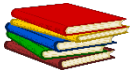




Dear 6<sup>th</sup> – 8<sup>th</sup> Grade Parents and Guardians:

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](#) (6<sup>th</sup> 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 6<sup>th</sup> 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 <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></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






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



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



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


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

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

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

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

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

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> 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](#)

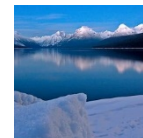
[Grand Canyon National Park](#)

[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 Tool 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](#)

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



## Student eLearning Activities Log Week 4

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 4

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 Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	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 Lexia
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
<b>Days 1–3</b>	
1–2	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it.</i>
3–5	<b>Reading Anchor Standard 4:</b> <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>
<b>Day 4</b>	
1–2	<b>Reading Anchor Standard 10:</b> <i>Read and comprehend complex literary and informational texts independently and proficiently.</i>
3–6	<b>Reading Anchor Standard 1:</b> <i>Read closely to determine what the text says explicitly and to make logical inferences from it or</i> <b>Reading Anchor Standard 6:</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>
7–8	<b>Reading Anchor Standard 2:</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
<b>Day 5</b>	
	<b>Writing Anchor Standard 4:</b> <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.

There I was one afternoon, getting ready to play my new video game. I was really excited about it. I had saved my allowance for a month, and yesterday, I finally had enough money to buy it. I put the game into the game system, and at first, the game looked as though it was loading up. All of a sudden, though, everything stopped! I pushed a few buttons, but the game system stared stubbornly at me, daring me to make it work. I managed to unload the game itself, but that didn't help very much. My game system seemed to be completely dead. I yelled for my big brother, Cody, to come and help me, but he took one look at the game system and said, "Justin, you're out of luck. This system is gone. You'll have to get another one."

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_/5

Total

**1.** Who is the narrator in this text?

- (A) Dad
- (B) Cody
- (C) Justin
- (D) Mom

**2.** What is the main problem?

- (A) Justin cannot get a new game.
- (B) Justin's game system is broken.
- (C) Cody takes Justin's game system.
- (D) Justin takes Cody's game system.

**3.** What does Cody mean when he says Justin is *out of luck*?

- (A) Justin cannot use his game system.
- (B) He wishes he had Justin's game system.
- (C) He will fix Justin's game system.
- (D) Justin is lucky to have his game system.

**4.** In this text, what does the adjective *gone* mean?

- (A) broken
- (B) disappeared
- (C) difficult
- (D) interesting

**5.** What is this phrase an example of:  
*The game system stared stubbornly at me, daring me to make it work.*

- (A) simile
- (B) rhyming
- (C) metaphor
- (D) personification

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

My game system was completely broken and wouldn't work at all. I couldn't remember exactly when I'd bought it, but I didn't think it was very long ago, so Dad suggested I try to get it replaced. He said it might still be under warranty, and if it were, then I could exchange it for a new game system. I was hoping Dad was right—good game systems are expensive, and I didn't want to have to save up my money for months. So I took my system back to the store where I'd bought it. The manager looked up my purchase. He said, "I'm sorry, Justin, but you actually bought this 14 months ago, and the warranty only lasted for 12 months. So you won't be able to get a replacement system unless you purchase a new one." I was running out of options fast!

1. What does Justin's dad suggest?

- (A) He suggests that Justin save up his money and buy a new system.
- (B) He suggests that Justin try to exchange his broken game system.
- (C) He suggests that Justin stop playing video games.
- (D) He suggests that Justin look for new video games to try.

2. What does Justin find out when he goes to the store?

- (A) He will not be able to shop at that store any more.
- (B) He will be able to get a free replacement system.
- (C) He will have to buy three new video games.
- (D) He cannot get a replacement system unless he buys a new one.

3. Which word describes a promise that if something breaks, it will be replaced?

- (A) warranty
- (B) game system
- (C) replacement
- (D) exchange

4. Which two words are synonyms and the same parts of speech?

- (A) replacement, warranty
- (B) warranty, system
- (C) bought, purchased
- (D) purchase, option

5. What is the tone of the text?

- (A) informational
- (B) anxious
- (C) persuasive
- (D) passive

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read the text and then answer the questions.

My game system was broken and couldn't be repaired. I had also found out that the warranty on it ended, so I couldn't get it replaced unless I bought a new one. But that was the problem—I didn't have the money for a new one. Mom and Dad gave me an allowance every week, but I would have to save for a few months if I were going to get the kind of system I wanted. I didn't want to wait that long, and I knew Mom and Dad wouldn't just buy me a new game system—not unless it was my birthday, which it wasn't. I complained about it all to my brother Cody—maybe he would have an idea. Cody suggested, "You could get some kind of job, Justin. That way, you could earn the money for the game system."

**1.** What is Justin's problem?

- (A) He doesn't have the money for a new game system.
- (B) Cody took his game system.
- (C) His mom and dad will not let him have a game system.
- (D) He does not want to use his game system.

**2.** What suggestion does Cody make?

- (A) Justin should ask his mom and dad for a new game system.
- (B) Justin should stop playing video games.
- (C) Justin should get a job to earn money for a game system.
- (D) Justin should ask his friends to let him use their game systems.

**3.** Which word is a synonym for *repaired*?

- (A) purchased
- (B) replaced
- (C) destroyed
- (D) fixed

**4.** Which noun has the same meaning as *allowance*?

- (A) meals
- (B) direction
- (C) pocket money
- (D) special permission

**5.** What does the word *complained* reveal about Justin?

- (A) He is excited.
- (B) He is unhappy.
- (C) He is proud.
- (D) He is hopeful.

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

\_\_\_ / 5

Total

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## GETTING INTO THE GAME

My game system was broken and couldn't be repaired, and I didn't have enough money to buy a new one. The only solution I could think of was to earn some extra money. I tried to come up with some good ideas for a job—that was what my brother Cody had suggested. One morning, I was staring out my window wondering what sort of job a kid my age could get, when something I noticed gave me an inspiration.

My neighbor, Mr. Drummond, was wheeling his garbage barrel out to the curb. Mr. Drummond was elderly, and I could tell he was struggling to move his garbage barrel. I sprinted downstairs and outside, dashed across the street, and offered to move Mr. Drummond's trash to the curb. He was very grateful. After he thanked me, I decided to discuss my inspiration with him. "I'm trying to earn some extra money," I explained, "and I'm just wondering whether people would be interested in having me do chores."

"Well, I certainly would, Justin," Mr. Drummond answered. "There are several things that are more difficult for me now that I'm getting on in years, and it'd be helpful to have a young person around to do those jobs. I wouldn't be surprised if there are other people my age in the same situation."

I decided to take Mr. Drummond's suggestion about helping elderly people, and I visited some of my other neighbors. It turned out that Mr. Drummond was right. A lot of them were interested in having someone come around to do chores. I made up a schedule of people to visit and chores they wanted me to do, and started working. At first, it was exhausting, but before long, I got accustomed to it. Within a month, I'd earned enough money to get my new game system, and that made me very happy. And a lot of people in the neighborhood were getting the help they needed. That made me happy, too. I guess having a broken game system wasn't so awful.



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS**

Read "Getting Into the Game" and then answer the questions.

1. Which prediction about the text is most relevant?
  - (A) Justin will stop talking to his neighbors.
  - (B) Justin will stop playing video games.
  - (C) Justin will never speak to Mr. Drummond again.
  - (D) Justin will keep doing chores for people.
  
2. Why does Justin want to earn money?
  - (A) Mr. Drummond needs help with his trash.
  - (B) He wants to help people who need someone to do chores.
  - (C) He wants to buy a new bicycle.
  - (D) His game system is broken, and he wants to buy a new one.
  
3. What do you think Mr. Drummond will do the next time he needs someone to do a chore?
  - (A) He will hire Justin to do the work.
  - (B) He will do the chore himself.
  - (C) He will not know what he should do.
  - (D) He will call a friend his age for help.
  
4. What can be inferred about Mr. Drummond's garbage barrel?
  - (A) It is heavy.
  - (B) It is very light.
  - (C) It is easy to move.
  - (D) It is brand-new.
  
5. Which point of view does this text use?
  - (A) first person
  - (B) second person
  - (C) third person
  - (D) There is no point of view.
  
6. How do Justin's parents likely feel about the solution to his problem?
  - (A) worried
  - (B) pleased
  - (C) unhappy
  - (D) angry
  
7. How does Justin solve the problem of his broken game system?
  - (A) He fixes the game system.
  - (B) He asks his parents for the money to buy a new game system.
  - (C) He does chores for people in the neighborhood to earn money.
  - (D) He decides he doesn't want a game system after all.
  
8. What is the theme of this text?
  - (A) Money is the best reward.
  - (B) Video games are very fun and entertaining.
  - (C) Hard work and helping others can be very rewarding.
  - (D) Justin's parents gave him the money for the new system.

**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 “Getting Into the Game.” Then, read the prompt and respond on the lines below.

SCORE

\_\_\_ / 4

If you wanted to earn extra money for something, what would you do to earn it? Write about what you would want to buy and how you would earn the money.

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# ANSWER KEY *(cont.)*

## Week 29

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 30

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 31

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 32

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 33

### Day 1

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

### Day 2

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

### Day 3

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

### Day 4

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

### Day 5

Responses will vary.

## Week 34

### Day 1

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

### Day 2

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

# 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.

1.  $100 - 57 =$  \_\_\_\_\_

2. Calculate the product of 34 and 6.  
\_\_\_\_\_

3.  $5 \overline{)250}$

4. What is the value of the digit 8 in the number 169,378?  
\_\_\_\_\_

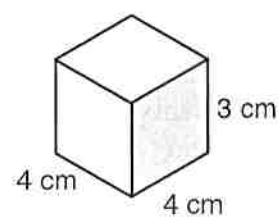
5.  $\frac{2}{5} + \frac{7}{10} =$  \_\_\_\_\_

6.  $-10 + 3 \times 7 =$  \_\_\_\_\_

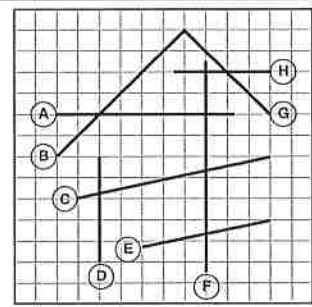
7.  $142 \square 67 = 75 + 0$

8. Find  $d$ .  $170 - d = 60$   
 $d =$  \_\_\_\_\_

9. What is the volume of the solid with a 4-cm square base that is 3 cm high?  
\_\_\_\_\_



10. Which line is parallel to line C?  
\_\_\_\_\_



11. What is the mean of this set of data?  
18, 25, 31, 31, 44, 68, 76  
\_\_\_\_\_

12. It takes a rollercoaster 3 minutes 45 seconds to run the track and 2 minutes 30 seconds to unload and load people in between runs. How many runs can the rollercoaster make in 1 hour?  
\_\_\_\_\_

**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)

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

1. Add 65 to 258. \_\_\_\_\_

2. Calculate the product of 25 and 5.  
\_\_\_\_\_

3.  $180 \div 3 =$  \_\_\_\_\_

4. Write the expanded notation for 461.  
\_\_\_\_\_

5. Round 4.39 to the nearest whole number.  
\_\_\_\_\_

6. Complete the input/output chart. Look for a pattern and write the rule.

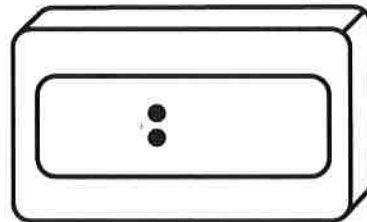
Input	1	2	3	4	5
Output	5	10			

7. Find  $x$ .  $20x = 600$

$x =$  \_\_\_\_\_

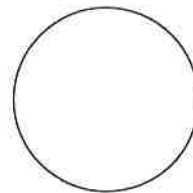
8. Write the expression for the quotient when  $m$  is divided by 34.  
\_\_\_\_\_

9. Write the time 10:47 A.M. in a 24-hour time format.



10. What is the sum of the inside angles of a rectangle?  
\_\_\_\_\_

11. Draw a spinner that has a 50% probability of landing on a 1, and an equal probability of landing on a 2 or 3.



12. It costs \$1.25 per mile in a taxi. How many miles did you travel if your change from \$10.00 is \$2.50?  
\_\_\_\_\_

**NAME:** \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1.  $582 - 97 =$  \_\_\_\_\_

2. 
$$\begin{array}{r} 400 \\ \times 60 \\ \hline \end{array}$$

3. What is half of 58?  
\_\_\_\_\_

4. Round 358,962 to the nearest thousand.  
\_\_\_\_\_

5. 10% of 750 is \_\_\_\_\_.

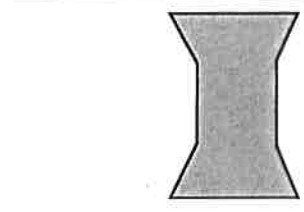
6.  $-4 \times 3 + 5 =$  \_\_\_\_\_

7.  $3\frac{1}{4} = \frac{13}{\square}$

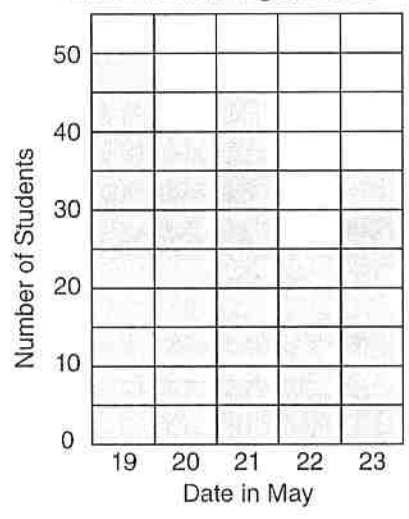
8. Distribute.  
 $14(t - 10) =$  \_\_\_\_\_

9. 108 inches = \_\_\_\_\_ feet

10. How many axes of symmetry does the shape have?



11. **Students Riding the Bus**



If the cost to ride the bus is \$1.50, how much money did the bus company earn on the 19th?

12. You have \$2.35. You want to buy gum that costs \$.25 each. What is the greatest number of pieces of gum you can buy?

**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)

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

1.  $180 + 97 = \underline{\hspace{2cm}}$

2.  $50 \cdot 30 = \underline{\hspace{2cm}}$

3.  $6 \overline{)240}$

4. Is 242,277 an odd or an even number?  
\_\_\_\_\_

5. Simplify  $\frac{6}{9}$ .  
\_\_\_\_\_

6.  $(17 + 5) \times 2 - 3 = \underline{\hspace{2cm}}$

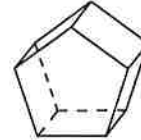
7.  $\frac{3}{8} + \square = 1$

8. Find  $y$ .  $\frac{y}{10} = 4.3$

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

9. Calculate the average speed when 180 km are traveled in 3 hours.  
\_\_\_\_\_

10. Complete the chart for the shape.



Name the figure.	
How many surfaces?	
How many vertices?	
Does it stack or roll?	
Is it a plane shape or a solid shape?	

11. The numbers 20 through 30 were written on individual cards and placed in a bag. If you pull one card from the bag, what is the probability that the number on it will be made up of only straight lines?  
\_\_\_\_\_

12. Complete the chart by rounding 1,673,424 to the specified place.

Ten	
Hundred	
Thousand	
Ten thousand	
Hundred Thousand	
Million	



NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

1. 
$$\begin{array}{r} 325 \\ - 39 \\ \hline \end{array}$$

2. Calculate the product of 45 and 5.

\_\_\_\_\_

3.  $492 \div 7 =$  \_\_\_\_\_

4. What number is 1,000 before 89,257?

\_\_\_\_\_

5. Circle the value below that is not equivalent to the other two values.

0.5      50%       $\frac{5}{100}$

6. Write the next number in the sequence. 1,025, 975, 925,

\_\_\_\_\_

7.  $72 \div 8 = 9 \times$

8. Find  $w$ .       $w^2 = 100$

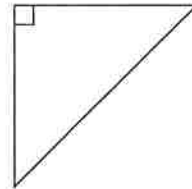
$w =$  \_\_\_\_\_

9. What is the area of a square with 12-cm sides?

\_\_\_\_\_

10. Name the triangle.

\_\_\_\_\_



11. Michael has three chores he must do: unload the dishwasher, take out the trash, and feed the dog. List all the possible orders in which he can do his chores.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Tickets at a carnival cost \$7.50 for 20 tickets or \$20.00 for 50 tickets. Which is the better value?

\_\_\_\_\_

**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**

# ANSWER KEY *(cont.)*

## Day 142

1. 277
2. 2,400
3.  $39\frac{3}{7}$
4. 87,461
5. 70%
6. Chart: Meter:  
5,250; 7,750  
Kilometer: 4; 6.5  
Rule: Divide the meter value by 1,000 to get the kilometer.
7.  $18a + 36$
8. 4.4
9.  $33 \text{ in.}^2$
10. 6 angles
11. half section for 1, quarter section for each 2 and 3
12. 1 hour, 45 minutes

## Day 143

1. 286
2. 2,100
3.  $75\frac{4}{9}$
4. 70,000
5.  $\frac{17}{6}$
6.  $(3 + 5) \times 8 - 2 \times 10 = 44$
7. 22
8. 8
9. 3,250 g
10. circle or triangle
11.  $\frac{1}{5}$
- 12.

$\times$	20	30	40	50	60	70
6	120	180	240	300	360	420
9	180	270	360	450	540	630
7	140	210	280	350	420	490
8	160	240	320	400	480	560

## Day 144

1. 354
2. 340
3.  $66\frac{5}{7}$
4. yes
5.  $\frac{4}{8}$  or  $\frac{1}{2}$
6.  $3 + 5 \times (8 - 2) \times 10 = 303$
7. 164
8.  $x - 25$
9. 9
10. parallelogram; 4; 4; no; plane shape
11. 2 hours 52 minutes
12. 3 gallons

## Day 145

1. 217
2. 2,900
3.  $68\frac{1}{4}$  or 68.25
4. 51st
5.  $1\frac{3}{6}$  or  $1\frac{1}{2}$
6. 2,914
7. 20
8. 9
9.  $48 \text{ cm}^3$
10. obtuse
11. 611
12.  $\frac{1}{8}$

## Day 146

1. 487
2. 200
3.  $29\frac{4}{5}$  or 29.8
4. no
5.  $\frac{3}{5}$
6. 144
7. 4
8.  $700 - 100p$
9.  $56 \text{ m}^2$
10. hexagon
11. Spinner A
12. 16 steps

## Day 147

1. 483
2. 1,800
3.  $9\frac{5}{8}$
4. 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60
5.  $2\frac{2}{3}$
6. 29
7. 4
8. 4
9. 7.5 liters
10. 4 vertices
11.  $\frac{4}{7}$
12. 2, 4

## Day 148

1. 322
2. 1,500
3. 20.5 or  $20\frac{1}{2}$
4. 156,790
5. 45
6. 5
7. 13
8.  $10b + 78$
9. 110 miles
10. no
11. Box B
12. 873.48

## Day 149

1. 126
2. 720
3.  $49\frac{1}{2}$  or 49.5
4. 9, 18, 27
5. 72
6. -45
7. 6
8. 200
9.  $250 \text{ cm}^3$
10. yes
11. 6 dozen cookies or 72 cookies
12. 168 trading cards

## Day 150

1. 98
2. 600
3. 38
4. 6 digits
5.  $1\frac{7}{100}$
6. 176
7. 39
8.  $-2x - 6$
9. 3,800 m
10. straight
11. 45
12. 60 minutes

## Day 151

1. 43
2. 204
3. 50
4. 8 ones or 8
5.  $1\frac{1}{10}$
6. 11
7. -
8. 110
9.  $48 \text{ cm}^3$
10. line E
11. 41.86 or 41.9
12. 9 runs

## Day 152

1. 323
2. 125
3. 60
4.  $400 + 60 + 1$
5. 4
6. Output: 15, 20, 25;  
Rule: Multiply the input by 5 to get the output.
7. 30
8.  $m \div 34$  or  $\frac{m}{34}$
9. 10:47
10.  $360^\circ$
11. half circle for 1, quarter circle for each 2 and 3
12. 6 miles

# 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
- 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
- $144\text{ cm}^2$
- 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
- $81 + 27u$
- $950\text{ cm}^3$
- 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
- $40^\circ$
- \$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
- 6.

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.<sup>2</sup>
- +
- 4 equal sections: red, green, yellow, and orange
- \$16.25 per hour

# Nefertari's Tomb

by Alizah Salario



*Valley of the Queens in Egypt*

Think about a story involving tomb raiders, a journey into the underworld, and a romance between a glamorous queen and a powerful king. This may sound like the latest Hollywood blockbuster, but it's a script pulled straight from the history books. The story begins with Ramesses the Great, who is known to have ruled Egypt from 1279 B.C. to 1213 B.C. Ramesses had many consorts, but his most beloved wife was Queen Nefertari. She was known for her beauty and for the many Egyptian monuments built in her honor. Nefertari had many nicknames including "beautiful face," "pretty with two feathers," and "appeasing the Gods." When Queen Nefertari died, Ramesses ordered the building of one of Egypt's most extraordinary tombs for her.

Nefertari's tomb is located in Egypt's Valley of the Queens, which hosts more than 70 lavishly decorated tombs belonging to queens, princesses, and other members of the nobility. Queen Nefertari's tomb is considered the most impressive of them all. It's known as the Sistine Chapel of ancient Egypt because of its beautiful decorations and detailed artwork. When it was discovered in 1904 by an Italian Egyptologist, Nefertari's tomb had long before been looted by tomb raiders. They had stolen nearly all of the precious treasures buried with the queen, including her sarcophagus and her mummy. Still, the tomb was an extremely important discovery. The magnificent paintings on the tomb walls are some of the most detailed and well-preserved in all of ancient Egypt. The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs about death and the afterlife.

The ancient Egyptians developed elaborate burial rituals and ornate tombs because they believed in

a life after death. These rituals were designed to help the deceased travel safely into the netherworld and hopefully find paradise in the world beyond. (This is one of the reasons grave robbing was considered such a heinous crime in ancient Egypt. Looters not only took material goods, but, it was believed, stole the deceased's chance at a peaceful afterlife.) Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra. Once they crossed to the other side, they were faced with many challenges and tests on their journey into the underworld.

If you were to tour Nefertari's tomb today, you would first descend steps down into the rock where the tomb was built. Next, enter the antechamber, or vestibule, and notice the grand ceiling painted dark blue and flecked with golden five-pointed stars. On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening. These gods are associated with mummification and the afterlife, and, in Egyptian mythology, play an important role in the journey of the deceased. Then cross the threshold into the next room, and examine the paintings of Nefertari being presented to the welcoming gods.

Walk around the room and take a moment to examine a splendid painting of the queen playing a game of senet against an invisible opponent. Perhaps her opponent is fate? (Senet is an ancient Egyptian board game, and sometimes senet game boards were put into graves to provide protection for the journey in the afterlife.) The queen wears a white gown of sheer linen, a gold bracelet, thick collar, and what are probably silver earrings. Her head is adorned with the vulture headdress of a queen. Other paintings in the room depict Nefertari giving special offerings to the gods.

Walk back to the antechamber, and then cross to the north wall, where you will see a stairway. Walk down the stairway, and you will find yourself in the large burial chamber. At one time, the queen's red granite sarcophagus lay in the middle of this chamber. Now carefully study the motifs and decorative pictograms about death and the afterlife on the walls and ceiling. Some of them illustrate ideas from *The Book of the Dead*, an ancient Egyptian funeral text that contained magic spells used to help dead people on their voyage to the underworld. Some of the scenes tell the story of Nefertari's meetings with gods and monsters, and in some cases they offer information about ceremonies concerning the afterlife. These images also provide information on the special roles of many major and minor gods that were important during Nefertari's time in Egypt's period called the New Kingdom. On the door of the burial chamber, notice an image of Nefertari emerging from the horizon, reborn as a sun disc.

Before leaving the burial chamber, look closely at the walls. They're decorated with poetry that Ramesses wrote for his wife. He is believed to have penned the line, "My love is unique-no one can rival her, for she is the most beautiful woman alive. Just by passing, she has stolen away my heart."

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

1. Who was Nefertari?

- A. a king who ruled Egypt from 1279 B.C. to 1213 B.C.
- B. a queen whose tomb is located in Egypt's Valley of the Queens
- C. a looter who stole goods from tombs in Egypt
- D. an Egyptian god who was associated with the afterlife

2. What does the author describe in the second half of this text?

- A. the journey of an Italian Egyptologist
- B. a king's journey into the netherworld
- C. the art inside Queen Nefertari's tomb
- D. the plot of a Hollywood blockbuster

3. Ancient Egyptians wanted to help the deceased to travel safely into the underworld and find paradise in the afterlife. What evidence from the text best supports this conclusion?

- A. "Ancient Egyptians believed that when people died, they rode across a lake of fire on the boat of the god Ra."
- B. "On the east wall, notice a huge doorway. The god Osiris stands to the left and Anubis to the right of that opening."
- C. "[S]ometimes senet game boards were put into graves to provide protection for the journey in the afterlife."
- D. "The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs."

4. How can ancient Egyptian beliefs about the afterlife best be described?

- A. detailed and elaborate
- B. simple and minimalistic
- C. solemn and negative
- D. celebratory and thankful



5. What is this passage mostly about?

- A. a looting trend by tomb raiders impacting many Egyptian tombs
- B. a tomb that gives insight into ancient Egyptian beliefs
- C. the poetry a king wrote for his beloved wife after she died
- D. the remarkable beauty and kindness of Queen Nefertari

6. [Queen Nefertari's tomb] is known as the Sistine Chapel of ancient Egypt because of its beautiful decorations and detailed artwork. [ . . . ] The magnificent paintings on the tomb walls are some of the most detailed and well-preserved in all of ancient Egypt. The stories these paintings tell about Queen Nefertari's journey into the underworld shed light on ancient Egyptian beliefs about death and the afterlife.

The ancient Egyptians developed elaborate burial rituals and ornate tombs because they believed in a life after death.

Based on these sentences from the text, what does the word "ornate" mean?

- A. simple and plain
- B. heavily decorated
- C. highly expensive
- D. bright and colorful

7. Choose the answer that best completes the sentence.

The Valley of the Queens hosts more than 70 lavishly decorated tombs. \_\_\_\_\_, Queen Nefertari's tomb is considered the most impressive of them all.

- A. However
- B. Meanwhile
- C. Therefore
- D. Finally

8. Some scenes in Nefertari's tomb illustrate ideas from The Book of the Dead, an ancient Egyptian funeral text that contained magic spells. What was the purpose of these magic spells?

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9. Why are the well-preserved paintings in Nefertari's tomb so important to people who want to learn about ancient Egyptians?

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10. What does Nefertari's tomb tell us about ancient Egyptian beliefs regarding burials and the afterlife? Support your answer with at least one example of a painting or decoration in her tomb that illustrates these beliefs.

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