a(n) _____. Expect light precipitation both before and during the passing of a warm front.

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McCreary County Middle School

Non-Traditional Instructional Day (NTI)

DAY 9

6TH GRADE

Name_____

Name _____ Date _____

LESSON Vocabulary

The Earth-Sun-Moon System

Match the correct letter with the description.

a. craters	**d.** maria	**g.** tide
b. gravity	**e.** phase of the Moon	**h.** waning
c. lunar eclipse	**f.** solar eclipse	**i.** waxing

1. _____ the shape of the Moon we see in the night sky

2. _____ the force of attraction among all objects

3. _____ the type of phase that occurs when the lighted side of the Moon becomes more and more visible

4. _____ the bowl-shaped depressions on the Moon's surface formed by impacts from space objects

5. _____ an event that occurs when Earth blocks sunlight from reaching the Moon

6. _____ the regular rise and fall of the water level along a shore

7. _____ the large, dark, flat surface areas on the Moon's surface

8. _____ an event that occurs when Earth passes through the Moon's shadow

9. _____ the type of phase that occurs when we see less and less of the Moon's lighted side

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LESSON
Cloze Activity

Name _____ Date _____

The Earth-Sun-Moon System

Fill in the blanks.

craters	lunar	shape
Earth	maria	solar
gravity	phases	telescopes

Technology allows scientists to study the Moon in new ways. Apollo astronauts saw firsthand many features that before had been viewed only through _____. They inspected _____ and saw _____, highlands, mountain ranges, and valleys.

As the Moon revolves around _____, it passes through _____ and appears to change _____. If the Moon passes directly through Earth's shadow, a(n) _____ eclipse occurs. When Earth passes through the shadow of the Moon, a(n) _____ eclipse occurs.

Tides are the result of the pull of _____ between Earth and the Moon. The positions of Earth, the Moon, and the Sun can cause tides to be especially strong or weak.

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McCreary County Middle School

Non-Traditional Instructional Day (NTI)

DAY 10

6TH GRADE

Name_____

LESSON
Cloze Activity

Name _____ Date _____

The Solar System

Fill in the blanks.

gas giants	meteor	orbits	stars
inner	meteorite	rings	Sun
metallic	meteoroids	rocky	

A solar system consists of a star that is orbited by planets, moons, and other objects. Planets are large bodies that orbit _____, and moons orbit planets. The star that planet Earth orbits is the _____.

Mercury, Venus, Earth, and Mars are called the _____ planets. Their _____ bring them closest to the Sun. They are similar in size, are mostly _____, and have no rings. The outer planets are all _____. These planets all have _____ and moons. Their cores are small and _____.

Other objects in our solar system include asteroids, _____, and comets. A meteoroid that is pulled by gravity into Earth's atmosphere is a(n) _____. If a meteor hits Earth's surface, it is called a(n) _____. A comet is a ball of ice and rock that orbits the Sun.

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LESSON
Cloze Activity

Name _____ Date _____

Stars

Fill in the blanks.

black hole	light-years	nebula
color	magnitude	neutron star
gravity	main-sequence	supernova

Groups of stars form patterns in the sky called constellations. A star is a large, hot ball of gases that is held together by _____ and gives off its own light. Distances in space are measured in _____.

The brightness of a star is its _____. You can tell the surface temperature of a star by its _____. The Sun, like most stars, is a(n) _____ star.

A star develops from a collection of dust and cloud called a(n) _____. A very large star, called a supergiant, may collapse and explode to become a(n) _____ and then a(n) _____. When a very massive star collapses, it may end up as a(n) _____. X rays in space provide evidence of the existence of these collapsed stars.

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6th Grade Eng. Day 6

Directions
Read this article. Then answer questions 29 through 35.

Lightning Strikes

by Charlene Brusso

1 The only difference between a lightning bolt and the small spark that jumps between your hand and a metal doorknob after you scuff across a rug is size. Both happen when electrical charge builds up and suddenly discharges.

What Is Lightning?

2 Lightning begins inside thunderstorms. Updrafts of air lift raindrops from the bottom of the cloud into freezing air at the top. Downdrafts move ice particles lower, into warmer air. Negatively charged electrons build upon the falling ice as it passes the water droplets. In time, the storm cloud becomes negatively charged on the bottom and positively charged on top.

3 When the negative charge builds up enough, a huge number of electrons jump through the air, looking for something that conducts electricity: the ground, a tree, a lightning rod. We see that discharge as a flash of lightning.

4 Lightning zips along at 40 miles (64 kilometers) a second. The center of the lightning bolt is only about as thick as a pencil, but it packs so much energy that it can melt rock or metal and set wood ablaze. An average lightning bolt has enough electricity to run the appliances in your house for a couple of days. But all that electricity arrives at once, at 54,000 degrees Fahrenheit (30,000 Celsius)—six times hotter than the surface of the sun. It would melt anything you tried to use to collect it.

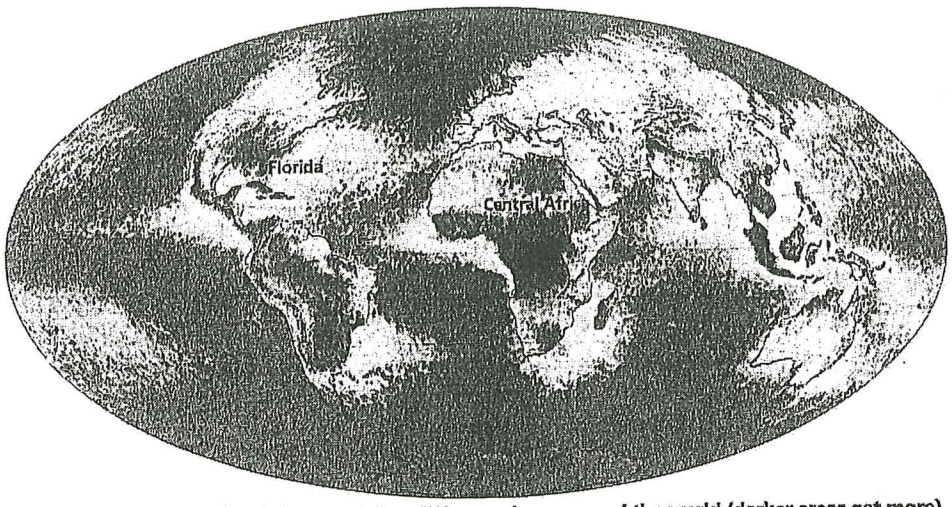
5 Thunder is the sound of lightning. Each bolt super heats the air around it to 18,000 degrees Fahrenheit (9,980 Celsius) in less than a second. The superhot air instantly expands, sending out a shock wave that we hear as thunder. The farther away lightning strikes, the deeper the sound of the thunder—and the longer it takes to get to you. That's because light travels much faster than sound. In fact, if you count the delay between the lightning and the thunder, you can tell approximately how far away the lightning is (about a mile for every five seconds).

GO ON

Lightning around the World

6 Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment—scientists estimate that lightning strikes somewhere on Earth about 100 times every second. Where does it strike the most often? Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day. There, air masses from the Atlantic Ocean collide with cooler mountain air, making lots of thunderstorms. The Himalayas are another lightning hotspot. In the United States, the best place to spot lightning is Florida. Warm air from the Gulf of Mexico banging into cool air from the Atlantic Ocean creates lightning almost daily across the Sunshine State.

7 Places with very stable weather get the least lightning. The Arctic and Antarctica have almost no thunderstorms because their air is about the same temperature everywhere. Lightning is also uncommon far out over the ocean, away from land, for the same reason.



This map shows how often lightning strikes different places around the world (darker areas get more).

Lightning Safety

8 Because of its unpredictability and power, lightning can be extremely dangerous. If you're caught outside during a lightning storm, don't stand under a tree or lie flat in the open. Instead, crouch down with your hands and your head tucked close (but not touching the ground) and your feet close together. This makes you less of a conductor for any bolts that strike near you. Rubber-soled shoes are no protection—if lightning can zap through miles of air, which is an excellent insulator, your favorite trainers[1] won't stop it either.

9 If you can, try to get inside a car or building. You're safe inside the car because electricity will travel over the metal surface instead of through the interior. In buildings, stay away from metal faucets and telephones connected to the wall—lightning can travel through pipes and wires. Then, once you're safe inside, look out and enjoy the awesome beauty of Earth's electricity!

---

[1]**trainers:** British term for "sneakers"

29 How is the idea "Lightning begins inside thunderstorms" (paragraph 2) developed in the article?

A by comparing a lightning bolt to a small spark

B by describing how lightning occurs in different types of weather

C by explaining how air at different temperatures creates a charge in clouds

D by providing examples of how much electricity is produced by electrons jumping through air

30 Read this quotation from paragraph 6.

> **Between 1,500 and 2,000 thunderstorms are crackling and booming around the world at this very moment . . .**

Why does the author use the words "crackling and booming" instead of "occurring"?

A to help the reader experience the speed of lightning

B to help the reader imagine the sounds of thunderstorms

C to be clear about the electrical nature of lightning

D to be accurate about how common thunderstorms are

31 How does the illustration support the author's claims in the section "Lightning around the World"?

A by highlighting the size of lightning strikes in particular areas

B by providing evidence of why lightning strikes in some areas

C by illustrating which areas are more affected by lightning strikes

D by showing the limited areas in the world where lightning strikes occur

32 How does the section "Lightning Safety" connect to the section "What is Lightning?"

A "Lightning Safety" summarizes the effects of lightning described in "What is Lightning?"

B "Lightning Safety" contrasts different types of lightning described in "What is Lightning?"

C "Lightning Safety" elaborates on the cause of the powerful lightning described in "What is Lightning?"

D "Lightning Safety" describes ways to avoid the powerful lightning explained in "What is Lightning?"

33 Which sentence **best** expresses a central idea in the article?

A Lightning strikes are only about as thick as a pencil.

B Lightning strikes are uncommon far out over the ocean.

C Lightning strikes are due to unstable weather conditions.

D Lightning strikes are able to travel through pipes in a building.

34 What does paragraph 9 suggest about the author's point of view in the article?

A The author has great respect for lightning.

B The author has difficulty understanding lightning.

C The author believes that lightning can be useful.

D The author believes that it is impossible to avoid lightning.

35 Which idea would be **most** important to include in a summary of the article?

A "The farther away lightning strikes, the deeper the sound of the thunder . . ." (paragraph 5)

B "Lightning zaps the remote mountain village of Kifuka, in central Africa, nearly every day." (paragraph 6)

C "Because of its unpredictability and power, lightning can be extremely dangerous." (paragraph 8)

D "You're safe inside the car because electricity will travel over the metal surface instead of through the interior." (paragraph 9)

STOP

6th Grade Eng. Day 7

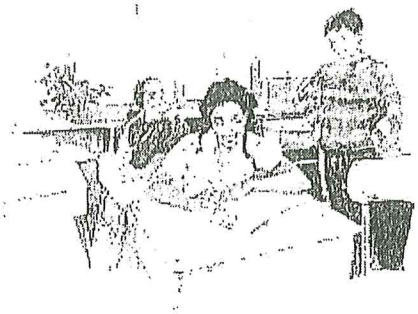
Directions
Read this story. Then answer questions 8 through 14.

Drawing Horses

by Cerelle Woods

I'd give anything to draw horses the way Euphemia Tucker does. She draws them in the margins of spelling tests and on the back of her math homework. They're always running wild and free, their manes swirling over the paper like clouds across the sky.

Euphemia's horses look so real you can almost feel their breath on your face.



Luke Anderson, who sits next to me, says he can't decide whether my horses look more like Great Danes or kitchen tables. He also calls me Messy. I prefer Marisa, which is my real name, to Missy, which is what everyone—except Luke—calls me. If I could draw like Euphemia, I'd sign all my pictures Marisa. Nobody messes with Euphemia's name, not even Luke Anderson.

Today I sharpened my pencil and took a clean sheet of paper out of my desk. Then I closed my eyes and pictured one of Euphemia's perfect horses rearing up and pawing the air with its sharp hooves. I could see it so clearly I was sure I'd be able to draw it this time.

I started with what I do best: a big, billowing mane. Next I roughed in most of the body and drew a long tail streaming out behind. It really wasn't turning out half bad until I got to the front-legs-pawing-the-air part, which looked more like two macaroni noodles with tiny marshmallows for hooves.

I tried again, but the hooves still didn't seem right, and rather than doing them over and over, I erased them and went on to the head. That was when I really ran into trouble.

First I drew some great donkey ears, followed by sheep ears, pig ears, kangaroo ears . . . everything except horse ears. I erased again and again until I had rubbed a hole in the paper. That was when Luke Anderson poked his nose over my shoulder.

I scratched a big X through my earless, macaroni-legged horse, wadded it up into a little ball, and stuffed it under the lid of my desk.

I was still upset when I got off the school bus this afternoon. I walked past the neighbors' horses standing in the field next to our house. They've been in that field for as long as I can remember. Their stringy manes never float into the sky. Their ragged old tails hang straight down to the ground, and I've never seen them run.

GO ON

I brooded about it all through dinner. After I'd helped clear the dishes, I sat down with a stack of typing paper and a freshly sharpened pencil. Without Luke Anderson there to pester me, I hoped I'd have better luck. I practiced a few horses' heads, trying to get the ears right. Nothing worked.

I tossed all the sketches into the trash and walked outside. The sun had just sunk below the horizon, feathering the whole sky with pink and orange wisps. Everything looked special in that light, even the scraggly horses next door.

I dragged a lawn chair over to the fence and sat down to take a better look at them. They'd never be free spirits like Euphemia's horses, but they did seem patient and strong. I noticed the curves of their muscles, the shadows on their faces, the shine along their backs. Their colors reminded me of dessert—rich chocolate, deep cinnamon, creamy caramel.



I was just sitting there, feeling kind of dazzled by the unexpected beauty of it all, when I remembered the big box of pastels my grandmother had sent.

An idea began to take shape in my mind, and just then the cinnamon horse turned its head toward me and nodded three times. It was like a sign.

I hurried into the house, grabbed the pastels and some paper, and raced for the door.

I choose a deep brown, pulling it across my paper in the shape of the chocolate horse. It comes out right the first time, even the legs and ears! Drawing horses is easier when they're right in front of you, and I'll say this for the ones next door—they hold their poses.

The sky is turning out just as I'd hoped, too; all the pinks and reds blending together like a strawberry parfait, and I love the way the caramel horse's mane is blowing, just barely, in the wind.

It doesn't look exactly like one of Euphemia's horses, of course. But I already know that when this drawing is finished, I'll be signing it Marisa.

8 In line 3, what does the simile "like clouds across the sky" help the reader understand about the horses in Euphemia's sketches?

A They are drawn sloppily.

B They look like they are in motion.

C They are getting tangled up with each other.

D They look like they are trotting through fog.

9 How do lines 14 through 16 contribute to the development of the plot?

A They establish Marisa's problem.

B They emphasize Marisa's hopefulness.

C They contrast Marisa's artistic abilities with Euphemia's.

D They illustrate Marisa's determination to not let Luke bother her.

10 Which phrase **best** conveys the tone in lines 1 through 30?

A "They're always running wild and free. . ." (lines 2 and 3)

B "He also calls me Messy." (lines 8 and 9)

C "Next I roughed in most of the body. . ." (lines 17 and 18)

D "I scratched a big X through my earless, macaroni-legged horse, . . ." (line 26)

11 Read this sentence from line 32.

I brooded about it all through dinner.

What effect does the word "brooded" have in the story?

A It shows Marisa's anxiety about her abilities.

B It reveals Marisa's motives for drawing.

C It emphasizes how Marisa is growing as a character.

D It indicates Marisa has a major decision to make.

12 How do lines 36 through 38 help convey the theme of the story?

A They show that some situations take time to change.

B They prove that practice can help natural talents to develop.

C They suggest that inspiration may come in unexpected ways.

D They demonstrate that new ideas will eventually be accepted.

13 Which sentence **best** explains why Marisa's final horse drawing was different than her first tries?

A "Everything looked special in that light, even the scraggly horses next door." (lines 37 and 38)

B "I noticed the curves of their muscles, the shadows on their faces, the shine along their backs." (lines 42 through 44)

C "An idea began to take shape in my mind, and just then the cinnamon horse turned its head toward me and nodded three times." (lines 49 and 50)

D "I choose a deep brown, pulling it across my paper in the shape of the chocolate horse." (line 52)

14 How does Marisa change while watching her neighbors' horses?

A She realizes that Euphemia's horses do not look realistic, so she decides to try to draw better pictures than her friend.

B She decides to try a different way of drawing and is proud of her work.

C She realizes she can never be an artist like Euphemia but wants to draw like her anyway.

D She finally learns that drawing horses is easier with proper lighting and art supplies.

6th Grade Eng Day 8

Directions
Read this story. Then answer questions 15 through 21.

Excerpt from *The Black Pearl*

by Scott O'Dell

I had put the seventh pearl on the scales and was carefully setting the small copper weights to make them come to a proper balance when I heard my father's steps outside the office. My hand shook at the sound and one of the weights slipped from my fingers. A moment later the heavy iron door swung open.

My father was a tall man with skin turned a deep bronze color from the glare of the sea. He was very strong. Once I saw him take two men who were fighting and grasp them by the backs of their necks and lift them off the ground and bump their heads together.

He came across the room to where I sat at the desk on my high stool and glanced at the ledger.

"You work with much rapidity," he said. "Six pearls weighed and valued since I left this morning." He wiped his hands on the tail of his shirt and took a pearl from the tray. "For this one," he said, "what is your notation?"

"Round. Fair. Weight 3.5 carats," I answered.

He rolled the pearl around in the palm of his hand and then held it to the light.

"You call this one only fair?" he asked. "It is a gem for the king."

"For a poor king," I said. After four months of working with my father I had learned to speak my mind. "If you hold it closer to the light, you will see that it has a flaw, a muddy streak, about midway through."

He turned the pearl in his hand. "With a little care the flaw can be peeled away," he said.

"That, sir, I doubt."

My father smiled and placed the pearl back in the tray. "I doubt it also," he said and gave me a heavy pat on the back. "You are learning fast, Ramón. Soon you will know more than I do."

I took a long breath. This was not a good beginning for the request I wanted to make. It was not good at all, yet I must speak now, before my father left. In less than an hour the tide would turn and the fleet sail from the harbor.

"Sir," I began, "for a long time you have promised me that when I was sixteen I could go with you and learn how to dive for pearls. I would like to go today."

My father did not reply. He strode to the slit in the wall and peered out. From a shelf he took a spyglass and held it to one eye. He then put the spyglass down and cupped his hands and shouted through the slit.

"You, Ovando, leaning against the cask, send word to Martin, who leans against the tiller of the *Santa Teresa*, that there is much work to do and little time in which to do it."

My father waited, watching through the slit, until his message was sent forward by Ovando.

"If you go with the fleet," he said, "then all the male members of the Salazar family will be on the sea at once. What happens if a storm comes up and drowns the both of us? I will tell you. It is the end of Salazar and Son. It is the end of everything I have worked for."

"The sea is calm, sir," I answered.

"These words prove you a true landsman. The sea is calm today, but what of tomorrow? Tomorrow it may stand on end under the lash of a chubasco."[1]

"It is still a week or two before the big wind comes."

"What of the sharks? What of the devilfish that can wring your neck as if it were the neck of a chicken? And the giant mantas by the dozens, all of them the size of one of our boats and twice as heavy? Tell me, what do you do with these?"

"I have the knife that grandfather gave me."

My father laughed and the sound bounded through the room like the roar of a bull.

"Is it a very sharp knife?" he asked scornfully.

"Yes, sir."

"Then with much luck you might cut off one of the eight arms of the devilfish, just before the other seven wrap around you and squeeze out your tongue and your life."

I took another breath and brought forth my best argument.

"If you allow me to go, sir, I shall stay on deck while the others dive. I shall be the one who pulls up the basket and minds the ropes."

I watched my father's face and saw that it had begun to soften.

"I can take the place of Goleta," I said quickly, to follow up the advantage I had gained. "There is an apology to make, sir. At noon Goleta's wife came to say that her husband is sick and cannot sail. I forgot to tell you."

---

[1] **chubasco:** a strong storm

My father walked to the iron door and opened it. He looked at the sky and at the glossy leaves of the laurel trees that hung quiet on their branches. He closed the door and put the tray of pearls in the safe and turned the bolt.

"Come," he said.

15 Read line 15 of the story.

"You call this one only fair?" he asked. "It is a gem for the king."

What does this line suggest about the father?

A He has not looked at the pearl as closely as Ramón has.

B He does not think that Ramón is correct about the pearl.

C He is testing Ramón's confidence in judging the pearl's value.

D He is teaching Ramón about the pearl's quality.

16 Which detail from the story **best** supports the idea that Ramón is becoming an expert at judging pearls?

A "'For this one,' he said, 'what is your notation?'" (lines 11 and 12)

B "'For a poor king,' I said." (line 16)

C "'With a little care the flaw can be peeled away,' he said." (lines 19 and 20)

D "I would like to go today." (line 29)

17 Why is the father reluctant to bring Ramón on a pearl-diving trip?

A He is concerned for Ramón's safety.

B He needs Ramón to evaluate more pearls.

C He thinks Ramón is still too young to sail.

D He is unsure Ramón is ready to dive.

18 In line 55, why does Ramón suggest that he will "stay on deck while the others dive"?

A His father needs him to help with other jobs on the boat.

B He realizes that his father will never actually let him go.

C His father has convinced him that it is too dangerous.

D He is trying to gradually change his father's mind.

19 How does line 57 **best** contribute to the development of the story?

A by signaling a turning point

B by providing a solution to the problem

C by comparing the characters' actions

D by introducing a new conflict

20 How does the father change during the story?

A He becomes concerned about a diver's health.

B He begins to acknowledge Ramón's maturity.

C He becomes frustrated by Ramón's persistence.

D He stops worrying about his family business.

21 The author develops Ramón's point of view in the story **mostly** by

A describing Ramón's fear of pearl diving

B including Ramón's analysis of the pearl

C describing how Ramón feels about his father

D including dialogue between Ramón and his father

6th Grade Eng. Day 9

Directions
Read this article. Then answer questions 29 through 35.

Move Over, Spider-Man—Here's Spider-Goat!

by Joli Allen

Making silk threads isn't just for spiders anymore. A special type of goat is doing it, too. Nubian goats look and act like any other playful, floppy-eared goats. But when they aren't playing, these goats are busy making spider silk.

Spider silk is absolutely amazing. It's five times stronger than steel, but it's also very light and flexible. Because of this, scientists plan to use it to make some totally cool things! Imagine clothing that's as light as a cobweb, yet won't tear, or fishing line and tennis racket strings that won't break. Doctors might be able to use spider silk for making tiny stitches in delicate eye surgery, but it could also be strong and flexible enough to replace some worn-out parts of the human body. The silk also could be used to build airplanes, buildings, and bridges, as well as create a tough coating for space stations. Because of all these possibilities, scientists have been searching for ways to make spider silk in huge quantities, and they have finally found the answer: Nubian goats!

Scientists have studied spider silk for years. They tried to raise spiders on spider farms to collect silk from them, but the spiders didn't enjoy living so close to one another. Spiders like their own space, and when they don't get it . . . well . . . they make space by eating their neighbors!

Goats, the scientists discovered, are much friendlier than spiders and are also easier to work with. Because they're bigger, a few goats can produce more silk than a roomful of spiders. The scientists chose Nubian goats for this job because they make milk at a younger age than many other goats. So, the Nubian goats will make spider silk sooner and for longer periods of time.

But how do the goats actually make the spider silk? That's what scientist Jeffrey Turner wanted to figure out when he taught animal science at McGill University in Montreal. He noticed that the body parts of spiders that make silk and the parts of goats that make milk are very much alike. Because of this, he figured that goats might be able to make spider silk. The idea excited him, and he started his own company in 1993 to do more research on how goats could do what spiders have been doing for years.

Eventually, Turner and his fellow scientists found a way to place spider genes in goats so that the genes fit nicely, like a guest in a comfortable hotel. Every living animal, including humans, has a set of genes inside of it that tells its body what to do. These genes are very, very tiny, but they hold lots of information on how to build parts of the body. A spider's genes contain instructions for making spider silk, and a goat's genes contain instructions for making milk. So by putting spider genes into goats, the goats then have the genes that tell their bodies how to make spider silk proteins.

Proteins are the body's basic building blocks. Just as people have proteins in their bodies that make their hair, skin, and muscles, the goats now have special proteins for making spider silk. When the goats produce milk, the spider silk proteins are in it, but it looks just like regular milk. Scientists separate the proteins out of the milk by skimming off the fat and then sprinkling salt on it. The salt makes the spider silk proteins curdle into small clumps. These clumps are scooped out, and water is added until the mixture has the thickness of maple syrup. This is spider silk, and it's ready to be spun!

Next, the silk is taken to a spinning machine that copies the way spiders spin their silk. The secret to extra strong silk is in how the spiders spin it: they stretch the silk over and over again. The stretching makes all the protein building blocks line up, lock together, and form a strong but flexible band. When the giant spinning machine is finished, the silk threads are stronger than steel and as flexible as rubber . . . but they're also thinner than a human hair.

Producing milk with spider proteins in it doesn't hurt the goats. Scientists did years of research to make sure the goats would be safe and healthy. The milk that's left after the spider proteins are removed can still be used—as fertilizer on fields that grow feed for the goats.

In 1998, Dr. Turner bought a farm in Canada for raising his spider-silk goats, and they still live there today. The one thousand goats that make spider silk are raised in a normal environment and are healthy, curious, and energetic—just like any other Nubian goats. Their owner gives them lots of space to roam and play. The goats particularly enjoy rolling down the farm's grassy hills, and they love listening to country music. Other music, such as rock music, has strange rhythms that make the goats jittery, but the steady beat of country music keeps them calm and happy. H'm . . . I wonder if they'd like the "Itsy Bitsy Spider" song.

29 In lines 4 through 12, the author explains why scientists are trying to find a way to produce spider silk using goats by showing

A possible uses for spider silk

B the popularity of spider silk

C how easy spider silk is to use

D how quickly spider silk can be developed

30 Which statement **best** explains an advantage of using goats rather than spiders for the production of silk?

A Goats produce stronger silk than spiders do.

B Scientists can insert genes into goats but not into spiders.

C Spider proteins in goat milk can be spun into silk.

D Goats are bigger than spiders and are much easier to raise.

31 What did Jeffrey Turner discover about using Nubian goats for possible silk production?

A Nubian goats already make a similar substance.

B Nubian goats have high amounts of protein in their milk.

C Nubian goats and spiders both prefer living in large groups.

D Nubian goats and spiders have body parts that are similar.

32 In the process described in lines 35 through 47, which step allows the threads to become strong enough for surgical procedures?

A The silk proteins are turned into clumps.

B The silk is stretched repeatedly.

C Salt is added to the goat's milk.

D Water is added to thin the clumps.

33 Why are lines 55 through 59 important to the article?

A They suggest that the goats are unusual.

B They explain how the goats are kept busy.

C They explain that the goats are treated well.

D They suggest that the goats are like humans.

34 Which statement **best** expresses a central idea of the article?

A Nubian goats produce better quality silk than spiders.

B Spider silk is a complex substance that takes effort to make.

C Nubian goats have been genetically altered to produce spider silk.

D Spider silk contains proteins that are similar to proteins in other living things.

35 Which detail is **most** important to include in a summary of the article?

A Scientists have made an attempt to gather silk from spiders living on farms.

B Spider silk has qualities that can be used in many products.

C A scientist started a company to research goat silk.

D Machines spin spider silk into thin threads.

STOP

6th Grade Eng. Day 10

Directions
Read this article. Then answer questions 36 through 38.

Top Spot

by Scott Elder

1 A stealthy[1] predator glides along a river in South America, the top half of its head peeking out of the water's surface. Noticing a group of alligator-like animals called caimans floating by the shore, the hunter silently cruises toward the reptiles. It swims between plants to mask its movements and pauses beside an unsuspecting caiman. Then the animal shoots through the water at its target, sinking its teeth into the reptile's scaly skin.

2 With its prey clamped between its jaws, the creature climbs from the water and onto the riverbank. In doing so, it reveals its true identity. The dripping-wet hunter is a jaguar.

3 "We knew jaguars were good swimmers," says wildlife ecologist Alan Rabinowitz, who runs a big cat conservation organization called Pantera and witnessed the splashy smackdown while on an expedition. "But we were astonished to learn that they can hunt as they swim."

4 Snagging prey while swimming is something that no other feline does. Then again, the jaguar is full of unique features that make the animal stand out from the rest of the cat crowd.

On the Hunt

5 One thing that makes a jaguar unique from other cats is its hunting techniques. This cat hunts for food on the ground, in trees and while swimming in water. No other cat does this. "Even lions and tigers—the closest relatives of the jaguar—don't go after prey in all three spots," Rabinowitz says. "They usually just nab prey on the ground."

6 What's more, jaguars use a different hunting strategy from most other felines. A lot of cats chase targets over long distances. A jaguar silently sneaks up to prey such as tapirs before ambushing its meal. The animal creeps closer to its mark than even the tiger, another sneaky cat that gets about 20 feet from prey before pouncing.

7 When jaguars finally strike, they do so in their own special way. Most felines struggle with prey before overpowering it. But a jaguar has the largest jaws of any big

GO ON

cat, so its bite is so strong it's often able to take down its target with just one chomp. "Jaguars don't mess around," Rabinowitz says. "They're extremely efficient hunters."

8 But just because jaguars slay it with their hunting skills doesn't mean they like to fight. They only scuffle when necessary.

Bon Voyage

9 The cat's habits—its ability to swim and climb, its avoidance of conflict, and its stealth—have contributed to another unique jaguar feature: its traveling skills.

10 When these felines become independent from their moms at around age two, they go on a solo road trip, trekking up to 150 miles in search of new territory. (The jaguar's range stretches from northern Mexico to the country of Argentina.)

11 Using their swimming skills, they can cross bodies of water that would act as an obstacle to most other cats. And their sneaky nature and reluctance to fight allow them to pass through many dangerous areas without being noticed. Because of their one-of-a-kind characteristics, jaguars can travel longer distances than other cats looking for new home turf.

Adaptation Nation

12 So why is the jaguar so different from other felines? Over their four-million-year existence, jaguars have developed adaptations to help deal with unique challenges in their habitats. For instance, it's hard to chase prey through the forests where the cats live. That's why they creep right up to their target.

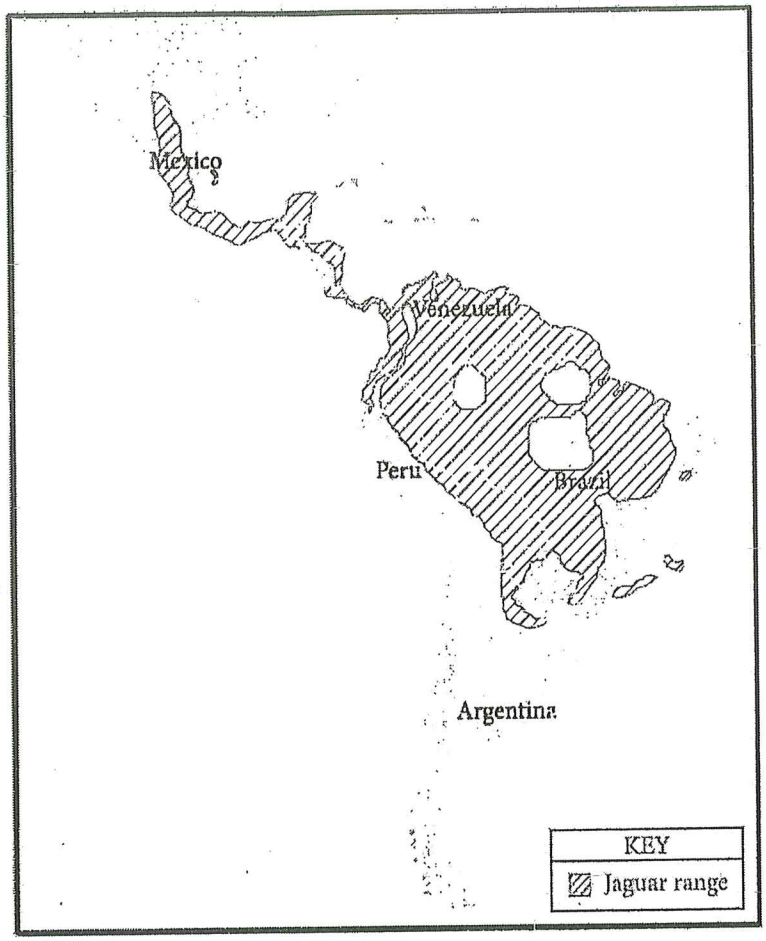
13 Deadly parasites thrive in the cat's habitat. If the jaguar is wounded, it would become exposed to infection. Um, no thank you! "Avoiding face-offs means that the jaguar is less likely to get a cut that could become infected," Rabinowitz says. That also may be why the cat developed its jumbo-size jaws, which allow it to quickly knock out prey. A swift take-down means less opportunity for infection-causing cuts.

14 The jaguar's adaptations help it survive. But they also show how living things are shaped by their habitat. "We change our environment," Rabinowitz says. "But our environment also changes us." And scientists aren't done learning about the relationship between the jaguar and its home. "We're still figuring out everything. And we can't wait to uncover more jaguar secrets."

---

[1]**stealthy:** quiet and sneaky

THE JAGUAR RANGE IN THE AMERICAS



GO ON

36 How does the phrase "stand out from the rest of the cat crowd" in paragraph 4 contribute to the meaning of the article? Use **two** details from the article to support your response.

37 What is a central idea of paragraphs 5 through 8 of "Top Spot"? Use **two** details from the article to support your response.

Name _____

Reteaching
8-1

Day 6
Page 1

Multiplying a Fraction and a Whole Number

Find $12 \times \frac{1}{4}$.

$12 \times \frac{1}{4}$ is the same as dividing 12 by 4.

$12 \div 4 = 3$

$12 \times \frac{1}{4} = 3$

Find $\frac{3}{5}$ of 15, or $\frac{3}{5} \times 15$.

$15 \div 5 = 3$, so $\frac{1}{5} \times 15 = 3$

Since $\frac{3}{5}$ is 3 times $\frac{1}{5}$,

$\frac{3}{5} \times 15 = 3 \times \left(\frac{1}{5} \times 15\right) = 3 \times 3 = 9.$

$\frac{3}{5} \times 15 = 9$

Find each product.

1. $\frac{4}{5} \times 20 =$ _____

2. $\frac{6}{7}$ of 14 = _____

3. $24 \times \frac{3}{4} =$ _____

4. $\frac{2}{5}$ of 15 = _____

5. $400 \times \frac{3}{8} =$ _____

6. $\frac{7}{10}$ of 80 = _____

7. **Reasoning** Can you use division and mental math to find $\frac{2}{3}$ of 24? Why or why not?

_____

_____

_____

The chart shows the average high temperatures for different months in Phoenix, Arizona.

Phoenix Weather

Month	Average High
February	70°F
May	93°F
July	105°F

8. What is $\frac{4}{5}$ the average temperature in July? _____

9. What is $\frac{1}{2}$ the average temperature in February? _____

10. What is $\frac{2}{3}$ the average temperature in May? _____

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Name : _____ Score : _____

Teacher : _____ Date : _____

Negative exponents become a fraction. $2^{-4} = \frac{1}{2^4} = \frac{1}{16}$

Evaluate the Exponents

1) $(5)^{-2}$ = _____

2) $(2)^{-6}$ = _____

3) $(12)^{2}$ = _____

4) $(2)^{-8}$ = _____

5) $(9)^{3}$ = _____

6) $(8)^{-3}$ = _____

7) $(12)^{2}$ = _____

8) $(2)^{3}$ = _____

9) $(8)^{-3}$ = _____

10) $(3)^{4}$ = _____

11) $(6)^{3}$ = _____

12) $(3)^{5}$ = _____

13) $(4)^{4}$ = _____

14) $(6)^{3}$ = _____

15) $(7)^{-3}$ = _____

16) $(7)^{-3}$ = _____

17) $(3)^{-5}$ = _____

18) $(10)^{-2}$ = _____

19) $(2)^{-5}$ = _____

20) $(5)^{4}$ = _____

Name _____

Reteaching
7-3

Day 7
Page 4

Adding and Subtracting: Unlike Denominators

If you are adding or subtracting fractions and the denominators are not the same, the first thing to do is find a common denominator. The best common denominator to use is the least common multiple of the two denominators.

	Find $\frac{2}{6} + \frac{1}{2}$.	Find $\frac{3}{4} - \frac{1}{3}$.
Step 1: Use the LCM to find a common denominator.	The LCM of 2 and 6 is 6. The least common denominator (LCD) is 6.	The LCD of 3 and 4 is 12.
Step 2: Write equivalent fractions.	$\frac{2}{6} = \frac{2}{6}$ $+\frac{1}{2} = +\frac{3}{6}$	$\frac{3}{4} = \frac{9}{12}$ $-\frac{1}{3} = -\frac{4}{12}$
Step 3: Add or subtract. Simplify if possible.	$\frac{2}{6} = \frac{2}{6}$ $+\frac{1}{2} = +\frac{3}{6}$ $\frac{5}{6}$	$\frac{3}{4} = \frac{9}{12}$ $-\frac{1}{3} = -\frac{4}{12}$ $\frac{5}{12}$

Find each sum or difference. Simplify your answer.

1. $\frac{3}{4} + \frac{5}{2} =$ _____

2. $\frac{11}{12} - \frac{1}{3} =$ _____

3. $\frac{4}{15} + \frac{4}{5} =$ _____

4. $\frac{5}{6} - \frac{4}{9} =$ _____

5. $\frac{2}{3} + \frac{7}{10} =$ _____

6. $\frac{2}{5} + \frac{2}{3} - \frac{6}{30} =$ _____

7. **Number Sense** The least common denominator for the sum $\frac{3}{8} + \frac{5}{12}$ is 24. Name another common denominator that you could use.

_____

8. A recipe calls for $\frac{1}{2}$ cup of milk and $\frac{1}{3}$ cup of water. What is the total amount of liquid in the recipe?

_____

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Day 7 page 2

Name : _____ Score : _____

Teacher : _____ Date : _____

SHOW your work.

$42\overline{)252}$ $37\overline{)2183}$ $15\overline{)963}$

$45\overline{)360}$ $44\overline{)187}$ $44\overline{)715}$

$17\overline{)816}$ $75\overline{)465}$ $48\overline{)348}$

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Name _____

Reteaching
7-2

Least Common Multiple

Day 8
Page 1

There are different ways to find the least common multiple (LCM) of two numbers. Here are two ways of finding the LCM of 4 and 5:

List Multiples

Step 1: List multiples of each number.

4: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48...

5: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50...

Step 2: Check the multiples the numbers have in common.

4: 4, 8, 12, 16, (20), 24, 28, 32, 36, (40), 44, 48...

5: 5, 10, 15, (20), 25, 30, 35, (40), 45, 50...

Step 3: Determine which of the common multiples is the least.

20 and 40 are both common multiples, but 20 is the least.

The LCM of 4 and 5 is 20.

Use Prime Factors

Step 1: List the prime factors of each number.

4: 2×2

5: 5

Step 2: Circle the greatest number of times each different factor appears.

4: (2×2)

5: (5)

Step 3: Find the product of the factors you circled.

$2 \times 2 \times 5 = 20$

The LCM of 4 and 5 is 20.

Find the LCM of each set of numbers.

1. 6, 7 _____
2. 4, 5 _____
3. 10, 15 _____
4. 2, 5, 10 _____
5. 6, 21 _____
6. 8, 10 _____
7. 12, 20 _____
8. 5, 10, 25 _____
9. 7, 8 _____

10. **Number Sense** If you know the LCM of 4 and 5, how could you find the LCM of 40 and 50?

_____

_____

11. **Writing to Explain** Peter says the least common multiple of 4, 6, and 12 is 24. Do you agree or disagree? Explain.

_____

_____

_____

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Name : _____ Score : _____

Teacher : _____ Date : _____

SHOW Your Work!

Order of Operations

1) $(16 - 7) \times (11 + 3) + 6^2$

2) $(15 + 25 - 4) \div 9 + 6^2$

3) $(17 + 3) \times (14 + 4) - 6^2$

4) $7 \times (7 \times 5 + 9^2) + 6$

5) $(13 + 28 - 3^2) \div (1 + 3)$

6) $(14 + 24 - 2) \div 3 + 3^2$

7) $7 \times (5 \times 8 + 8^2) + 6$

8) $(2 + 3)^2 + (16 + 24 \div 4)$

9) $(3 + 2)^2 + (16 + 15 \div 3)$

10) $(11 + 42 - 5^2) \div (13 - 6)$

Name _____

Reteaching
5-4

Understanding Fractions

Day 9 Page 1

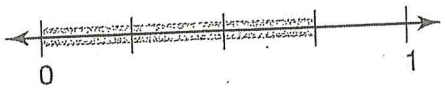
Fractions are used to show part of a set.



The fraction of the shapes that are stars can be written as:

$$\frac{\text{Number of stars}}{\text{Total number of shapes}} = \frac{3}{7}$$

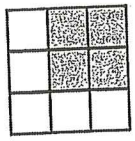
Fractions are used to show part of 1 whole.



The length between 0 and 1 is divided into 4 equal sections. The fraction for the shaded section can be written as:

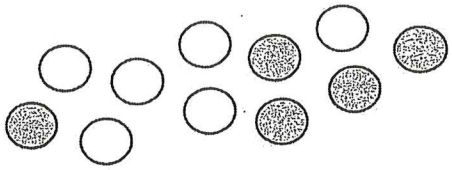
$$\frac{\text{Number of shaded sections}}{\text{Total number of sections}} = \frac{3}{4}$$
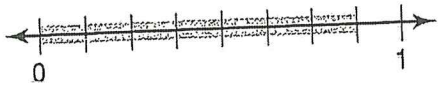
Write the fraction that represents the shaded portion.

1. 

$$\frac{\text{Number of shaded parts}}{\text{Total number of parts}} = \frac{4}{\square}$$

_____

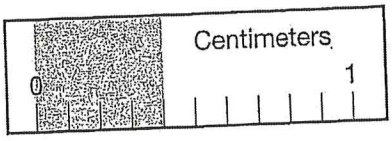
2. 

$$\frac{\text{Number of shaded circles}}{\text{Total number of circles}} = \frac{\square}{\square}$$

_____

3. 

_____

4. 

_____

Draw models of fractions.

5. Draw a set and shade $\frac{2}{5}$.

6. Draw a whole and shade $\frac{3}{4}$.

7. **Number Sense** If you shade $\frac{1}{3}$ of a set, what fraction of the set is not shaded?

_____

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Day 9 Page 2

Name : _____ Score : _____

Teacher : _____ Date : _____

SHOW your work!

74.66 - 25.38	32.19 +67.85	83.92 - 35.21	72.86 +42.14	77.71 - 68.64
79.26 - 33.55	66.25 - 63.83	32.86 +99.44	49.29 - 40.99	31.65 +18.32
37.86 +86.43	71.65 - 17.44	59.88 +10.48	51.63 +45.71	64.41 - 22.73
35.33 +93.17	97.73 - 51.68	72.87 +59.81	65.35 +31.46	38.65 - 13.21

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Name _____

Reteaching
2-3

Day 10
Page 1

Order of Operations

Order of operations is a set of rules that mathematicians use when computing numbers. Here is how order of operations is used to solve the following problem: $7 + (5 \times 4) \times 3$.

Order of Operations

First, compute all numbers inside parentheses.	$7 + (5 \times 4) \times 3$ $7 + \quad 20 \quad \times 3$
Next, evaluate terms with exponents. If there are no exponents, go to the next step.	$7 + 20 \times 3$
Then, multiply and divide the numbers from left to right.	$7 + 60$
Finally, add and subtract the numbers from left to right.	67

How to use parentheses to make each sentence true:	$6 + 2 \times 9 = 72$
Using order of operations, $6 + 2 \times 9 = 24$, not 72.	
Place parentheses around $6 + 2$ so that this operation is done first:	$(6 + 2) \times 9 = 72$ $8 \times 9 = 72$

Evaluate each expression.

1. $8 + 7 \times 5 =$ _____

2. $18 - 3 \times 2 =$ _____

3. $3 \times 7 + 3 \times 5 =$ _____

4. $40 \div (2 \times 4) =$ _____

5. $6 \times 3 - 6 \times 2 =$ _____

6. $9 + 2^3 =$ _____

7. $7 + 12 \times 3 - 2 =$ _____

8. $4 \times (5 + 5) \div 20 + 6 =$ _____

9. $4^2 - (3 \times 5) =$ _____

10. $(3 \times 2) + 3^2 =$ _____

11. Reasoning Which operation should be performed *last* in this problem: $3^2 + 7 \times 4$? Why?

_____

Use parentheses to make each sentence true.

12. $0 \times 6 + 9 = 9$ _____

13. $3^2 + 2 \times 2 = 13$ _____

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Day 10 Page 2

Name : _____ Score : _____

Teacher : _____ Date : _____

SHOW your work!

3.9 x6.4	5.3 x1.6	9.7 x5.2	2.4 x3.5	2.9 x3.6
4.7 x2.3	4.7 x2.3	1.5 x2.9	3.5 x7.8	2.6 x1.2
2.1 x8.3	9.7 x5.9	3.5 x8.7	4.9 x9.5	9.2 x7.4
2.8 x7.7	9.2 x4.4	6.2 x9.3	9.2 x8.9	3.3 x4.8

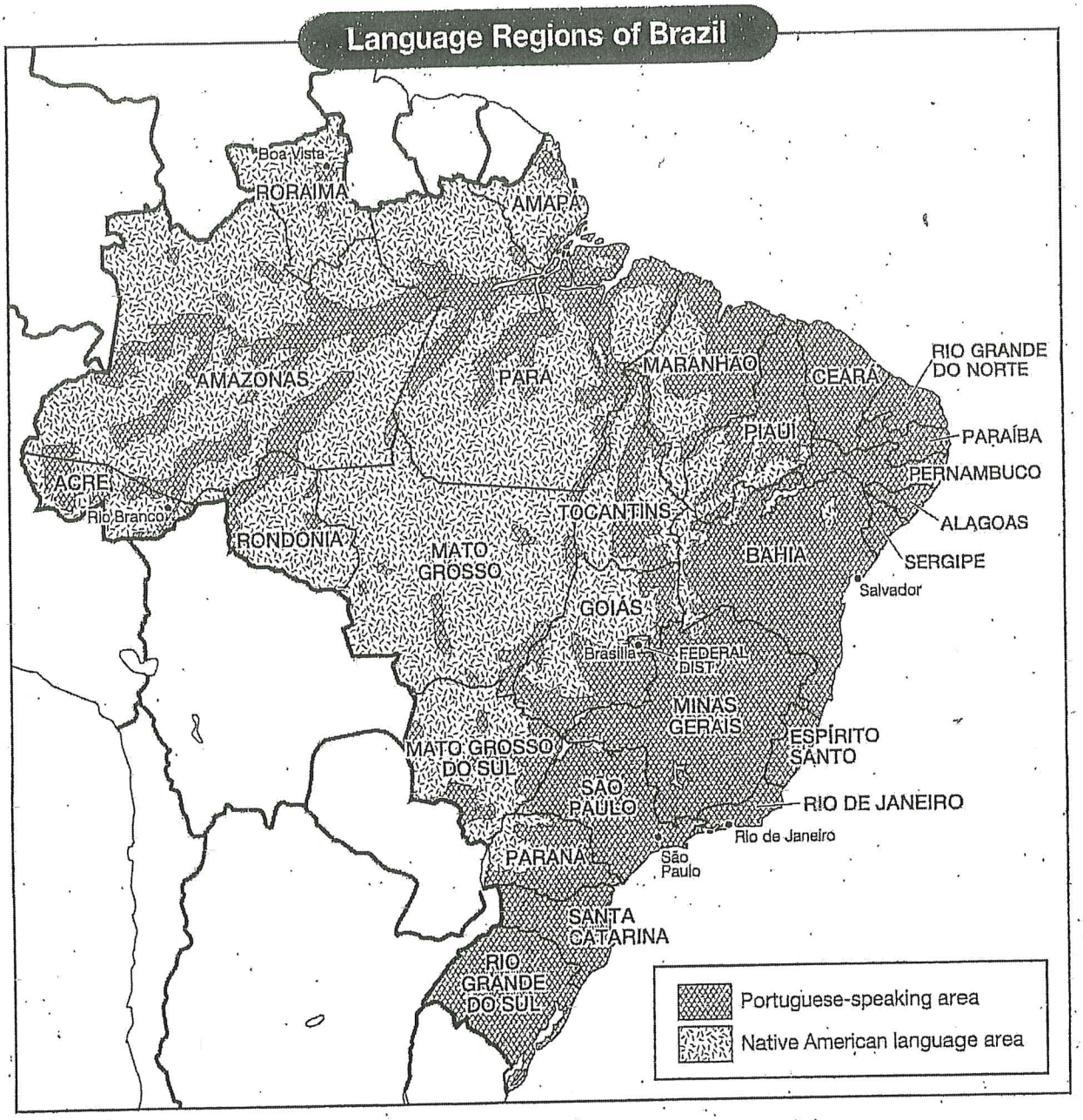
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Name _____ Date Day 6

MAP AND GLOBE SKILLS

Read a Map of Cultural Regions

Directions Cultural maps use symbols or colors to display information about the people living in a region. Use the cultural map of Brazil below to answer the questions on page 64.



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(continued)

Day 6

Name _____ Date _____

Directions **Use the map of Brazil on page 63 to answer the following questions.**

1. What is the purpose of this map? _____

2. Which languages are spoken in Brazil? _____

3. Which language is spoken in the city of São Paulo? _____

4. Which language is spoken in most of Brazil's coastal regions?

5. Which languages are spoken in the Brazilian state of Acre?

6. Which state is farthest south and has citizens who speak both Portuguese and Native American languages? _____

7. Which language is spoken in most of Bahia? _____

8. Which language is more widely spoken in the state of Roraima: Portuguese or a Native American language? _____

9. In which of the following states are both Portuguese and Native American languages spoken: Sergipe, Mato Grosso, Rio Grande do Sul, or Pernambuco?

Name _____ Date _____ Day 7

Islands, Peninsulas, and Mountains

Directions Study the map below. Then use the map to help you answer the questions about Europe on page 72.

Europe



(continued)

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Name _____ Date Day 7

Directions **Answer the questions below, using the map on page 71 and your textbook.**

1. Which three countries in Western Europe have more than one mountain range located in them? _____

2. Which Western European peninsula that lies to the north has only one country located on it? _____

3. Which Western European country is made up of more than one island?

_____

4. Which two Western European countries have coasts on both the Mediterranean Sea and the Atlantic Ocean? _____

5. In which two Western European countries can you find parts of the Alps and the Great European Plain? _____

6. Which Western European countries are on the Iberian Peninsula?

_____

7. Which Western European country is on the Balkan Peninsula?

_____

8. Which river passes through the most Western European countries?

_____

9. In which Western European country are the Sierra Nevada Mountains?

_____

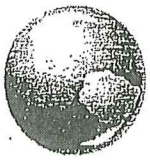
10. What is the name of the body of water that separates the United Kingdom from the European mainland? _____

Day 8

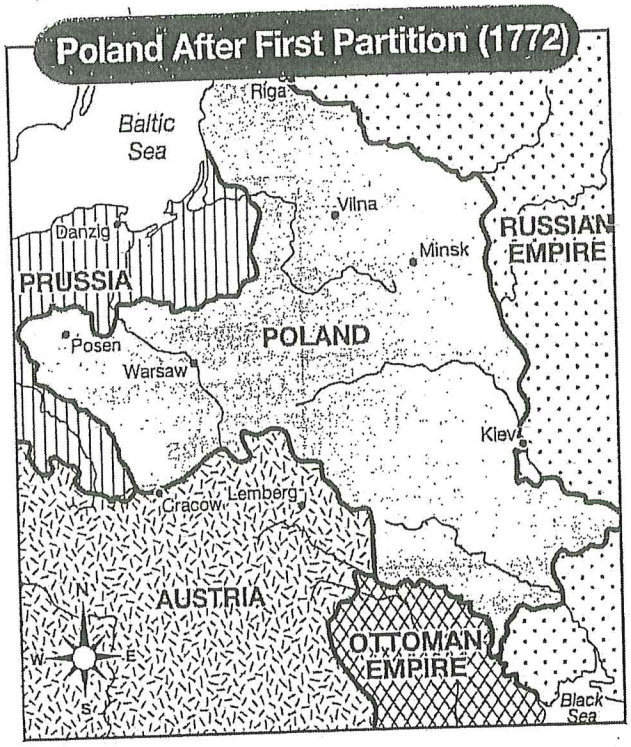
Name _____ Date _____

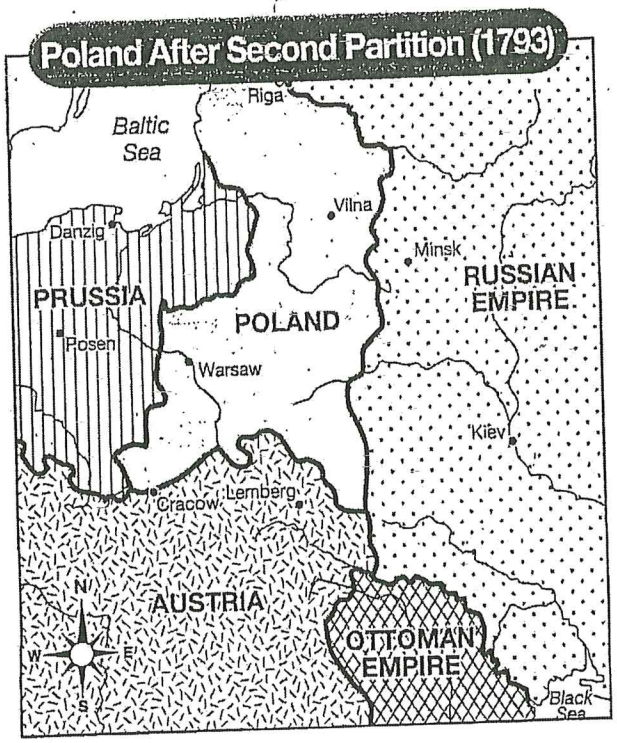
MAP AND GLOBE SKILLS

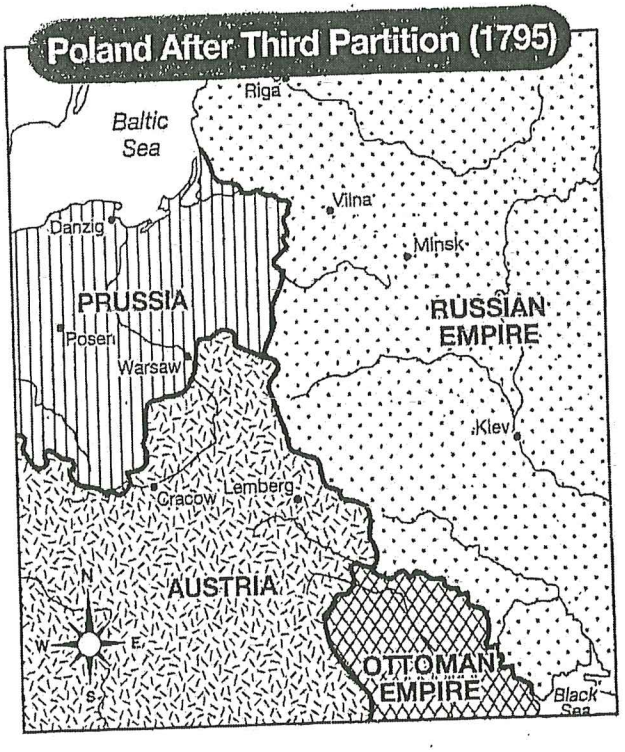
Identify Changing Borders











(continued)

Use after reading Chapter 9, Skill Lesson, pages 306–307.

Name _____ Date Day 8

Directions **By comparing maps from different time periods, you can learn how the borders of countries have changed over time. Look at the maps on page 84 that show how Poland was divided at different times. Then answer the questions below.**

1. Which countries increased their land area in 1772? _____

_____

2. Which country's borders did not change between 1793 and 1795?

_____

3. Which country lost territory in 1772, 1793, and 1795? _____

4. Which country added the largest amount of land to its territory between 1763 and 1795?

_____

5. Name the Polish cities that Prussia gained in 1772, 1793, and 1795.

_____

6. How did Prussia's borders change in 1772? _____

_____

7. Which countries did Russia border in 1772? _____

_____

8. The Polish cities listed below fell under foreign control during each of Poland's divisions. Sort the names of the cities by the year they fell under foreign control. Write each city's name in the correct column.

Danzig	Lemberg	Cracow	Minsk	Warsaw

1772	1793	1795
_____	_____	_____
_____	_____	_____

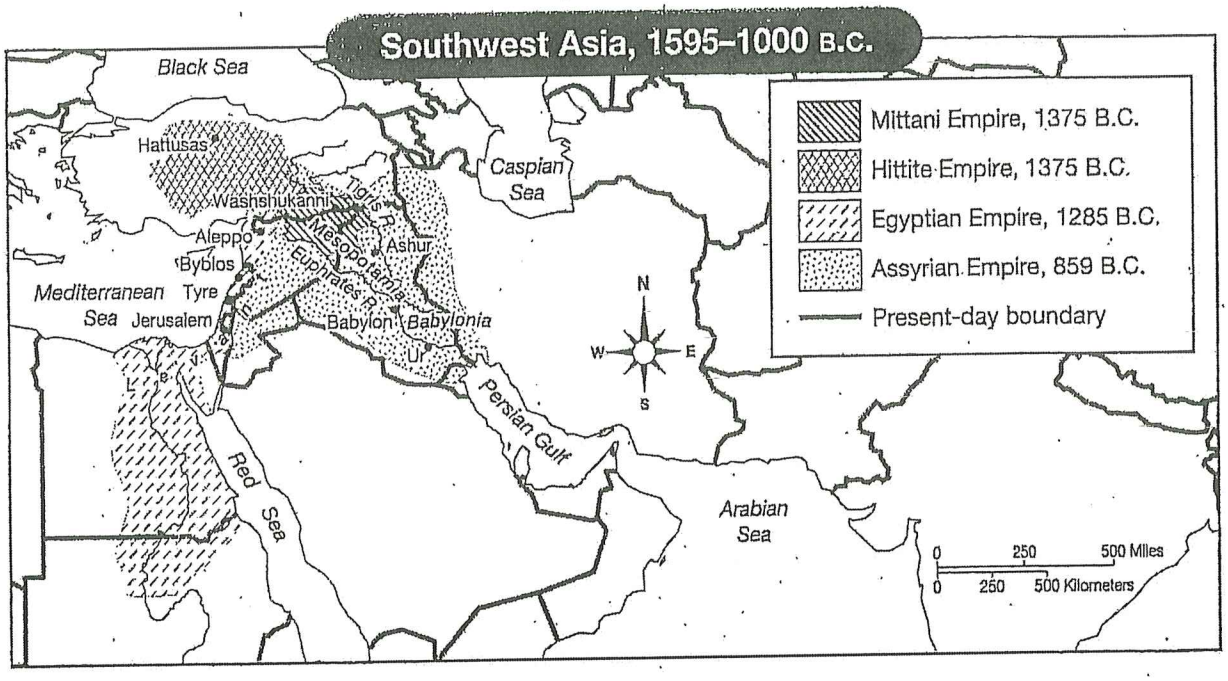
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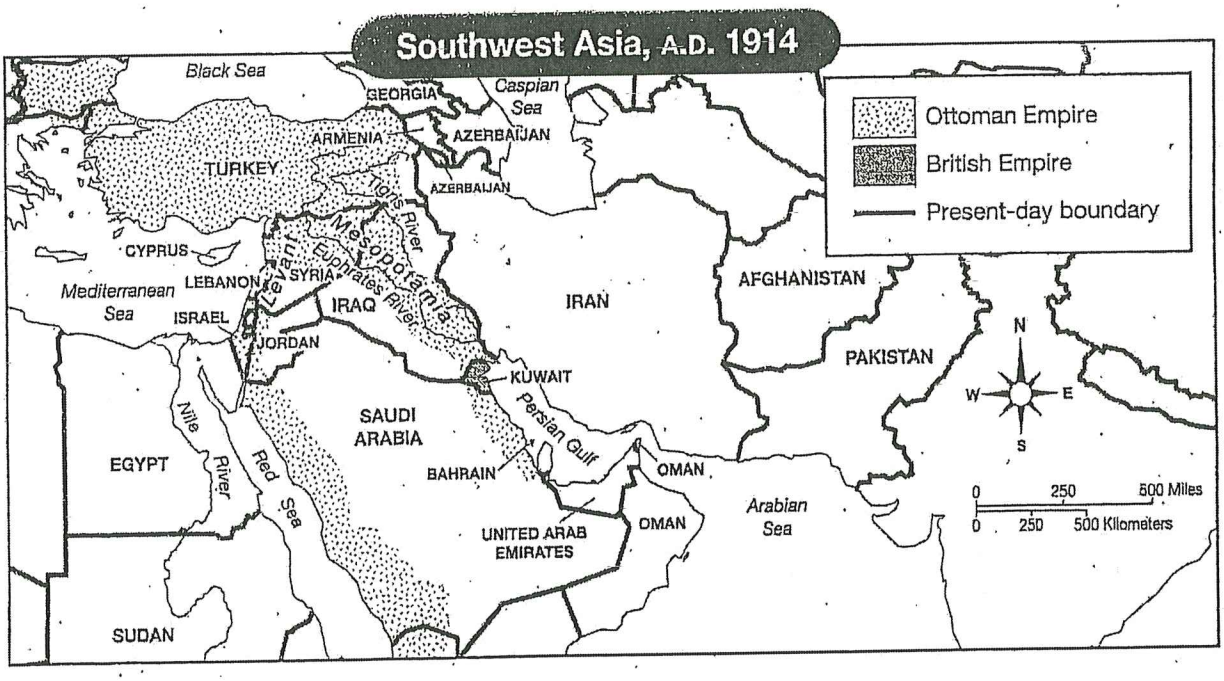
Name _____ Date Day 9

MAP AND GLOBE SKILLS

Compare Historical Maps

Directions Study the maps below. Pay close attention to the information that they provide about Southwest Asia at different time periods. Use the maps to help you complete the activities that follow.





(continued)

Use after reading Chapter 11, Skill Lesson, pages 378–379.

Name _____ Date Day 9

Directions **Study the empires shown on page 102. Then find the names of countries that today occupy the land that belonged to these empires. Write the names of these countries on the lines below the empires.**

1. Ottoman Empire

_____

_____

2. Assyrian Empire

_____

3. Mittani Empire

_____

4. Hittite Empire

_____

5. Egyptian Empire

_____

Directions **Study the maps on page 102 to answer the following questions.**

6. Write the names of the empires that conquered Mesopotamia in historical order.

_____

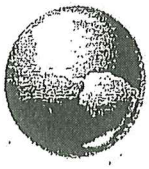
_____

7. Which empire on the maps was the last to control the country of Jordan?

_____

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Name _____ Date Day 10

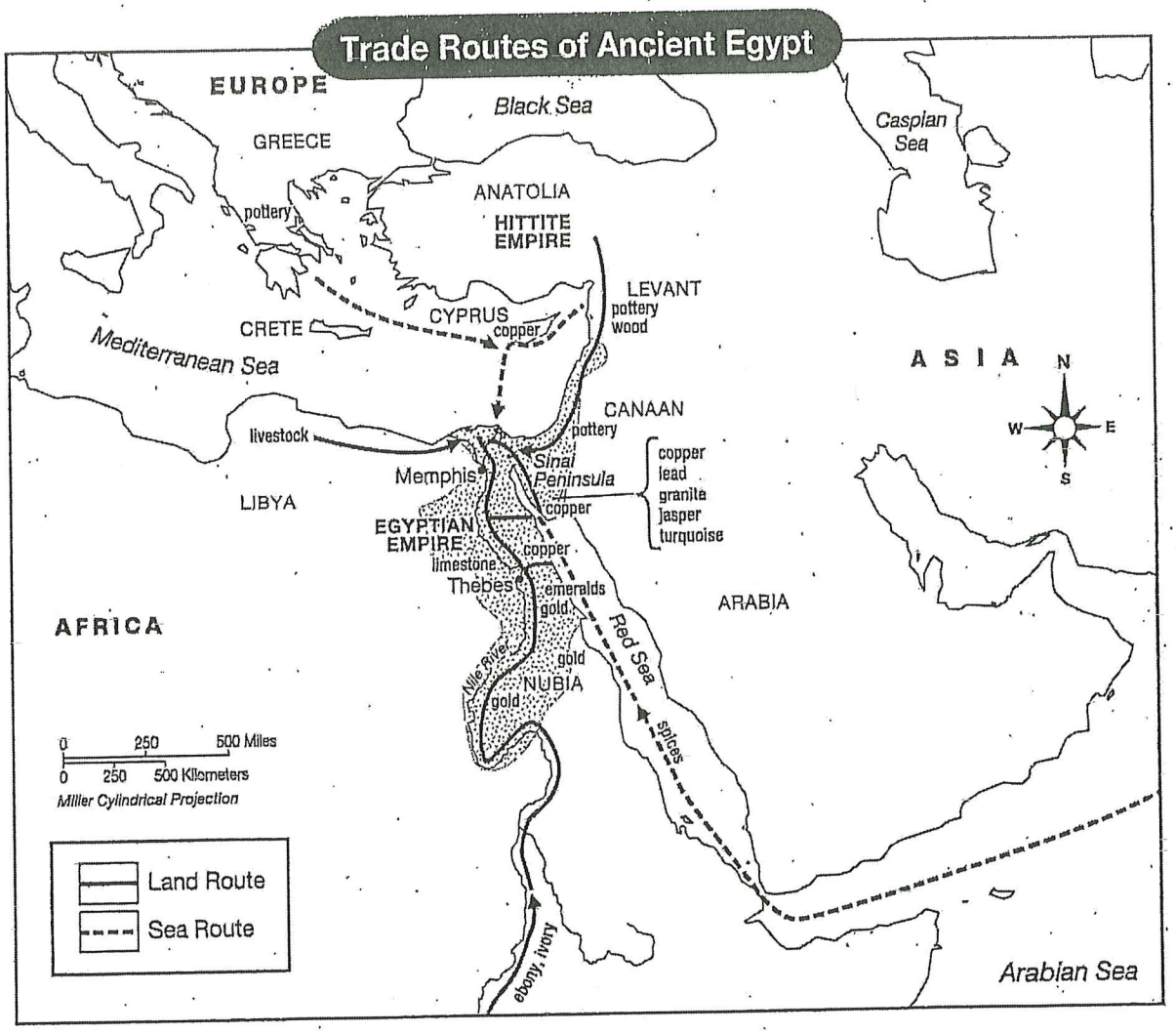


MAP AND GLOBE SKILLS

Follow Routes on a Map

Directions **Study the map of the ancient trade routes of Egypt. Pay close attention to both the land and the water routes. Then use the map to help you complete the activities that follow.**

Ancient Egypt traded with several other civilizations around the known world. Egyptian merchants exchanged goods with the Libyan peoples to the west, African civilizations in the south, and the empires of Southwest Asia and Europe. Merchants traveled land and water routes that crossed the world to bring goods such as gold, turquoise, and wood to Egyptian temples and the pharaoh's court.



(continued)

Use after reading Chapter 12, Skill Lesson, pages 406–407.

Name _____ Date Day 10

Directions Imagine you are an ancient Egyptian merchant. The pharaoh needs several products for the royal temples and palaces at Thebes. Read the list below. Then plan a trade mission to find the goods, using the shortest route possible. Draw your route on the map, starting at Memphis. Then describe the route in the space below.

Wood for the river barges	Horses to pull the royal chariots
Copper for royal mirrors and tools	Turquoise for jewelry

Directions The pharaoh has demanded more goods. Study the map and answer the questions to meet his needs.

1. Where might you find ebony for the pharaoh? _____

2. If you are in the city of Thebes, in which direction would you travel to find the ebony? _____

3. In which direction from Thebes would you find emeralds? _____

4. If you were in the Nile Delta, how would you travel to find pottery for the pharaoh's palaces? _____

5. From the Nile Delta, where would you find the closest source of copper and turquoise, and how might you get there? _____

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