# MCMS
# 6th Grade
# NTI Packet
# Day 24

Day #24

**Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.**

# A Walk Through My Rain Forest

*by Isaac Olaleye*

A walk through my rain forest is haunting.
Its greatness makes me feel very small.
What I see
Of its brilliant beauty
Is more than can be described.

I walk into a hidden, green paradise—
Paradise within paradise.
Every corner reveals
Unexpected wonders!

Its ponds are crowded
By a blizzard of butterflies.
Everywhere there is music—
The sounds of rivers,
A rustling of leaves,
An outpouring of mockingbirds,
And the forlorn cooing of turtledoves.

The rain forest is the home
Of exotic plants: resurrection lily
Snakewood and zigzag begonia.

The rain forest is my home,
A palace of fragrance and tastes
That delight the senses.
Where the rain forest begins
And ends
Is pure paradise.
When I turn to leave,
The trees wave
Good-bye!

"A Walk Through My Rain Forest," © Isaac Olaleye



GO ON

29 Which line from the poem best helps the reader imagine the flowers and fruits of the rain forest?

A Is more than can be described.

B Its ponds are crowded

C A palace of fragrance and tastes

D Is pure paradise.

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30 In stanza 3, the phrase "Everywhere there is music" indicates that the speaker —

F is distracted by the different sounds of nature

G finds the sounds of the rain forest enchanting

H wishes he could imitate the sounds he hears

J can recognize certain birds by the sounds they make

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31 Read this dictionary entry.

**brilliant** \'bril-yənt\ *adj*
**1.** showing great intelligence
**2.** vivid in appearance **3.** full of light **4.** excellent or superior in performance

Which definition best matches the way the word brilliant is used in line 4?

A Definition 1

B Definition 2

C Definition 3

D Definition 4



GO ON

32 Throughout the poem, the rain forest is presented as a place that is —

F attractive to many visitors

G highly adaptable to change

H without any imperfections

J best experienced early in the morning

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33 The poem's structure helps the reader —

A picture what a trip to the rain forest is like for the speaker

B understand how much time the speaker spends in the rain forest

C examine how the speaker's emotions about the rain forest change

D realize how the speaker feels about the rain forest compared with other places

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34 Read this line from the poem.

> Its greatness makes me feel very small.

This line helps the reader understand that the speaker —

F feels unpleasantly overwhelmed by his surroundings

G would prefer to visit the rain forest with a group of people

H has a deep appreciation for his surroundings

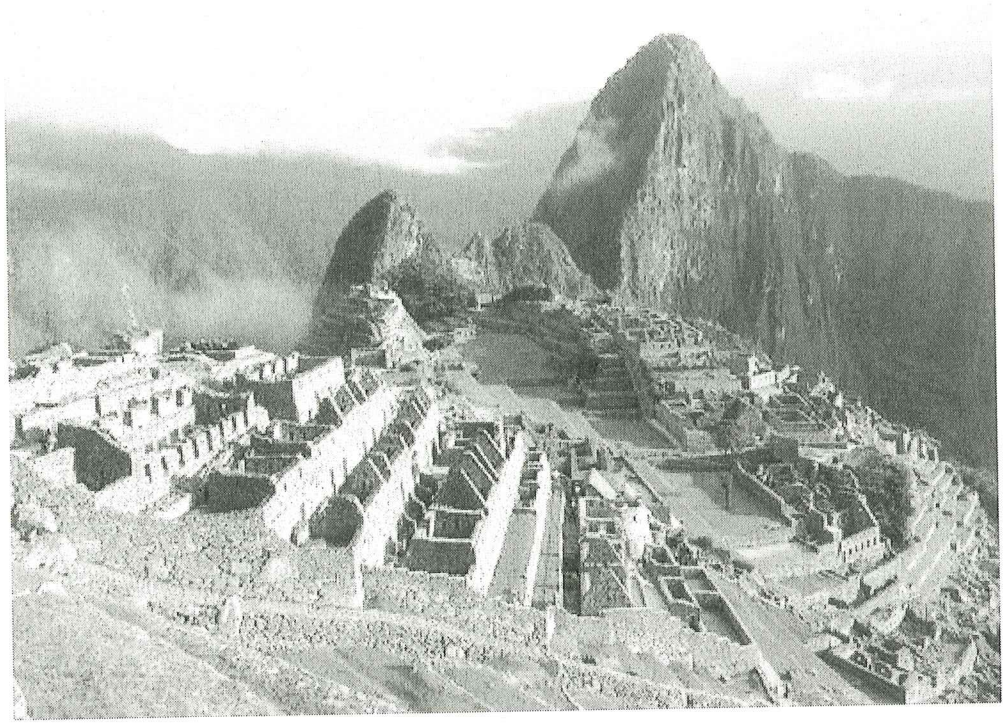
J wants to view the rain forest from a higher location



GO ON

# Aztecs, Incas, and Mayans - Cuzco: City of Gold

by ReadWorks



*the ruins of Machu Picchu*

The center of activity in the Inca Empire was the city Cuzco. Cuzco is located in what is now the country Peru. In the language of the Incas, the name Cuzco meant "the navel of the Earth." Gold statues, elaborate fountains, and beautiful gardens graced the city. In the surrounding countryside, perfectly ordered farms grew potatoes and corn. Cuzco was the richest city in the New World.

Nobles in Cuzco wore jewelry, especially earplugs, made of shining gold. Their outfits were made of bright cloth woven into intricate patterns. The Coricancha temple, built to the sun god, was almost dripping in gold. Trees, crops, and life-sized figures of animals were all made of gold and arranged in a garden. The decoration of the temple included many geometric designs and images based on the natural world.

The peasants in the Inca Empire carried out most of the manual labor. They built roads and farmed. Many cut stones, too. Fantastic terraces and walls built of stone enabled the Incas to farm in the Andes Mountains. Crops cannot grow well on a slanted surface, but by building walls and terraces, Incas could use a lot more of their land for farming. Incan buildings were also very impressive. Some Incan structures are still standing after over 500 years. The

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buildings were made of stones cut in the shape of trapezoids. The stones were so perfectly fit together that you could not even stick a thin knife or your fingernail between the cracks.

In the Inca Empire, all the peasants were required by law to work. Laziness was punishable by death. Food and clothing were provided for everyone, however. The Incas even built huge food storage bins to prepare for droughts or bad crop years. Crime was also rare. Houses did not have doors because no one would steal. But for the rare crime, punishment was harsh. Besides murder, the most serious crime was saying something bad about the gods. Criminals were killed by being thrown off a cliff of the Andes Mountains to meet their death below.

Incas did not have a system of writing, but they did have a way to remember history. Long ropes called *quipus* were their historical record. The wool for a quipu came from the llama, an Incan farm animal. Different colors, types, and sizes of knots meant different things to the skilled reader. Yellow referred to gold, green told things about the land, and red, the color of blood, symbolized fighting or battles. The system was three dimensional, similar to our system of Braille. Very few people could read the quipu. They had to be specially trained.

Today archaeologists still study the ruins of the Incas. One Incan city was not discovered until 1911, almost 500 years after Francisco Pizarro arrived from Spain. The city, Machu Picchu, was high on a hill. No one knows exactly what the buildings were used for. We think they may have been temples for the sun god, Inti, who was the god Incas worshipped the most. Archaeologists keep finding more clues that tell us more interesting facts about this lost civilization.

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Name: _____ Date: _____

**1.** Remains of the Incan city of Cuzco can be found in what present-day country?

A. Mexico

B. Turkey

C. Peru

D. Ethiopia

**2.** Why does the author describe how much gold was at the Coricancha temple?

A. to describe the colors that Incans liked best

B. to show how wealthy the city of Cuzco was

C. to prove that the temple was built for the sun god Inti

D. to explain why Europeans took the temple

**3.** Based on the passage, Cuzco can best be described as

A. poor and full of crime.

B. obsessed with writing.

C. wealthy and well-organized.

D. rural and simple.

**4.** Read the following sentences: "Very few people could read the quipu. They had to be specially trained."

The word **trained** most nearly means

A. built

B. painted

C. taught

D. spoken

**5.** This passage is mostly about

A. life and culture in the ancient city of Cuzco.

B. why ancient peoples built temples to a sun god.

C. how farming was different in ancient South America.

D. the system of recording history with quipus.

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**6.** What type of jobs did peasants do in the Inca Empire?

**7.** Explain why people today still do not understand everything about the Incan civilization, such as why certain buildings were built.

**8.** The question below is an incomplete sentence. Choose the answer that best completes the sentence.

In the Inca Empire hard work was seen as a duty of all citizens, _____ any person who was lazy could be sentenced to death.

A. however

B. therefore

C. in summary

D. otherwise

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# 6th Grade SCIENCE

# NTI DAY 24

## Gold Team-Log onto READWORKS.ORG to submit your answers

## MAROON TEAM- Submit your answers through the MCMS NIT Virtual Classroom

# Seeing Stars

Have you ever gazed at the night sky and guessed that it held thousands of stars? Well, think again! Scientists have determined that the number of visible stars in the universe is 70 sextillion. (That's 7 followed by 21 zeros!) According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world.

Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky. A telescope is a device used to observe distant objects. The scientists then estimated the number of sections of sky in the entire universe and multiplied that number by the number of stars in the counted section.

The study found seven times more stars than had been calculated previously. "Even for an astronomer used to dealing in monster numbers, this is mind-boggling," said one scientist.

## Comprehension Questions

**1. What did scientists recently determine?**

1. **Scientists recently determined that the number of visible stars in the universe is 70 sextillion.**
2. **Scientists recently determined the number of grains of sand on all the deserts and beaches in the world.**
3. **Scientists recently determined the number of visible moons in the universe.**
4. **Scientists recently determined that they had overestimated the number of visible stars in the universe.**

**2. The text describes the process by which scientists counted the visible stars in the universe. What was the first step in that process?**

1. **Scientists estimated the number of sections of sky in the entire universe.**
2. **Scientists multiplied the number of sections of sky in the universe by the number of stars in one of those sections.**
3. **Scientists counted each star one by one.**
4. **Scientists used telescopes to count the stars in one section of the sky.**

3. Read these sentences from the text.

"According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world.

Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky. A telescope is a device used to observe distant objects. The scientists then estimated the number of sections of sky in the entire universe and multiplied that number by the number of stars in the counted section."

Based on this information, why might scientists not have counted each star?

1. Scientists prefer doing things slowly to doing things quickly.
2. Scientists like doing multiplication more than addition.
3. Counting each star would have taken a long time.
4. Counting grains of sand is more enjoyable than counting stars.

4. Read this sentence from the text.

"Scientists recently determined that the number of visible stars in the universe is 70 sextillion."

Based on this information, what can you infer about the total number of stars in the universe?

1. The total number of stars in the universe might be greater than 70 sextillion if invisible stars were to be counted too.
2. There may be fewer than 70 sextillion stars in the universe because scientists were not counting stars one by one.
3. Scientists were surprised that the total number of stars in the universe was not higher than 70 sextillion.
4. Scientists were surprised that the total number of stars in the universe was not lower than 70 sextillion.

5. What is the main idea of this text?

1. There are more stars in the universe than grains of sand on all the deserts and beaches in the world.
2. Scientists recently calculated the number of visible stars in the universe.
3. The number 70 sextillion is 7 followed by 21 zeros.
4. A telescope is a device used to observe distant objects, such as stars.

**6. Read these sentences from the text.**

**"Scientists recently determined that the number of visible stars in the universe is 70 sextillion. (That's 7 followed by 21 zeros!) According to scientists, there are ten times more stars in the universe than grains of sand on all the deserts and beaches in the world."**

**Why might the author have included the information about grains of sand?**

1. **to help readers comprehend how many stars there are in the universe**
2. **to make clear the importance of protecting the world's deserts and beaches**
3. **to suggest that most people care more about grains of sand than stars**
4. **to prove that counting stars is easier than counting grains of sand**

**7. Read these sentences from the text:**

**"Luckily for the scientists, they did not have to count each star. They used powerful telescopes to count the stars located in one section of sky."**

**How could the second sentence be rewritten to show the relationship between both sentences?**

1. **For example, they used powerful telescopes to count the stars located in one section of the sky.**
2. **In conclusion, they used powerful telescopes to count the stars located in one section of the sky.**
3. **Instead, they used powerful telescopes to count the stars located in one section of the sky.**
4. **Additionally, they used powerful telescopes to count the stars located in one section of the sky.**

**8. What is a telescope?**

**Answer**

**9. What did scientists do after using telescopes to count the stars located in one section of the sky?**

**Include two pieces of information from the text in your answer.**

**10. Explain whether scientists would have been able to determine the number of visible stars in the universe without using telescopes.**

**Support your answer with evidence from the text.**

Name: _____

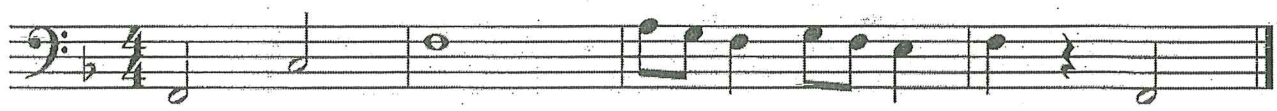
NOTE NAMES

Class: _____

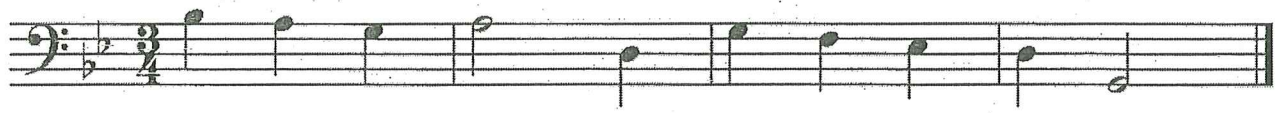
Quiz 30

# Identifying Notes in the Bass Clef

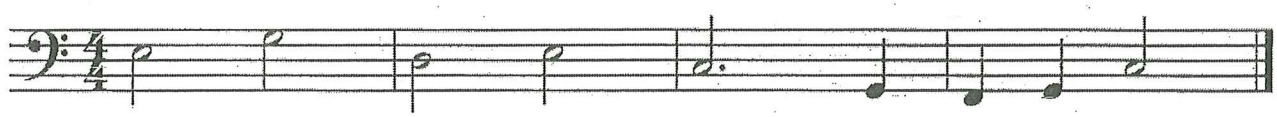
**DIRECTIONS:** Circle every note that is an F.

1. 

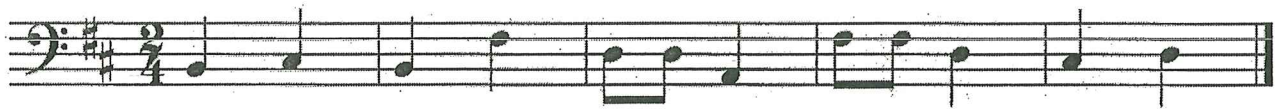
**DIRECTIONS:** Circle every note that is a G.

2. 

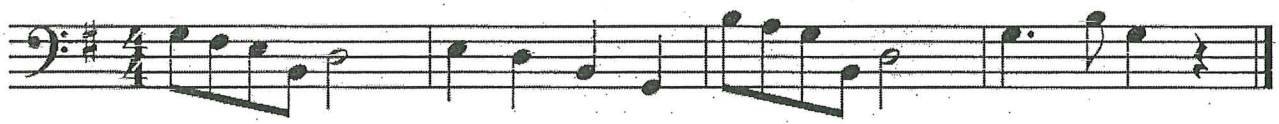
**DIRECTIONS:** Circle every note that is a C.

3. 

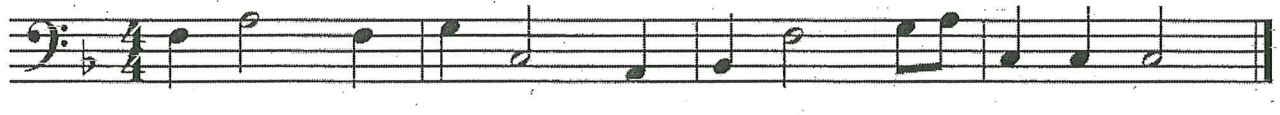
**DIRECTIONS:** Circle every note that is a D.

4. 

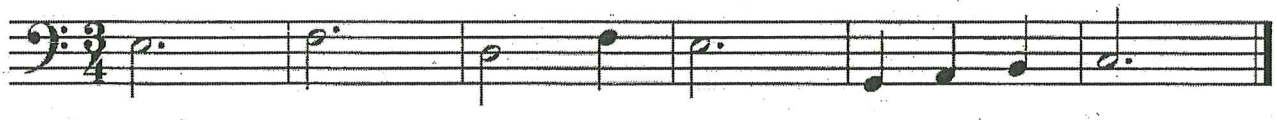
**DIRECTIONS:** Circle every note that is a B.

5. 

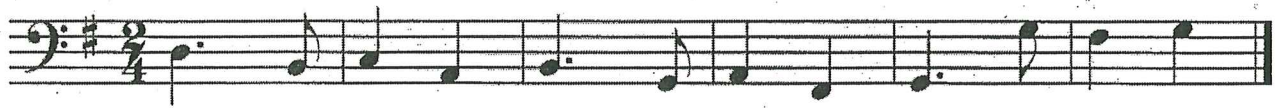
**DIRECTIONS:** Circle every note that is an A.

6. 

**DIRECTIONS:** Circle every note that is an E.

7. 

**DIRECTIONS:** Circle every note that is a G.

8. 

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# MCMS NTI Physical Education Documentation Sheet

**COMPLETE ONLY IF YOU CURRENTLY HAVE PHYSICAL EDUCATION**

| NTI Day | Activity | Minutes |
|---|---|---|
| Day 21 | | |
| Day 22 | | |
| Day 23 | | |
| Day 24 | | |
| Day 25 | | |