



Compton USD Learning Packet #8

Sixth Grade

Name _____

6th Grade Learning Packet

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SENTENCE OR SENTENCE FRAGMENT?

9a A *sentence* is a group of words that expresses a complete thought.

A sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

EXAMPLES The parrot bit the back of the chair.
 Wait by the hickory tree.
 Did you buy the paper?
 That play was perfect!

When a group of words looks like a sentence but does not express a complete thought, it is a *sentence fragment*.

FRAGMENT The pebbles in Mystery Cove. [This is not a complete thought. What about the pebbles?]

SENTENCE The pebbles in Mystery Cove are round and multicolored.

FRAGMENT Relaxes by taking a walk by the ocean. [This is not a complete thought. Who relaxes?]

SENTENCE Saki relaxes by taking a walk by the ocean.

FRAGMENT When a sea star loses an arm. [This thought is not complete. What happens when a sea star loses an arm?]

SENTENCE When a sea star loses an arm, it can grow a new one.



In speech, people frequently use sentence fragments. Such fragments usually aren't confusing, because the speaker's tone of voice and facial expressions help to complete the meaning. Professional writers may also use sentence fragments to create specific effects in their writing. However, in your writing at school, you will find it best to use complete sentences.

EXERCISE 1 Identifying Sentences

On the line before each of the following word groups, write *sent.* if the group is a sentence or *frag.* if the group is a sentence fragment. Add correct punctuation if the group of words is a sentence.

EX. sent. 1. The lava from the volcano was a boiling red river

_____ 1. The tropical fish were green and blue

_____ 2. Did Frank call you

- _____ 3. Spending a night in the woods
- _____ 4. Watch out for the wet paint
- _____ 5. When the lake is calm
- _____ 6. Mushrooms grow in the woods
- _____ 7. Look at all the snow
- _____ 8. The swimming pool was crowded
- _____ 9. Pea pods sizzled in the wok
- _____ 10. The hollyhocks by the house

EXERCISE 2 Revising Fragments

On your own paper, revise the fragments below to make complete sentences. Add any words you might need.

EX. 1. The glowing moon

1. *The glowing moon looked like a pearl.*

- 1. dangling from the ceiling
- 2. the blue sweater
- 3. after seeing the falling star
- 4. at the student art show
- 5. cooking with vegetables and pasta
- 6. visit with my grandfather
- 7. a bowl of oranges
- 8. on his trip to China
- 9. singing on stage
- 10. before breakfast
- 11. in the lake
- 12. knitting sweaters
- 13. the small pond
- 14. on his desk
- 15. some yellow flowers

LESSON
13-3**Solving Area Equations****Reteach**

You can use area formulas to find missing dimensions in figures.

The formula for area of a parallelogram is $A = bh$.

The formula for area of a trapezoid is $A = \frac{1}{2}h(b_1 + b_2)$.

The formula for area of a rhombus is $A = \frac{1}{2}d_1d_2$.

The formula for area of a triangle is $A = \frac{1}{2}bh$.

Suppose you know the area of a triangle is 28 square feet. You also know the length of the base of the triangle is 7 feet. What is the height of the triangle?

Use the formula for area of a triangle. $A = \frac{1}{2}bh$

Substitute known values. $28 = \frac{1}{2}(7)h$

Multiply both sides by 2. $56 = 7h$

Divide both sides by 7. $8 = h$

The height of the triangle is 8 feet.

Solve.

1. The area of a parallelogram is 150 square meters. The height of the parallelogram is 15 meters. What is the length of the parallelogram?

2. The length of one diagonal of a rhombus is 8 cm. The area of the rhombus is 72 square centimeters. What is the length of the other diagonal of the rhombus?

3. The area of a triangle is 32 square inches. The height of the triangle is 8 inches. What is the length of the base of the triangle?

4. The area of a rectangle is 34 square yards. The length of the rectangle is 17 yards. What is the width of the rectangle?

5. The area of a trapezoid is 39 square millimeters. The height of the trapezoid is 6 millimeters. One of the base lengths of the trapezoid is 5 millimeters. What is the length of the other base of the trapezoid?

THE SUBJECT

Every sentence has two main parts: a *subject* and a *predicate*.

9b The *subject* tells whom or what the sentence is about.

EXAMPLE The smell of a wood fire makes me think of camping.

9c To find the subject, ask yourself *who* or *what* is doing something or *about whom* or *what* something is being said.

EXAMPLE My first dog loved eating turnips. [*What loved eating turnips? My first dog did.*]

9d The subject does not always come at the beginning of a sentence. It may be in the middle or even at the end.

Sometimes you may have trouble finding the subject of a sentence. In such cases, find the verb first. Then ask yourself *to whom* or *to what* the verb is referring.

EXAMPLES During the summer, **your brother** could cut grass to earn money. [*The verb is **could cut**. Who could cut? The answer is **your brother**, the subject of the sentence.*]

Across the busy highway raced **a deer**. [*The verb is **raced**. What raced? A deer raced. A deer is the subject of the sentence.*]



The subject is never found in a prepositional phrase.

EXAMPLE In the drawer was **a pair** of scissors. [*Pair is the subject of the sentence, not **drawer**.*]

EXERCISE 3 Identifying Subjects

Underline the subject in each of the following sentences.

EX. 1. Behind the tree lurked a tiger.

1. During the winter, our father enjoys making thick, steaming pots of vegetable stew.

2. The bulletin board above Alisha's desk is full of photos, banners, and ribbons.

3. Bobbing in the water was a small sailboat.

4. In a quiet corner of the library, Sam read a book.

5. On the back porch railing perched a sparrow.
6. The main character wore a tuxedo and slippers.
7. Did Virginia Hamilton write *M.C. Higgins the Great*?
8. As a child, my grandfather sold newspapers.
9. Up the tree ran a squirrel.
10. Harry's cat will jump for a carrot.
11. The zipper on my new winter jacket is stuck.
12. Before winter, we should cover all of the old windows with plastic.
13. When is Jarvis going to visit us?
14. Rena's boots were under the chicken wire in the shed.
15. Across the busy street bounced a football.

EXERCISE 4 Writing Complete Sentences

Add a subject to each of the word groups below. On your own paper, write your sentence with the correct punctuation and capitalization.

- EX. 1. danced to the music
1. Luis *danced to the music.*
1. worked after school at Brown's Grocery
 2. offered us tickets to the game
 3. wanted its independence
 4. wrote this letter
 5. barked at the blowing leaves
 6. is the home of the state champions
 7. brought dozens of photographs to school
 8. hiding behind the curtain was
 9. is a snake
 10. volunteer their time and skills
 11. was helpful
 12. gave me a ride
 13. opened a bakery
 14. stared at the stars
 15. climbing the tree was

LESSON

13-3

Solving Area Equations**Practice and Problem Solving: D**

Solve each problem. The first one is done for you.

1. Jennifer has a picture frame in the shape of a rectangle. The area of the picture frame is 35 square inches. The length of the picture frame is 7 inches. What is the width of the frame?

$$A = lw$$

$$35 = 7w$$

$$5 = w$$

5 in.

2. Christopher's back yard is in the shape of a trapezoid. The bases of his back yard are 30 and 40 feet long. The area of his back yard is 525 square feet. Write and solve an equation to find the height of Christopher's back yard.
- _____
3. Cindy made a triangular shaped sculpture with an area of 63 square inches. The height of the sculpture is 9 inches. What is the base length of the sculpture?
- _____
4. A floor mat is in the shape of a parallelogram. The mat has an area of 480 square inches. If the base of the mat is 24 inches, what is the height of the mat?
- _____
5. A trading token is in the shape of a trapezoid and has an area of 25 square centimeters. If the bases are 3 and 7 centimeters, what is the height of the token?
- _____
6. The back frame of a dog house is in the shape of a triangle with an area of 6 square feet. The height of the frame is 4 feet. What is the width of the frame?
- _____

COMPLETE SUBJECTS AND SIMPLE SUBJECTS

9e The *complete subject* consists of all the words needed to tell *whom* or *what* the sentence is about.

EXAMPLE The large fender of the bike next to mine is bent.

9f The *simple subject* is the main word in the complete subject.

COMPLETE SUBJECT The large fender of the bike next to mine
SIMPLE SUBJECT fender

If you leave out the simple subject, a sentence does not make sense.

EXAMPLE The large . . . of the bike next to mine is bent.

Sometimes the same word or words make up both the simple subject and the complete subject.



In this book, the term *subject* refers to the simple subject unless otherwise indicated.

EXERCISE 5 Identifying Complete Subjects and Simple Subjects

In each of the following sentences, underline the complete subject once. Underline the simple subject twice.

- EX. 1. The black umbrella by the front door is mine.
1. His white-and-blue cotton sweater shrank two sizes.
 2. The screens on the front porch windows are torn.
 3. Did the green parrot on your shoulder say something?
 4. Across the beach darted long-legged sandpipers.
 5. The reporter's long coat looked wrinkled and wet.
 6. The thick shells of black walnuts are hard to crack.
 7. Do heavy wool mittens keep your hands warm and dry?
 8. The Maricopa people of Arizona make unusual pottery.
 9. Behind the door purred the happy cat.
 10. A tall, thin man with a hat walked down the lane.

11. The conga drum developed from ancient Africa.
12. The best quarterback on the team has a knee injury.
13. The tall bearded man reminded her of Abraham Lincoln.
14. Is this package on the counter for you?
15. The front tire of our new car is flat.

EXERCISE 6 Writing Complete Sentences

Add a complete subject to each of the word groups below. On your own paper, write each of your sentences with the correct punctuation and capitalization. Then underline the simple subject in each of your sentences.

- EX. 1. sat on the edge of the roof
1. A dozen pigeons sat on the edge of the roof.
1. watched the team win
 2. are running in our yard
 3. tastes good on a hot day
 4. is a healthful breakfast
 5. belongs to Greta
 6. sang at the retirement community
 7. were laced too tight
 8. had been wonderful
 9. wished us good night
 10. lit the campfire
 11. waved to the ship
 12. is sliding into third base
 13. enjoyed the music
 14. wandered through the museum
 15. played with her doll house
 16. know the Mitchells
 17. bought reflectors for my bike
 18. is the new librarian
 19. forgot his sleeping bag
 20. called a cab

LESSON
13-3**Solving Area Equations****Practice and Problem Solving: A/B****Solve.**

1. The front of an A-frame house is in the shape of a triangle. The height of the house is 20 feet. The area of the front of the A-frame is 600 square feet. Write and solve an equation to find the base of the A-frame house.

2. A countertop is in the shape of a trapezoid. The lengths of the bases are $70\frac{1}{2}$ and $65\frac{1}{2}$ inches long. The area of the countertop is 1,224 square inches. Write and solve an equation to find the height of the countertop.

3. The top of a coffee table is in the shape of a rectangle. The length of the top of the coffee table is 3.5 feet and the area is 10.5 square feet. What is the width of the top of the coffee table?

4. Jacob made a banner for a sporting event in the shape of a parallelogram. The area of the banner is $127\frac{1}{2}$ square centimeters. The height of the banner is $4\frac{1}{4}$ centimeters. What is the base of the banner?

5. McKenzie has enough paint to paint 108 square feet. She wants to paint her garage door, which has a height of 12 feet. The garage door is in the shape of a rectangle. If McKenzie has just enough paint to cover the garage door, what is the width of the door?

THE PREDICATE

9g The *predicate* of a sentence is the part that says something about the subject.

EXAMPLES The jellyfish **was trapped on the hot sand.**
Our neighbors **asked us to help with the block party.**

9h The predicate usually comes after the subject. Sometimes, however, part or all of the predicate comes before the subject.

EXAMPLES **Silently**, the beetle **struggled to climb out of the sink.**
Sitting on the oily dock were a dozen gulls.
On Saturday night will you **stay at your friend's house?**

EXERCISE 7 Identifying Predicates

Underline the predicate in each of the following sentences.

- EX. 1. The dogs' leashes were tangled around my ankles.
1. Quietly, we climbed the back stairs.
 2. Our foreign exchange student arrived from France.
 3. The printer was jammed with legal-size paper.
 4. Waiting for the bus was a group of children.
 5. Happily, the campers hiked in the woods.
 6. My best friend called me on the phone last night.
 7. Swiftly, the runners crossed the finish line.
 8. Last night, the computer screen flashed on and off.
 9. Visiting the Vietnam Veterans Memorial were thousands of tourists.
 10. Warily, the tired shop clerk waited on the last customer.
 11. Singing in the shower was my brother Patrick.
 12. This winter, Angela is taking a course in t'ai chi ch'uan.
 13. Strutting in the muddy garden bed were a dozen large crows.
 14. Loudly, the delivery person pounded on our front door.
 15. The red shirt looks too big on you.

16. Slowly, the Latin dancers began their warm-up.
17. The three-year-olds seemed too small to reach the piñata.
18. Surprised, the baby stared at herself in the mirror.
19. The boat over there with the sails is a restaurant.
20. Does anyone you know think our team can lose?

EXERCISE 8 Writing Predicates

Add a predicate to each of the word groups below. On your own paper, write each of your sentences with the correct punctuation and capitalization. Then underline the predicate in each of your sentences.

EX. 1. the mongoose

1. Playfully, the mongoose rolled over on its back.

1. the dark clouds
2. our neighbors across the hall
3. the oak tree
4. a flock of sparrows
5. my younger sister
6. the cold and tired traveler
7. yesterday's snowfall
8. the bold guest
9. a huge whale
10. a group of fans
11. a broken helmet
12. an ancient arrowhead
13. dozens of snowballs
14. my father
15. a good pair of binoculars
16. stir-fried vegetables
17. slush
18. a new CD
19. at least twenty police officers
20. everyone

LESSON
13-3**Solving Area Equations****Practice and Problem Solving: C****Solve.**

1. The front of a podium is in the shape of a trapezoid with base lengths 4 and 8.5 feet. The height is 2 feet. A gallon of paint covers about 350 square feet. How many front frames of a podium can Lillian paint with 2 gallons of paint?

2. Kenneth's back yard is in the shape of a rectangle with a length of 12 yards and a width of 10 yards. A bag of grass seed costs \$25.99 and covers 400 square feet. How much will Kenneth spend on grass seed to cover his back yard?

3. The area of a triangular piece of stained glass is 50 square centimeters. If the height of the triangle is four times the base, how long are the height and base of the piece of stained glass?

4. A park is in the shape of a parallelogram. The park has an area of $776\frac{1}{4}$ square yards. The base of the park is $34\frac{1}{2}$ yards. Marta wants to jog 10 sprints. Each sprint is the same distance as the height of the park. How far will Marta sprint?

5. A quilt contains cuts of congruent right triangular pieces with a base of $8\frac{1}{2}$ centimeters and a height of $8\frac{1}{2}$ centimeters. How many triangular pieces are needed to make a rectangular quilt with an area of 4,335 square centimeters?

COMPLETE PREDICATES AND SIMPLE PREDICATES

- 9i The *complete predicate* consists of all the words that are not part of the complete subject.
- 9j The *simple predicate, or verb*, is the main word or word group in the complete predicate.

| | |
|-------------------------|------------------------------------|
| EXAMPLE | Tulips bloom in the spring. |
| COMPLETE PREDICATE | bloom in the spring |
| SIMPLE PREDICATE (VERB) | bloom |



In this book, the simple predicate is usually called the *verb*.

EXERCISE 9 Identifying Complete Predicates and Verbs

In the following sentences, underline the complete predicate once and the simple predicate twice.

- EX. 1. Our relatives visit during the holidays.
1. My mother rides the bus to her job.
 2. We hang the garlic in the cellar.
 3. Racing down the field went the lacrosse team.
 4. Uncle Henry called us on the telephone.
 5. Cement expands in the heat.
 6. The color blue soothes the eye.
 7. We hid the gift in the closet.
 8. Lara reads a new book every weekend.
 9. The clock in the hall chimes on the hour.
 10. A gospel music concert opened at the Multicultural Arts Center.
 11. She poured hot tea into the cup.
 12. The alarm rang early in the morning.
 13. The downtown library opens late on Saturday.

14. After the dance program comes a tribute to Dr. Martin Luther King, Jr.
15. Crocuses bloom earlier than tulips in the spring.

EXERCISE 10 Writing Complete Predicates

Add a complete predicate to each of the word groups below. On your own paper, write your sentences with the correct punctuation and capitalization. Then underline the verb in each sentence.

EX. 1. the hungry campers

1. The hungry campers flipped pancakes on the griddle.

1. a team of scientists
2. pink seashells
3. the heavy downpour
4. the school newspaper
5. ancient pyramids
6. tall pine trees
7. quiet voices
8. my older brother
9. the oranges in the bowl
10. a blue bicycle
11. a pair of skates
12. the bongo drums
13. someone
14. my new sneakers
15. the closet door
16. a school of fish
17. bright lights
18. thick ropes
19. a box of crayons
20. the crowded market

LESSON
13-3**Solving Area Equations****Reading Strategies: Draw a Diagram**

You can find missing measurements of figures when you know the formula for the figure and when you are given other information about the figure.

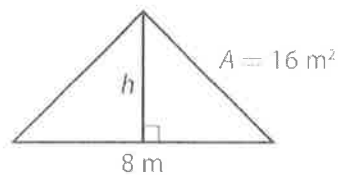
First, you need to know the different area formulas for common figures.

| Figure | Area Formula |
|---------------|-------------------------------|
| Parallelogram | $A = bh$ |
| Trapezoid | $A = \frac{1}{2}h(b_1 + b_2)$ |
| Rhombus | $A = \frac{1}{2}d_1d_2$ |
| Triangle | $A = \frac{1}{2}bh$ |

First, you should draw a diagram. Be sure to label the diagram with all the information you are given.

For example, a triangular-shaped poster has an area of 16 square meters and a base length of 8 meters. What is the height of the poster?

Draw a diagram. Label the diagram with the given information.



Now, use the given information with the formula for area of a triangle.

$$A = \frac{1}{2}bh \quad \text{Write the formula for area of a triangle.}$$

$$16 = \frac{1}{2}(8)(h) \quad \text{The area is 16 and the base is 8.}$$

$$16 = 4h \quad \text{Multiply } \frac{1}{2} \text{ and 8.}$$

$$4 = h \quad \text{Divide both sides by 4.}$$

The height of the poster is 4 meters.

Solve.

1. A parallelogram has an area of 60 square inches. If the base of the parallelogram is 12 inches, what is the height of the parallelogram?

2. A trapezoid and has an area of 45 square centimeters. If the bases are 10 and 5 centimeters, what is the height of the trapezoid?

Identifying Primary and Secondary Sources

What are Primary and Secondary Sources?

| | PRIMARY SOURCE | SECONDARY SOURCE |
|---------------|---|--|
| Definition | <p>A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:</p> <ul style="list-style-type: none"> • ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records • CREATIVE WORKS: Poetry, drama, novels, music, art • RELIQS OR ARTIFACTS: Pottery, furniture, clothing, buildings | <p>A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:</p> <ul style="list-style-type: none"> • PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias |
| Examples | <p>Examples of primary sources include:</p> <ul style="list-style-type: none"> • Diary of Anne Frank - Experiences of a Jewish family during WWII • The Constitution of Canada - Canadian History • A journal article reporting NEW research or findings • Weavings and pottery - Native American history • Plato's Republic - Women in Ancient Greece | <p>Examples of secondary sources include:</p> <ul style="list-style-type: none"> • A journal/magazine article which interprets or reviews previous findings • A history textbook • A book about the effects of WWI |
| Your Examples | | |

Information taken from Princeton Reference Desk: <http://www.princeton.edu/~refdesk/primary2.html>

Identifying Primary and Secondary Sources

Primary and Secondary Sources Group Activity

Directions: In your group, work to answer the questions below.

- 1) Using a dictionary, find the definition for the two words below:

Primary:

Secondary:

- 2) When historians look at documents in order to understand history, they often divide these documents into categories, including primary and secondary sources. One of these categories includes *material produced by individuals who lived through an event* and the other includes *material produced from individuals about an event after it happened*. Based on the dictionary definitions above, which do you think is which? Fill in the blank, placing the correct word with its correct definition (taken from the Society of American Archivists) below:

Primary Source

Secondary Source

- a) A _____ is material that contains firsthand accounts of events and that were created contemporaneous to those events or later recalled by an eyewitness.
- b) A _____ is a work that is not based on direct observation of or evidence directly associated with the subject but instead relies on sources of information.
- 3) If you are an historian who wants to research what life was like for women living in America in 1994, what kinds of primary sources might you look for? What kinds of secondary sources? Try to list three of each.
- 4) Why might it be important for us to consider both primary and secondary resources when we look at history?

Identifying Primary and Secondary Sources

Primary vs. Secondary Sources Quiz

Directions: Look at the sources below. Determine if they are a primary or secondary source. Then, write the reason that you think this is true.

Document One: Excerpt taken from *Tupac: Resurrection* by Jacob Hoye and Karolyn Ali

My mother was a Black Panther and she was really involved in the movement.

Just black people bettering themselves and things like that. She was in a high position in the party which was unheard of because there was sexism, even in the Panthers. All my roots to the struggle are real deep. My stepfather at the time, Mutulu Shakur, he was also a well-known revolutionary. And then my godfather, Geronimo Pratt, he had a top official rank position with the Panthers on the West Coast.

There's racism, so when the Panthers hit, the government panicked and they felt like the Panthers were detrimental to American society. So they raided every Panthers' house, especially the ones who they felt like, could do damage as an orator. My mother was seven months pregnant, they put a match to the door and said "Fire, Fire!" And you know it's like five in the morning so my mother opened the door and they just burst in, put a shotgun to her pregnant belly and put a gun to her head and said, "Don't move, bah, bah, bah, you're under arrest." They treated them like less than humans.

- 1) **What event or historical period is being discussed?**
- 2) **Is this a Primary or Secondary Source?**
- 3) **Why do you think this?**

: Identifying Primary and Secondary Sources

Document Two: Video interview with Aaron Dixon, co-founder and Captain of the Seattle chapter of the Black Panther Party.



- 1) What event or historical period is being discussed or represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?

Document Three: *Tlaloc ceramic face pot, Templo Mayor, Mexico. Between between AD 1325-1521.*




- 1) What event or historical period is being represented?
- 2) Is this a Primary or Secondary Source?
- 3) Why do you think this?



Directions:

1. For each vocabulary word, draw a sketch to help you remember what each term means.
2. Next, provide the definition and a real-world example of the word in a sentence. The first one is done for you.

| Vocabulary Word & Drawing | Definition & Real-World Example |
|--|---|
| <p>census</p>  | <p>Definition: A process of counting all the people in a country, city, or town, and collecting information about them.</p> <p>Real-world example: The U.S. census is data collected by the government every 10 years.</p> |
| <p>Questionnaire</p> | |
| <p>diversity</p> | |

percentage

data

population

The History of the Census

By National Geographic Society, adapted by Newsela staff on 02.02.20

Word Count 735

Level 1030L



Protesters gather outside the U.S. Supreme Court as the court hears oral arguments in the *Commerce vs. New York* case on April 23, 2019, in Washington, D.C. The case highlights a question about U.S. citizenship included by the Trump administration in the proposed 2020 U.S. census. Photo: Win McNamee/Getty Images

Every 10 years in the United States, the government conducts a population census. Required by the U.S. Constitution, the census was originally intended as a way to determine how many congressional representatives should represent each state. More recently, it has grown into a method of keeping track of population demographics and other social categories.



Around the world, most countries conduct a census to collect information on their populations. What they learn helps the government meet people's needs and plan for the future. Although the idea of a census is pretty common, the information that turns up is often far from ordinary.

In U.K., Religion Inspired By "Star Wars"

In the United Kingdom (U.K.), the 2011 population census asked for standard information about people's religions. What was not so standard was the number of people identifying as members of the Jedi religion. More than 170,000 people listed "Jedi" as their primary religion, making it the seventh most popular religion in the United Kingdom. The problem? Jediism is a religion from the fictional "Star Wars" universe.

In fact, so many people self-identified as Jedis that a government commission was asked to rule on whether it was, in fact, an actual religion in the country. (The commission ultimately said "no" to giving Jediism an official status.)

Countries like Canada and Australia saw a similar trend in self-declared Jedi knights. It was unclear whether they were merely fans of the movies showing their devotion, or the true emergence of a new religion. Whatever the case, the response seems to be on the decline in recent years.

Method For Processing Census Data

When you think of the census, you may picture volunteers and government workers going from door to door and asking questions. But did you know that the U.S. census was one of the earliest uses of computer technology?

After the 1880 census, the U.S. government was struggling to keep up with the data it collected. The country's population was growing faster than ever before and also becoming more complex, and the U.S. Census Office needed a more efficient way to process the information. Searching for new ideas, they set up a contest for the public, asking them to design a faster method for processing census data. The winner would be hired to process data for the 1890 census.

Herman Hollerith, an engineer and former government employee, took the prize. He came up with a machine system that processed punch cards that had census data coded onto them. The machine would "read" the holes punched into the cards, and then the data would appear on a series of dials that a clerk would record. Hollerith won the contract, and his machine helped tabulate the 1890 census much faster than before and under budget. With the success of his machine, Hollerith went on to create the Tabulating Machine Company. It would eventually evolve into the global computer company International Business Machines (IBM).

Today, the U.S. Census serves many purposes. It still collects basic population figures, and these numbers are used to assign the proper number of congressional representatives. At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.

Natural Disasters

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes

following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

A country's census produces valuable basic information about its population. It also can provide glimpses into the less measurable parts of people's lives. They may identify cultural trends (as in the "Star Wars" census trend) or provide needed data for future planning. We may see the census as simply a series of numbers, but the stories those numbers tell can tell us a lot about the country at any given time.

Quiz

1 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *More recently, it has grown into a method of keeping track of population demographics and other social categories.*
2. *Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.*
3. *At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.*
4. *Knowing who is where also helps the government account for changes following a disaster.*

- (A) 1 and 3
(B) 1 and 4
(C) 2 and 3
(D) 2 and 4

2 Read the following paragraphs from the section "Natural Disasters."

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

- (A) by citing evidence to support combining census data and geographic information
(B) by explaining the difficulty in using census data in times of natural disasters
(C) by offering reasons that some people are suspicious of census workers
(D) by providing examples of how census data can be used to help people

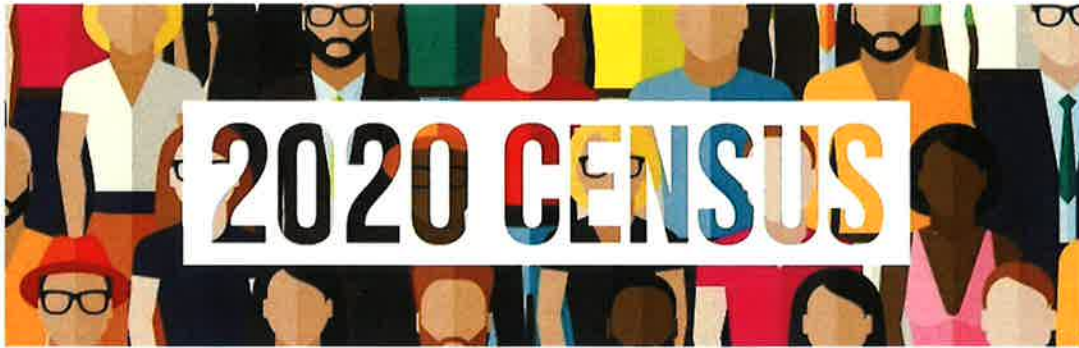
3 What is the MAIN reason the author includes the section "In U.K., Religion Inspired By 'Star Wars'"?

- (A) to argue that the census data might not be useful for government agencies
(B) to explain the development of census data collection over the years
(C) to introduce the idea that the census can provide unexpected and unusual information
(D) to show that many people do not take the census seriously

4 Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

- (A) by citing the new types of information gathered through the census
(B) by identifying how the intention of the census has developed over time
(C) by presenting the methods used to conduct a census
(D) by providing the rationale for conducting a census periodically



Learning Packet ELD 6.7 - 8.7

2020 Census - Be Counted! Justify an Opinion

You are going to write at least one paragraph in English about an important issue.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box..



The City of Compton received 1 million dollars in federal funding because many Compton residents filled out the census. The census data showed that there was a need for more funding, or monies, to provide resources for the Compton community.

Should the City of Compton build new parks or new libraries? Write at



CUSD Learning Packet #8

**Sixth Grade
Answer Key**

CHAPTER 9: THE SENTENCE

SENTENCE OR SENTENCE FRAGMENT?

EXERCISE 1, page 81

- | | |
|-------------|-------------|
| 1. sent.; . | 6. sent.; . |
| 2. sent.; ? | 7. sent.; ! |
| 3. frag. | 8. sent.; . |
| 4. sent.; ! | 9. sent.; . |
| 5. frag. | 10. frag. |

EXERCISE 2, page 82

(Answers will vary. Possible responses are given.)

- Dangling from the ceiling is a spider.
- The blue sweater is too big.
- After seeing the falling star, Maya made a wish.
- At the student art show, Derek won grand prize.
- Angie enjoys cooking with vegetables and pasta.
- On weekends we visit with my grandfather.
- A bowl of oranges sat on the table.
- On his trip to China, Kwok took many photographs.
- Singing on stage is my sister Brenda.
- Before breakfast my dog and I jog around the block.
- A small fish swam in the lake.
- Knitting sweaters is Hannah's hobby.
- The small pond rippled with rain drops.
- Is the report on his desk?
- Some yellow flowers were left on my desk.

THE SUBJECT

EXERCISE 3, page 83

- | | |
|---|--|
| 1. our father | 9. a squirrel |
| 2. The bulletin board above Alisha's desk | 10. Harry's cat |
| 3. a small sailboat | 11. The zipper on my new winter jacket |
| 4. Sam | 12. we |
| 5. a sparrow | 13. Jarvis |
| 6. The main character | 14. Rena's boots |
| 7. Virginia Hamilton | 15. a football |
| 8. my grandfather | |

EXERCISE 4, page 84

(Answers will vary. Possible responses are given.)

- Billy worked after school at Brown's Grocery.
- Tanya offered us tickets to the game.
- The small country wanted its independence.
- Who wrote this letter?
- Our silly dog barked at the blowing leaves.
- Davenport, Iowa, is the home of the state champions.
- After her trip, Marta brought dozens of photographs to school.
- Hiding behind the curtain was the Martian.
- That slimy, slithering creature is a snake.
- Many people volunteer their time and skills to others.
- The map was helpful.
- My uncle gave me a ride.
- My neighbors opened a bakery.
- We went outside and stared at the stars.
- Climbing the tree was a large cat.

COMPLETE SUBJECTS AND SIMPLE SUBJECTS

EXERCISE 5, page 85

- | COMP. S | SIMP. S |
|---|-------------|
| 1. His white-and-blue cotton sweater | sweater |
| 2. The screens on the front porch windows | screens |
| 3. the green parrot on your shoulder | parrot |
| 4. long-legged sandpipers | sandpipers |
| 5. The reporter's long coat | coat |
| 6. The thick shells of black walnuts | shells |
| 7. heavy wool mittens | mittens |
| 8. The Maricopa people of Arizona | people |
| 9. the happy cat | cat |
| 10. A tall, thin man with a hat | man |
| 11. The conga drum | drum |
| 12. The best quarterback on the team | quarterback |
| 13. The tall bearded man | man |
| 14. this package | package |
| 15. The front tire of our new car | tire |

EXERCISE 6, page 86

(Answers will vary. Possible responses are given.)

- Hundreds of excited fans watched the team win.
- The neighbor's children are running in our yard.
- A tall glass of ice water tastes good on a hot day.
- Peanut butter on toast is a healthful breakfast.
- The umbrella near the door belongs to Greta.
- A group of carolers sang at the retirement community.
- The pair of skates on her feet were laced too tight.
- The day at the beach had been wonderful.
- The tall woman in a red hat wished us good night.
- The tired campers lit the campfire.
- We waved to the ship as it cruised under the drawbridge.
- One of the players is sliding into third base.
- I enjoyed the music almost as much as I enjoyed the skating show.
- My older brother wandered through the museum for two hours.
- Yesterday Hedda played with her doll house.
- The new letter carrier does not know the Mitchells.
- Dad bought reflectors for my bike.
- Ms. Chapman is the new librarian.
- Mario forget his sleeping bag.
- The police officer called a cab.

THE PREDICATE

EXERCISE 7, page 87

- Quietly, climbed the back stairs
- arrived from France
- was jammed with legal-size paper
- Waiting for the bus was
- Happily, hiked in the woods
- called me on the phone last night
- Swiftly, crossed the finish line
- Last night, flashed on and off

9. Visiting the Vietnam Veterans Memorial were
10. Wearily, waited on the last customer
11. Singing in the shower was
12. The winter, is taking a course in t'ai chi ch'uan
13. Strutting in the muddy garden bed were
14. Loudly, pounded on our front door
15. looks too big on you
16. slowly, began their warm-up
17. seemed too small to reach the piñata.
18. Surprised, stared at herself in the mirror.
19. is a restaurant.
20. Does think our team can lose?

EXERCISE 8, page 88

(Answers will vary. Possible responses are given.)

1. Swiftly the dark clouds filled the sky.
2. Our neighbors across the hall asked me to babysit their son.
3. The oak tree grew 30 feet tall.
4. Sitting on the tree branch was a flock of sparrows.
5. Quickly my younger sister learned how to crawl.
6. The cold and tired traveler asked for a steaming cup of tea.
7. Yesterday's snowfall marked the start of winter.
8. Loudly, the bold guest asked for a second portion.
9. A huge whale sprayed water from its spout.
10. Excitedly, a group of fans screamed at the rock star.
11. A broken helmet was the only result of Peter's accident.
12. An ancient arrowhead was found near my house.
13. Dozens of snowballs won't last long in our neighborhood snowball war.
14. My father sent me a postcard from Helena, Montana.
15. A good pair of binoculars is very useful at football games.
16. Stir-fried vegetables often need seasoning.
17. Slush was overflowing onto the sidewalk.
18. A new CD costs more than I have right now.
19. At least twenty police officers surrounded the escaped prisoners.
20. Does everyone know about the sale on CDs?

COMPLETE PREDICATES AND SIMPLE PREDICATES

EXERCISE 9, page 89

- | <i>SIMP. PRED.</i> | <i>COMPL. PRED.</i> |
|--------------------|---|
| 1. rides | rides the bus to her job |
| 2. hang | hang the garlic in the cellar |
| 3. went | went racing down the field |
| 4. called | called us on the telephone |
| 5. expands | expands in the heat |
| 6. soothes | soothes the eye |
| 7. hid | hid the gift in the closet |
| 8. reads | reads a new book every weekend |
| 9. chimes | chimes on the hour |
| 10. opened | opened at the Multicultural Arts Center |
| 11. poured | poured hot tea into the cup |
| 12. rang | rang early in the morning |
| 13. opens | opens late on Saturday |
| 14. comes | comes after the dance program |
| 15. bloom | bloom earlier than tulips in the spring |

EXERCISE 10, page 90

(Answers will vary. Possible responses are given.)

1. A team of scientists discovered a cure for the cold.
2. Pink seashells washed ashore on the beach.
3. The heavy downpour soaked his new suit.
4. The school newspaper published a photo essay.
5. Ancient pyramids exist in Egypt.
6. Tall pine trees shade the forest floor.
7. Quiet voices echoed in the empty room.
8. My older brother looks after me.
9. The oranges in the bowl looked delicious.
10. A blue bicycle leaned against the fence.
11. A pair of skates fell from the shelf.
12. The bongo drums sounded great.
13. Has someone borrowed my dictionary?
14. My new sneakers smell like the store.
15. The closet door creaked opened.
16. A school of fish swam by my feet.
17. Bright lights filled the sky.
18. Thick ropes held the cargo in place.
19. A box of crayons sat on the desk.
20. The crowded market opened at 9:00 this morning.

THE VERB PHRASE

EXERCISE 11, page 91

- | <i>V./V. PHR.</i> | <i>COMPL. PRED.</i> |
|----------------------|--|
| 1. can buy | can buy bread at the store |
| 2. has been painting | has been painting the fence green |
| 3. is practicing | is practicing in the bullpen |
| 4. was visiting | was visiting us this afternoon |
| 5. warned | warned everyone about the storm |
| 6. is waiting | is waiting in front of the house |
| 7. had read | had not yet read a letter from his grandfather |
| 8. must have seen | must have seen the patient hours ago |
| 9. were blooming | were blooming before irises this year |
| 10. are flying | are flying from China to the United States |
| 11. can watch | can watch sharks and stingrays in a tank |
| 12. ordered | At the Japanese restaurant ordered a sushi plate |
| 13. Can play | Can play the piano |
| 14. must have seen | must not have seen the stop sign at the intersection |
| 15. Have called | Have called the theater about the price of tickets |

REVIEW EXERCISE

A., page 92

- | <i>COMPL. SUBJ.</i> | <i>V./V. PHR.</i> |
|-----------------------------|--------------------|
| 1. The alarm clock | should have buzzed |
| 2. A tall glass of ice tea | tastes |
| 3. Every member of the team | was practicing |
| 4. The artist | painted |
| 5. you | Did see |
| 6. you | Have tasted |
| 7. Our neighbor's parents | are visiting |
| 8. Sea urchins | look |
| 9. The beaver colony | had built |
| 10. Anyone in the house | could have fixed |

5. You could change all the areas to one unit, say square inches, by multiplying square yards by 36×36 and square feet by 12×12 . Then you could add the areas.

6. 18.7 cm^2

7. $\frac{9}{10} \text{ in}^2$

8. 23.25 cm^2

9. 8.4 in .

Practice and Problem Solving: D

1. 1.5 cm^2

2. 14 in^2

3. 16 m^2

4. 35 ft^2

5. 36 cm^2

6. 48 in^2

7. 28 ft^2

8. 84 ft^2

9. 600 yd^2

Reteach

1. 12 cm^2

2. 6 ft^2

3. 15 m^2

4. 9 mm^2

5. 14 yd^2

6. 20 in^2

Reading Strategies

1. Use the formula $A = \frac{1}{2}bh$.

2. Substitute 10 for b ; Substitute 4 for h .

3. 20 in^2

4. 54 m^2

5. 4.5 ft^2

6. Use the same formula but substitute for area and base in the second and third steps. Then solve for the height.

Success for English Learners

1. No, as long as both sides (base and height) meet at a right angle.

2. Because of the Associative Property of Multiplication

3. 16 ft^2

LESSON 13-3

Practice and Problem Solving: A/B

1. $600 = \frac{1}{2}b(20)$; The base is 60 ft.

2. $1,224 = \frac{1}{2}h\left(70\frac{1}{2} + 65\frac{1}{2}\right)$; The height of the countertop is 18 in.

3. The width of the tabletop 3 ft.

4. The base is 30 cm.

5. The width of the door is 9 ft.

Practice and Problem Solving: C

1. 56 front frames

2. \$77.97

3. 20 cm and 5 cm

4. 225 yd

5. 120 triangular pieces

Practice and Problem Solving: D

1. 5 in.

2. $525 = \frac{1}{2}h(30 + 40)$; 15 ft

3. 14 in.

4. 20 in.

5. 5 cm

6. 3 ft

Reteach

1. 10 m

2. 18 cm

3. 8 in.

4. 2 yd

5. 8 mm

Reading Strategies

1. 5 in.







2. 6 cm

Success for English Learners

1. Write the formula for the area of the figure.

2. Substitute in known variables and solve for the missing variable.

ANSWER KEY (Real-world example and sketched answers will vary)
U.S. Census Bureau, Statistics In Schools

| | |
|---|--|
|  | <p>Census: A process of counting all the people in a country, city, or town and collecting information about them</p> |
|  | <p>Questionnaire: A set of written questions that is given to people to collect facts or opinions about something</p> |
|  | <p>Diversity: The ways people are different from one another</p> |
|  | <p>Percentage: A number that shows a part of a group</p> |
|  | <p>Data: Facts usually represented by numbers</p> |
|  | <p>Population: The number of people who live in an area</p> |

Answer Key

1 Which two of the following sentences from the article include CENTRAL ideas of the article?

1. *More recently, it has grown into a method of keeping track of population demographics and other social categories.*
2. *Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.*
3. *At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.*
4. *Knowing who is where also helps the government account for changes following a disaster.*

(A) 1 and 3

(B) 1 and 4

(C) 2 and 3

(D) 2 and 4

2 Read the following paragraphs from the section "Natural Disasters."

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

(A) by citing evidence to support combining census data and geographic information

(B) by explaining the difficulty in using census data in times of natural disasters

(C) by offering reasons that some people are suspicious of census workers

(D) **by providing examples of how census data can be used to help people**

3 What is the MAIN reason the author includes the section "In U.K., Religion Inspired By 'Star Wars'"?

(A) to argue that the census data might not be useful for government agencies

(B) to explain the development of census data collection over the years

(C) **to introduce the idea that the census can provide unexpected and unusual information**

(D) to show that many people do not take the census seriously

4 Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

(A) by citing the new types of information gathered through the census

(B) **by identifying how the intention of the census has developed over time**

(C) by presenting the methods used to conduct a census

(D) by providing the rationale for conducting a census periodically

WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

| Score | Descriptors |
|----------|---|
| 4 | <ul style="list-style-type: none"> • The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. • The response is readily coherent. • Grammar and word choice are varied and effective. • Minor errors in spelling and punctuation may be present but do not impede meaning. • For grades three through five: The response includes at least two reasons that support the opinion using three or more sentences. • For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences. • For grades nine through twelve: Register is appropriate. |
| 3 | <ul style="list-style-type: none"> • The response expresses an opinion or states a position with some relevant support. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling and punctuation minimally impede meaning. • For grades three through five: The response includes at least one reason that supports the opinion using two sentences. • For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences. • For grades nine through twelve: Register is mostly appropriate. |
| 2 | <ul style="list-style-type: none"> • The response expresses an opinion or states a position with some relevant support but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede meaning. • For grades three through five: The response includes at least one sentence. • For grades six through twelve: The response includes at least two sentences. • For grades nine through twelve: Register is somewhat appropriate. |
| 1 | <ul style="list-style-type: none"> • The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • For grades three through five: The response may consist of isolated words or phrases. • For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. • For grades nine through twelve: Register may not be appropriate. |