



Compton USD Learning Packet #4

Sixth Grade

Name _____

6th Grade Learning Packet

TABLE OF CONTENTS

Week 5

Day	Lesson	Date Completed
1	1) ELA - CATQ - Let People Own Exotic Animals #1-10	
	2) Math - Go Math 16.1 Independent Practice	
	3) History - Read section, "What is a Primary Source?"	
	4) ELD - IMAGE WALK	
2	1) Language Spiral - #1-5	
	2) Math-Go Math 16.1 "HOT" problems	
	3) History - Read, "Examples of Primary Sources"	
3	1) Language Spiral - #6-9	
	2) Next Gen Math "Mean" practice	
	3) History - Read section, "How do Primary and Secondary Sources differ?"	
	4) ELD - ADJECTIVES	
4	1) Language Spiral - #10-17	
	2) Complete Averages: Word Problems	
	3) History - Read section, "Why is it important for students to use Primary Sources?"	
5	1) My SBAC Coach - Read the story. What is the theme of the text?	
	2) Next Gen Math - Statistics	
	3) History - Complete sheet, "What It Really Means"	
	4) ELD - ELPAC SPIRAL (Describe a Picture)	

Collection 4: Making Your Voice Heard

Anchor Text #3: Let People Own Exotic Animals

LEXILE: 1180L



Let People Own Exotic Animals

by Zuzana Kukol

The recent tragedy in Zanesville, Ohio brought back the question of whether private ownership of wild and exotic animals should be legal.

The simple answer is yes. Responsible private ownership of exotic animals should be legal if animal welfare is taken care of. Terry Thompson didn't represent the typical responsible owner. He had a criminal record and animal abuse charges. What Thompson did was selfish and insane; we cannot regulate insanity.

People keep exotic animals for commercial reasons and as pets. Most exotic animals—such as big cats, bears or apes—are in commercial, federally inspected facilities. These animals are born in captivity, and not “stolen” from the wild. Captive breeding

1. Claim 1, Target 9: Central Ideas, Standard: RI.6.2
Read the paragraphs.

If we have the freedom to choose what car to buy, where to live, or what domestic animal to have, why shouldn't we have the same freedom to choose what species of wild or exotic animal to own and to love?

Would the Ohio situation be any different if the animals were owned by a government and their caretaker released them? Is this really about private ownership, or is it about certain people's personal issues with exotics in captivity?

Part A

Which **central idea** is expressed in the paragraphs?

- Ⓐ Animals should be free and not captive.
- Ⓑ Ohio allows people to have private ownership.
- Ⓒ People's personal issue should allow them to own animals of their choice.
- Ⓓ People should be allowed to own exotic animals just like people are allowed to own the car of their choosing.

Part B

Which sentence from the text best supports your answer in Part A?

- Ⓐ "Ohio situation may be different."
- Ⓑ "Why shouldn't we have the same freedom to choose what species of wild or exotic animal to own and to love?"
- Ⓒ "animals were owned by the government."

2. Claim 1, Target 8: Key Details, Standard: RI.6.1

eliminates the pressure on wild populations, and also serve as a backup in case the animals go extinct.



Dangers from exotic animals are low. On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears. Most of these fatalities are owners, family members, friends and trainers voluntarily on the property where the animals were kept. Meanwhile, traffic accidents kill about 125 people per day.

If we have the freedom to choose what car to buy, where to live, or what domestic animal to have, why shouldn't we have the same freedom to choose what species of wild or exotic animal to own and to love?

Ⓓ "caretakers should release them?"

Owning captive animals are not as dangerous as some experts make them sound to be.

Which sentences from the text **best** support this inference?

Ⓐ "Meanwhile, traffic accidents kill about 125 people per day."

Ⓑ "Dangers from exotic animals are low."

Ⓒ "On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears."

Ⓓ "Most of these fatalities are owners, family members, friends and trainers voluntarily on the property where the animals were kept."

Would the Ohio situation be any different if the animals were owned by a government and their caretaker released them? Is this really about private ownership, or is it about certain people's personal issues with exotics in captivity?

If society overreacts and bans exotics because of actions of a few deranged individuals, then we need to ban kids, as that is the only way to totally stop child abuse, and we need to ban humans, because that is the only way to stop murder. Silly, isn't it?

3. Claim 1, Target 11: Reasoning and Evidence, **Standard:** RI.6.8.

Part A

What inference can be made about the author's opinion of exotic animals?

- Ⓐ Exotic animals are decreasingly dangerous.
- Ⓑ Exotic animals need to be banned forever.
- Ⓒ Exotic animals make good pets.
- Ⓓ Exotic animals need to be in captivity.

Part B

Which sentence from the text **best** supports your answer in Part A?

- Ⓐ "On average in the United States, only 3.25 people per year are killed by captive big cats, snakes, elephants and bears."
- Ⓑ "Meanwhile, traffic accidents kill about 125 people per day."
- Ⓒ "Dangers from exotic animals are low."
- Ⓓ "If society overreacts and bans exotics because of actions of a few deranged individuals, then we need to ban kids, as that is the only way to totally stop child abuse, and we need to ban humans, because that is the only way to stop murder."

4. Claim 1, Target 10: Word Meaning, **Standard:** RI.6.4.

Read the sentence.

If society overreacts and **bans** exotics because of actions of a few deranged individuals, then we need to ban kids, as that is the only way to totally stop child abuse, and we need to ban humans, because that is the only way to stop murder.

What does the use of the word **bans** suggest about exotic animals in the text? Select **two** answers.

- Ⓐ It suggests that the government doesn't care who owns exotic animals.
- Ⓑ It suggests that exotic animals are not allowed.
- Ⓒ It suggests that exotic animals are prohibited.
- Ⓓ It suggests that people have the right to choose.

5. Claim 1, Target 12: Analysis within/across Texts, **Standard:** RI.6.6.

What does the information in the first paragraph of the text tell the reader about the author's purpose?

- Ⓐ To state a claim with supporting evidence.
- Ⓑ To complain about owning exotic animals.
- Ⓒ To share information about the Ohio case.
- Ⓓ To compare and contrast ways about owning exotic animals.

	<p>6. Claim 1, Target 13: Text Structures and Features, Standard: RI.6.5.</p> <p>What is the most likely reason the author used dashes (-) in the text?</p> <ul style="list-style-type: none">(A) To list important facts.(B) To make the paper neat.(C) To include main ideas.(D) To separate independent thoughts.
	<p>7. Claim 1, Target 14: Language Usage, Standard: RL.6.5.</p> <p>Read the sentence.</p> <p>Dangers from exotic animals "<u>are low</u>".</p> <p>Why does the author most likely use the phrase "are low"?</p> <ul style="list-style-type: none">(A) To persuade the reader that the ratio between humans and exotic animals are low.(B) To demonstrate the numbers of exotic animals are low.(C) To express to the reader that the dangers of exotic animals are declining.(D) To compare the wild animals and exotic animals.

8. Claim 2, Target 9: Edit Clarify (conventions), Standard: RL.6.1

Read the following sentence that has 2 errors in grammar and punctuation. Then read the question that follows.

Exotic animals, is better as wild animals.

Which sentence corrects all the grammar and punctuation errors?

- Ⓐ Exotic animals is better than wild animals.
- Ⓑ Exotic animals, are better as wild animals.
- Ⓒ Exotic animals, is better than wild animals.
- Ⓓ Exotic animals are better as wild animals.

9. Claim 2, Target 9: Edit Clarify (conventions), Standard: RI.6.6.

Choose the **two** sentences containing spelling errors.

- Ⓐ Domestigated animals live in rurual areas.
- Ⓑ Domestigated animals live in the forrest.
- Ⓒ Domesticated animals are very useful.
- Ⓓ Domesticated animals are vital to farmers.

16.1 Independent Practice



6.SP.3, 6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c, 6.SP.5d



Personal Math Trainer

Online Practice and Help

my.hrw.com

Several students in Ashton’s class were randomly selected and asked how many text messages they sent yesterday. Their answers were 1, 0, 10, 7, 13, 2, 9, 15, 0, 3.

5. How many students were asked? How do you know?

6. Find the mean and the median for these data.

Mean = _____ Median = _____

The points scored by a basketball team in its last 6 games are shown. Use these data for 7 and 8.

Points Scored					
73	77	85	84	37	115

7. Find the mean score and the median score.

Mean = _____ Median = _____

8. Which measure better describes the typical number of points scored? Explain.

Some people were asked how long it takes them to commute to work. Use the data for 9–11.

9. What units are used for the data? What should you do before finding the mean and median number of minutes?

10. Find the mean and median number of minutes.

Mean = _____ Median = _____

11. Which measure do you think is more typical of the data?

16 min	5 min
7 min	8 min
14 min	12 min
0.5 hr	1 hr

Fact Sheet: Primary Sources



What is a Primary Source?

Primary sources are original records of the political, economic, artistic, scientific, social, and intellectual thoughts and achievements of specific historical periods. Produced by the people who participated in and witnessed the past, primary sources offer a variety of points of view and perspectives of events, issues, people, and places. These records can be found anywhere—in a home, a government archive, etc.—the important thing to remember is they were used or created by someone with firsthand experience of an event.

Examples of Primary Sources:

Primary sources are not just documents and written records. There are many different kinds of primary sources, including: first-person accounts, documents, physical artifacts, scientific data that has been collected but not interpreted, and face-to-face mentors with specific knowledge or expertise. Primary sources also take a variety of formats—examples of these are listed below.

- **Audio**—oral histories or memoirs, interviews, music
- **Images**—photographs, videos, film, fine art
- **Objects**—clothing (fashion or uniforms), tools, pottery, gravestones, inventions, weapons, memorabilia
- **Statistics**—census data, population statistics, weather records
- **Text**—letters, diaries, original documents, legal agreements, treaties, maps, laws, advertisements, recipes, genealogical information, sermons/lectures

How do Primary and Secondary Sources differ?

While primary sources are the original records created by firsthand witnesses of an event, secondary sources are documents, texts, images, and objects about an event created by someone who typically referenced the primary sources for their information. Textbooks are excellent examples of secondary sources.

Why is it important for students to use Primary Sources?

1. Direct engagement with artifacts and records of the past encourages deeper content exploration, active analysis, and thoughtful response.
2. Analysis of primary sources helps students develop critical thinking skills by examining meaning, context, bias, purpose, point of view, etc.
3. Primary source analysis fosters learner-led inquiry as students construct knowledge by interacting with a variety of sources that represent different accounts of the past.
4. Students realize that history exists through interpretation that reflects the view points and biases of those doing the interpreting.

Sources:

National Archives and Records Administration, www.archives.gov

Library of Congress, www.loc.gov

Teaching with Primary Sources: Educational Materials for Teachers. The Lyndon Baines Johnson Presidential Library & Museum.

Pronouns

1. Which sentence makes correct use of the pronoun?

- A. Whom is your dentist?
- B. To whom are you speaking?
- C. Who are you going to the dance with?
- D. Through whom did you arrange your vacation?

L.6.1.A

Pronouns

2. Which sentence **correctly** uses an intensive pronoun?

- A. While watching TV by herself, Dana fell asleep.
- B. He has no one to blame for his behavior but himself.
- C. It was the girl herself who finally owned up to breaking her mother's necklace.
- D. After a week of lying around, the boys decided to take themselves on an adventure.

L.6.1.B

Pronouns

3. Which pronoun correctly completes the sentence?

No one should give _____ password to classmates.

- A. its
- B. them
- C. ours
- D. his

L.6.1.C

Pronouns

4. What does the word *his* refer to in the sentence?

Jim asked Robert to help him look for a present for his brother.

- A. Robert's
- B. a
- C. the
- D. which

L.6.1.D

Language Variations

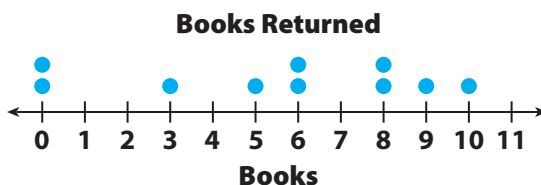
5. Which sentence is appropriate in a letter to a friend but not in a formal report?

- A. Brisbane is located about ten hours north of Sydney, Australia.
- B. It's a really cool place because it's right on the coast near the beach.
- C. Brisbane is a popular tourist destination because it is located on the coast.
- D. Most Americans fly into Sydney and then take a connection from Sydney to Brisbane.

L.6.1.E



- 12. Critique Reasoning** For two weeks, the school librarian recorded the number of library books returned each morning. The data are shown in the dot plot. The librarian found the mean number of books returned each morning.



$$\frac{8 + 6 + 10 + 5 + 9 + 8 + 3 + 6}{8} = \frac{55}{8} = 6.875$$

Is this the correct mean of this data set? If not, explain and correct the answer.

- 13. Critical Thinking** Lauren's scores on her math tests are 93, 91, 98, 100, 95, 92, and 96. What score could Lauren get on her next math test so that the mean and median remain the same? Explain your answer.

- 14. Persevere in Problem Solving** Yuko wants to take a job selling cars. Since she will get a commission for every car she sells, she finds out the sale price of the last four cars sold at each company.

Company A: \$16,000; \$20,000; \$25,000; \$35,000;

Company B: \$21,000, \$23,000, \$36,000, \$48,000

- a.** Find the mean selling price at each company.

- b.** Find the median selling price at each company.

- c. Communicate Mathematical Ideas** At either company, Yuko will get paid a commission of 20% of the sale price of each car she sells. Based on the data, where do you recommend she take a job? Why?

6. Which sentence is punctuated correctly?

- A. I was not able to finish my report at the library today, so I will finish it at home?
- B. I was not able to finish my report at the library today, so I will finish it at home!
- C. I was not able to finish my report at the library today, so I will finish it at home.
- D. I was not able to finish my report at the library today, so I will finish it at home;

L.6.2.A

7. The passage below may contain an error in punctuation, capitalization, or spelling.

Excerpt from **The Secret Garden**

Frances Hodgson Burnett

She had not wanted a little girl at all, and, when Mary was born, she handed her over to the care of an Ayah who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible.

Which answer corrects the mistake in the underlined part of the passage?

- A. Correct as is.
- B. who was maid to understand
- C. whom was made to understand
- D. who, was made to understand

L.6.2.B

8. Which is the **BEST** way to combine the sentences below?

This war was over. Another war was just beginning.

- A. This war was over, but another one was just beginning.
- B. Because this war was over, another one was just beginning.
- C. This war was over because another war was just beginning.
- D. Because another war was just beginning, this war was over.

L.6.3.A

9. Read the short passage below.

Few people or animals were awake at this hour. It was Peter's favorite time of day. He moved quietly down a path, noticing the sun peeking through the branches overhead and the soft, moist ground underfoot.

Which maintains the tone established in these three sentences?

- A. Peter shook his head in disgust when he discovered piles of trash on the trail.
- B. Peter tried to remain calm when he heard a frightening shriek behind some bushes.
- C. Peter yawned with boredom and wondered how anyone could like being outside so much.
- D. He and his thoughts continued to wander as he smiled and breathed in the fragrant morning air.

L.6.3.B



Name _____

1. The monthly average temperatures in fahrenheit of a city were recorded below.

63, 63, 54, 63, 57, 54, 66

- A.** Enter the mean of the data:
- B.** Enter the mode of the data:
- C.** Enter the range of the data: to
-

2. The monthly average temperatures in fahrenheit of a city were recorded below.

82, 82, 85, 73, 73, 82, 82

- A.** Enter the mean of the data:
- B.** Enter the mode of the data:
- C.** Enter the range of the data: to
-

3. The yearly average temperatures in fahrenheit of a city were recorded below.

70, 68, 64, 66, 68, 68, 68, 66, 70, 72

- A.** Enter the mean of the data:
- B.** Enter the mode of the data:
- C.** Enter the range of the data: to

10. Read the passage below.

Excerpt from **Wuthering Heights**

Emily Brontë

The difference between him and the others forced me to be *less partial*.

In this sentence from the passage, the phrase *less partial* could easily be replaced with which synonym?

- A. fair
- B. forgiving
- C. loving
- D. strict

L.6.4.A

11. Read the short passage below.

Excerpt from **Seaplanes**

Roberto Barerra



²Flying boats have a fuselage, or body, that looks and acts like a ship's hull. This hull enables them to float on water very easily. Two small floats underneath its wings keep the flying boat stable in rough water. These seaplanes are usually larger and more stable on water than floatplanes are. A floatplane is a seaplane that has two long floats, called pontoons, under the fuselage. This is the only part of the plane that touches the water. Unlike flying boats, floatplanes often come in a wide variety of sizes. An amphibious vehicle can be either a flying boat or a floatplane with wheels. This allows the aircraft to land on both land and water.

If *amphi-* means both and *-bious* means mode of life, which word means adapted for both land and water?

- A. dubious
- B. ambitious
- C. amplified
- D. amphibious

L.6.4.B

12. To find the definition of the word *biosphere* which would be the BEST resource?

- A. an online almanac
- B. a thesaurus
- C. a dictionary
- D. an online encyclopedia

L.6.4.C

13. What guide words would you look between to find the definition of the word below?

KEEP

- A. kangaroo - kick
- B. kid - kitchen
- C. kite - know
- D. label - lap

L.6.4.D

14. Read the short passage below.

Excerpt from **Newton Minow's Speech to National Association of Broadcasters**
speech by Newton Minow

⁵ But when television is bad, nothing is worse. I invite you to sit down in front of your television set when your station goes on the air and stay there without a book, magazine, newspaper, profit-and-loss sheet, or rating book to distract you—and keep your eyes glued to that set until the station signs off. I can assure you that you will observe a vast wasteland.

In this speech, television is compared to

- A. a jungle.
- B. a wasteland.
- C. a vast ocean.
- D. a bustling city.

L.6.5.A

15. Which causal word is most commonly associated with the word *fever*?

- A. infection
- B. infirmary
- C. medicine
- D. treatment

L.6.5.B

16. Read the sentence below.

It's not exactly a trek across the country!

Which word is the closest in meaning to the underlined word?

- A. outing
- B. stroll
- C. walk
- D. journey

L.6.5.C

17. Which expression can be used to replace the underlined words and describe the weaving in and out of traffic as a fun, exciting experience?

Weaving in and out of bustling traffic makes my morning drive a dreaded chore.

- A. a nightmarish experience.
- B. an exhausting start to the day.
- C. an exciting roller coaster ride.
- D. a suspenseful way to begin the day.

L.6.6*

Name: _____

Averages: Word Problems

Clayton plays basketball on a team. He has played three games so far. In the first game, he scored 10 points. In the second game, he scored 14 points. In the third game, he scored 6 points. What is Clayton's average points per game?

answer: _____

Mandy earns money by delivering groceries. She earned \$4 on Monday, \$7 on Tuesday, \$5 on Wednesday, \$4 on Thursday, and \$5 on Friday. What is the average amount of money Mandy earned per day?

answer: _____

Jean loves to go bird watching. One day, she saw 7 birds. The next day, she saw 11 birds. The next day, she saw no birds. What is the average number of birds Jean saw each day?

answer: _____

Harley read 5 books in January, 8 books in February, 4 books in March, and 7 books in April. What is the average number of books Harley read per month?

answer: _____



Assignment

Determine a Theme from Literary Text

Topic: Camped in the backyard

Your Assignment:

Read the story below. What is the theme of the text? Explain using key details from the text to support your answer.

The Big Night Out

By Kiki E.

A couple of weeks ago I had an unexpected day off from work. I didn't want to do the usual which is rent a movie, so I made a plan. Boy were my kids going to be surprised! After heading out to Ralph's for some supplies, I invited our cousin, Vin, over to get in on the action. Once Vin arrived, I ordered pizza from the local Pizza Hut.

When our bellies were full of tasty pizza, my kids and I camped out in my backyard! Not being one to "rough it," I was a little nervous about my adventure. It took me a while, but I set up my tent all by myself and the kids even set up their tent too! As the daylight faded into darkness, I toasted marshmallows on the crackling fire to turn them into S'mores. They're called S'mores because once you have one, you always want SOME MORE! At the end of the evening, I snuggled in my tent like a bear in its cave, hoping for a long hibernation. That's when I saw the shadow of a wild beast passing by my tent. It had pointy ears and a long tail- oh no! Luckily it was just my cat. Unfortunately, my

hibernation was not what I had hoped for because I was too worried about what might be lurking outside my tent.

Early the next morning the sun woke me up like an alarm clock, so I snuck inside for a much needed cup of coffee. Not wanting to wake my sleeping children, I silently closed the door to my house and began to cook breakfast. Homemade waffles are a favorite around here! I am going to go camping in the real wilderness next time, and hopefully I won't see any mysterious shadows!

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

The theme of the story is...

After reading the story, I learned that...

Your Response:



Name _____

1. Several daily average temperatures in celsius were recorded below.

8, 12, 14, 16, 18, 20, 24, 26

Part A: Enter a number other than 18 to the data set so that the median number is 18.

Part B: Enter a number other than 16 to the data set so that the median number is 16.

A.

B.

-
2. Several daily average temperatures in celsius were recorded below.

6, 12, 14, 18, 20, 22, 26, 28, 32, 34

Part A: Enter a number other than 22 to the data set so that the median number is 22.

Part B: Enter a number other than 20 to the data set so that the median number is 20.

A.

B.

-
3. Several daily average temperatures in fahrenheit were recorded below.

50, 56, 58, 64, 72, 84, 86, 98

Part A: Enter a number other than 72 to the data set so that the median number is 72.

Part B: Enter a number other than 64 to the data set so that the median number is 64.

A.

B.

4. Several daily average temperatures in celsius were recorded below.

2, 8, 10, 12, 16, 18, 20, 24, 26, 28, 30, 32

Part A: Enter a number other than 20 to the data set so that the median number is 20.

Part B: Enter a number other than 18 to the data set so that the median number is 18.

A.

B.

© 2018 Next Gen Math

What It Really Means

Name: _____

Directions: Rewrite the definitions below in your own words.

Primary—not made or coming from something else; original

Firsthand—coming directly from the original source

Source—a person, publication, or object that gives information

Secondary—coming from or created using an original source

Secondhand—not original; taken from someone or something else



Definitions compiled from *Webster's for Kids* online dictionary



Compton USD Learning Packet

Middle School ELD

**English Language
Development (ELD)**



IMAGE WALK – Positive Messages

Directions

STEP 1: Study each image.

STEP 2: Answer a question or respond to a prompt for each image.

6th-8th ALD ELD Image Walk Self-Image Week 2

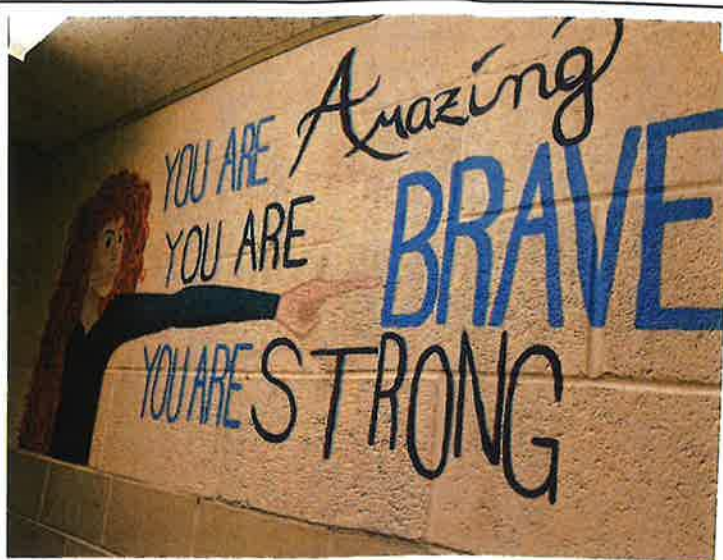


IMAGE #1

What are the 3 adjectives in the image?

List 3 more sentences that could be added to this image.

Example:

You are valuable.

- 1.
- 2.
- 3.

Remember an adjective is a word that describes a noun. To help you, think of positive words you might use to describe one of your friends.



IMAGE #2

Is there something you believe that you can't do? Complete the sentence frames.

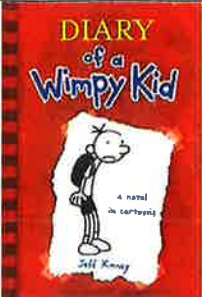

I sometimes tell myself that I can't _____ . Instead, I might say,

"I'll try to _____ ."




ADJECTIVES

Adjectives are describing words. Adjectives describe nouns.

If there are more than two adjectives describing the same thing, the adjectives are separated by commas.

	<p>My teacher has an interesting book on her desk. My teacher has an interesting new book on her desk.</p>
	<p>I found a rusty bike in the garage. I found an old, rusty, red bike in the garage.</p>

Look at the pictures. Read the original sentence. Add adjectives to the sentence to make it more detailed. Share your work with a partner.

	<p>Example: The tourists are visiting the cathedral. The exciting tourists are visiting the well-known Italian cathedral.</p>
	<p>The children are picking apples.</p>
	<p>My brother's boots are in the truck.</p>



The house is on a hilltop.



The boy doesn't want to play with the toy.



The puppies are playing with a ball.



The carpenters are building a fence.



Look at the butterflies.

