6th Grade
NTI 6

Student Name: _____

Teacher: _____

Please circle the school you attend:

Central   Garrison   Laurel   Tollesboro

5 | Coping with an Aggressive Dog

by Michael W. Fox

Do you know what to do if you find yourself face-to-face with an unfriendly dog? Following the advice given in this selection could help you get out of a bad situation safely.

We all, sooner or later, encounter mean dogs. There is no set way for handling the situation. Each dog is different. But all dogs tend to conform to certain predictable rules of behavior. When you find yourself face-to-face with an aggressive animal, knowing these rules can help you avoid trouble. Here are some general words of advice:

1. *Never stare at a dog.* Staring is a threat. A dog may read a stare as a challenge and attack you.

2. *Never run or walk quickly past—or away from—a strange dog.* Your flight may release the dog's chase response, and you may get bitten. Always pass a dog slowly, even backwards (facing the animal) if you believe it may chase you when you leave its territory. (Its territory includes its house, yard, and part of the street.)

3. *Try to avoid showing your fear. Keep calm.* A dog can read fear in your eyes and body movements. Whistle, walk slowly, speak in a firm and confident voice. You might say, for example, "Good dog, I'm your friend," or "Good dog, why don't you go home?"

4. *Remember that even friendly dogs will bark at you.* It is their job to defend their territory, and you may be intruding. Talk to the dog, and smile if it wags its tail and doesn't snarl or put up the hair on its back. Stand still and call it to you. The dog may want to be friends. If it approaches in a friendly way, stand still so it can sniff you. That's good manners. Then bend or squat down, and let it sniff your hand.

If you have a newspaper route or other delivery job, take cookies or dog biscuits with you. Any dog you may fear could become one of your regular canine buddies if it's waiting for a treat from you each time. One dog named Bruce used to wait for me on my paper route; after I got to his house, he would tag along on the rest of my deliveries.

If you do get a buddy dog, watch out for traffic. Some dogs have no traffic sense and shouldn't be encouraged to enter the street.

5. *Observe how a strange dog reacts to you as you approach it slowly.* If the dog's in its own territory, it will probably bark at you. If it stays still, backs off, or comes toward you with its tail wagging in a low position, the dog is not likely to bite, even though it keeps barking.

If the dog stiffens, holds its head high, snarls, and stares at you, be careful. If it lowers its head as though ready to charge, or is snarling and showing its teeth, don't go any closer.

6. *As you leave the dog's territory, remember the golden rule of "cool." Don't turn and run; back away slowly, keeping the dog in view all the time.* Remember, since many people get bitten as they are *leaving* a dog's territory, the dog may read it as weakness or submission if you turn your back and walk away. If a dog seems to be after you, face up to it and stand your ground. Call out to its owners, and shout in a powerful, angry voice: "No, boy, down. Go home!" This may be enough bluff to scare the dog away.

Never lean back. Any backward movement appears to the dog as fear. Keep your weight

NTI Day 6

forward. If the dog jumps at you, you'll be ready. An upward thrust of your knee into the dog's chest and a faceful of your jacket sleeve will deter many dogs.

7. *Dogs rarely attack, so don't start worrying and acting scared around any dog.* Most dogs are like you and me. They're scared about getting into a fight, but they sometimes like to act tough, especially around their own block. Don't ignore dogs you meet; that might make them suspicious. Say, "Hi, dog, how are you today?" If you act friendly and confident, the dog won't be scared and will be less likely to challenge you.

9. *Never try to forcibly make friends with a strange dog. Let it come to you.* There's nothing wrong with you if you like dogs but some seem to bark at you and hate you anyway. They may be scared or putting on a show because you're a stranger, trying to drive you away from their territory.

Let me encourage you to get to know and enjoy the friendly and curious dogs that you meet. ■

✔ Enter your reading time below. Then look up your reading speed on the Words-per-Minute table on page 130.

Reading Time _____

Reading Speed _____

Enter your reading speed on the Reading Speed graph on page 131.

Comprehension

Put an **X** in the box next to the correct answer for each question or statement. Do not look back at the selection.

1. Why shouldn't you stare at a dog?
   - ☐ a. The dog may feel threatened.
   - ☐ b. The dog may feel frightened.
   - ☐ c. The dog may run away.

2. Even friendly dogs will bark at you if they think you
   - ☐ a. will hurt them.
   - ☐ b. have some food.
   - ☐ c. are intruding into their territory.

3. The author suggests taking cookies or biscuits on a delivery job to
   - ☐ a. help make friends with any dog you meet.
   - ☐ b. eat when you get hungry.
   - ☐ c. throw at any dogs that might attack you.

4. If a dog approaches in a friendly way, you should
   - ☐ a. pat the dog's head.
   - ☐ b. stand still, and let it sniff you.
   - ☐ c. walk slowly away.

5. A dog is not likely to bite if
   - ☐ a. it snarls and shows its teeth.
   - ☐ b. its tail is wagging in a low position.
   - ☐ c. it stiffens, holds its head high, and stares at you.

6. The author says you shouldn't ignore dogs because
   - ☐ a. you may hurt their feelings.
   - ☐ b. they might go away.
   - ☐ c. they might get suspicious.

7. What movement appears to the dog as fear?
   - ☐ a. leaning forward
   - ☐ b. leaning back
   - ☐ c. bending or squatting down

8. What should you do if a dog attacks you?
   - ☐ a. run away
   - ☐ b. stand perfectly still
   - ☐ c. face up to it

_____ Number of correct answers
Enter this number on the Comprehension graph on page 132.

Critical Thinking

Put an **X** in the box next to the best answer for each question or statement. You may look back at the selection if you'd like.

1. If dogs rarely attack, why did the author write this piece?
   - ☐ a. to make you afraid of dogs
   - ☐ b. to advise you on how to handle the few dogs that might attack
   - ☐ c. to encourage you to make friends with dogs

2. Which of the following statements best expresses the main idea of the selection?
   - ☐ a. Sooner or later, everyone encounters mean dogs.
   - ☐ b. Dogs rarely attack, so you shouldn't worry and act strangely around dogs.
   - ☐ c. All dogs tend to conform to certain predictable rules of behavior, and knowing these rules can help you avoid trouble.

3. Why shouldn't you try to force a dog to be friends?
   - ☐ a. Most dogs are dangerous.
   - ☐ b. Some dogs don't like to make friends.
   - ☐ c. Some dogs carry diseases.

4. Based on what you read, you can predict that when you enter a strange dog's territory, it almost always will
   - ☐ a. attack you.
   - ☐ b. bark at you.
   - ☐ c. wag its tail.

5. Why should you never turn your back and walk away when leaving a strange dog's territory?
   - ☐ a. The dog may read it as a weakness and attack.
   - ☐ b. The dog's feelings may be hurt.
   - ☐ c. You would not see the dog coming if it were to attack.

6. Which of the following is a statement of opinion rather than fact?
   - ☐ a. All dogs tend to conform to certain predictable rules of behavior.
   - ☐ b. A dog may read a stare as a challenge and attack you.
   - ☐ c. We all, sooner or later, encounter mean dogs.

7. Which phrase best describes "traffic sense"?
   - ☐ a. awareness of where you parked
   - ☐ b. awareness of oncoming cars
   - ☐ c. awareness of how to drive

8. Which statement does not give good advice about how to act when meeting a strange dog?
   - ☐ a. Turn your back and quickly move away.
   - ☐ b. Pass the dog slowly, always facing the animal.
   - ☐ c. Talk to the dog, and smile if it wags its tail and doesn't snarl.

_____ Number of correct answers
Enter this number on the Critical Thinking graph on page 133.

NTI Day 6

Vocabulary

Each numbered sentence contains an underlined word from the selection. Following are three definitions. Put an **X** in the box next to the best meaning of the word as it is used in the sentence.

1. We all, sooner or later, encounter mean dogs.
   - ☐ a. make
   - ☐ b. meet
   - ☐ c. hurt

2. When you find yourself face-to-face with an aggressive animal, knowing these rules can help you avoid trouble.
   - ☐ a. barking
   - ☐ b. bold
   - ☐ c. strange

3. Your flight may release the dog's chase response, and you may get bitten.
   - ☐ a. fear
   - ☐ b. appearance
   - ☐ c. retreat

4. It is their job to defend their territory, and you may be intruding.
   - ☐ a. leaving without permission
   - ☐ b. entering without permission
   - ☐ c. entering with permission

5. Any dog you may fear could become one of your regular canine buddies.
   - ☐ a. dog
   - ☐ b. hungry
   - ☐ c. friendly

6. Observe how a strange dog reacts to you as you approach it slowly.
   - ☐ a. retreats
   - ☐ b. snarls
   - ☐ c. responds

7. Don't ignore dogs you meet; that might make them suspicious.
   - ☐ a. think nothing is wrong
   - ☐ b. think you are angry
   - ☐ c. think something is wrong

8. Never try to forcibly make friends with a strange dog.
   - ☐ a. repeatedly
   - ☐ b. falsely
   - ☐ c. strongly

✎ _____ **Number of correct answers**
Enter this number on the Vocabulary graph on page 134.

Personal Response

Have you or anyone you know ever encountered an aggressive animal? Describe the situation.

_____

_____

Do you think all dogs should be restrained, or should they be allowed to run free? Explain your answer.

_____

_____

Name: _____ Class: _____

ITI Day 6 Math

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1. Simplify the expression by combining like terms. $5y + 4x - 2y + 2x$

$y +$ x

6.EE.4

---

2. Lisa earned $75 for shoveling 6 driveways. How much did she earn for each driveway? Write and solve an equation where m is the amount of money Lisa earned per driveway.

$m = \$$

6.EE.5

---

3. Duane has $24 and he wants to buy a pair of shoes that cost $56. How much more does he need? Write and solve an equation where m is the money Duane needs.

$m = \$$

6.EE.5

---

4. Simplify the expression by combining like terms. $4(d + 20) + 5d$

$d +$

6.EE.4

10. Write and solve an inequality that means *4 times a number (s) plus 6 is less than or equal to 56.*

$s \leq$

11. Ronnie burns 80 calories for every mile he runs. How many miles must he run in order to burn more than 400 calories? Write an inequality in which *m* represents a number of miles.

$m >$ miles

12. Simplify the expression by combining like terms. $2(4t + 4) + 5(t + 2)$

$t +$

13. Solve the equation $48 \div x = 16$. What is the value of x?

$x =$

Lesson #91

## Why do some stars appear brighter than others?

A **star** is a giant ball of hot gas. It gives off heat and light. On a clear dark night, you may see more stars in the sky than you can count. Stars differ from one another. They vary in size, temperature, luminosity (brightness), color, and age.

How bright a star appears from Earth is called the star's **apparent brightness**. A star's apparent brightness is related to the amount of light it gives off. Some stars give off more light than others. But, a star's distance from Earth also affects how bright that star appears. A star that is closer to Earth will appear brighter than a star that gives off the same amount of light but is farther away. Picture a car's headlights at night. If the car is far away, you see only two small specks of light. But if the car is closer, the lights appear bigger and brighter. The same is true for stars. So when you see two stars at night, and one appears brighter, that star may be giving off more light. Or that star may be closer to Earth.

The **sun** is the closest star, so it appears to be the brightest object in our sky. Because of the light of the sun, other stars are not visible during the day. Many stars are bigger and brighter than the sun. But they look smaller and dimmer because they are much farther away.

Sirius, the Dog star, is the brightest star in the night sky. It is twice as big as the sun and more than 20 times brighter. But Sirius is trillions of miles away from Earth. The sun is much closer, so the sun appears larger and brighter than Sirius.

Our solar system is made up of the sun and everything that travels around it. The eight known planets and their moons, along with dwarf planets, comets, and asteroids are other bodies in our solar system. All these bodies revolve around the sun in an elliptical (egg-shaped) orbit. An **orbit** is a path that a body follows around another body in space. The bodies are held in orbit by gravity. They orbit the sun because of the sun's strong gravitational pull.
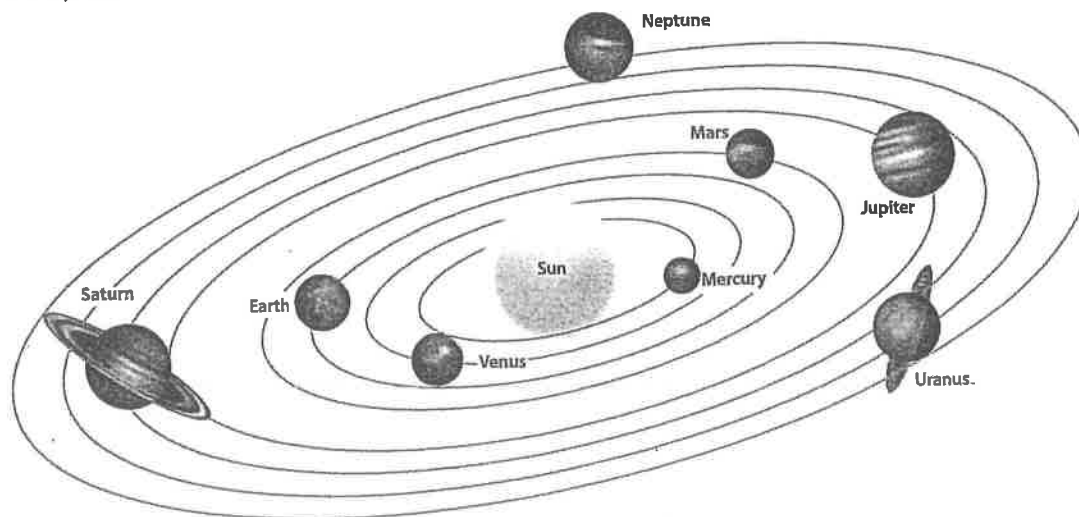
The sun is the center of our solar system.

Social Studies Day 6

The agricultural revolution was a major turning point in human history. Before the Neolithic era, people relied on hunting and gathering for food. This was a difficult way of life, as it required constant movement to find new sources of food. However, with the discovery of agriculture, people were able to cultivate crops and raise animals for food. This allowed them to settle down in one place and form permanent communities. The agricultural revolution had many benefits. First, it allowed people to produce more food than they needed, which meant that they could trade with other communities for goods and services. This led to the development of a barter system, where people would exchange goods for other goods or services. Second, the agricultural revolution led to the development of new technologies. For example, the plow was invented to make farming easier and more efficient. Irrigation systems were also developed to bring water to crops in areas with little rainfall. Finally, the agricultural revolution led to the growth of civilizations. As people settled down in one place, they were able to build permanent structures such as houses, temples, and walls. This led to the development of cities and the rise of complex societies.

1. What is the Neolithic era?

2. What did people rely on for food before the agricultural revolution?

3. What is agriculture?

4. What new technologies were developed during the agricultural revolution?

6th Grade
NTI 7

Student Name: _____

Teacher: _____

Please circle the school you attend:

Central   Garrison   Laurel   Tollesboro

6 | The Phantom Tollbooth 6th Grade

by Norton Juster

The Phantom Tollbooth is the story of Milo, a bored boy, who assembles a genuine turnpike tollbooth in his room. After depositing a coin and going through the tollbooth, he suddenly finds himself in a very strange land. In this passage from the book, Milo finds himself stuck in the Doldrums.

Milo said, quite indignantly, "Everybody thinks."

"We don't," shouted the Lethargarians all at once.

"And most of the time *you* don't," said a yellow one sitting in a daffodil. "That's why you're here. You weren't thinking, and you weren't paying attention either. People who don't pay attention often get stuck in the Doldrums." And with that he toppled out of the flower and fell snoring into the grass.

Milo couldn't help laughing at the little creature's strange behavior.

"Stop that at once," ordered the plaid one clinging to his stocking. "Laughing is against the law. Don't you have a rule book? It's local ordinance 574381-W."

Milo found Ordinance 574381-W: "In the Doldrums, laughter is frowned upon and smiling is permitted only on alternate Thursdays. Violators shall be dealt with most harshly."

"Well, if you can't laugh or think, what can you do?" asked Milo.

"Anything as long as it's nothing, and everything as long as it isn't anything," explained another. "There's lots to do; we have a very busy schedule—

"At 8 o'clock we get up, and then we spend "From 8 to 9 daydreaming.

"From 9 to 9:30 we take our early midmorning nap.

"From 9:30 to 10:30 we dawdle and delay.

"From 10:30 to 11:30 we take our late early morning nap.

"From 11 to 12 we bide our time and then eat lunch.

"From 1 to 2 we linger and loiter.

"From 2 to 2:30 we take our early afternoon nap.

"From 2:30 to 3:30 we put off for tomorrow what we could have done today.

"From 3:30 to 4 we take our early late afternoon nap.

"From 4 to 5 we loaf and lounge until dinner.

"From 7 to 8 we take our early evening nap, and then for an hour before we go to bed at 9 o'clock we waste time.

"As you can see, that leaves almost no time for brooding, lagging, plodding, or procrastinating, and if we stopped to think or laugh, we'd never get nothing done."

"You mean you'd never get anything done," corrected Milo.

"We don't want to get anything done," snapped another angrily; "we want to get nothing done."

"You see," continued another in a more conciliatory tone, "it's really quite strenuous doing nothing all day, so once a week we take a holiday and go nowhere, which was just where we were going when you came along. Would you care to join us?"

"I might as well," thought Milo; "that's where I seem to be going anyway."

"Tell me," he yawned, for he felt ready

for a nap now himself, "does everyone here do nothing?"

"Everyone but the terrible watchdog," said two of them, shuddering in chorus. "He's always sniffing around to see that nobody wastes time. A most unpleasant character."

"The watchdog?" Milo said quizzically.

"THE WATCHDOG," shouted another, fainting from fright, for racing down the road barking furiously and kicking up a great cloud of dust was the very dog of whom they had been speaking.

"RUN!"

"WAKE UP!"

"RUN!"

"HERE HE COMES!"

"THE WATCHDOG!"

Great shouts filled the air as the Lethargarians scattered in all directions and soon disappeared entirely.

"R-R-R-G-H-R-O-R-R-H-F-F," exclaimed the watchdog as he dashed up to the car, loudly puffing and panting.

Milo's eyes opened wide, for there in front of him was a large dog with a perfectly normal head, four feet, and a tail—and the body of a loudly ticking alarm clock.

"What are you doing here?" growled the watchdog.

"Just killing time," replied Milo apologetically. "You see—"

"KILLING TIME!" roared the dog—so furiously that his alarm went off. "It's bad enough wasting time without killing it." And he shuddered at the thought. "Why are you in the Doldrums anyway—don't you have anywhere to go?"

"I was on my way to Dictionopolis when I got stuck here," explained Milo. "Can you help me?"

"Help you! You must help yourself," the dog replied, carefully winding himself with

his left hind leg. "I suppose you know why you got stuck."

"I guess I just wasn't thinking," said Milo.

"PRECISELY," shouted the dog as his alarm went off again. "Now you know what you must do."

"I'm afraid I don't," admitted Milo, feeling quite stupid.

"Well," continued the watchdog impatiently, "since you got here by not thinking, it seems reasonable to expect that, in order to get out, you must start thinking." And with that he hopped into the car. ▨

✔ Enter your reading time below. Then look up your reading speed on the Words-per-Minute table on page 130.

Reading Time _____

Reading Speed _____

Enter your reading speed on the Reading Speed graph on page 131.

Comprehension

Put an **X** in the box next to the correct answer for each question or statement. Do not look back at the selection.

1. Where does Milo find himself?
   - ☐ a. Dictionopolis
   - ☐ b. the Doldrums
   - ☐ c. Lethargar

2. What do the Lethargarians do all day?
   - ☐ a. think
   - ☐ b. everything
   - ☐ c. nothing

3. What did the law, Ordinance 574381-W, prohibit?
   - ☐ a. thinking
   - ☐ b. laughing
   - ☐ c. working

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4. The Lethargarians found that following their busy schedule was quite
   - ☐ a. strenuous.
   - ☐ b. restful.
   - ☐ c. boring.

5. The Lethargarians felt the need to take a holiday once a
   - ☐ a. month.
   - ☐ b. week.
   - ☐ c. year.

6. Where did the Lethargarians go on their holiday?
   - ☐ a. Dictionopolis
   - ☐ b. everywhere
   - ☐ c. nowhere

7. The watchdog became upset with Milo when Milo told him he was
   - ☐ a. killing time.
   - ☐ b. wasting time.
   - ☐ c. saving time.

8. Milo arrived in the Doldrums because he was
   - ☐ a. not thinking.
   - ☐ b. thinking too hard.
   - ☐ c. trying to get there.

✎ _____ Number of correct answers
Enter this number on the Comprehension graph on page 132.

Critical Thinking

Put an **X** in the box next to the best answer for each question or statement. You may look back at the selection if you'd like.

1. The author intended this story to be
   - ☐ a. humorous.
   - ☐ b. serious.
   - ☐ c. scary.

2. Who is the narrator of this story?
   - ☐ a. Milo
   - ☐ b. a Lethargarian
   - ☐ c. an outside observer

3. The watchdog has a clock for a body because he
   - ☐ a. needs to stay awake.
   - ☐ b. represents order.
   - ☐ c. keeps running down

4. The Lethargarians can best be described as
   - ☐ a. lazy.
   - ☐ b. peaceful.
   - ☐ c. fearful.

5. What will happen if Milo doesn't start thinking?
   - ☐ a. The watchdog will bite him.
   - ☐ b. He won't get out of the Doldrums.
   - ☐ c. The Lethargarians will kick him out of the Doldrums.

6. Which of the following is a statement of opinion rather than fact?
   - ☐ a. "I was on my way to Dictionopolis when I got stuck here."
   - ☐ b. "It's bad enough wasting time, without killing it."
   - ☐ c. "Laughing is against the law."

7. Where was Milo going before he got stuck with the Lethargarians?
   - ☐ a. to the Doldrums
   - ☐ b. to see the watchdog
   - ☐ c. to Dictionopolis

8. Milo's attitude toward the Lethargarians can best be described as
  - ☐ a. envious.
  - ☐ b. friendly.
  - ☐ c. suspicious.

✎ _____ Number of correct answers
Enter this number on the Critical Thinking graph on page 133.

Vocabulary

Each numbered sentence contains an underlined word or phrase from the selection. Following are three definitions. Put an X in the box next to the best meaning of the word as it is used in the sentence.

1. And with that he toppled out of the flower and fell snoring into the grass.
  - ☐ a. tumbled
  - ☐ b. jumped
  - ☐ c. flew

2. Laughter is frowned upon and smiling is permitted only on alternate Thursdays."
  - ☐ a. forbidden
  - ☐ b. encouraged
  - ☐ c. allowed

3. "It's really quite strenuous doing nothing all day."
  - ☐ a. easy
  - ☐ b. fun
  - ☐ c. hard

4. "As you can see, that leaves almost no time for brooding, lagging, plodding, or procrastinating."
  - ☐ a. speeding
  - ☐ b. delaying
  - ☐ c. chatting

5. "Everyone but the terrible watchdog," said two of them, shuddering in chorus.
  - ☐ a. together
  - ☐ b. separately
  - ☐ c. one after the other

6. "KILLING TIME!" roared the dog—so furiously that his alarm went off.
  - ☐ a. happily
  - ☐ b. angrily
  - ☐ c. swift

7. "PRECISELY," shouted the dog as his alarm went off again.
  - ☐ a. exactly
  - ☐ b. preposterous
  - ☐ c. ridiculous

8. "Well," continued the watchdog impatiently, "since you got here by not thinking, it seems that in order to get out, you must start thinking."
  - ☐ a. slowly and calmly
  - ☐ b. quickly and crossly
  - ☐ c. with patience

✎ _____ Number of correct answers
Enter this number on the Vocabulary graph on page 134.

Personal Response

Laughing was against the law in the Doldrums. Imagine and then describe an equally strange law that Milo might encounter in Dictionopolis.

_____

_____

_____

Lesson #92

What patterns can be observed because of Earth's rotation? Part 1

Most objects in the night sky are not part of our solar system. On a clear dark night, we may see countless stars that are trillions of miles away. These stars differ in size, luminosity, and distance from Earth. But their positions are predictable. In ancient times, people saw familiar shapes in the arrangement of the stars. They used their imaginations to tell stories about the shapes they saw. They saw animals, people, and objects, like a crown or a harp. A group of stars that forms a recognizable shape is called a **constellation**. Astronomers have identified and named 88 different constellations.

Constellations appear to move across the sky from sunset to sunrise. But that is not what is happening. The stars are not changing their positions. It is Earth that is moving. Earth is spinning on its **axis**, an imaginary line that runs through the center of Earth from pole to pole. As Earth spins, or **rotates**, the view of the sky from Earth changes.

On a summer evening, in the Northern Hemisphere, we may spot the constellation Sagittarius. If you connect the brightest stars in Sagittarius, it looks like a teapot. Through the night, Sagittarius appears to move across the sky from east to west. Sagittarius appears to move because Earth is rotating.

The Big Dipper is a group of stars in the Big Bear constellation. It looks like a cup with a long handle. The Big Dipper is useful as a navigation tool because it points to other stars. Two of the stars that form the cup point directly to Polaris—the North Star.

For centuries, the North Star has been an important navigation point in the Northern Hemisphere. Polaris is directly above the North Pole. It is the one star that always appears in the same position. Even as Earth rotates on its axis, Polaris appears fixed when viewed from the Northern Hemisphere. Throughout the night, the Big Dipper appears to move. It appears to rotate around Polaris. This is further evidence that Earth is rotating on its axis.
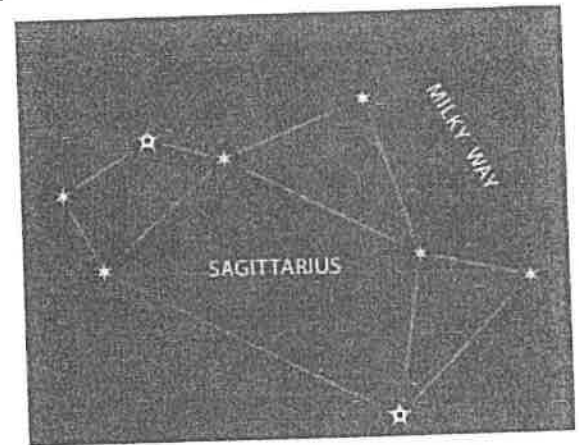
**Part of the constellation Sagittarius forms the shape of a teapot.**
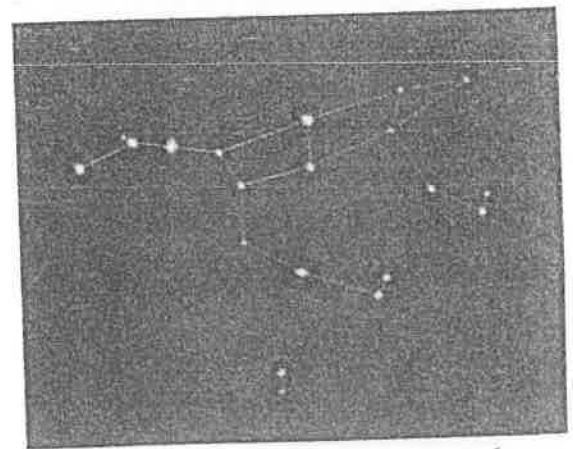
The Big Dipper (in yellow) is part of the Big Bear constellation.

1. What is a constellation? Underline your answer in the text.

Ancient Egypt

Ancient Egypt describes a civilization that existed in North eastern Africa from 3100-332 BC. It was a time-period that followed prehistoric Egypt, and would revolve around Upper and Lower Egypt forming a single body under the first pharaoh, the head of both government and religion in Egypt. Ancient Egypt revolved largely around access to the Nile River which provided easy transportation for them, and with access to the open ocean their culture would spread far and wide, with evidence of them having contact with South America recently surfacing.
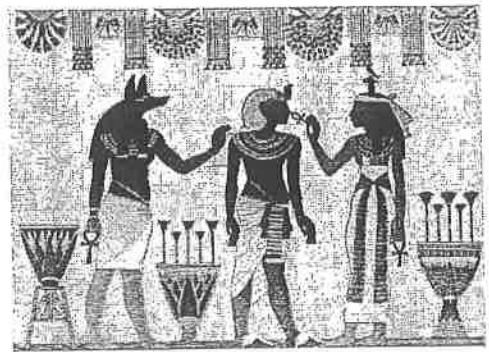
Ancient Egypt was separated into a series of ages known as the Old Kingdom of the Early Bronze Age (2575-2150 BC), the Middle Kingdom of the Middle Bronze Age (1975-1640 BC), and the New Kingdom of the Late Bronze Age (1520-1075 BC). Before the Old Kingdom, there was the Early Dynastic Period, when Egypt would become one country under this period. but it wouldn't truly have a strong and organized government until the Old Kingdom's first Pharaoh, Djoser.

Under Djoser, Egypt would be divided into nomes, which were equal to states. The first pyramid would be built at this time, known as the Pyramid of Djoser, and they would also build the Great Pyramid at Giza, the largest pyramid in Egypt. The Old Kingdom would peak under Pharaohs Sneferu and Khufu, where they would build the pyramids around Giza and the Great Sphinx.

The fall of the Old Kingdom would come when nomarchs, like governors of their time, started to ignore the Pharaohs, and a large drought and famine would aid the breakdown of Egypt into independent states.

After the end of the Old Kingdom, the First Intermediate Period started, which was a time of civil war and chaos. This would lead to the rise of the Middle Kingdom, when during the chaos, the king of Southern Egypt, Mentuhotep II, would launch an attack on Northern Egypt, conquering it and reuniting Egypt once again. Under Mentuhotep, Thebes would become the capital of Egypt, remaining the religious and political hub for most of Ancient Egypt.

Mentuhotep's tomb would be built in Thebes, and he ruled for 51 years during which he re-established Pharaohs as god kings. The Middle Kingdom's art developed during this time such as block statue art, statues made from a single block of material. These would become staples of Egyptian art culture for the next 2,000 years. This would also be the first time in Ancient Egyptian history where writing would become a form of entertainment in stories as well as philosophy.

Ancient Egypt

Name:_____   Date:_____

Q.1 When did the Ancient Egyptian civilization exist?
a.   6100-612 BC
b.   3100-332 BC
c.   22-11 BC
d.   500-600 AD

Q.2 Which was the most important river in Ancient Egypt?
a.   Amazon River
b.   Ganga River
c.   Nile River
d.   Indus River

Q.3 Who was the Old Kingdom's first Pharaoh?
a.   Djoser
b.   Giza
c.   Mentuhotep
d.   Tutankhamun

Q.4 Who was the head of both government and religion in Ancient Egypt?
a.   Minister
b.   Queen
c.   King
d.   Pharaoh

Q.5 Which of the following was the capital city of Ancient Egypt for the longest time-period?
a.   Cairo
b.   Thebes
c.   Nubia
d.   Nile

Q.6 Where was Mentuhotep's tomb built?
a.   Libya
b.   Thebes
c.   Mentuhotep
d.   Giza

Q.7 For how many years did Mentuhotep rule?
a.   50
b.   51
c.   57
d.   90

Q.8 During whose rule, did writing become a form of entertainment?
a.   Djoser
b.   Giza
c.   Mentuhotep
d.   Tutankhamun

Q.9 Who became the ruler of Lower Egypt in 1540 BC.
a.   Djoser
b.   Giza
c.   Mentuhotep
d.   Ahmose I

Q.10 The kingdom's pharaohs were buried in tombs in the:
a.   Valley of the Flowers
b.   Valley of the Kings.
c.   Valley of the Pharaohs.

NTI Day 7

Chapter 7 Test

1 Which expression is equal to $5 \times 5 \times 5 \times 5$?

A 25

B 5^4

C 5^5

D 4^5

(DOK 1)

2 Which expression is equal to -27?

A 3^3

B $9 - 3$

C $(-3)^3$

D -9^2

(DOK 1)

3 Which expression is equal to 36?

A 12^3

B 3^2

C 6^3

D 6^2

(DOK 1)

4 Which expression is equal to 7^0?

A 7

B 1

C 70

D 0

(DOK 1)

5 Solve: $8^2 + 2$.

A 66

B 64

C 128

D 10

(DOK 2)

6 Which property describes the following expression: $4(2 + 3) = (4 \times 2) + (4 \times 3)$?

A Associative Property of Multiplication

B Distributive Property

C Inverse Property of Multiplication

D Commutative Property of Multiplication

(DOK 2)

7 Which of these problems has a correct answer of 836?

A $8^0 \times 10^2 + 36 =$

B $8^2 \times 10^1 - 196 =$

C $8^2 \times 10 - 14^2 =$

D $8^1 \times 10^2 + 36 =$

(DOK 3)

8 Which property describes the following expression: $7 + 18 = 18 + 7$?

A Associative Property of Addition

B Distributive Property

C Commutative Property of Addition

D Identity Property of Addition

(DOK 2)

9 Which expression is equal to $4(2x + 5y)$?

A $4(x + y)$

B $8x + 20y$

C $8x + 9y$

D $6x + 9y$

(DOK 2)

10 Which expression is equal to $(11 \times 3) \times 7$?

A $11 \times (3 \times 7)$

B $11 + 3 + 7$

C $(3 \times 7) + 11$

D $11 + (3 \times 7)$

(DOK 2)

11 Simplify the expression: $\dfrac{(2^4) + 14}{10^2 + (10^2 - 50)}$

A 5

B $\frac{1}{5}$

C $\frac{1}{3}$

D 3

(DOK 2)

12 Simplify the expression: $4(2^2 + 30) \div 4$

A 134

B 130

C 64

D 34

(DOK 2)

6th Grade
NTI 8

Student Name: _____

Teacher: _____

Please circle the school you attend:

Central   Garrison   Laurel   Tollesboro

8 | The Trade

by David E. Griffith

This story is about Tim McCully, a boy who is having a rough time both on and off the baseball field. In this passage from the story, Tim meets a stranger.

Tim McCully stepped up to the plate, and the Rocket outfielders moved in so close they were practically chatting with the infielders. It was a challenge, and Tim McCully was fairly sure he couldn't meet it.

There were two outs, the tying run on third. The pitcher eyed Tim the way a hungry lizard watches a bug. He wound up and released.

The ball slapped the catcher's mitt with a dull thump.

"Steerike!"

"Don't worry," Coach Davis called from the Harkerton Hawks' dugout. "Next one's yours."

The words of encouragement only made Tim more nervous. His stomach turned to ice water, and his hands were so sweaty he feared he might drop the bat. *If I'm lucky*, he thought, *a fastball will knock me unconscious, and I won't wake up until the season is over.*

"Steerike two!"

Tim's mind began to wander. He thought about his older brother, Dan, and how he could have saved the day. He'd probably send one over the fence to win the game. *I'd give anything to be that good*, Tim thought. But it was useless to think about such things. He wasn't as good as his brother. Besides, Dan was. . .

The pitcher cut loose a fastball. Tim swung, made contact, but only managed a pop out to the pitcher.

After the teams shook hands, the Hawks milled around the dugout. Finally Gord Foster, the Hawks' pitcher, spoke to Tim. "We're going to Lloyd's for sodas. You interested?"

Tim shrugged. "Nah, I'm not really in the mood. I have to get home. Thanks."

But Tim didn't go home. He slumped against the backstop and stared at his baseball cap on the grass. The hat used to be Dan's.

Dan McCully died on a rainy day the year before. He was riding his bike home after a game when he lost control on the wet pavement. His head struck a curb. He was only 15 years old. Since then nothing had been the same. In two years Tim would be the same age as Dan had been.

Tim wanted to quit playing ball, but he knew it would disappoint his mom and dad. He buried his head in his arms.

"Tough game, son. Wouldn't blame a boy for quitting after something like that."

Tim nearly jumped out of his shirt. The voice seemed to have come from the dugout. He sidled over to the top step and peered in.

"I didn't mean to startle you," a white-haired man said. He was sitting in the middle of the bench, his long legs crossed at the ankles. Tim had never seen this man before.

"I've seen some tough moments in baseball," the man said, "and that was one of the roughest. I've also seen moments that make the diamond shine. I was in the crowd the day Babe Ruth knocked one out of the park for that sick boy."

Babe Ruth, Tim thought. *But he played in the 30s and 40s.*

The stranger shook his head and smacked his lips. "People see what they want. My name's Walker. My friends call me Satch." He extended a hand, and Tim stepped down into

the dugout to introduce himself. Satch's hand was cold as clay.

"You could quit playing ball, son, but it would be a shame. You're a natural, and if anyone knows talent, it's Satch Walker. I've trained some of the greats. What do you say I give you some pointers?"

Tim's cheeks blushed. "I don't think so. Anyway, I don't have enough money for a private trainer."

Satch turned his head as if embarrassed. "Money doesn't interest me, boy. In fact, I'll give you a free tip right now, and if you don't improve by tomorrow, you'll never have to talk to me again."

"OK. What's the tip?"

"You need to get mean, boy. I look at you and see 75 pounds of *please* and *thank you*. That might work at Grandma's house, but it doesn't cut it on the field. When you see that pitch coming, think of it as someone who's done you wrong. Maybe a teacher who failed you, or a teammate who laughed when you missed a catch. You've got to reach down and pull some meanness out of yourself."

Tim was taken aback by Satch's remarks. He wasn't sure how to respond except to say thanks.

"Don't mention it, boy. Think it over, and maybe I'll see you tomorrow." Satch excused himself and shuffled into the gray evening, whistling an old tune. ▉

✔ Enter your reading time below. Then look up your reading speed on the Words-per-Minute table on page 130.

Reading Time _____

Reading Speed _____

Enter your reading speed on the Reading Speed graph on page 131.

Comprehension

Put an **X** in the box next to the correct answer for each question or statement. Do not look back at the selection.

1. For what team did Tim play?
   - ☐ a. the Rockets
   - ☐ b. the Hawks
   - ☐ c. the Braves

2. The author compares the opposing pitcher to a
   - ☐ a. hungry lizard.
   - ☐ b. circling hawk.
   - ☐ c. mean bulldog.

3. In his at bat with two out and the tying run at third, Tim
   - ☐ a. struck out.
   - ☐ b. popped out to the pitcher.
   - ☐ c. grounded weakly back to the pitcher.

4. What did Tim do right after the game?
   - ☐ a. He went to Lloyd's for sodas.
   - ☐ b. He went home.
   - ☐ c. He stayed at the ballpark.

5. Tim's brother, Dan, died in
   - ☐ a. an automobile accident.
   - ☐ b. a house fire.
   - ☐ c. a bicycle accident.

6. Where was the stranger when he first spoke to Tim?
   - ☐ a. in the grandstand
   - ☐ b. in the dugout
   - ☐ c. behind the backstop

7. What was the tip the stranger gave Tim?
   - ☐ a. to get mean
   - ☐ b. to practice harder
   - ☐ c. to learn how to pitch

8. The stranger made it clear to Tim that he was not interested in
   - ☐ a. giving him any more free tips.
   - ☐ b. seeing him again.
   - ☐ c. getting any money from him.

✎ _____ Number of correct answers
Enter this number on the Comprehension graph on page 132.

Critical Thinking

Put an **X** in the box next to the best answer for each question or statement. You may look back at the selection if you'd like.

1. What kind of mood or feeling does the author create in this story?
   - ☐ a. sad
   - ☐ b. peaceful
   - ☐ c. mysterious

2. Who is the narrator of this story?
   - ☐ a. Tim
   - ☐ b. the stranger
   - ☐ c. an outside observer

3. The best title for this passage from the story "The Trade" is
   - ☐ a. "A Tough Game for Tim"
   - ☐ b. "The Mysterious Stranger"
   - ☐ c. "Tim and His Brother"

4. Tim wanted to quit baseball because
   - ☐ a. he really didn't like baseball.
   - ☐ b. he was discouraged about his playing.
   - ☐ c. his teammates were giving him a hard time.

5. What caused Tim's mind to wander while he was at bat?
   - ☐ a. He was wishing he were somewhere else.
   - ☐ b. He was thinking of how he was embarrassing himself.
   - ☐ c. He was thinking about his older brother, Dan.

6. Which of the following is a statement of opinion rather than fact?
   - ☐ a. "I was in the crowd the day Babe Ruth knocked one out of the park for that sick boy."
   - ☐ b. "You need to get mean, boy."
   - ☐ c. "Anyway, I don't have enough money for a private trainer."

7. Compared to Tim McCully, Dan McCully
   - ☐ a. was a better athlete.
   - ☐ b. disliked sports.
   - ☐ c. was younger.

8. Based on this passage, you can predict that probably
   - ☐ a. the stranger will not return.
   - ☐ b. the stranger will return.
   - ☐ c. Tim will quit baseball.

✎ _____ Number of correct answers
Enter this number on the Critical Thinking graph on page 133.

Identifying Equivalent Expressions

➤ **Determine whether each pair of expressions is equivalent. Show your work.**

1. $2(x - y)$ and $2x - 2y$

2. $4(x + y)$ and $4y + 4x$

3. $4p + 3c$ and $(c + 2p)(2)$

4. $21q - 7p$ and $(3q - p)(7)$

5. $4(2a - 3v)$ and $8a + 6v$

6. $8(3x + c) - 1$ and $8c + 24x - 1$

Lesson #94

What patterns can be observed because of Earth's rotation? Part 2

Earth rotates on its axis, and it takes about 24 hours to complete a full rotation. This rotation is the measure of a single day. In the morning, the sun first appears in the east, and then it seems to move across the sky. In the evening, the sun sets, sinking beneath Earth's horizon in the west.

But it is Earth that is moving, not the sun. Earth's rotation is what causes us to experience day and night. The part of Earth facing the sun is in daylight. As this part of Earth's surface rotates away from the sun, the light fades until it becomes dark. The sun is no longer shining there. The part of Earth facing away from the sun is experiencing night. Earth continues to rotate, and this same part faces the sun again. As Earth rotates in a counterclockwise[1] motion, it appears as if the sun rises in the east and sets in the west. Every day, we can observe this pattern of motion.

Night

Day
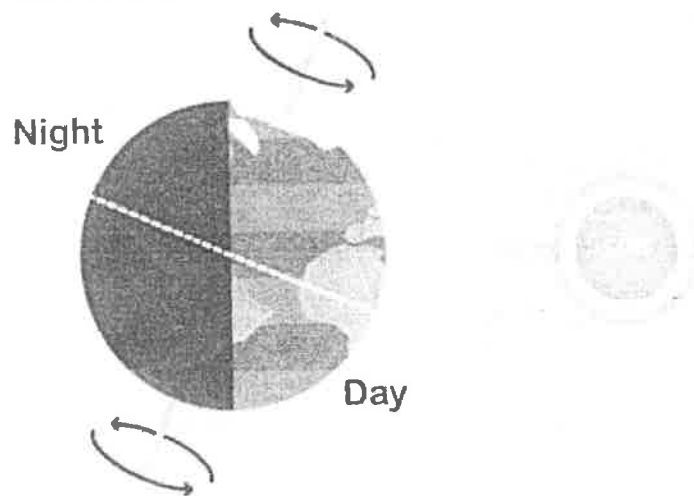
Earth completes one complete rotation every 24 hours.

1. When one half of Earth is facing away from the sun, the other half is _____.

   A) facing toward the sun   C) in total darkness

   B) experiencing nighttime   D) lighted by the moon

2. The sun appears to rise above the horizon in the morning. It appears to drop below the horizon in the evening. Why?

   A) Earth rotates on its axis every 24 hours.

   B) The sun moves away from Earth at night and back toward Earth in the morning.

   C) People are closer to the sun in the morning but farther away at night.

   D) both B and C

1   Clockwise means moving in the direction of the hands on a clock. Counterclockwise means the opposite.

Social Studies Day 8

Ancient Egypt was a fascinating civilization that thrived thousands of years ago in northeastern Africa. It was located along the banks of the Nile River, which played a crucial role in the lives of the ancient Egyptians. The Nile River was essential to the ancient Egyptians for several reasons. Firstly, its yearly flooding created fertile soil that allowed them to grow abundant crops such as wheat and barley. This reliable food supply sustained the population and helped the civilization prosper. Additionally, the Nile served as a transportation route, enabling trade and communication between different regions of Egypt. The pharaoh was the ruler of ancient Egypt. Considered both a political and religious leader, the pharaoh was believed to be a god in human form. The pharaoh's role was to maintain order and protect the land. They were buried in grand tombs called pyramids, which were impressive structures made of stone. The most famous of these is the Great Pyramid of Giza. The ancient Egyptians had a unique writing system called hieroglyphics. Hieroglyphics consisted of pictures and symbols that represented words or sounds. It was used to write on a material called papyrus, which was made from the stems of a plant found along the Nile River. The Egyptians also developed advanced architectural techniques, building magnificent temples and structures. One famous pharaoh from ancient Egypt is Tutankhamun. He became king at a young age and is well-known because his tomb was discovered intact by archaeologists in the 1920s. The treasures found within his tomb provided valuable insights into the life and culture of ancient Egypt. The civilization of ancient Egypt lasted for thousands of years, leaving behind a rich legacy of art, architecture, and

Doy 8

Using Order of Operations with Expressions with Exponents

➤ **Simplify or evaluate each exponential expression using the order of operations. The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.**

1. $(6 + 3)^4$

2. $6 + 3^4$

3. $2(4^3) - 1$

4. $2(4^3 - 1)$

5. $5 + 9(1 + 2)^2$

6. $5 + 9(1) + 2^2$

7. $(18 - 4)^2$

8. $18 - 4^2$

9. $9 + 2(3^2)$

10. $(9 + 2)3^2$

11. $12 + x^4 - 6$ when $x = 8$

12. $m^3 + 9n$ when $m = 4$ and $n = 5$

Answers

| 27 | 196 | 2 | 18 | 126 | 99 |
| 127 | 86 | 109 | 4,102 | 87 | 6,561 |

6th Grade
NTI 9

Student Name: _____

Teacher: _____

Please circle the school you attend:

Central   Garrison   Laurel   Tollesboro

10 | Just the Beginning

by Betty Miles

Just the thought of preparing for the many changes to come in high school can make eighth grade difficult enough. In this passage Cathy must also deal with some personal problems.

When you've been absent from school, you're supposed to bring an excuse from home to the office. It seemed as though I ought to have a note this time, too: "Please excuse Cathy for being absent. She was suspended." But no one expected a note. In a way, the whole suspension thing didn't seem so well organized. Nobody really talked to us when it happened, except Mrs. Vogel. And there was nobody to talk to after it was over.

I walked in the school door and went past the office to my locker, same as always. School was the same, too. A hall aide was standing next to my locker holding a baseball glove and arguing with two boys who had been playing catch with it in the hall. People were banging locker doors and calling to their friends. I looked up and saw Karen.

"Hi! How did you like suspension?" I asked.

"Listen, guess what?" she said. "I *am* going to go to boarding school next year."

"Really?"

"Yeah. I went with Mom on Friday to talk to people from this one school in Connecticut. It sounds neat. There's only sixty kids in the whole school, and you can have your own horse and keep him in a barn there."

"Do you think you'll go there?" I asked. I hadn't expected Karen to decide so fast. I was surprised. In a way, my feelings were hurt.

"I don't know. Mom wants me to look at some other schools. But I'm definitely going to go to boarding school somewhere. Mom says Camden High isn't the greatest if you want to get into a good college."

"Well, it's good enough for Julia," I said, feeling scared that maybe it wasn't. Julia still hadn't heard from any college.

"Oh, sure, I didn't mean Julia," Karen said quickly. "But for someone like me."

Or me, I thought. All I have on my record is ordinary grades. And a suspension.

The bell rang and we went on to Mrs. Inman's class. So many things were happening. Suspension was over. School was going to be over soon—only eight weeks to go. Julia would be graduating. Next year I'd be in ninth grade, and Karen would be away at boarding school. A lot of changes. I wasn't sure I was ready.

Mrs. Inman smiled at us. "Hello, girls. I see in the teachers' announcements that you were suspended last week. How in the world did that happen?"

"They canceled our gym class, and we went to The Break," I said.

"That doesn't seem so terrible," said Mrs. Inman. "But there *is* a rule and if you get caught, that's it."

"It's funny, though," I said. "Nobody even talked with us about it. They just sent letters to our parents."

"How did you spend the time?" Mrs. Inman asked.

"Cleaned my house and helped my father paint his store," I said. "It wasn't bad."

"I went for an interview at a boarding school," Karen said.

"Oh? How was it?"

"I liked it," Karen said. "Anyway, I'm going

to go away to some school next year."

"In a way I'm sorry to hear that," Mrs. Inman said. "I always think one of the good things about Camden is the mixture of people who go to it. I would hate to see the kids from wealthy families leave."

Mrs. Inman is so frank! I don't know anyone else who would just come out and talk about things like money and people's differences. I agree with her, but it's hard for me to say it. Especially because in some ways I know I'm just jealous.

"Now, Cathy, how are you coming with the reading-tutors project?" Mrs. Inman asked me.

"Well, see, I was waiting for you to help me get in touch with Allen School, and then I was away being suspended," I said. "So I haven't really got started yet." I wished I had. Why didn't I think about it last week?

"Come on, Cathy," she said, sort of disapprovingly, "you don't need me to put you in touch with Allen School, do you really? What's the name of the teacher there your mother worked with?"

"Mrs. Pflaum."

"The way to begin is just to call Mrs. Pflaum and ask her."

I was surprised. I hadn't expected to do the arranging myself. I thought that Mrs. Inman would call them first and explain the project. The thing is, I am sort of embarrassed about making phone calls. ▨

✔ Enter your reading time below. Then look up your reading speed on the Words-per-Minute table on page 130.

    Reading Time   _____

    Reading Speed   _____
Enter your reading speed on the Reading Speed graph on page 131.

Comprehension

Put an ✗ in the box next to the correct answer for each question or statement. Do not look back at the selection.

1. Mrs. Inman is
   - ☐ a. the principal at Camden High.
   - ☐ b. a teacher at Camden High.
   - ☐ c. Karen's mother.

2. How did Mrs. Inman learn that the girls had been suspended?
   - ☐ a. She received a letter from school.
   - ☐ b. She read it in the teachers' announcements.
   - ☐ c. She read it in the newspaper.

3. Karen and Cathy were suspended for
   - ☐ a. cutting gym class.
   - ☐ b. visiting a boarding school.
   - ☐ c. going to The Break.

4. During the suspension, Cathy
   - ☐ a. cleaned house and painted.
   - ☐ b. worked at the Allen School.
   - ☐ c. interviewed at a boarding school.

5. The boarding school was located in
   - ☐ a. Camden.
   - ☐ b. New York.
   - ☐ c. Connecticut.

6. How did Mrs. Inman react when Karen told her she was going away to boarding school?
   - ☐ a. She was proud of Karen.
   - ☐ b. She was sorry Karen was leaving.
   - ☐ c. She was happy Karen was leaving.

7. Why did Cathy think Mrs. Inman was so frank?
- ☐ a. She didn't think the girls' suspensions were so terrible.
- ☐ b. She would just come out and talk about things like money and people's differences.
- ☐ c. She told Cathy to call Mrs. Pflaum.

8. Cathy was supposed to help at the Allen School by being a
- ☐ a. reading tutor.
- ☐ b. hallway monitor.
- ☐ c. cafeteria assistant.

✎ _____ Number of correct answers
Enter this number on the Comprehension graph on page 132.

Critical Thinking

Put an **X** in the box next to the best answer for each question or statement. You may look back at the selection if you'd like.

1. The author tells this story mainly by
- ☐ a. comparing public high schools with boarding schools.
- ☐ b. using her imagination and creativity.
- ☐ c. retelling personal experiences.

2. Who is the narrator of this story?
- ☐ a. Cathy
- ☐ b. Karen
- ☐ c. Julia

3. Why is Karen going to boarding school?
- ☐ a. Her mother thinks she'll get a better education there.
- ☐ b. She was suspended from Camden High.
- ☐ c. She didn't like it at Camden High.

4. Which event happened first?
- ☐ a. Karen and Cathy went to The Break after their gym class was cancelled.
- ☐ b. Karen went for an interview at a boarding school.
- ☐ c. Karen and Cathy were suspended from school.

5. The boarding school Karen talks about has only 60 students because
- ☐ a. few students want to go there.
- ☐ b. the classes are very difficult.
- ☐ c. the number of students who can enter is limited.

6. Which of the following is a statement of opinion rather than fact?
- ☐ a. "I went with Mom on Friday to talk to people from this one school in Connecticut."
- ☐ b. "I always think one of the good things about Camden is the mixture of people who go to it."
- ☐ c. "Hello, girls. I see in the teachers' announcements that you were suspended last week."

7. Which word best describes Mrs. Inman's attitude?
- ☐ a. concerned
- ☐ b. angry
- ☐ c. threatened

8. Mrs. Inman won't arrange things for Cathy because she
- ☐ a. doesn't know what Cathy wants.
- ☐ b. isn't sure how to arrange things.
- ☐ c. wants Cathy to do it herself.

✎ _____ Number of correct answers
Enter this number on the Critical Thinking graph on page 133.

Vocabulary

Each numbered sentence contains an underlined word from the selection. Following are three definitions. Put an **X** in the box next to the best meaning of the word as it is used in the sentence.

1. "Please excuse Cathy for being absent. She was <u>suspended</u>."
   - ☐ a. not allowed to attend
   - ☐ b. traveling
   - ☐ c. very sick

2. I hadn't <u>expected</u> Karen to decide so fast. I was surprised.
   - ☐ a. been prepared for
   - ☐ b. wanted
   - ☐ c. seen

3. "But I'm <u>definitely</u> going to go to boarding school somewhere."
   - ☐ a. possibly
   - ☐ b. recently
   - ☐ c. surely

4. "I went for an <u>interview</u> at a boarding school."
   - ☐ a. dinner
   - ☐ b. class
   - ☐ c. meeting

5. "I always think one of the good things about Camden is the <u>mixture</u> of people who go to it."
   - ☐ a. total
   - ☐ b. blend
   - ☐ c. nature

6. I don't know anyone else who would just come out and talk about things like money and people's <u>differences</u>.
   - ☐ a. contrasts
   - ☐ b. problems
   - ☐ c. similarities

7. "Come on, Cathy," she said, sort of <u>disapprovingly</u>.
   - ☐ a. with great anger
   - ☐ b. not being pleased
   - ☐ c. hopelessly

8. The thing is, I am sort of <u>embarrassed</u> about making phone calls.
   - ☐ a. excited
   - ☒ b. terrified
   - ☐ c. shy

✎ _____ **Number of correct answers**
Enter this number on the Vocabulary graph on page 134.

Personal Response

Describe a time when a friend moved or went to a different school.

_____

_____

_____

✔ Check Your Progress
Study the graphs you completed for Lessons 1–10 and answer the How Am I Doing? questions on page 135.

Lesson #96

What patterns can be observed because of Earth's rotation? Part 3

Daily changes in shadows are another pattern caused by Earth's rotation. A shadow is a dark shape created by an object blocking light. In early morning, the sun appears low on the eastern horizon. The low angle of sunlight causes shadows to be long. As Earth rotates, the sun appears higher in the sky, and shadows become shorter. Around noon, when the sun is at its highest point, shadows are shortest, or they disappear altogether.

In the afternoon, shadows lengthen again. The sun is in the west, so shadows are in a new position. Shadows are cast in the opposite direction from where they were in the morning. This is another observable pattern.

The length and position of shadows change throughout the day.

1. Describe your shadow at noon on a sunny day.

_____

2. Shadows change in size and position throughout the day. This is evidence that _____.

    A) the moon orbits Earth   C) Earth rotates on its axis

    B) Earth orbits the moon   D) none of these

3. When is your shadow the longest?

    A) at noon
    B) just after sunrise
    C) just before sunset
    D) both B and C

4. Explain your answer to the item above.

_____

ANCIENT ROME

Ancient Rome was a civilization that existed over 2,000 years ago. It is remembered for many things. One thing its remembered for is its amazing architecture. The Colosseum is a giant outdoor theater where exciting shows and battles took place. It is an iconic symbol of Rome that still stands today. Tall columns, like those found in the Pantheon, also show off Ancient Roman's architectural skills.

War played a big role in Ancient Rome. Roman soldiers were skilled warriors. They wore helmets and carried shields to protect themselves in battle. They sometimes rode on horses and chariots to expand the empire onto new lands.

Ancient Rome is also remembered for its art. They created beautiful mosaics to decorate their floors and walls. They made pottery and lifelike sculptures of Roman people. These pieces of art show us what it was like to live in Ancient Rome.

Government is another thing Rome is remembered for. We still study Ancient Rome to learn how they governed the country. Ancient Rome was a republic with two leaders that were elected through voting. Later, Ancient Rome became an empire and they were led by an emperor. Leaders of Rome wore togas and were often crowned with laurel wreaths as a symbol of their power.

These are just a few reasons Ancient Rome left a lasting impact on the world. From its architecture and art to its government and military strength, Ancient Rome continues to fascinate and inspire us today.
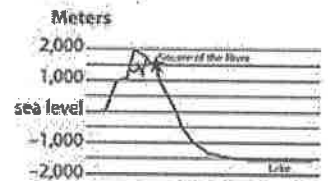
Name: _____   Class: _____

NTI Day 9 Math

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1. Study the diagram. Give the altitude (in meters) of sea level, mountaintop, and ground level of the city in the valley.
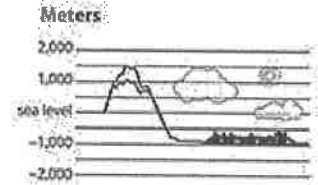
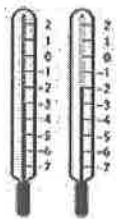sea level: _____ m   mountaintop: _____ m   city: _____ m

6.NS.5

---

2. A river starts at the star shown on the diagram and empties into a lake in the valley below. What is the total vertical distance the water travels?

_____ m
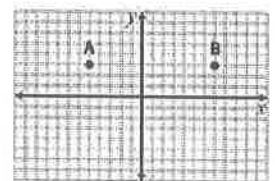
6.NS.5

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3. Write an inequality to show the relationship between the two thermometers.
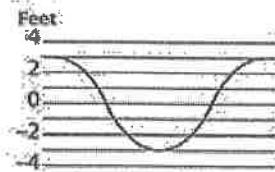

_____ °   _____ °

6.NS.7

---

4. Study the coordinate plane. Point A is located at (-5, 3) and point B is at (7, 3). What is the distance (in units) between A and B?

_____ units

6.NS.8

---

9. The sea level is shown as zero, but the waves rise above and sink below sea level. What is the highest point that the wave reaches? What is the lowest point?

Highest point: _____ feet   Lowest point: _____ feet

10. A man is pacing. He starts at point −3. He walks forward 7 paces to get to point 4. If the man then walks backward 20 paces, and forward 6 paces, at what point is he?

11. The ground floor of a building is at 0 feet. Determine the elevation of the building's roof as well as that of the basement floor. What is the distance from the roof to the basement floor?
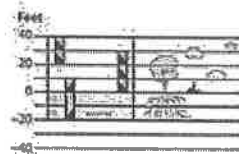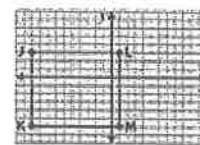
roof elevation: _____ ft
basement floor elevation: _____ ft
distance from roof to basement floor: _____ ft

12. Find the length of each line segment: JK, KM, LM, and JL. Use units as the unit of measure.

JK: _____ units
KM: _____ units
LM: _____ units
JL: _____ units

6th Grade
NTI   10

Student Name: _____

Teacher: _____

Please circle the school you attend:

Central   Garrison   Laurel   Tollesboro

12 | The Twenty-One Balloons

by William Pène du Bois

This passage tells about the curious adventures of an American professor marooned on a small, supposedly uninhabited island.

After having slept for what must have been four or five hours, I found myself being gently awakened. I opened my eyes. My body was bright red from sun and sandburn. I looked up at what I thought was a man kneeling over me, shaking my shoulder and saying in perfect English, "Wake up, man, you've got to get some things on and get out of the sun, wake up." I thought that this must be part of some delirious dream. The idea of a man who spoke English on a small volcanic island in the Pacific seemed so odd. I shut my eyes again. But as soon as I did this, I felt my shoulder again being shaken and heard this same voice which kept saying, "Wake up, you've got to get in the shade!"

I shook my head and opened my eyes again. There was a man kneeling over me. As I sat up he stood up. He was handing me some clothes, and he was dressed in a most unusual manner. This man wasn't a native, and didn't suggest an explorer or a traveler. He looked like an overdressed aristocrat, lost on this seemingly desolate volcanic island. He was wearing a correctly tailored white morning suit—if you can imagine such a suit—with pin-stripe pants, white ascot tie, and a white cork bowler. The suit he was urging me to put on was just the same as the one he had on, only in my size.

"Am I dead?" I asked. "Is this Heaven?"

"No, my good man," he answered. "This isn't Heaven. This is the Pacific Island of Krakatoa."

Only recently there had been news stories telling that half of Krakatoa had blown up in the greatest volcanic eruption of all times.

"But I always thought Krakatoa was uninhabited," I told the gentleman in the white morning suit as I started painfully to put on the clothes he was handing me. "I always heard that the volcanic mountain made living on the Island impossible."

"This is Krakatoa, all right," he said. "And we who live here are most pleased that the rest of the world is still convinced that Krakatoa is uninhabited. Hurry up, put on your clothes."

I had put on the white pin-stripe trousers and the shirt as the gentleman handed them to me. The shirt had starched cuffs, a small white starched dickey, and a detachable wing collar. I didn't bother putting on the collar, and started rolling up my sleeves. "Let's go, lead on," I said.

"Come, come," said the gentleman from Krakatoa. "You can't come and visit us like that. Is that the way you would call on respectable people in San Francisco, New York, London, or Paris? Roll down those sleeves. Put on this collar, vest, and coat." As he was saying this he was smiling warmly to show that he meant no ill feeling but was merely setting me straight on Krakatoa style and manners. "I'll admit," he continued, "that on other islands in the Pacific it is considered quite the thing to give up shaving, forego haircuts, and wear whatever battered white ducks and soft shirts are available. Here, we prefer a more elegant mode of life. You, sir," he said, "are our first visitor. I am quite certain that you will be rather

impressed with the way we live and with the various aspects of our Island. I hope you will be impressed anyhow, for since we believe in keeping this place absolutely secret, I believe you will be finding yourself spending the rest of your life as our guest."

While he was talking, I had obediently rolled down my sleeves. He handed me a pair of cuff links made simply of four diamonds the size of lima beans. He handed me diamond studs with which to do up my shirt front. I attached my wing collar. He held a small mirror so that I might more easily tie my white ascot. As I donned my white bowler, I was filled with many emotions. I thought that this was without doubt the most extravagantly absurd situation in which I had ever found myself. I was also giving a large amount of thought to that remark of his about being a guest of the people of Krakatoa for life. It was with deep, mixed feelings that I assured the gentleman that I was already quite impressed. █

✔ Enter your reading time below. Then look up your reading speed on the Words-per-Minute table on page 130.

    Reading Time   _____

    Reading Speed   _____
Enter your reading speed on the Reading Speed graph on page 131.

Comprehension

Put an **X** in the box next to the correct answer for each question or statement. Do not look back at the selection.

1. The man who wakes the narrator speaks
   - ☐ a. Krakatoan.
   - ☐ b. English.
   - ☐ c. Japanese.

2. The man is wearing
   - ☐ a. a native costume.
   - ☐ b. white ducks and a soft shirt.
   - ☐ c. a white morning suit.

3. The island the narrator finds himself on is located in the
   - ☐ a. Atlantic Ocean.
   - ☐ b. Indian Ocean.
   - ☐ c. Pacific Ocean.

4. What had the narrator learned about Krakatoa from recent news stories?
   - ☐ a. Half of the island had been blown up in a great volcanic eruption.
   - ☐ b. Krakatoa was a place that had an elegant mode of life.
   - ☐ c. Krakatoa was a place that was uninhabitable.

5. The man was concerned about the narrator's
   - ☐ a. rudeness.
   - ☐ b. clothes.
   - ☐ c. appetite.

6. The man wants to be sure that the information that there are people on the island is
   - ☐ a. reported in news stories.
   - ☐ b. known only by the narrator's friends.
   - ☐ c. kept a secret.

7. The cuff links the man gives to the narrator are made of
   - ☐ a. lima beans.
   - ☐ b. pearls.
   - ☐ c. diamonds.

NT1 Day 10

8. What was the narrator giving quite a lot of thought to?
☐ a. who the man was
☐ b. whether he was dressed properly
☐ c. the man's remarks about being a guest on Krakatoa for life

✎ _____ Number of correct answers
Enter this number on the Comprehension graph on page 132.

Critical Thinking

Put an **X** in the box next to the best answer for each question or statement. You may look back at the selection if you'd like.

1. Which choice best describes this story?
☐ a. a story made up by the author using his imagination and creativity
☐ b. a story of a real person's life written by that person
☐ c. a story of a real person's life written by someone else

2. The people of Krakatoa are very concerned about their
☐ a. wildlife.
☐ b. diet.
☐ c. appearance.

3. Which word best describes the narrator's condition when he wakes up?
☐ a. sick
☐ b. confused
☐ c. excited

4. Based on what you've read, you can predict that the narrator will probably
☐ a. choose to stay on the island.
☐ b. be prevented from leaving the island.
☐ c. leave the island on the next ship.

5. The rest of the world is convinced that Krakatoa is uninhabited because
☐ a. that part of the ocean is too hot.
☐ b. there is no food and little water there.
☐ c. there is a volcanic mountain on the island.

6. Which of the following is a statement of opinion rather than fact?
☐ a. This man wasn't a native, and didn't suggest an explorer or traveler.
☐ b. "This isn't Heaven. This is the Pacific Island of Krakatoa."
☐ c. "I am quite certain you will be rather impressed with the way we live and the various aspects of our Island."

7. In which way is life on Krakatoa different from life on the other Pacific islands?
☐ a. Life is more elegant on Krakatoa.
☐ b. Life is more casual on Krakatoa.
☐ c. People live longer on Krakatoa.

8. Choose the sentence that correctly restates the following sentence from the selection: "And we who live here are most pleased that the rest of the world is still convinced that Krakatoa is uninhabited."
☐ a. We are happy that everyone believes no one lives on Krakatoa.
☐ b. Those who live on Krakatoa like to pretend they live alone.
☐ c. We like Krakatoa because it is different from other places.

✎ _____ Number of correct answers
Enter this number on the Critical Thinking graph on page 133.

Vocabulary

Each numbered sentence contains an underlined word from the selection. Following are three definitions. Put an X in the box next to the best meaning of the word as it is used in the sentence.

1. I thought that this must be part of some <u>delirious</u> dream.
   - ☐ a. pleasant
   - ☐ b. crazy
   - ☐ c. forgotten

2. He looked like an overdressed aristocrat, lost on this seemingly <u>desolate</u> volcanic island.
   - ☐ a. popular
   - ☐ b. crowded
   - ☐ c. deserted

3. The suit he was <u>urging</u> me to put on was just the same as the one he had on, only in my size.
   - ☐ a. allowing
   - ☐ b. pushing
   - ☐ c. removing

4. Half of Krakatoa had blown up in the greatest volcanic <u>eruption</u> of all times.
   - ☐ a. song
   - ☐ b. explosion
   - ☐ c. shout

5. "And we who live here are most pleased that the rest of the world is still convinced that Krakatoa is <u>uninhabited</u>."
   - ☐ a. informal
   - ☐ b. cold
   - ☐ c. without people

6. "Is that the way you would call on <u>respectable</u> people in San Francisco, New York, London, or Paris?"
   - ☐ a. proper
   - ☐ b. lonely
   - ☐ c. elderly

7. "It is considered quite the thing to give up shaving, <u>forego</u> haircuts, and wear whatever battered white ducks and soft shirts are available."
   - ☐ a. give up
   - ☐ b. overdo
   - ☐ c. change

8. "Here, we prefer a more elegant <u>mode</u> of life."
   - ☐ a. movement
   - ☐ b. way
   - ☐ c. result

✎ _____ Number of correct answers
Enter this number on the Vocabulary graph on page 134.

Personal Response

Why do you think the people on the island of Krakatoa want their existence kept a secret?

_____

_____

What will become of the narrator? Write two or three sentences to describe his fate.

_____

_____

Name:_____   Date: _Day 10_____

Multi-Digit Multiplication & Division

Multiply using the strategy of your choice. Show your work in the space provided or use additional paper.

1. 24 x 8	**2.** 537 x 6	**3.** 1,982 x 4
1. 78 x 19	**2.** 145 x 12	**3.** 4,651 x 23

Divide using the strategy of your choice. Show your work in the space provided or use additional paper.

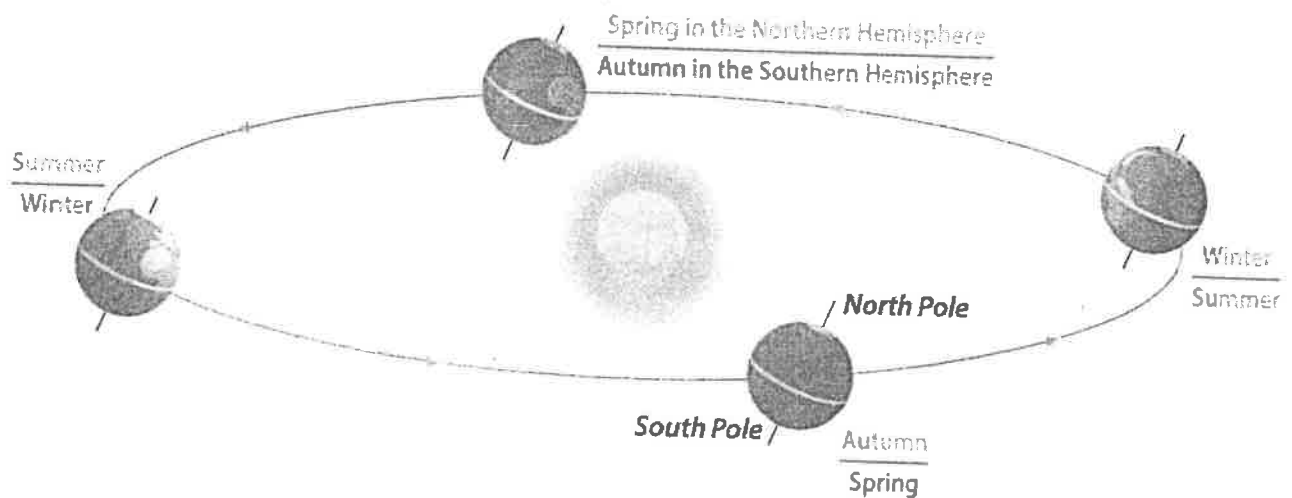|		
7. 720 ÷ 9	**8.** 1,806 ÷ 7	**9.** 2,316 ÷ 12
10. 513 ÷ 8	**11.** 3,807 ÷ 4	**12.** 4,175 ÷ 10

Lesson #97

What patterns can be observed because of Earth's tilt?

Earth rotates on its axis. At the same time, it revolves around the sun. It takes about 365 ¼ days for Earth to complete one full **revolution**. As Earth revolves around the sun, many parts of the world experience seasons. At times, it is cold, and there is less daylight. At other times, it is warmer, and there are more hours of daylight. Why does much of Earth experience different seasons? It is because Earth tilts on its axis. And this permanent tilt affects the amount of sunlight Earth receives.

The hemisphere that tilts toward the sun has more daylight hours. Temperatures are warmer. It is summer.

At the same time, the hemisphere that tilts away from the sun has fewer daylight hours. Temperatures are colder. Because this hemisphere is tilted away, it is winter.

Spring in the Northern Hemisphere
Autumn in the Southern Hemisphere

Summer / Winter

North Pole

Winter / Summer

South Pole

Autumn / Spring

This pattern is what brings the seasons. When it is winter in one hemisphere, it is summer in the other. Between winter and summer, we experience spring and fall.

Some parts of Earth do not experience seasons. The area around the equator is not affected by the Earth's tilt. The tropics are warm year-round.

Earth's tilt also affects the length of shadows. In winter, when the sun's rays are less direct, shadows are longer. During summer, the sun's rays are more direct, so shadows are shorter.

1. Which of these cause the changing seasons?

_____ Earth revolves around the sun.   _____ Earth rotates on its axis.

_____ The moon orbits Earth.   _____ The moon rotates on its axis.

_____ Earth tilts on its axis.   _____ The moon gives off heat.

The Great Wall of China

Read the passage below about the Great Wall of China and then answer the questions.

The Great Wall of China stands as an extraordinary historical wonder, capturing the imagination of people worldwide. Spanning more than 13000 miles, this ancient marvel winds its way across northern China, overcoming diverse landscapes and terrains. While commonly thought of as a single continuous wall, the Great Wall is a collective creation constructed by various Chinese dynasties over time. Its main purpose was to provide protection against invasions and raids.

Crafted from a blend of materials such as earth, wood, and stone, the Great Wall was more than just a straightforward barrier. Within its structure, watchtowers and battlements were incorporated strategically. Vigilant soldiers patrolled the wall to deter potential threats, while smoke signals and signal fires served as long-distance communication methods.

Originating over two millennia ago during the reign of Qin Shi Huang, the first Emperor of China, the Great Wall's construction began with the aim of safeguarding against northern invaders. Different dynasties, including the Han, Ming and Qing, each left their mark by expanding and enhancing the wall's architecture and defences.

Questions:

1. What was the main purpose behind constructing the Great Wall of China?

_____

_____