Tucson International Academy

Academia Internacional de Tucson

图森国际学校

Homework Packet for Sixth Grade

Week 21

Name_____

Week starts on _____ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 40 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

☺ *Reading is Fun!!* ☺

Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Time Reading: Hours_____ Minutes _____

Student Signature_____ Date_____

Parent Signature _____ Date _____

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6th Grade Writing Homework

Write three synonyms and one antonym for each spelling word.

Spelling Words	Synonym	Synonym	Synonym
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Antonyms

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

Name _____ Date _____

Spelling Word Sort

The Emperor's Silent Army

Spelling: Suffixes: *-able, -ible, -ate*

Write each Basic Word beside the correct heading.

-able	
-ible	
-ate	

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Emperor's Silent Army.* Find words that have the suffixes *-able, -ible,* and *-ate.* Add them to your Word Sort.

Spelling Words

1. visible
2. enjoyable
3. celebrate
4. incredible
5. horrible
6. desperate
7. cooperate
8. valuable
9. appreciate
10. considerate
11. audible
12. delicate
13. washable
14. graduate
15. capable
16. miserable
17. sensible
18. fortunate
19. noticeable
20. responsible

Challenge

evacuate
irritable
exaggerate
improbable
elaborate

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Write 10 complete sentences each containing at least one spelling word. You must **underline or highlight** the spelling word used in each sentence. Challenge: use all 20 spelling words in your sentences, remembering to **underline or highlight** each spelling word. You may attach another piece of paper if you need additional space.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Cursive practice with sentences.

In your best cursive handwriting, write each of your spelling sentences once.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

The Center of the City

by ReadWorks

The sun was sinking in the sky as Chet, Maly, and their classmates visited the last stop on their school field trip to Angkor Wat, one of the most significant U.N. World Heritage Sites in Southeast Asia. They had already seen the main attraction, Angkor Wat itself, the large twelfth-century temple. They had wandered along the stone paths, exploring the various buildings-not only temples, but reservoirs, canals, communication routes, and monastic universities. Maly was amazed at the sophistication of the historical site, and wished she could see Angkor in its former glory days. Looters as well as the destructive effects of nature had inevitably ruined parts of the stone structures, but nothing could distract from the beautiful architecture that was left behind.

"And here it is, the Bayon Temple!" said their teacher, Mr. Reynolds, as they came to a massive stone building, smaller than Angkor Wat, but similar, marked by its pillars-the tallest in the middle, decreasing in height as they spread out further from the center. As the students walked closer and closer, they noticed something unique about these pillars. Huge stone faces were carved on the top of the towers, each with a calm smile. "The Bayon Temple is most famous for those faces that depict the bodhisattva Avalokiteshvara-quite a mouthful, huh!" Mr. Reynolds told his students.

"So this is a Buddhist temple?" asked Maly. She recognized the word "bodhisattva," which her father had told her meant enlightened being.

"Absolutely!" replied Mr. Reynolds.

The students soon scattered to take a closer look at the stone carvings. A few wandered along the outskirts, where long carved walls depicted scenes from everyday life, historical events, and legends. Mr. Reynolds said that the intricate carvings were most likely painted and gilded back when the city was populated by civilians, but they had worn down with age. Chet was still impressed by the detail that had survived centuries, and lightly traced the carvings with his fingertips.

"You know," Mr. Reynolds started, "this temple is actually located in the exact center of the city of Angkor Thom." Chet looked away from the stone reliefs and up at his teacher.

"So this was the center of the ancient Khmer empire?" Chet asked.

"Exactly! It actually was the capital city. And they placed the Bayon Temple here because it represented the location where heaven and earth intersected. It was a very sacred place," Mr. Reynolds explained.

Chet looked around. The surrounding grounds were quiet, like Ta Prohm, the temple they had just visited before this one. His classmates walked in silence, peering at the gigantic faces that loomed above. There were a few other groups that tagged along behind tour guides, who rattled off facts about the site. Out of the corner of his eye, he noticed three small Cambodian children chatting to each other, watching the tourists move from wall to wall. They giggled occasionally, but mostly just whispered to each other in Khmer, the official language of Cambodia. Chet had previously noticed young children running around the grounds of the historical site, some selling small paper animals, others just talking with the tourists.

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Mr. Reynolds had been speaking to another student about the history of the Bayon temple when he saw Chet looking over at the kids. "A lot of young Cambodian children come here instead of going to school because they can make much more money for their families," he explained to Chet. "Some sell little trinkets to the tourists, and others will act as mini-tour guides," Mr. Reynolds said.

Chet dug his hand around his pocket in search of extra change. He figured he could spare some of his own money for these children in need. But would that be encouraging them to miss school? Perhaps if they weren't earning money here, they would return to their classes. Then they might be able to learn more and use their increased knowledge for a future with more opportunities.

Mr. Reynolds noticed Chet's confused expression. "It's a tough situation-you just want to help, but often you're dealing with a much larger problem. If you're concerned about their wellbeing, sometimes it's better to give food and clothes, since you know that will help them directly," Mr. Reynolds said. Then he looked at his watch. "But we have to run! The bus will be waiting for us!" He ran off to gather the students. Chet continued to watch the kids and wished he could do something to help.

On his way back to the bus, he told Maly about the discussion he had had with Mr. Reynolds about the children. "I'm sure you can find a way to help the kids! It's not easy, but I'm sure you can do it," she told him. As he boarded the bus, Chet was busy brainstorming, smiling at the thought of possibly returning to this ancient site.

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Name: _____ Date: _____

1. What significant U.N. World Heritage Site do Chet, Maly, and their classmates visit?

_____

_____

_____

2. Who are the main characters in the story?

_____

_____

_____

3. The Bayon Temple is located in the exact center of the ancient Khmer empire. This center represented the location where it was believed heaven and earth intersected. What can be concluded about the Bayon Temple based on this information?

_____

_____

_____

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4. Chet wants to help the Cambodian children he sees at Angkor Wat. Based on this information, what can you infer about Chet's character?

5. What is this story mostly about?

6. Read the sentences and answer the question.

"Mr. Reynolds said that the intricate carvings were most likely painted and gilded back when the city was populated by civilians, but they had worn down with age. Chet was still impressed by the detail that had survived centuries, and lightly traced the carvings with his fingertips."

What does the word "intricate" indicate about the carvings as used in this text?

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7. What word or phrase best completes the sentence?

Chet wants to help the Cambodian children in need; _____, he is not sure how exactly he should help.

8. Describe the carvings on the Bayon Temple.

9. According to Mr. Reynolds, why do a lot of Cambodian children go to Angkor Wat?

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10. People or things of both the past and present can be part of one's experience at Angkor Wat. Use evidence from the text to support or argue against this conclusion.

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Arachne the Weaver

by ReadWorks

illustration of Arachne

Greek myths tell stories that seem unreal or made-up. So it may be hard to take them seriously. For example, some stories are about angry gods. Others are about creatures made of both animal and human parts. But these stories had a big influence on the daily lives of the people of ancient Greece. Back then, people didn't have televisions or the Internet. They didn't have Google. There was no way to quickly look up information. Instead, people turned to stories and legends to understand how the world worked. They made up myths to explain things about the world that they didn't understand, like thunder and earthquakes. They also used myths to make scary things seem less scary. The details of the stories changed from one telling to the next. But their outcomes mostly stayed the same.

Ancient myths were not just used to explain natural events that we now understand through science. Myths also explained how the human race started. They explored what happens to people when they die. They also tried to explain why people even exist. Myths also often entertained people. They were funny and interesting. Remember that there weren't TV episodes or movies in ancient Greece. People had to entertain themselves in other ways. But more importantly, myths told people how to live. They helped people learn how to tell right from wrong. Their lessons taught people the right way to act.

The story of Arachne is one example of a myth with a lesson. Arachne was a young girl. She was famous for making thread by spinning it and weaving cloth. To weave means to make cloth by passing threads over and under each other. Her cloth was said to be the softest and most beautiful in

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the land. Some even thought it was made from gold. Because of her skills, Arachne thought very highly of herself. She thought she was the best spinner and weaver in the world. She was sure that no one could be as good as she was.

One day, an old woman walked past Arachne as she was weaving. The woman asked her, "Who taught you to weave so well?"

Arachne said that she had taught herself. She said she was the best spinner and weaver in the world.

The woman asked, "Is it possible that Athena, the goddess of weaving, helped you? Could she have taught you to spin and weave without your knowing it?"

Arachne had a lot of pride and vanity. So she replied, "No, not even Athena is as good as I am."

The old woman then tore away her disguise. She wasn't actually an old woman. She was Athena! She was angry that a human could brag so much and compare herself to a goddess. Athena challenged Arachne to a contest. The rules of the contest were simple. Each woman would weave a cloth with a picture on it. Zeus was the king of the gods. He would choose the best one. If Arachne won, Athena would never weave again. If Athena won, Arachne would never spin or weave cloth again.

Hundreds of people came to watch the two women weave. Arachne wove a cloth from the best silk. This silk was very thin. People said that the cloth was so thin it could barely be felt. But even though it was very thin, it was strong enough to hold a hundred men. On the cloth, Arachne showed the gods acting foolishly and doing bad things.

Athena's cloth was different. She made the thread by using the sun's light and the sky's clouds. She also used fields. On the cloth, she showed the gods' strength and greatness. Her picture showed how much she admired and respected the gods.

It was obvious that Athena's cloth was better than Arachne's. Even Arachne realized this. She hid her face in her hands when she saw Athena's cloth. She was ashamed how much better her cloth was.

In one version of the myth, Athena tore up Arachne's cloth into pieces when she saw the girl's picture of the gods behaving badly. She was angry that Arachne would be so rude and hurtful. Both women knew who the winner was. Arachne realized that she would never be able to weave again.

Arachne was so ashamed and upset by her loss that she tried to kill herself. Athena stopped her because she felt bad for the girl. Athena wanted Arachne to keep her promise and never spin or weave cloth again. But she still wanted the girl to keep making beautiful cloths. So Athena changed her into a spider. That way, she could keep spinning and weaving beautiful cloth as a spider without breaking her promise. Greek myths tell that all spiders are said to be the children of Arachne.

This Greek myth shows that pride and vanity can be dangerous. It also shows that trying to compete against or embarrass the gods is dangerous.

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Name: _____ Date: _____

1. What did the ancient Greeks turn to in order to understand how the world operated?

A. books and encyclopedias

B. gods and goddesses

C. stories and legends

D. rulers and laws

2. What does the author describe in the article?

A. the role of mythology in ancient Greece

B. the importance of theater in ancient Greece

C. the origins of humankind according to Greek mythology

D. how ancient Greek myths changed over time

3. "[M]ythology was a significant influencing factor in the day-to-day lives of the people of ancient Greece."

What evidence from the text supports this statement?

A. "Myths were [...] sometimes humorous and intriguing[.]"

B. "[M]yths told people how to live, and how to tell right from wrong."

C. "[The ancient Greeks] didn't have televisions or the Internet."

D. "Over time, myths changed, and their events and details varied[...]"

4. Based on the story, how can Arachne be described?

A. Humble and kind

B. Clever and generous

C. Talented and insecure

D. Vain and disrespectful

5. What is a main message of the story of Arachne?

A. The gods are immoral and foolish.

B. People should keep their talents secret.

C. People should not be vain or prideful.

D. Gods and humans are equally talented.

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6. Read these sentences from the text.

"On the cloth, Arachne **depicted** the failings of the gods, portraits of the gods acting immorally and foolishly.

"Athena, on the other hand, is said to have spun with sunbeams, the sky, the fields, and the clouds. She wove a tapestry that showed the gods in all their strength and glory, praising them for their splendor."

As used in this sentence, what does "**depicted**" mean?

A. praised
B. showed
C. prayed to
D. warned about

7. Choose the answer that best completes the sentence.

Athena challenged Arachne to a spinning and weaving contest _____ she was enraged that Arachne dared to compare herself to a goddess.

A. however
B. although
C. because
D. therefore

8. What did Athena do to Arachne at the end of the story?

_____

_____

_____

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9. The text says that the myth of Arachne "served to warn against the dangers of pride and vanity[.]" How does the story of Arachne demonstrate the dangers of pride and vanity? Use details from the story to support your answer.

10. Based on the myth of Arachne, how were the ancient Greeks supposed to live their lives? Use evidence from the text to support your answer.

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Five Minute Multiplying Frenzy (G)

Name: _____ Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	6	10	3	5	12	2	8	4	9	11
3										
4										
6										
2										
12										
5										
8										
10										
9										
11										

Time: _____ Score: _____ /100

Division Drills (Mixed) Name:

Fill in the blanks for each problem.

9 ÷ 9 = _____	63 ÷ 9 = _____	32 ÷ 8 = _____	15 ÷ 5 = _____
36 ÷ 9 = _____	20 ÷ 5 = _____	5 ÷ 1 = _____	60 ÷ 10 = _____
64 ÷ 8 = _____	50 ÷ 5 = _____	30 ÷ 6 = _____	12 ÷ 2 = _____
56 ÷ 8 = _____	10 ÷ 1 = _____	30 ÷ 5 = _____	20 ÷ 2 = _____
70 ÷ 7 = _____	72 ÷ 8 = _____	10 ÷ 5 = _____	8 ÷ 2 = _____
18 ÷ 6 = _____	10 ÷ 10 = _____	49 ÷ 7 = _____	24 ÷ 8 = _____
40 ÷ 10 = _____	6 ÷ 3 = _____	42 ÷ 6 = _____	8 ÷ 4 = _____
5 ÷ 5 = _____	70 ÷ 10 = _____	35 ÷ 5 = _____	9 ÷ 3 = _____
48 ÷ 6 = _____	1 ÷ 1 = _____	14 ÷ 2 = _____	27 ÷ 3 = _____
3 ÷ 1 = _____	10 ÷ 2 = _____	14 ÷ 7 = _____	12 ÷ 3 = _____
18 ÷ 2 = _____	4 ÷ 4 = _____	18 ÷ 3 = _____	20 ÷ 4 = _____
30 ÷ 10 = _____	28 ÷ 7 = _____	2 ÷ 2 = _____	2 ÷ 1 = _____
3 ÷ 3 = _____	6 ÷ 2 = _____	90 ÷ 9 = _____	72 ÷ 9 = _____
7 ÷ 7 = _____	20 ÷ 10 = _____	100 ÷ 10 = _____	9 ÷ 1 = _____
45 ÷ 9 = _____	15 ÷ 3 = _____	42 ÷ 7 = _____	27 ÷ 9 = _____
24 ÷ 3 = _____	21 ÷ 3 = _____	36 ÷ 4 = _____	16 ÷ 8 = _____
56 ÷ 7 = _____	4 ÷ 2 = _____	16 ÷ 2 = _____	45 ÷ 5 = _____
40 ÷ 4 = _____	90 ÷ 10 = _____	21 ÷ 7 = _____	24 ÷ 4 = _____
60 ÷ 6 = _____	25 ÷ 5 = _____	32 ÷ 4 = _____	7 ÷ 1 = _____
48 ÷ 8 = _____	8 ÷ 8 = _____	40 ÷ 8 = _____	16 ÷ 4 = _____
40 ÷ 5 = _____	24 ÷ 6 = _____	36 ÷ 6 = _____	18 ÷ 9 = _____
54 ÷ 9 = _____	12 ÷ 4 = _____	8 ÷ 1 = _____	35 ÷ 7 = _____
81 ÷ 9 = _____	4 ÷ 1 = _____	54 ÷ 6 = _____	12 ÷ 6 = _____
50 ÷ 10 = _____	63 ÷ 7 = _____	6 ÷ 6 = _____	80 ÷ 10 = _____
30 ÷ 3 = _____	6 ÷ 1 = _____	80 ÷ 8 = _____	28 ÷ 4 = _____

Equivalent Ratios (C)

Fill in the blanks to make equivalent ratios.

1. $1 : 9 = ___ : 27$

2. $1 : 5 = ___ : 15$

3. $2 : 5 = ___ : 25$

4. $4 : 9 = 8 : ___$

5. $11 : 12 = ___ : 60$

6. $5 : 4 = ___ : 8$

7. $8 : 9 = 40 : ___$

8. $7 : 8 = 28 : ___$

9. $5 : 12 = 20 : ___$

10. $7 : 6 = 21 : ___$

11. $1 : 12 = 4 : ___$

12. $2 : 1 = ___ : 4$

13. $5 : 3 = ___ : 12$

14. $9 : 2 = 18 : ___$

15. $1 : 10 = ___ : 40$

16. $7 : 10 = ___ : 50$

17. $7 : 12 = 28 : ___$

18. $8 : 1 = 40 : ___$

19. $3 : 1 = 6 : ___$

20. $5 : 6 = 25 : ___$

Edulastic

6th Mod. 4 6.ee.3; 6.ee.2

Collection: **Private**

Created by Tracy Laos

Q1: Rewrite each expression in standard form, using the fewest number of symbols and characters possible and type them into the boxes.

$2 \cdot 3 \cdot 7 \cdot q \cdot t$ ☐

$12c \cdot 4d$ ☐

$9fg \cdot 6jk$ ☐

Q2: Use the greatest common factor and the distributive property to write an equivalent expression in factored form. Type your expression in the box.

$9d + 6e =$ ☐

Q3: Apply the distributive property to type an equivalent expression in the box in expanded form.

$4(7m + 6f) =$ ☐

Q4: Write an expression showing $a \div (b + 2)$ as a fraction. Type your answer in the box.

$a \div (b + 2) =$ ☐

Q5: a. Type the following expression in words.

$$x \div (y - 2)$$

b. Type the expression $x \div (y - 2)$ as a fraction.