

Directions: Circle your answer and write the corresponding letter on the line.

1. _____ What do visitors come to Nya's village to talk about?
A. Water
B. Jobs
C. Food
D. Crops
2. _____ There is no water in the desert during the _____ months.
A. Summer
B. Winter
C. Spring
D. Fall
3. _____ What is one of the FIRST obstacles Salva faces walking through the desert?
A. He drinks all his water.
B. His shoes fall apart.
C. He goes crazy.
D. He becomes ill.
4. _____ What does the book describe as "relentless and eternal?"
A. Thirst
B. Hunger
C. Heat
D. Sun
5. _____ Why is the darkness called a blessing?
A. It means the temperature will go down.
B. It means the people will become visible to predators.
C. It means the ground will become wet with dew .
D. A, B, and C

A Long Walk to Water

Chapter Nine

Directions: Circle your answer and write the corresponding letter on the line.

6. _____ What, according to Salva, makes it appear as if the group is making little progress?
A. The unchanging landscape
B. The stationary sun
C. The lack of water
D. The lack of food
7. _____ What can be inferred about the woman who wets the lips of the dying man? Choose the BEST possible answer.
A. She is crazy.
B. She knows the man.
C. She is compassionate.
D. She is rebellious.
8. _____ Salva describes his mouth as _____.
A. Parched
B. Hot
C. Sticky
D. Dry
9. _____ In chapter 9, Salva is without _____.
A. Hope
B. Shoes
C. A Toenail
D. A, B, and C
10. _____ What helps pull Salva forward on the journey?
A. Water
B. His uncle
C. The thought of his family
D. The thought of Marial



List words
to describe
Uncle
inside
Uncle's
silhouette.

Why do you think the men
killed Uncle?

Vocabulary

Use the word(s) in a sentence of your own.

Corpse: A dead body

Ravaged: To be damaged or harmed very badly

How has Salva's life changed? What skills will Salva need to develop or what attitude will he need for survival?

A simile is a comparison between two unlike things using the words like or as. Circle or highlight the simile in the passage below.

As they trudged through the heat, Salva finally had a chance to talk to Uncle about a worry that had been growing like a long shadow across his thoughts.

A Long Walk to Water

Chapter Ten

Directions: Circle your answer and write the corresponding letter on the line.

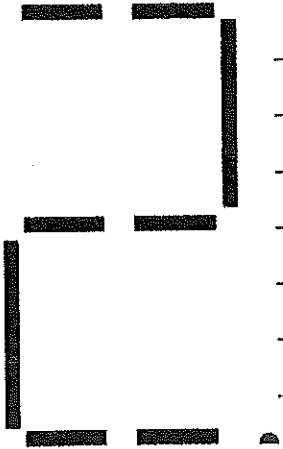
1. _____ What does Nya seem to think of the men?
A. She is excited for the opportunities they bring to the village.
B. She is scared of them.
C. She is confused by them.
D. She wishes she spoke their language.
2. _____ Why are the men who died in the dessert not buried?
A. They don't have tools.
B. Salva's culture does not burry dead people.
C. They did not like the men.
D. Not A, B, or C
3. _____ What does Uncle seem to think about Salva's family?
A. They will meet at the refugee camp.
B. They are dead.
C. They moved to Northern Sudan.
D. They are still in Loun-Ariik.
4. _____ Why does Salva want to return to Sudan?
A. To find family
B. To get a job
C. To fight in the war
D. He can't think of being away from his homeland.
5. _____ Salva feels hope that _____.
A. There will be a lot of food in Ethiopia.
B. His family will be in Ethiopia.
C. Uncle will find his family.
D. He will be able to move to America.

Directions: Circle your answer and write the corresponding letter on the line.

6. _____ What keeps the group "moving through the heat and dust?"
A. Water
B. A vision of leaving the desert
C. Positive Thoughts
D. Fear
7. _____ What does the group find to cook and eat?
A. A lion
B. An antelope
C. A stork
D. A coyote
8. _____ Where are the men with the guns from?
A. The United States
B. Ethiopia
C. Northern Sudan
D. Nuer Tribe
9. _____ What do the men tie Uncle to?
A. A tree
B. A post
C. A truck
D. A lamppost
10. _____ Think about what you know about Salva. What is the best prediction of how Uncle's death will affect him?
A. He will immediately seek revenge.
B. He will be deeply hurt.
C. He won't care at all.
D. He will stop the journey to stay with Uncle's body.

Find three quotes from the text to support this statement: Salva is becoming mentally stronger.







Vocabulary

Use the word(s) in a sentence of your own.

Grudgingly: said, done, or given in an unwilling or doubtful way

Milling: walking around in a general area without any particular aim or purpose

Write a journal entry from the prospective of another refugee at the camp.

A Long Walk to Water

Chapter Eleven

Directions: Circle your answer and write the corresponding letter on the line.

1. _____ What are some of the dangers the men face clearing the land?
A. The sun
B. Cuts and bruises
C. Poisonous snakes
D. Lions and crocodiles
2. _____ How does Nya feel about the men's work?
A. Inspired
B. Hopeful
C. Annoyed
D. Doubtful
3. _____ Why does the group stop walking after Uncle's death?
A. They are tired
B. They are hopeless
C. They want to respect Uncle
D. They don't know what direction to go
4. _____ What two words BEST complete this sentence: *Salva was amazed to find himself walking _____ and more _____ than he had before.*
A. faster; boldly
B. slower; sluggish
C. steady; cautious
D. speedier; determined
5. _____ *It was almost as if they had left their strength with him, to help him on his journey.* Who is Salva referring to?
A. Uncle and Marial
B. His family
C. The Nuer tribe members
D. The lions from the land of Atuat

A Long Walk to Water

Chapter Eleven

Directions: Circle your answer and write the corresponding letter on the line.

6. _____ How does the group begin to respond to Salva now that Uncle is gone?
- A. They protect him.
 - B. They comfort him.
 - C. They completely ignore him.
 - D. They grumble and complain about him.
7. _____ What one word BEST describes the refugee camp?
- A. Crowded
 - B. Boring
 - C. Dirty
 - D. Dangerous
8. _____ At the refugee camp, Salva is determined to _____.
- A. learn English
 - B. find his family if they are there
 - C. stay out of the way
 - D. get revenge for Uncle
9. _____ Why does Salva think the camp is better than his journey?
- A. There are no planes and bombs overhead.
 - B. There are no men with machetes.
 - C. There is food to eat.
 - D. A, B, and C
10. _____ What leads Salva to think his mother might be at camp?
- A. An orange headscarf.
 - B. He hears her laugh.
 - C. He sees a woman with her shape.
 - D. He hears her calling him.

A Long Walk to Water

Chapter Twelve

Vocabulary

Use the word(s) in a sentence of your own.

Chaos: complete confusion and disorder

Merciless: having or showing no mercy : very cruel or harsh

How does the author, Linda Sue Park, indicate a passage of time in chapter 12?

Salva and Nya both experience difficulties. Are the challenges they face similar or different? Explain.

A Long Walk to Water Chapter Twelve

Words To Know

Geography: The study of places and the relationships between people and their environment.

Political: Of or relating to the government or the public affairs of a country.

1. Describe the geography where you live. How does it impact your life?

2. How does geography affect Salva's life? What are some challenges he will face crossing the Gilo River?

3. How do political decisions drive Salva out of Sudan?

4. How do political decisions drive Salva back to Sudan?

A Long Walk to Water Chapter Twelve

Directions: Circle your answer and write the corresponding letter on the line.

1. _____ In chapter 12, what does Salva believe about his family?
A. They are in the camp.
B. They are walking to the camp.
C. They are in his home village.
D. They are dead.
2. _____ How does Salva prepare to “get through” life at the camp?
A. He reaches out to meet other people.
B. He starts to do chores.
C. He tells himself to just “get through this day.”
D. He begins to tell stories in his head.
3. _____ How long does Salva live at the camp?
A. 1 Year B. 2 Years
C. 6 Years D. 3 Years
4. _____ What is causing the camps to close?
A. Aid workers are leaving.
B. Foreign aid groups are pulling their funding.
C. Ethiopian government is near collapse.
D. It is now safe to return to Sudan.
5. _____ What is the weather the day the camps close?
A. Sunny and hot
B. Rainy
C. Stormy
D. Humid and dry

Directions: Circle your answer and write the corresponding letter on the line.

6. _____ What one-word BEST describes how the camp closes?
 A. Peacefully
 B. Orderly
 C. Chaotically
 D. Violently

7. _____ The crowd of people fleeing the camp is compared to _____.
 A. bugs
 B. the military
 C. animals
 D. water

8. _____ Which word BEST completes this sentence: *The orders were not just to leave the camp but to leave* _____.
 A. Ethiopia
 B. Sudan
 C. Africa
 D. town

9. _____ What makes the Gilo River dangerous?
 A. High water levels
 B. Crocodiles
 C. A and B
 D. Not A or B

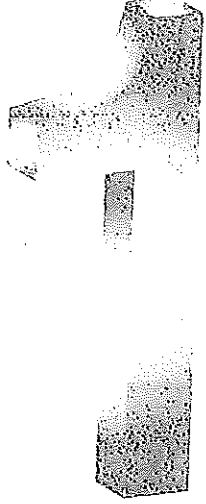
10. _____ Salva realizes he is being driven to _____.
 A. Sudan
 B. The United States
 C. Kenya
 D. Uganda

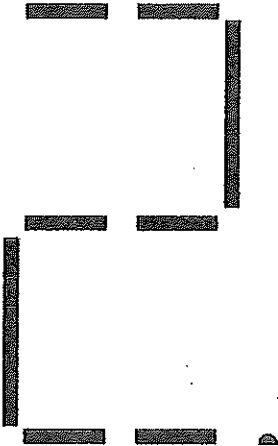
Chapter Thirteen

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

A Long Walk to Water Chapter Thirteen

Find three quotes from the text to support this statement: Salva is a good leader.







A Long Walk to Water Chapter Thirteen

Directions: Circle your answer and write the corresponding letter on the line.

1. _____ Which word(s) best complete this sentence: "*You had to have _____ to find water.*"
A. luck
B. a drill
C. people
D. water
2. _____ Which statement BEST describes the boss who is leading the men who are digging for water?
A. He is determined and cruel.
B. He is kind and a hard worker.
C. He is lazy and funny.
D. He is absent from the job site.
3. _____ What is sweeping the people downstream as they try and cross the river?
A. Crocodiles
B. A water spout
C. The current
D. The sun
4. _____ What is attacking the people as they are in the water?
A. Alligators
B. Crocodiles
C. Mosquitos
D. Snakes
5. _____ What does Salva credit to making it across the river?
A. His head being forced underwater
B. The ability to swim
C. Thoughts of his family
D. Help across the river by another boy

A Long Walk to Water

Chapter Thirteen

Directions: Circle your answer and write the corresponding letter on the line.

6. _____ How many people died crossing the Gilo River?
A. 100
B. 200
C. 1000
D. 900
7. _____ Why do the boys hide during the day and walk at night?
A. They do this to stay away from vicious animals.
B. They do this to avoid Ethiopian officials.
C. They do this because Sudan is still in the midst of war.
D. They do this because it is too hot to walk during the day.
8. _____ Salva has become a _____.
A. rebel
B. teacher
C. leader
D. medic
9. _____ What motivates Salva as he assists younger boys?
A. Thoughts of reaching safety
B. Thoughts of his family
C. Thoughts of peace
D. A,B, and C
10. _____ Where do Salva and the boys arrive?
A. Sudan
B. Ethiopia
C. Kenya
D. Uganda

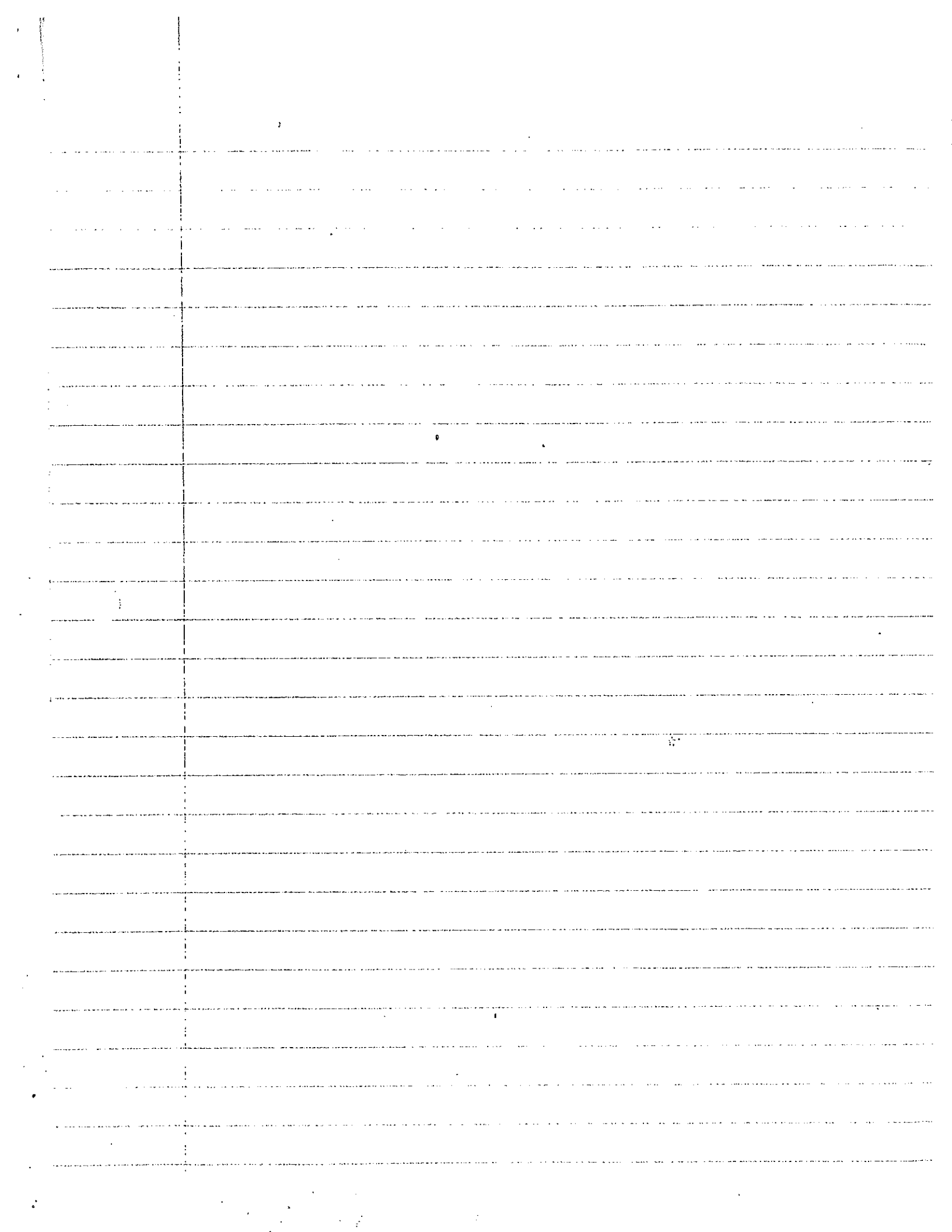
October's Bingo Card – Writer's Notebook Challenges

Instructions: After responding to any of the ideas on this page with a decorated ½-page or full-page addition to your writer's notebook, color in the completed box with a yellow highlighter. When you create any "five-in-a-row" Bingos, a "Four Corners," or a complete "Blackout" of the whole card, come and show your teacher to receive a special sticker for your work!

Describe the full moon or the rising sun from a werewolf or vampire's point of view.	Explain/illustrate with detailed steps how you do something you're pretty good at doing.	Start a page where you can record onomatopoeic words. Write 10 or 15 down. Record more on this page throughout the year.	Quote a song, book, or a movie that offered good advice. Justify why the advice is good.	Recording Science Rhymes! List 3 science vocab words that you can make 5-10 rhymes for.
<i>What does a heart think about?</i> Answer this question creatively in your notebook.	<i>Make a "Top 5" List!</i> Cite 5 detailed reasons why a classmate should read a book you liked.	<i>Personify an Abstract Noun!</i> Choose a school subject and turn it into a "person."	3-minutes of dialogue! Create a short script where two characters discuss or complain about how their book or novel ended.	Give <i>voice</i> to a pristine place and have the place explain how it feels about humans.
Justify with multiple reasons why a kid your age should or shouldn't be allowed to vote.	Create a half- or full-page tribute to your favorite character from a book you liked.	October's Teacher-Guided Lesson "Life is a Cookbook:" Recipe Writes	<i>What breakfast cereals feud the most?</i> Answer this question creatively in your notebook.	Create a three-column (nouns, adjs., verbs) word bank on this topic: <i>Halloween</i>
<i>Worst or best?</i> Put one of these superlatives in front of the word <i>week-end</i> and write about what comes to mind. Illustrate the writing.	Make a list of advice for others who may be assigned to work with you in a small group.	Create an advertisement to sell one of your sibling's (or parents') possessions.	<i>Living the Dream!</i> If you could design it, what would your <i>dream car</i> do/look like?	Attach a new image (photo, magazine, etc.) to a notebook page. Write about it!
<i>Weird e-mail correspondence!</i> What e-mail might a historical figure send to your history teacher?	"Why did you blush?" Write a narrative with a first sentence that answers that question.	Create a comic that shows a student having the worst school picture day ever!	List 5-10 things you can do inside during a rainy recess instead of going outside to catch cold.	Look at your ABC's of <i>Things You Might Write This Year</i> list. Begin one you haven't written to!

Remember, you don't have to use the ideas on this Bingo card; these are simply suggestions if you find yourself needing an idea on a writer's notebook day in class. By the end of the year, I actually expect you to be discovering your own writing ideas for your notebook most of the time!

1





Vocabulary Words: Survival 10/11

Study online at https://quizlet.com/_fr8w9t

- | | |
|----------------------|--|
| 1. disaster | catastrophe |
| 2. escape | get away |
| 3. survivor | a person who lives through a crisis |
| 4. tragic | causing great sadness |
| 5. collision | crash |
| 6. grief | emotional response to loss |
| 7. refugee | person who flees to escape persecution or disaster |
| 8. uncertain | not sure |
| 9. trek | journey |
| 10. emaciated | extremely thin; wasted away |

DAY OF THE DEAD

Don't be afraid of Day of the Dead- Día de los Muertos!

A long time ago, this holiday was celebrated to give thanks for the annual harvest. Later, it became a day to give thanks and remember our loved ones who have died and are no longer with us. It is a time to remember and honor our ancestors and it is celebrated over three days!

On the first day, family members place candles and flowers on the graves of their loved ones who have died. It is a tradition in Mexico to use marigold flowers to decorate on this day. In their homes, families create an *ofrenda*, an offering on an altar. The family members place photos of their relatives and mementos or favorite items. The rest of this day is spent making the favorite foods of their family members. A favorite recipe to make is called *Pan de Muertos*, Day of the Dead Bread.

On the second day, the big holiday celebration starts in the home. Families enjoy the food they made the day before. Friends and family members stop by to sing and dance.

Skulls are a tradition for El Día de los Muertos. People make small ones out of sugar and decorate them with bright colors. They are given to the children as treats. It is a special honor to have your name on one of these little sugary treats.

On the third day, the holiday is celebrated in the town. There are colorful parades with huge floats and costumed characters. Sometimes people dress in skeleton outfits!

This is a joyful holiday. A time to celebrate with family members. There are graves and skeletons, but there are also flowers and candies and singing and dancing. So, don't be afraid of Day of the Dead - Día de los Muertos, This is a very happy day for families in Mexico and Latin America as they honor their ancestors and celebrate their families.



DAY OF THE DEAD

Don't be afraid of Day of the Dead- Día de los Muertos!

Write about what happens on each day of this holiday.

Day 1

Day 2

Day 3



HISPANIC HERITAGE MONTH

WORD SEARCH

- CULTURE
- IDENTITY
- TRADITION
- COMMUNITY
- DIVERSITY
- HISTORY
- RESILIENCE
- LANGUAGE
- PRIDE
- LEGACY
- ART
- FAMILY
- UNITY
- MUSIC
- HERITAGE
- CUISINE
- CELEBRATION
- ROOTS
- STORYTELLING
- INFLUENCE

K	H	D	I	V	E	R	S	I	T	Y	M	E	Y
C	Z	O	T	F	A	E	L	R	U	Y	C	T	T
I	U	F	Z	A	G	C	H	Y	O	N	U	L	I
C	N	H	E	R	I	T	A	G	E	O	L	H	Y
N	I	J	I	S	J	Y	Z	U	S	I	T	I	G
A	T	A	U	C	L	M	L	G	Z	Z	U	S	S
L	Y	M	Q	I	T	F	F	U	F	A	R	T	R
C	O	M	M	U	N	I	T	Y	H	Y	E	O	E
T	R	A	D	I	T	I	O	N	Q	X	F	R	S
Z	F	D	I	B	I	D	E	N	T	I	T	Y	I
P	Z	A	A	J	W	D	R	F	T	L	C	R	L
S	T	F	C	U	I	S	I	N	E	A	T	T	I
B	G	O	N	R	U	L	A	N	G	U	A	G	E
P	X	E	P	I	C	K	T	E	C	N	I	D	N
S	T	O	R	Y	T	E	L	L	I	N	G	R	C
C	E	L	E	B	R	A	T	I	O	N	Y	N	E

6th Grade Scientists,

I am sending you home with an article and questions guide introducing our next unit of study. Work through the document the best you can and practice all those great study skills we've been working on in class! We will review together when we return to school.

Day 1)

- 1) Read the document once through.
- 2) Re-read. This time, with a highlighter in hand, highlight important vocabulary and new information.
- 3) Answer the questions attached to the document.

Day 2:

- 1) Using the **note cards** provided, start your own deck of vocabulary cards.
 - a) Write the vocabulary word on one side of the card. (**Reflection, Refraction Concave, Convex, Visible Light, Absorption**)
 - b) Write the definition (found in your reading, or I have a list below to assist) on the other side. ***Be creative!*** Draw a diagram or picture to help you remember!

1. **Reflection**

The bouncing back of light when it hits a surface, such as a mirror or water.

2. **Refraction**

The bending of light as it passes from one material into another, causing it to change direction.

3. **Concave**

A shape that curves inward, like the inside of a bowl; can cause light rays to spread out.

4. **Convex**

A shape that curves outward, like the surface of a balloon; can cause light rays to converge or focus.

5. **Visible Light**

The part of the electromagnetic spectrum that can be seen by the human eye, including all the colors of the rainbow.

6. **Absorption**

The process by which an object takes in light energy, preventing it from being reflected or transmitted.

7. **Spectrum**

The range of different colors produced when light is separated, such as when it passes through a prism.

See the Light

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

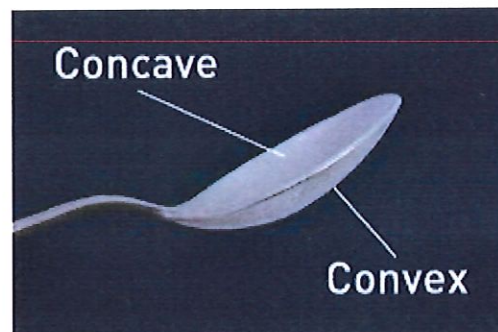
Light is an essential part of our lives. Without it, we couldn't see the world around us. Light is also an important form of energy that we depend on every day. But how does light reach us? And how does it affect the way we see our world?

Like us, light actually moves from one place to another. Of course, we don't see it move because it's incredibly fast - at 186,000 miles a second, light is the fastest thing in the Universe! Light always travels in straight lines, or rays, unless it bends or bounces off an object's surface. We see light moving every day, through reflection, refraction, and every color around us.

Reflection

Rays of light reflect, or bounce off, objects just like a ball bounces on the ground. This reflection of light is what enables us to see everything around us.

Take a look out your window: you see everything in the natural world (that doesn't produce its own light) because it reflects the light of the Sun. We can see the Moon because the Sun's light is reflected off the Moon's surface.



The outer curve of a spoon is a convex surface. The inner curve is a concave surface.

Courtesy of AMNH

Light can reflect in different ways, changing the way objects look. Light reflects more off light-colored surfaces than dark-colored ones. You also see different types of reflection when you see an image reflected in a mirror or in a spoon. A flat mirror reflects an exact, though reversed, image of an object because the reflected light rays travel at parallel paths. But a

convex surface, like the outside of a spoon, causes light rays to spread out, distorting the reflected image. What do you think happens when an image is reflected off a concave surface, like the inside of a spoon?

Refraction



The straw in this water looks bent or broken because of refraction.

Courtesy of AMNH

The speed of light isn't always the same. It actually slows down when it moves through some transparent materials, like glass or water. When light slows down, it changes direction. This "refraction" of light is the reason a straw in water looks bent or broken and why objects viewed through a glass bottle appear distorted.



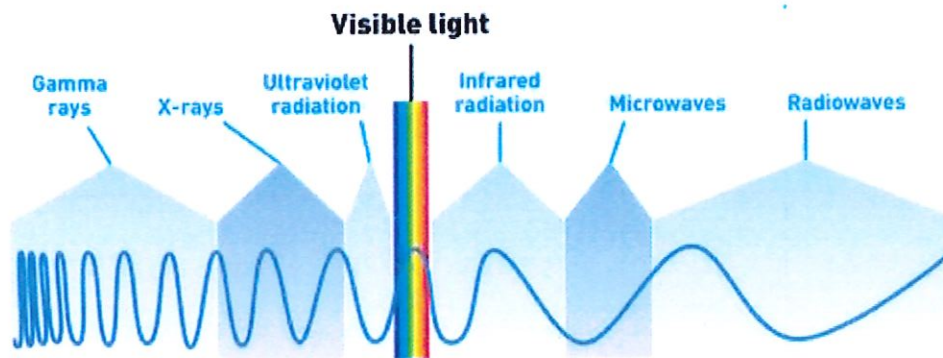
This magnifying lens uses refraction to make these flowers appear larger.

© Dr. Klaus Schmitt, uvur.eu

In the same way light reflects differently off different surfaces, it also refracts differently depending on the shape of the material. This can make refraction very useful. For example, the curve of eyeglasses directs light rays into the eyes more effectively. Magnifying lenses also use refraction: the convex lens bends the light rays so the image appears larger.

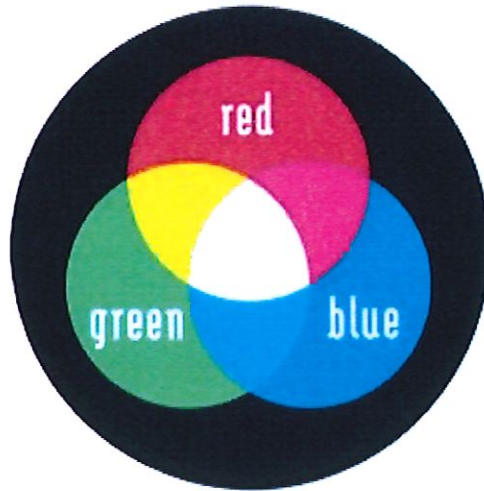
The Color of Light

Light is a kind of energy called electromagnetic radiation. There are many different forms of electromagnetic radiation, such as radio waves, microwaves, ultraviolet rays, and X-rays. Each form is characterized by a different wavelength. For example, radio waves can be several miles long, while gamma rays are smaller than atoms. The light that we see - visible light - falls somewhere in the middle of this "electromagnetic spectrum."



electromagnetic spectrum
Courtesy of AMNH/E.Hamilton

Visible light may be a tiny part of the electromagnetic spectrum, but there are still many variations of wavelengths. We see these variations as colors. On one end of the spectrum is red light, with the longest wavelength. Blue or violet light has the shortest wavelength. White light is a combination of all colors in the color spectrum. It has all the colors of the rainbow. Combining primary colors of light like red, blue, and green creates secondary colors: yellow, cyan, and magenta. All other colors can be broken down into different combinations of the three primary colors. (If you're mixing material like paint, the primary colors are red, blue, and yellow... but for light, the primary colors are red, blue and green!)



All the colors we see are combinations of red, green, and blue light.

Courtesy of AMNH

Objects appear one color or another because of how they reflect and absorb certain colors of light. For example, a red wagon looks red because it reflects red light and absorbs blue and green light. A yellow banana reflects red and green light, and absorbs the rest.

Vocabulary

absorb

verb

definition: to take in or soak up.
A paper towel will absorb the spilled milk.

Spanish: absorber

forms: absorbed, absorbing, absorbs

combination

noun

definition: the result of an act of putting things together or mixing them.
The soup was a combination of chicken and vegetables.

Spanish: combinación, mezcla

distort

verb

definition: to twist out of shape; change the way a thing looks or acts.
The ripples in the pond distorted his reflection.

Spanish: distorsionar, deformar

forms: distorted, distorting, distorts

ray

noun

definition: A ray is a thin beam of light.

Spanish: rayo

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
absorb				
combination				

2. Word Changer

Words have different forms when we use them in different ways. Write the correct vocabulary word, in its correct form, in each blank.

The thick towel _____ water well.

The soup was a _____ of chicken and vegetables.

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
absorb				
combination				

Name: _____ Date: _____

1. How does light travel?

- A. in scattered pieces that spread out the light
- B. in wavy lines that create sound as they move
- C. in straight lines, unless it bends or bounces off a surface
- D. in fast or slow movements depending on the temperature

2. A flat mirror reflects an exact yet reversed image of an object. In contrast, what kind of image does a convex surface like the outside of a spoon reflect?

- A. a distorted image
- B. a larger image
- C. a discolored image
- D. no image at all

3. Read the following sentences from the text.

"The speed of light isn't always the same. It actually slows down when it moves through some transparent materials, like glass or water. When light slows down, it changes direction. This "refraction" of light is the reason a straw in water looks bent or broken and why objects viewed through a glass bottle appear distorted.

In the same way light reflects differently off different surfaces, it also refracts differently depending on the shape of the material. This can make refraction very useful. For example, the curve of eyeglasses directs light rays into the eyes more effectively. Magnifying lenses also use refraction: the convex lens bends the light rays so the image appears larger."

What conclusion can you draw from this evidence?

- A. A magnifying glass reflects light rays in parallel paths because it has a flat surface.
- B. A curved glass can cause refraction because of both its shape and transparency.
- C. Eyeglasses work like mirrors because they show an exact image in reverse.
- D. If a straw in water looks bent or broken, then you should use another straw.

4. How is reflection related to the colors of everything we see?

- A. The colors of the things we see depend on the speed at which the light moves off of each surface.
- B. The colors of the things we see depend on the shapes of the material that the light is reflecting off of.
- C. The colors of the things we see depend on what materials the objects are made of and whether or not they are transparent.
- D. The colors of the things we see depend on which wavelengths of light get reflected and which ones get absorbed.

5. What is the main idea of this text?

- A. The Moon does not have light of its own but we can see it from Earth because the Sun's light reflects off of its surface.
- B. Light is a form of energy that affects the way we see the world through reflection and refraction.
- C. Magnifying lenses use refraction by using a convex lens to bend light and make small things appear larger.
- D. Different types of electromagnetic radiation have different wavelengths and include radio waves, microwaves, ultraviolet rays, and X-rays.

Name _____

LESSON 3.2

More Practice/
Homework

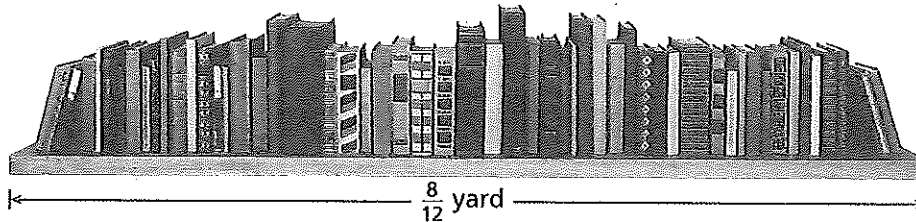
ONLINE



Video Tutorials and
Interactive Examples

Explore Division of Fractions with Unlike Denominators

1. A small bookshelf is $\frac{8}{12}$ yard long. How many books can fit on the shelf if the width of each book is $\frac{1}{24}$ yard? Explain.



Show
your
work

2. **(MP) Reason** Isabella owns a rectangular lot with an area of $\frac{9}{32}$ square mile. If the length of the western side of her lot is $\frac{3}{4}$ mile, what is the length of the northern side? How can you find the length?

3. **Math on the Spot** Show two methods for finding the quotient $\frac{3}{8} \div \frac{3}{4}$.

4. **(MP) Construct Arguments** When $\frac{9}{10}$ is divided by $\frac{2}{5}$, will the quotient be greater than 1 or less than 1? How do you know?

For Problems 5–8, find the reciprocal.

5. $\frac{7}{8}$

6. $\frac{1}{10}$

7. 12

8. $\frac{14}{16}$

For Problems 9–17, divide the fractions.

9. $\frac{3}{8} \div \frac{2}{3}$

10. $\frac{9}{2} \div \frac{4}{10}$

11. $\frac{3}{14} \div \frac{2}{6}$

12. $\frac{5}{8} \div \frac{1}{24}$

13. $\frac{5}{6} \div \frac{5}{24}$

14. $\frac{3}{4} \div \frac{1}{24}$

15. $12 \div \frac{18}{25}$

16. $20 \div \frac{15}{16}$

17. $16 \div \frac{10}{11}$

Test Prep

18. How many $\frac{1}{2}$ cups are in $\frac{7}{8}$ cup?

19. An expression is shown.

$$\frac{2}{10} \div \frac{5}{4}$$

What is the value of the expression?

(A) $\frac{1}{50}$

(C) $\frac{8}{50}$

(B) $\frac{4}{10}$

(D) $\frac{1}{2}$

20. A large toy weighs $\frac{5}{8}$ pound. How many small toys that each weigh $\frac{5}{16}$ pound have a combined weight equal to the weight of the large toy?

21. Select all the expressions that have the same value as $\frac{3}{5} \div \frac{6}{8}$.

(A) $\frac{3}{5} \div \frac{8}{6}$

(B) $\frac{3}{5} \times \frac{8}{6}$

(C) $\frac{5}{3} \times \frac{6}{8}$

(D) $\frac{24}{40} \div \frac{30}{40}$

(E) $\frac{24}{40} \times \frac{40}{30}$

Spiral Review

22. On Monday, the temperature was -5°F . On Tuesday, the temperature was -8°F . Which temperature has a greater absolute value? Which temperature is colder?

23. What is the product of $2\frac{1}{2}$ and $1\frac{1}{4}$?

24. Order the numbers from least to greatest.

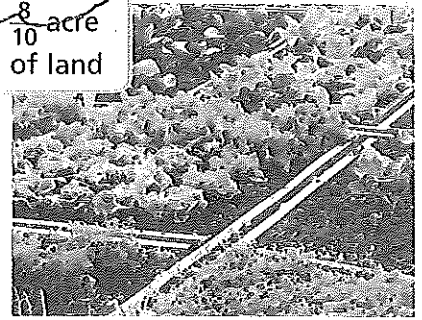
$-\frac{9}{4}$, -2.5 , $2\frac{1}{2}$, 0 , $-2\frac{1}{3}$

On Your Own

Show Your Work

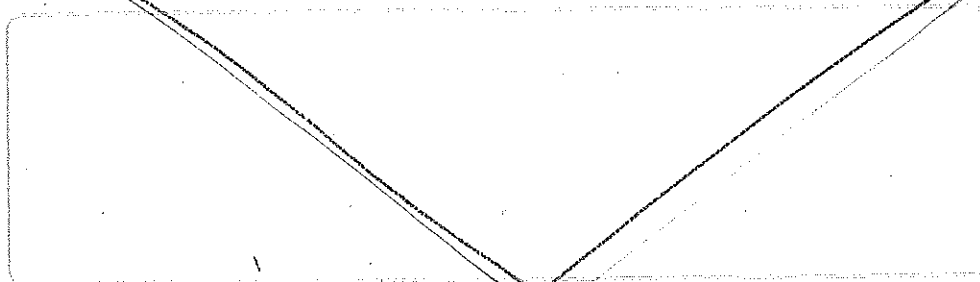
MP Model with Mathematics For Problems 7–11, write an expression to model each situation. Then answer the question.

$\frac{8}{10}$ acre
of land

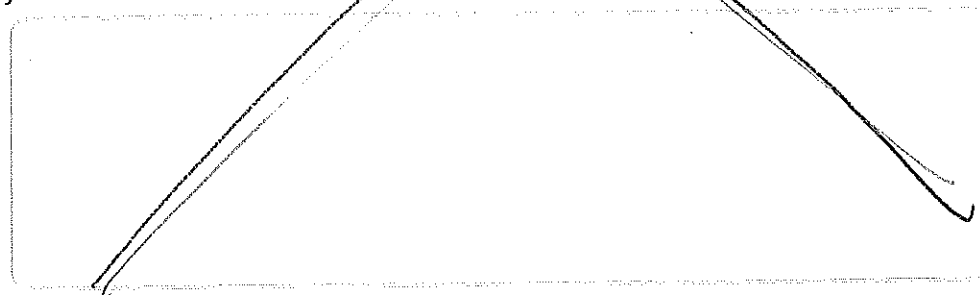


7. Mr. Duale would like to plant a vegetable garden. He has a part of an acre of land, which he plans to divide into $\frac{2}{5}$ -acre sections. How many sections will he have?
8. **STEM** The width of a single atom of aluminum is $\frac{7}{25}$ nanometer, which is more than 100,000 times smaller than a millimeter. Scientists sometimes use Ångströms to measure distances on an atomic scale. One Ångström is $\frac{1}{10}$ nanometer. How many Ångströms wide is a single atom of aluminum?
9. At a school, each class period is $\frac{3}{4}$ hour long. If there are 6 hours of class time in a school day, how many class periods are there?
10. A pitcher contains $\frac{8}{10}$ liter of juice and is used to fill cups that hold $\frac{1}{5}$ liter. How many cups can be filled?
11. **MP Reason** Patrick has $\frac{7}{10}$ pound of flour. A batch of biscuits requires $\frac{1}{8}$ pound of flour. How many whole batches of biscuits can Patrick make? Explain your reasoning.
12. **MP Critique Reasoning** Hannah is asked to divide $\frac{1}{6}$ by $\frac{1}{2}$. She says that the answer is 3, because the product of $\frac{1}{2}$ and 6 is equal to 3. Is she correct? Why or why not?

13. **MP Model with Mathematics** Diane had $\frac{15}{16}$ cup of butter. A recipe for a cake calls for $\frac{1}{4}$ cup of butter. Diane was able to make 3 whole cakes. How much butter did she use? How much butter does she have left over? Show how to model and solve this problem.



14. Sandy is a jeweler. She has 2 grams of gold. If each earring she makes must contain $\frac{3}{16}$ gram of gold, how many earrings can Sandy make? How many earrings could she make from a gold bar of 1,000 grams of gold? Show your work.



For Problems 15–18, find the reciprocal.

15. $\frac{5}{16}$ _____ 16. $\frac{1}{5}$ _____ 17. 4 _____ 18. $\frac{4}{9}$ _____

For Problems 19–27, divide the fractions.

19. $\frac{5}{12} \div \frac{1}{3}$ _____ 20. $\frac{2}{3} \div \frac{1}{6}$ _____ 21. $\frac{1}{2} \div \frac{7}{8}$ _____

22. $\frac{11}{15} \div \frac{3}{5}$ _____ 23. $\frac{1}{6} \div \frac{2}{3}$ _____ 24. $\frac{5}{14} \div \frac{5}{7}$ _____

25. $\frac{4}{5} \div \frac{24}{25}$ _____ 26. $\frac{5}{6} \div \frac{5}{9}$ _____ 27. $\frac{7}{8} \div \frac{3}{16}$ _____



I'm in a Learning Mindset!

What strategies do I use to ensure I can complete my work on dividing fractions with different denominators?

Name _____ Date _____

Simplify each fraction to lowest terms.

1) $\frac{69}{21} =$ _____

2) $\frac{38}{14} =$ _____

3) $\frac{18}{15} =$ _____

4) $\frac{30}{42} =$ _____

5) $\frac{42}{12} =$ _____

6) $\frac{18}{24} =$ _____

7) $\frac{4}{6} =$ _____

8) $\frac{4}{12} =$ _____

9) $\frac{70}{80} =$ _____

10) $\frac{14}{16} =$ _____

11) $\frac{64}{20} =$ _____

12) $\frac{28}{49} =$ _____

13) $\frac{90}{42} =$ _____

14) $\frac{7}{42} =$ _____

15) $\frac{58}{12} =$ _____

16) $\frac{9}{21} =$ _____

17) $\frac{6}{36} =$ _____

18) $\frac{245}{56} =$ _____

19) $\frac{65}{25} =$ _____

20) $\frac{12}{28} =$ _____

Name: _____

Multiplying Fractions and Mixed Numbers

Find each product. Write your answer in simplest form.

a. $\frac{1}{8} \times \frac{2}{3}$

b. $\frac{3}{5} \times \frac{10}{21}$

c. $\frac{4}{5} \times \frac{3}{8}$

d. $\frac{4}{5} \times 3$

e. $\frac{8}{9} \times 1\frac{1}{4}$

f. $\frac{1}{8} \times 4\frac{2}{3}$

g. $5\frac{1}{3} \times 2\frac{1}{4}$

h. $20 \times 3\frac{1}{5}$

i. $\frac{1}{4} \times 9\frac{1}{2}$

j. $2\frac{1}{3} \times 2\frac{1}{3}$

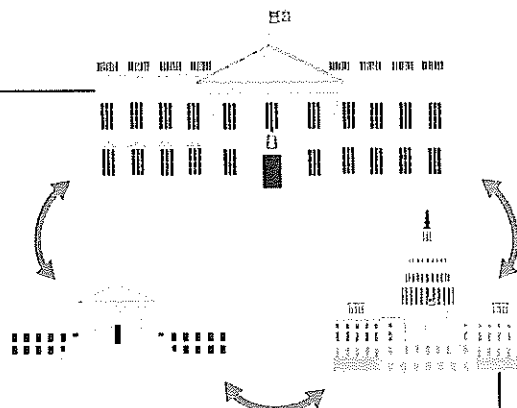
k. $5\frac{1}{5} \times \frac{1}{2}$

l. $3\frac{1}{2} \times 1\frac{2}{7}$

Name: _____

A System of Checks and Balances:

Executive Branch



The United States did not want any one person in its government to have too much power. To prevent this, it created a federal government with three branches: executive, legislative, and judicial. Each branch has separate jobs. The branches also have ways to balance each other's power.

The executive branch is made up of the President, Vice President, Executive Office of the President, and Cabinet. It also includes a number of government agencies. This branch executes and enforces laws. This means it carries them out and makes sure other people carry them out too.

Checking and Balancing

The President is head of the executive branch. This person has the most power to balance the other branches of government. The bills the legislative branch makes are signed into law by the President. Presidents can veto bills they don't like instead. Presidents can also make executive orders. These orders act a bit like laws. They decide how the executive branch manages business or carries out a law.

Interestingly, the Vice President directly affects the legislative branch. The Vice President is President of the Senate! If there's a tie, the Vice President casts the winning vote.

When it comes to the judicial branch, presidents appoint the judges. (They also appoint the heads of many executive departments and organizations, like the Post Office.) Presidents can also grant pardons to people convicted of federal crimes.

Being Checked and Balanced

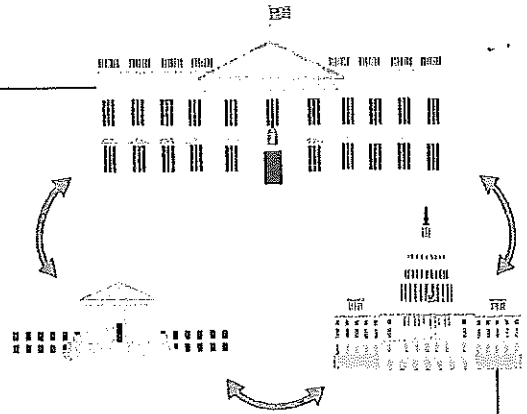
The President is also checked most by the other branches. Presidential appointments need to be approved by the Senate. So do treaties. Congress can override a veto if two-thirds still vote to approve it into a law. They can pass laws that cancel out or undo an executive order too. Federal courts can also get rid of the orders if they find them unconstitutional.

Congress can also investigate and put a president on trial if a crime is committed. If more than half of the House—and then more than two-thirds of the Senate—votes in agreement, presidents can be removed from office. This process is called impeachment.

Name: _____

A System of Checks and Balances:

Executive Branch



1. Write an **E** (executive), **L** (legislative), or **J** (judicial) on the lines to show which branch is checking or balancing the other in each example.
 - a. J finds an executive order unconstitutional E
 - b. _____ investigates the President _____
 - c. _____ appoints a judge _____
 - d. _____ Vice President breaks a tie vote _____
 - e. _____ rejects a treaty _____
2. Which of the following can presidents do completely on their own?
 - a. pass a new law
 - b. finish appointing a federal judge
 - c. make a treaty
 - d. pass an executive order
3. Reread the following sentence from the article.

Presidents can also grant pardons to people convicted of federal crimes.

What does the word convicted mean?

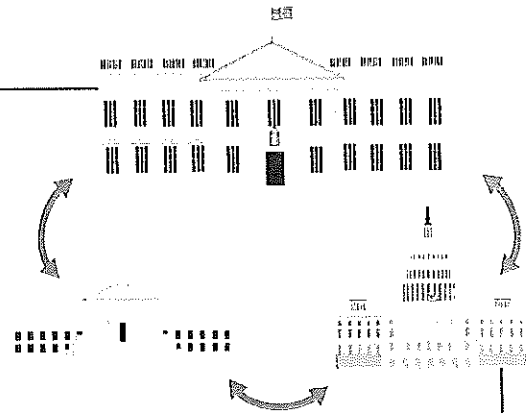
- a. wrongfully blamed
 - b. found guilty
 - c. might commit
 - d. found innocent
4. How much of each chamber of Congress needs to vote to remove a president from office?

5. Does vetoing a bill completely prevent it from becoming a law? Why or why not?

Name: _____

A System of Checks and Balances:

Executive Branch



The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line. Please be sure each word is spelled correctly.

1. _____ i l t r a
clue: process where a court judges something
2. _____ c v n i e d t c o
clue: found guilty of committing a crime
3. _____ t x u e c e e
clue: to carry out
4. _____ p d o a n r
clue: forgiveness or removal of punishment
5. _____ r r o d e i v e
clue: to undo; to cancel out and do something else
6. _____ a n g a e m
clue: to control how something is done
7. _____ e v o t
clue: to disapprove a bill
8. _____ l e c c n a
clue: to stop or end
9. _____ t t i e v a n g e s i
clue: to carefully question and look into
10. _____ i n c m p h m t e a e
clue: process to remove someone from office

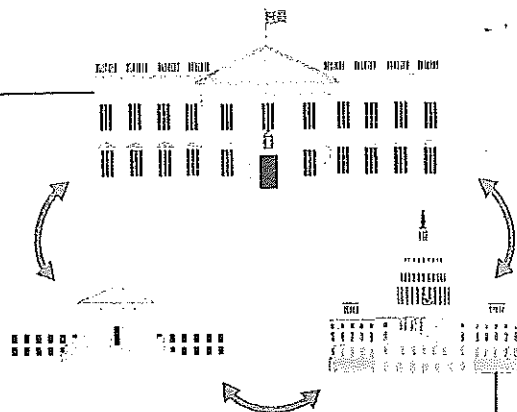
Name: _____

A System of Checks and Balances:

Executive Branch

In the article, "A System of Checks and Balances: Executive Branch," you learned about many ways the executive branch balances and is balanced by the other branches of government.

The President is the head of government. Do you think that makes the executive branch the most powerful branch? Why or why not? Support your argument using information from the article. Make sure to mention powers the other branches have.

[illegible]

Social Studies Skills:
Reading Response Journal
Nomads

P/N

Hypothesis: What do you think a nomad might be, and why do you think it's important that we learn about them?

In the Paleolithic Era, there were no farms or buildings or permanent homes. All people were hunter-gatherers; their entire day was spent either actively hunting for food or gathering wild plants to eat. The men and boys hunted while the women and girls gathered grains, berries and other edible or medicinal plants. To survive as hunter-gatherers, people had to adopt a nomadic lifestyle; they lived in one place hunting and gathering until the resources were exhausted and then moved on with their light, easy to assemble homes. Humans survived as nomads for many thousands of years until things changed with the Agricultural Revolution.

1. Compose a one sentence summary of this selection.
2. Create a comic, diagram or picture that shows you understand this content.
3. Explain how the nomadic lifestyle is similar to yours or to one you have studied.
4. Explain how the nomadic lifestyle is different from yours or one you have studied.

Hypothesis II: Before I read the selection, I thought a nomad might be a _____. Now I know that _____.

Social Studies Skills:
Reading Response Journal
Nomads

P/N

Hypothesis:

1.

2.

--	--	--

3.

4.

Hypothesis II: Before I read the selection, I thought a nomad
might be a _____.
Now I know that _____.
Because _____.

Social Studies Skills:
Reading Response Journal
Climate Change

P/N

Hypothesis: How do you think climate change may have affected ancient peoples, and why might it be an important topic?

The Earth has gone through several Ice Ages; times when the amount of the planet covered in sheets of ice and snow grows much larger. During the last Ice Age, the climate of the parts of Europe and North America not covered in ice were ideal environments for large mammals like mammoths and mastodons – animals that could fill a lot of needs of nomadic groups of people. These nomads not only used the animals as a source of food, but also for shelter, clothing and tools. As the Earth warmed, the glaciers receded and the Ice Age ended changing the climate dramatically. This climate change led to the extinction of many of the large mammals hunted by nomads. The loss of their primary food source forced many people to abandon the hunter-gatherer lifestyle and adopt a stationary one.

1. Compose a one sentence summary of this selection.
2. Create a comic or other visual representation showing how climate change affected ancient peoples.
3. What aspects of life would you guess remained constant throughout the dramatic climate change described above?
4. What aspects of human lifestyle changed the most as a result of the climate change described here.

Hypothesis II: Before I read the selection, I thought _____.
Now I know that _____.

Social Studies Skills:
Reading Response Journal
Climate Change

P/N

Hypothesis:

1.

2.

--	--	--

3.

4.

Hypothesis II: Before I read the selection, I thought climate change might be:

Now I know that:

Because:
