



Dear 6th – 8th Grade Parents and Guardians:

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



Reading (20 minutes) - if you have access to online resources, your student can log into [Clever](#) to access district resources such as Pearson Realize, Compass Learning, and [Scholastic](#). Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



Writing (30 minutes)- if you have access to online resources, please visit [Scholastic Story Starters](#) (6th grade only), [Story Jumpers](#), or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story, their feelings, their thoughts about what they are reading, a letter, an information piece about something on which they are an expert. Writing packet options are available [here](#).



Math (30 minutes) - if you have access to online resources, your student can log into [Clever](#) to access Mathia. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#), [Khan Academy](#), and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



Social Studies (20 minutes) - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read and complete the quiz. Also visit [Education.com](#), [Newsela](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



Science (20 minutes) - if you have access to online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit this [Optics 4 Kids](#) to learn about cool optical illusions and visit [Ask a Biologist](#) for virtual field trips and activities. Visit [YouTube videos](#) and [National Geographic Kids](#) to learn more about science. Science packet options are available [here](#).



Exercise (60 minutes a day) - regular exercise and movement is important to do every day.

Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.



Estimados padres y tutores de 6º a 8º grado:

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



Lectura (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como Pearson Realize, Compass Learning y [Scholastic](#). Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídeles que le cuenten de qué se trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



Escritura (30 minutos)- Si tiene acceso a recursos en línea, visite [Scholastic Story Starters](#) (solo 6th grado), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia, sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta, una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura están disponibles [aquí](#).



Matemáticas (30 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Mathia. Una búsqueda de matemáticas se puede encontrar en [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#), [Khan Academy](#), y para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



Estudios sociales (20 minutos) - Si tienen acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Encontrarán artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer y contestar las preguntas aquí. También visite [Education.com](#), [Newsela](#), y [IXL](#) para actividades interactivas. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










Ciencias (20 minutos) - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Visite [YouTube videos](#) y [National Geographic Kids](#) para aprender más de ciencias. Las opciones de paquetes de ciencias están disponibles [aquí](#).









Ejercicio (60 minutos diarios) - es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at https://www.clever.com/in/maywood89</p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






Additional Resource Links






Reading	
	https://classroommagazines.scholastic.com/support/learnathome.html Choose books, videos, and activities by grade levels
	https://www.thespanishexperiment.com/stories Children's stories in Spanish
	https://www.storylineonline.net/ Actors and Actresses read books with illustrations
	https://www.getepic.com/ 1000's of award winning books. English and Spanish Signup required, free 30 days
	https://newsela.com/ English; https://newsela.com/rules/spanish Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	https://www.tweentribune.com/ Informational text at different grade levels



Online Magazines	
	Time for Kids http://www.timeforkids.com
	Scholastic News http://magazines.scholastic.com English https://classroommagazines.scholastic.com/spanish.html Spanish
	Highlights Kids https://www.highlightskids.com/
	Sport Illustrated Kids http://www.sikids.com
	National Geographic Kids http://kids.nationalgeographic.com



Writing	
	http://www.scholastic.com/teachers/story-starters/index.html Story Starter ideas by grade level
	https://www.storyboardthat.com/ Digital story telling with backgrounds, characters, and text


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

Math	
	https://www.coolmath4kids.com/ K-5 Math games, lessons, brainteasers
	https://minds-in-bloom.com/math-scavenger-hun/ K-5 Math scavenger hunt ideas
	https://www.khanacademy.org/math K-8 Practice early math through grade 8
	https://www.ixl.com/ K-8 Practice early math through grade 8
	https://www.mathgames.com/math-games.html K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr https://jr.brainpop.com BrainPOP Español https://esp.brainpop.com BrainPop https://www.brainpop.com/ BrainPopELL https://ell.brainpop.com Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	https://www.eia.gov/kids/ Information and games about energy
	https://www.optics4kids.org/illusions Optical illusions
	https://blockly.games/ Programming games for kids
	https://www.education.com/activity/social-studies/ Social Studies activities by grade level

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

Art/Music	
	http://www.maywoodfinearts.org/?page_id=3043 Take an online class with Maywood Fine Arts
	https://colormandala.com/ Color mandelas online

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

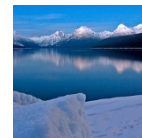
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around Latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



Student eLearning Activities Log Week 3

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Read/listened to a story Imagine Math Scholastic Science experiment Jumping Jacks Reading packet Math packet	Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 3

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Leer un libro Imagine Math Scholastic Experimento de Ciencias Jumping Jacks Paquete de lectura Paquete de matemáticas	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexía
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

HOW TO USE THIS BOOK

180 Days of Reading for Sixth Grade offers teachers and parents a full page of daily reading comprehension and word-study practice activities for each day of the school year.

Easy to Use and Standards Based

These activities reinforce grade-level skills across a variety of reading concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each reading lesson, or as homework.

Every sixth-grade practice page provides questions that are tied to a reading or writing standard. Students are given the opportunity for regular practice in reading comprehension and word study, allowing them to build confidence through these quick standards-based activities.

Question	Common Core State Standards
Days 1–3	
1–2	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	Reading Anchor Standard 4: <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>
Day 4	
1–2	Reading Anchor Standard 10: <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3–6	Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it</i> or Reading Anchor Standard 6: <i>Assess how point of view or purpose shapes the content and style of a text.</i>
7–8	Reading Anchor Standard 2: <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Day 5	
	Writing Anchor Standard 4: <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Austin liked to spend time at his friend Devin's house. One of the greatest things about Devin's family was that Devin's older brother, Jacob, had his own band. Jacob and his band practiced in Devin's garage, and Austin really liked to hear them play. One day, Austin and Devin were talking about the band, and Austin suggested they should start a band of their own. Devin wasn't in the least bit interested in being in a band, but he said Austin ought to learn to play the guitar. "Who knows?" Devin said, "You might get really famous." Austin thought about what his friend had said. Maybe it would be a good idea to learn to play the guitar—the electric guitar. Then, when he was good enough at it, he could have a band like Jacob's even if Devin didn't want to join.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. Who is the main character?

- (A) Devin
 (B) Austin
 (C) Jacob
 (D) Dad

2. What is Devin's suggestion for Austin?

- (A) He suggests that Austin not come to the house.
 (B) He suggests that Austin forget about music.
 (C) He suggests that Austin play in Jacob's band.
 (D) He suggests that Austin learn to play the guitar.

3. Which prefix could you add to *interested* to make a word that means "not in the least bit interested?"

- (A) *hyper-*
 (B) *semi-*
 (C) *un-*
 (D) *sub-*

4. Which word from the text can be both a noun and a verb?

- (A) idea
 (B) interested
 (C) band
 (D) talking

5. Which word has the same meaning as the phrase *ought to*?

- (A) should
 (B) cannot
 (C) might
 (D) could

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

____ / 5
Total

Austin had decided he wanted to learn to play the electric guitar. It was originally his friend Devin's idea, but the more he thought about it, the more Austin liked the idea of being a guitarist in a band. So he asked his parents if he could have a guitar. His mom and dad liked the idea, too, but they thought that an electric guitar might be really expensive. Austin thought so himself. Then one day, he stopped into a music-supply store to look at prices. He noticed a few ads at the store for used guitars. He asked the manager about the ads. "Oh, sure," the manager said. "People are always selling used guitars. That's really the best way for a beginner to get an inexpensive instrument." Now Austin knew how he could get a guitar without spending a lot of money.

- 1.** What do Austin's mom and dad believe?
- (A) A guitar might be really expensive.
 (B) Austin should not play the guitar.
 (C) Austin can use their guitar.
 (D) A guitar will probably be very cheap.

- 4.** What does the suffix *-ist* in the noun *guitarist* mean?
- (A) very small
 (B) brand new
 (C) special kind
 (D) someone who does something

- 2.** How will Austin get a guitar without spending a lot of money?
- (A) The manager will give him a guitar.
 (B) His mom and dad will give him a guitar.
 (C) He will buy a used guitar.
 (D) He will not get a guitar.

- 5.** What is *inexpensive instrument* an example of?
- (A) personification
 (B) alliteration
 (C) simile
 (D) metaphor

- 3.** Which prefix can be added to *expensive* to make its antonym?
- (A) *in-*
 (B) *hypo-*
 (C) *mal-*
 (D) *super-*

NAME: _____ DATE: _____

DIRECTIONS

Read the text and then answer the questions.

Austin wanted to learn to play the electric guitar. His mom and dad thought it was a good idea, too, but they were concerned about the cost, and so was Austin. The solution to the problem turned out to be a used guitar. Austin had discovered that many musicians sell inexpensive, used electric guitars. So he returned to the music supply store where he had seen ads for guitars. He wrote down the names and telephone numbers listed on the ads. He didn't recognize any of the names he saw on the ads. So his mom and dad insisted on going with him when he went to look at the guitars. The first two guitars he wanted to see had already been sold, but the third one was still for sale, and Austin liked it. In a very short time, Austin had his electric guitar.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

___ / 5

Total

1. What is this text mostly about?

- (A) the history of the electric guitar
- (B) how Austin learns to play the guitar
- (C) how Austin gets an electric guitar
- (D) where to find an electric guitar

2. What happens before Austin's mom and dad go with him to look at guitars?

- (A) Austin buys the guitar he wants.
- (B) Austin writes down the names and numbers listed on the ads.
- (C) Austin and his parents look at guitars.
- (D) Austin finds out that two of the guitars have already been sold.

3. Which prefix can be added to *sold* to make a word that means "still for sale"?

- (A) *sub-*
- (B) *ambi-*
- (C) *bi-*
- (D) *un-*

4. What does the verb *returned* tell you about Austin?

- (A) He has never been to the music-supply store.
- (B) He has been to the music-supply store before.
- (C) He does not know where the music-supply store is.
- (D) He will never go to the music-supply store.

5. What is the tone of the text?

- (A) sarcastic
- (B) informal
- (C) persuasive
- (D) guilty

NAME: _____ DATE: _____

PLAYING IN THE BAND

Austin wanted to play the electric guitar. His friend, Devin, had first suggested the idea, and Austin thought it was a great one. Someday, he wanted to be in a band, but first he had to learn to play. So he bought a used electric guitar from a musician who was selling it. At first, Austin thought it would be easy to learn how to play. Devin's brother, Jacob, played electric guitar, and it looked easy when Austin watched him. But as soon as Austin tried to play his own guitar, he realized how mistaken he was.

Austin tried to play the same songs he heard Jacob and his band play, but he couldn't make his guitar sound the same at all. It wasn't long before he decided he was going to need lessons. Austin's mom and dad had thought of that, too, and together, the three of them found a guitar teacher. Austin attended the first few lessons, but he began to get bored. His teacher kept giving him little songs and music exercises to do, not real songs like Jacob played. When Austin complained to his mom and dad about it, his mother advised him, "Be patient. You need to learn the basics first so you can sound good later when you play harder songs." Austin didn't believe her, but he wasn't a quitter, either. So he kept going for lessons and practicing.

After a while, Austin started to sound good when he played, and he began to be able to play harder songs. One day, Jacob and his band even let Austin play a song with them. Austin didn't know if he was ever going to be famous, but it was going to be fun finding out!



NAME: _____ DATE: _____

DIRECTIONS

Read "Playing in the Band" and then answer the questions.

1. Why does Austin try to play his new guitar as soon as he gets it?

- (A) He starts to sound better.
- (B) He takes guitar lessons.
- (C) He thinks it will be easy to play.
- (D) He realizes that playing the guitar is not easy.

2. Why do Jacob and his band sound better than Austin does at first?

- (A) They have practiced more and played longer.
- (B) They have newer guitars.
- (C) They do not practice.
- (D) They have a bigger place to play.

3. Which reflects a reasonable purpose for reading this story?

- (A) to learn how to play an instrument in a band
- (B) to sign up to be in the school band
- (C) to read about a character who likes music
- (D) to read about a famous musician who plays in a band

4. Which would be a good gift for Austin?

- (A) a basketball
- (B) a science kit
- (C) a guitar songbook
- (D) a cookbook

5. What does Austin most likely hope will happen in the future?

- (A) He will have his own band someday.
- (B) He will stop playing the guitar.
- (C) He will never visit Devin and Jacob.
- (D) He will play only easy songs.

6. What inference can be made about Austin's mom and dad?

- (A) They do not know Austin wants guitar lessons.
- (B) They want to play the guitar.
- (C) They wish Austin would not take guitar lessons.
- (D) They are glad Austin is taking guitar lessons.

7. At the end of the text, what is Austin's attitude towards playing the guitar?

- (A) bored
- (B) confused and frustrated
- (C) jealous of Jacob's band
- (D) proud and pleased with his hard work

8. Why doesn't Austin like his music lessons at first?

- (A) His teacher doesn't give him real songs to play.
- (B) His music teacher is rude to him.
- (C) He can't understand what his music teacher says.
- (D) He doesn't want to be in a band.

SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

___ / 8

Total

NAME: _____

DATE: _____

DIRECTIONS

Reread "Playing in the Band." Then, read the prompt and respond on the lines below.

SCORE

____/4

What have you learned to do well? Did it take a lot of practice? Write about what you have learned to do well and how you learned it.

Lined area for writing the response.



ANSWER KEY *(cont.)*

Week 34 *(cont.)*

Day 3

1. A
2. D
3. B
4. C
5. C

Day 4

1. B
2. C
3. A
4. D
5. C
6. A
7. B
8. B

Day 5

Responses will vary.

Week 35

Day 1

1. A
2. D
3. D
4. C
5. C

Day 2

1. D
2. A
3. C
4. B
5. A

Day 3

1. B
2. C
3. B
4. A
5. A

Day 4

1. B
2. C
3. B
4. A
5. A
6. C
7. D
8. D

Day 5

Responses will vary.

Week 36

Day 1

1. B
2. D
3. C
4. C
5. A

Day 2

1. A
2. C
3. A
4. D
5. B

Day 3

1. C
2. B
3. D
4. B
5. B

Day 4

1. C
2. A
3. C
4. C
5. A
6. D
7. D
8. A

Day 5

Responses will vary.

HOW TO USE THIS BOOK

180 Days of Math for Sixth Grade offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every sixth-grade practice page provides 12 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standards
1	Addition or Subtraction	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Understands the meanings of operations and how they relate to one another; Computes events and makes reasonable estimates
2	Multiplication	
3	Division	
4	Place Value or Number Sense	
5	Fractions, Decimals, and Percents	Works flexibly with fractions, decimals, and percents to solve problems; Compares and orders fractions, decimals, and percents efficiently; Understands the meaning and effects of arithmetic operations with fractions and decimals
6	Order of Operations and Patterns	Understands the meanings of operations and how they relate to one another
7	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
8		
9	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
10	Geometry	Uses visualization and spatial reasoning to solve problems; Analyzes characteristics and properties of two- and three-dimensional geometric shapes
11	Data Analysis/Probability	Selects and uses appropriate statistical methods to analyze data; Understands and applies basic concepts of probability
12	Word Problem/Logic Problem or Mathematical Reasoning	Solves problems that arise in mathematics and in other contexts; Applies and adapts a variety of appropriate strategies to solve problems

Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. Calculate the sum of 345, 271, and 196.

9. Write 9:26 P.M. in a 24-hour time format.

2. (Y) (N)

3. (Y) (N)

2. $64 \times 6 =$ _____

10. What is the shape of the base on a triangular prism?

4. (Y) (N)

3. $4 \overline{)280}$

5. (Y) (N)

6. (Y) (N)

4. What number is 12 less than 3?

11. What is the probability the spinner will land on a sport that involves water?

7. (Y) (N)

8. (Y) (N)

5. 20% of 250 is _____.



9. (Y) (N)

10. (Y) (N)

6. $17 + 5 \times 2 - 3 =$ _____

11. (Y) (N)

7. $0.75 = \square \%$

12. An extra-large pizza is cut into 18 slices at a party. There are 3 adults who eat 2 slices each. If a child eats half as many slices as an adult and the entire pizza is eaten, how many children are at the party?

12. (Y) (N)

8. Find g . $g - 108 = 23$

$g =$ _____

____/12

Total

NAME: _____

DIRECTIONS

Solve each problem.

1. Calculate the difference between 461 and 49.

$$\begin{array}{r} 2. \quad 40 \\ \times 60 \\ \hline \end{array}$$

$$3. \quad 10 \overline{)4,790}$$

4. List the factors of 26.

5. Arrange in ascending order.
3.5, 3.8, 3.6

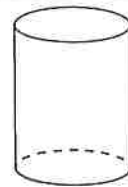
6. $3.4 + 1.5 \times 2 =$ _____

$$7. \quad \frac{5}{10} = \frac{\square}{12}$$

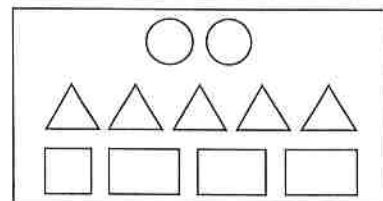
8. Write the expression for the sum of twice x and thirty-two.

9. How many minutes are in $1\frac{1}{2}$ hours?

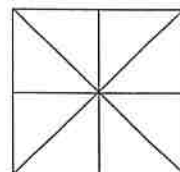
10. How many faces does the solid have?



11. Look at the set of shapes. What is the probability of picking a shape with equal sides?



12. One eighth of the square is blue. One fourth of the square is green. Two of the sections are red. The rest is yellow. What fraction of the square is yellow?



SCORE

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

$$\begin{array}{r} 32 \\ 46 \\ + 28 \\ \hline \end{array}$$

2. (Y) (N)

$$2. \quad 70 \times 500 = \underline{\hspace{2cm}}$$

3. (Y) (N)

4. (Y) (N)

3. How many groups of four are in 120?

5. (Y) (N)

6. (Y) (N)

4. Calculate the cube root of 27.

7. (Y) (N)

8. (Y) (N)

$$5. \quad 6 + \frac{5}{10} + \frac{6}{100} + \frac{4}{1000} =$$

9. (Y) (N)

10. (Y) (N)

$$6. \quad 14.7 + 2 \times 1.2 - 8 = \underline{\hspace{2cm}}$$

11. (Y) (N)

$$7. \quad 9.6 - \square = 5.8$$

12. (Y) (N)

$$8. \quad \text{Find } x. \quad 2x = 10$$

____ / 12

Total

$$x = \underline{\hspace{2cm}}$$

9. Calculate the distance a train can travel in 5 hours at 50 kilometers per hour.

10. How many sides does a decagon have?

11. Inside a bag of candy there are 16 lollipops, 12 pieces of chocolate, and 7 pieces of licorice. If you reach in the bag and grab a piece of candy, what is the probability that it will be either a piece of chocolate or licorice?

12. Reanna worked 9 hours. She took a break after working $\frac{1}{3}$ of the time. How many hours did she still have to work when she came back from her break?

NAME: _____

DIRECTIONS Solve each problem.

1. $100 - 78 =$ _____

2. What is the volume of a container (in cm^3) that holds 950 mL?

1. (Y) (N)

2. $6 \cdot 400 =$ _____

2. (Y) (N)

3. Is $148 \div 7$ greater than or less than $21\frac{2}{7}$?

10. Do perpendicular lines ever meet?

3. (Y) (N)

4. (Y) (N)

4. Is 248 evenly divisible by 4?

5. (Y) (N)

5. Write 0.62 as a percentage.

11. In a game, the probability of the spinner landing on red or green is $\frac{4}{5}$. How many times would you expect to land on red or green if you spin the spinner 80 times?

6. (Y) (N)

6. $8.4 \times 7 - 3 \times 2.1 =$ _____

7. (Y) (N)

7. $\frac{2}{5} = \frac{\square}{15}$

8. (Y) (N)

8. Distribute.
 $27(3 + u) =$ _____

12. At a conference, one car was provided for every 4 people. How many cars were needed if there were 91 people?

9. (Y) (N)

10. (Y) (N)

11. (Y) (N)

12. (Y) (N)

___ / 12

Total

NAME: _____

DIRECTIONS

Solve each problem.

SCORE

1. (Y) (N)

1. $148 + 35 =$ _____

2. (Y) (N)

2. $32 \times 200 =$ _____

3. (Y) (N)

3. Calculate $511 \div 6$.

4. (Y) (N)

5. (Y) (N)

4. Write the largest possible number using the digits 8, 4, 9, 2, and 5.

6. (Y) (N)

7. (Y) (N)

5. Is 25% greater than, less than, or equal to 0.3?

8. (Y) (N)

9. (Y) (N)

6. Write the next number in the sequence. 56, 64, 72,

10. (Y) (N)

11. (Y) (N)

7. $\frac{4}{5} = \frac{\square}{10}$

12. (Y) (N)

8. Find a . $2a = 1$

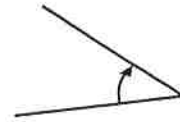
$a =$ _____

9.

How many grams are in $1\frac{1}{2}$ kg + $\frac{3}{4}$ kg?

10.

Use a protractor to measure the angle.



11.

Sale Prices of Clothes

	Regular Price	Discount
Pants	\$32	25%
Shirts	\$24	30%
Shoes	\$45	35%
Socks	\$4	10%

What is the total of all four items after the discount?

12.

Complete the magic square using the numbers 0–15.

5		6	
2	15		
9	4		
14	3	13	

____/12

Total

ANSWER KEY *(cont.)*

Day 153

- 485
- 24,000
- 29
- 359,000
- 75
- 7
- 4
- $14t - 140$
- 9
- 2 axes of symmetry
- \$75
- 9 pieces of gum

Day 154

- 277
- 1,500
- 40
- odd number
- $\frac{2}{3}$
- 41
- $\frac{5}{8}$
- 43
- 60 km per hour
- pentagonal prism; 7; 10; stack; solid
- 0
-

Ten	1,673,420
Hundred	1,673,400
Thousand	1,673,000
Ten thousand	1,670,000
Hundred thousand	1,700,000
Million	2,000,000

Day 155

- 286
- 225
- $70\frac{2}{7}$
- 88,257
- $\frac{5}{100}$ should be circled.
- 875
- 1
- 10 or -10
- 144 cm^2
- right triangle
- dishwasher, trash, dog; dishwasher, dog, trash; trash, dishwasher, dog; trash, dog, dishwasher; dog, trash, dishwasher
- \$7.50 for twenty tickets

Day 156

- 812
- 384
- 70
- 9
- 50
- 24
- 75
- 131
- 21:26
- triangle or rectangle
- $\frac{1}{6}$
- 12 kids

Day 157

- 412
- 2,400
- 479
- 1, 2, 13, 26
- 3.5, 3.6, 3.8
- 6.4
- 6
- $2x + 32$
- 90 minutes
- 3 faces
- $\frac{6}{11}$
- $\frac{3}{8}$ of the square is yellow.

Day 158

- 106
- 35,000
- 30
- 3
- 6.564
- 9.1
- 3.8
- 5
- 250 km
- 10 sides
- $\frac{19}{35}$
- 6 hours

Day 159

- 22
- 2,400
- less than
- yes
- 62%
- 52.5
- 6
- $81 + 27u$
- 950 cm^3
- yes
- 64 times
- 23 cars

Day 160

- 183
- 6,400
- $85\frac{1}{6}$ or 85.17
- 98,542
- less than
- 80
- 8
- $\frac{1}{2}$ or 0.5
- 2,250 grams
- 40°
- \$73.65
-

5	8	6	11
2	15	1	12
9	4	10	7
14	3	13	0

Day 161

- 116
- 4,300
- 30
- 4 ten thousands or 40,000
- $7\frac{4}{100}$ or $7\frac{1}{25}$
- +
- 60
- 326
- 6.24 m
- 60 m
- $\frac{1}{2}$
- \$0.85; \$2.65; \$3.90; \$1.65; \$2.55; \$1.30; Total: \$12.90; Change: \$7.10

Day 162

- 247
- 750
- 20
- 35,982
- 1.6, 1.4, 1.3
-

Gram	9,000	8,500	8,000	7,500
Kilogram	9	8.5	8	7.5

Rule: Divide the gram value by 1,000 to get the kg value.

- $3x + 27$
- 1 or -1
- 9 ft.^2
- +**
- 4 equal sections: red, green, yellow, and orange
- \$16.25 per hour

News Debate: Virtual Ed



Do cyber schools make the grade?

Students in Caldwell, Idaho, can attend class in their pajamas! At Vallivue Virtual Academy, courses are taught online. Students work at home with parents, who serve as learning coaches. A certified teacher oversees the students' progress.

The cyber school was launched as a free option for students in kindergarten through grade 8 who have trouble succeeding in the district's traditional public school. Supporters of the program say that virtual schools help students avoid the social pressures that can interfere with learning. In addition, supporters argue, online courses provide kids with more focused instruction and course options than they can get in a typical school.

Not everyone gives cyber schools a passing grade, however. Some educators argue that online learning makes it hard for students to make friends. Many parents also feel that cyber schools put unrealistic time demands on them because they have to oversee their kids' daily work.

Are virtual schools a valid option? *Current Events* student reporters Sophia Platcow and Peter Brosnan each log in on a side.

Crash Course to Failure

Technology can benefit education, but it shouldn't take over education. Students who go to virtual schools will miss many of the benefits of being in a real school.

If kids attend school online, they will miss out on important social interactions. Payton McDonough, 13, a seventh grader from Glencoe, Ill., agrees. "I don't know how I could sit at a computer all day without actually interacting with my peers and teachers," he says.

In addition, virtual schools don't have enough structure. Students who take online courses can set their own schedules, which will cause problems for students who have trouble staying motivated.

Furthermore, online schooling puts stress on parents because they have to supervise what their kids do at home. Many parents have full-time jobs. How are they going to run their children's education, excel in their jobs, and take care of their other responsibilities at home?

Virtual schools will make it harder for students to learn and will put too much pressure on parents.

It's Time for Tech

In this ever-changing age of technology, it is important for students to learn to work in the virtual world.

Virtual learning does not need to replace classroom learning entirely, but it can help students work at their own pace. If students struggle with subjects, they can take those courses online and spend more time on them. Valerie VanSelous, a teacher from Hopewell Township, N.J., agrees. "Teachers, students, and parents need to embrace new technology and not be afraid of it. Offering different teaching aids just might be the key to unlocking a student's potential."

Virtual schools can also offer students much more flexible schedules. Students often juggle extracurricular activities, sports, and schoolwork, and cyber schools could help them manage everything.

Finally, attending virtual school can prepare students for college and for work after graduation. "We need to be responsible for working on our own," says Angela Goscilo, a senior from Pound Ridge, N.Y. "We need to develop technology skills that will help us in whatever we do. Getting an early start is a good idea."

Name: _____ Date: _____

1. What is Vallivue Virtual Academy?

- A. a private school in Glencoe, Illinois
- B. a charter school in Hopewell Township, New Jersey
- C. a traditional public school in Caldwell, Idaho
- D. a cyber school where courses are taught online

2. What argument is presented in this text?

- A. an argument about prayer in schools
- B. an argument about virtual schools
- C. an argument about whether school should be year-round
- D. an argument about what classes students should be required to take

3. Virtual schools are bad for kids.

What evidence in the text supports this conclusion?

- A. Virtual schools provide kids with more focused instruction than they get in a typical school.
- B. Virtual schools provide kids with more course options than they get in a typical school.
- C. Students who attend virtual schools can set their own schedules, which will cause problems for students who have trouble staying motivated.
- D. Attending virtual schools can prepare students for college and work after graduation by training them to work independently.

4. Virtual schools are good for kids.

What evidence in the text supports this conclusion?

- A. Virtual schools help students avoid the social pressures that can interfere with learning.
- B. If kids attend virtual schools, they will miss out on important social interactions.
- C. Virtual schooling puts stress on parents because they have to supervise what their kids do at home.
- D. A cyber school for students in kindergarten through eighth grade was launched in Caldwell, Idaho.

5. What is the main idea of this text?

- A. Students in Caldwell, Idaho, can attend class in their pajamas.
- B. Students who go to virtual schools will miss many of the benefits of being in a real school.
- C. It is important for students to learn to work in the virtual world.
- D. There are various arguments for and against virtual schools.

6. Read these sentences from the text.

"Not everyone gives cyber schools a passing grade, however. Some educators argue that online learning makes it hard for students to make friends. Many parents also feel that cyber schools put unrealistic time demands on them because they have to oversee their kids' daily work."

What does the statement "Not everyone gives cyber schools a passing grade" mean here?

- A. Not everyone approves of cyber schools.
- B. Not everyone has given cyber schools a test.
- C. Not everyone has attended a cyber school.
- D. Not everyone cares about students in cyber schools.

7. Read these sentences from the text.

"If kids attend school online, they will miss out on important social interactions. Payton McDonough, 13, a seventh grader from Glencoe, Ill., agrees. 'I don't know how I could sit at a computer all day without actually interacting with my peers and teachers,' he says.

In addition, virtual schools don't have enough structure. Students who take online courses can set their own schedules, which will cause problems for students who have trouble staying motivated."

What word or phrase could best replace "in addition" at the beginning of the second paragraph?

- A. First
- B. Also
- C. Instead
- D. In contrast

8. Why does virtual schooling put stress on parents?

9. What is different about the number of course options kids get in virtual schools compared to typical schools?

10. Using evidence from the text, make an argument for or against virtual schools.
