6th Grade Packet
6th Grade English
Once upon a time there was a dear little girl who was loved by everyone who looked at her, but most of all by her grandmother, and there was nothing that she would not have given to the child. Once she gave her a little cap of red velvet, which suited her so well that she would never wear anything else. So she was always called Little Red Riding Hood.

One day her mother said to her, "Come, Little Red Riding Hood, here is a piece of cake and a bottle of wine. Take them to your grandmother, she is ill and weak, and they will do her good. Set out before it gets hot, and when you are going, walk nicely and quietly and do not run off the path, or you may fall and break the bottle, and then your grandmother will get nothing. And when you go into her room, don't forget to say, good-morning, and don't peep into every corner before you do it."

I will take great care, said Little Red Riding Hood to her mother, and gave her hand on it.

The grandmother lived out in the wood, half a league from the village, and just as Little Red Riding Hood entered the wood, a wolf met her. Little Red Riding Hood did not know what a wicked creature he was, and was not at all afraid of him.

1. A "league" is a unit of distance of about 3 miles.
“Good-day, Little Red Riding Hood,” said he.

“Thank you kindly, wolf.”

“Whither away so early, Little Red Riding Hood?”

“To my grandmother’s.”

“What have you got in your apron?”

“Cake and wine. Yesterday was baking-day, so poor sick grandmother is to have something good, to make her stronger.”

“Where does your grandmother live, Little Red Riding Hood?”

“A good quarter of a league farther on in the wood. Her house stands under the three large oak-trees, the nut-trees are just below. You surely must know it,” replied Little Red Riding Hood.

The wolf thought to himself, “What a tender young creature. What a nice plump mouthful, she will be better to eat than the old woman. I must act craftily, so as to catch both.” So he walked for a short time by the side of Little Red Riding Hood, and then he said, “see Little Red Riding Hood, how pretty the flowers are about here. Why do you not look round. I believe, too, that you do not hear how sweetly the little birds are singing. You walk gravely\(^2\) along as if you were going to school, while everything else out here in the wood is merry.”

Little Red Riding Hood raised her eyes, and when she saw the sunbeams dancing here and there through the trees, and pretty flowers growing everywhere, she thought, suppose I take grandmother a fresh nosegay. That would please her too. It is so early in the day that I shall still get there in good time. And so she ran from the path into the wood to look for flowers. And whenever she had picked one, she fancied that she saw a still prettier one farther on, and ran after it, and so got deeper and deeper into the wood.

Meanwhile the wolf ran straight to the grandmother’s house and knocked at the door.

“Who is there?”

“Little Red Riding Hood,” replied the wolf. “She is bringing cake and wine. Open the door.”

“Lift the latch,” called out the grandmother, “I am too weak, and cannot get up.”

The wolf lifted the latch, the door sprang open, and without saying a word he went straight to

2. Gravely (adverb) in a serious manner
the grandmother's bed, and devoured\textsuperscript{3} her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains.

[20] Little Red Riding Hood, however, had been running about picking flowers, and when she had gathered so many that she could carry no more, she remembered her grandmother, and set out on the way to her.

She was surprised to find the cottage-door standing open, and when she went into the room, she had such a strange feeling that she said to herself, oh dear, how uneasy I feel to-day, and at other times I like being with grandmother so much.

She called out, "Good morning," but received no answer. So she went to the bed and drew back the curtains. There lay her grandmother with her cap pulled far over her face, and looking very strange.

"Oh, grandmother," she said, "what big ears you have."

"The better to hear you with, my child," was the reply.

[25] "But, grandmother, what big eyes you have," she said.

"The better to see you with, my dear."

"But, grandmother, what large hands you have."

"The better to hug you with."

"Oh, but, grandmother, what a terrible big mouth you have."

[30] "The better to eat you with."

And scarcely\textsuperscript{4} had the wolf said this, than with one bound he was out of bed and swallowed up Little Red Riding Hood.

When the wolf had appeased\textsuperscript{5} his appetite, he lay down again in the bed, fell asleep and began to snore very loud. The huntsman was just passing the house, and thought to himself, how the old woman is snoring. I must just see if she wants anything.

So he went into the room, and when he came to the bed, he saw that the wolf was lying in it.

3. **Devour** (*verb*) to eat or consume quickly
4. **Scarcely** (*adverb*) barely, hardly
5. **Appease** (*verb*) to satisfy or relieve (a demand or feeling)
“Do I find you here, you old sinner,” said he. “I have long sought you.”

Then just as he was going to fire at him, it occurred to him that the wolf might have devoured the grandmother, and that she might still be saved, so he did not fire, but took a pair of scissors, and began to cut open the stomach of the sleeping wolf.

[35] When he had made two snips, he saw the Little Red Riding Hood shining, and then he made two snips more, and the little girl sprang out, crying, “Ah, how frightened I have been. How dark it was inside the wolf.”

And after that the aged grandmother came out alive also, but scarcely able to breathe. Little Red Riding Hood, however, quickly fetched great stones with which they filled the wolf’s belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at once, and fell dead.

Then all three were delighted. The huntsman drew off the wolf’s skin and went home with it. The grandmother ate the cake and drank the wine which Little Red Riding Hood had brought, and revived, 7 but Little Red Riding Hood thought to herself, as long as I live, I will never by myself leave the path, to run into the wood, when my mother has forbidden me to do so.

It is also related that once when Little Red Riding Hood was again taking cakes to the old grandmother, another wolf spoke to her, and tried to entice 8 her from the path. Little Red Riding Hood, however, was on her guard, and went straight forward on her way, and told her grandmother that she had met the wolf, and that he had said good-morning to her, but with such a wicked look in his eyes, that if they had not been on the public road she was certain he would have eaten her up. “Well,” said the grandmother, “we will shut the door, that he may not come in.”

Soon afterwards the wolf knocked, and cried, “open the door, grandmother, I am Little Red Riding Hood, and am bringing you some cakes.”

[40] But they did not speak, or open the door, so the grey-beard stole twice or thrice round the house, and at last jumped on the roof, intending to wait until Little Red Riding Hood went home in the evening, and then to steal after her and devour her in the darkness. But the grandmother saw what was in his thoughts. In front of the house was a great stone trough, 9 so she said to the child, take the pail, Little Red Riding Hood. I made some sausages yesterday, so carry the water in which I boiled them to the trough. Little Red Riding Hood carried until the great trough was quite full. Then the smell of the sausages reached the wolf, and he sniffed and peeped

6. someone who does something wrong according to religious or moral law
7. Revive (verb) to restore life, strength, or consciousness
8. Entice (verb) to tempt someone to do something by offering them something pleasant
9. a channel or container used to hold liquid, such as water
down, and at last stretched out his neck so far that he could no longer keep his footing and began to slip, and slipped down from the roof straight into the great trough, and was drowned. But Little Red Riding Hood went joyously home, and no one ever did anything to harm her again.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What does the information in paragraph 13 reveal about the wolf’s intentions?
   A. He wants Little Red Riding Hood to appreciate the forest.
   B. He wants to help Little Red Riding Hood collect flowers for her grandmother.
   C. He wants to distract Little Red Riding Hood from going to her grandmother’s house.
   D. He wants Little Red Riding Hood to get lost in the forest.

2. PART A: What is the meaning of "nosegay," as it is used in paragraph 14?
   A. Good cheer
   B. Flowers
   C. Firewood
   D. A songbird

3. PART B: Which phrase from the text best supports the answer to Part A?
   A. "three large oak-trees, the nut-trees are just below" (Paragraph 12)
   B. "how sweetly the little birds are singing" (Paragraph 13)
   C. "she saw the sunbeams dancing here and there" (Paragraph 14)
   D. "pretty flowers growing everywhere" (Paragraph 14)

4. What is the effect of Little Red Riding Hood repeating, "But, grandmother..." each time before describing the wolf from paragraph 25 to 29?
   A. Add humor
   B. Build suspense
   C. Create a paradox
   D. Emphasize the theme
5. What is the theme of this story? Cite evidence from the text to support your answer.

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Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How do Little Red Riding Hood and her grandmother change throughout the story? Cite evidence from before their first encounter with the wolf and after.

2. Can you identify a moral in this story? What do you think this story was trying to teach children at the time? Does it still provide a valid lesson today?

3. In the context of this short story, who is in control: man or nature? Does this change throughout the story? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
The Fisherman and His Wife
By The Brothers Grimm
1812

Jacob (1785-1863) and Wilhelm Grimm (1786-1859), also known as the Brothers Grimm, were
German academics and authors who specialized in the collection and publication of folklore.
They are best known for fairytales like “Cinderella” and “Hansel and Gretel.” In the following
story, a fisherman catches a fish who grants wishes — perhaps too many. As you read, take
notes on the repetition in the story and its overall message.

[1] There was once a fisherman and his wife who
lived together in a hovel by the sea-shore, and
the fisherman went out every day with his
hook and line to catch fish, and he angled and
angled.¹

One day he was sitting with his rod and
looking into the clear water, and he sat and
sat.

At last down went the line to the bottom of
the water, and when he drew it up he found a
great flounder on the hook.

And the flounder said to him, “Fisherman,
listen to me; let me go, I am not a real fish but an enchanted prince. What good shall I be to you
if you land me? I shall not taste well; so put me back into the water again, and let me swim
away.”

[5] “Well,” said the fisherman, “no need of so many words about the matter, as you can speak I had
much rather let you swim away.”

Then he put him back into the clear water, and the flounder sank to the bottom, leaving a long
streak of blood behind him. Then the fisherman got up and went home to his wife in their
hovel.

1. "Angling" is a typical method for fishing. The person uses a fishing rod and an attached line
and hook to catch fish.
“Well, husband,” said the wife, “have you caught nothing to-day?”

“No,” said the man — “that is, I did catch a flounder, but as he said he was an enchanted prince, I let him go again.”

“Then, did you wish for nothing?” said the wife.

[10] “No,” said the man; “what should I wish for?”

“Oh dear!” said the wife; “and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick.”

And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,

“O man, O man! — if man you be,

Or flounder, flounder, in the sea —

Such a tiresome wife I've got,

For she wants what I do not.”

Then the flounder came swimming up, and said, “Now then, what does she want?”

“Oh,” said the man, “you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage.”

[15] “Go home with you,” said the flounder, “she has it already.”

So the man went home, and found, instead of the hovel, a little cottage, and his wife was sitting on a bench before the door. And she took him by the hand, and said to him,

“Come in and see if this is not a great improvement.”

So they went in, and there was a little house-place and a beautiful little bedroom, a kitchen and larder, with all sorts of furniture, and iron and brass ware of the very best. And at the back was a little yard with fowls and ducks, and a little garden full of green vegetables and fruit.

2. a place where food is stored; a pantry
3. a bird of any kind
“Look,” said the wife, “is not that nice?”

[20] “Yes,” said the man, “if this can only last we shall be very well contented.”

“We will see about that,” said the wife. And after a meal they went to bed.

So all went well for a week or fortnight, when the wife said,

“Look here, husband, the cottage is really too confined, and the yard and garden are so small; I think the flounder had better get us a larger house; I should like very much to live in a large stone castle; so go to your fish and he will send us a castle.”

“O my dear wife,” said the man, “the cottage is good enough; what do we want a castle for?”

[25] “We want one,” said the wife; “go along with you; the flounder can give us one.”

“Now, wife,” said the man, “the flounder gave us the cottage; I do not like to go to him again, he may be angry.”

“Go along,” said the wife, “he might just as well give us it as not; do as I say!”

The man felt very reluctant and unwilling; and he said to himself, “It is not the right thing to do;” nevertheless he went.

So when he came to the seaside, the water was purple and dark blue and grey and thick, and not green and yellow as before. And he stood and said,

“O man, O man! — if man you be,

Or flounder, flounder, in the sea —

Such a tiresome wife I’ve got,

For she wants what I do not.”

[30] “Now then, what does she want?” said the flounder.

“Oh,” said the man, half frightened, “she wants to live in a large stone castle.”

4. **Content** *(adjective)* in a state of peace, happiness, or satisfaction
5. **Confined** *(adjective)* small and cramped
6. **Reluctant** *(adjective)* unwilling and hesitant to do something
“Go home with you, she is already standing before the door,” said the flounder.

Then the man went home, as he supposed, but when he got there, there stood in the place of the cottage a great castle of stone, and his wife was standing on the steps, about to go in; so she took him by the hand, and said, “Let us enter.”

With that he went in with her, and in the castle was a great hall with a marble pavement, and there were a great many servants, who led them through large doors, and the passages were decked with tapestry, and the rooms with golden chairs and tables, and crystal chandeliers hanging from the ceiling; and all the rooms had carpets. And the tables were covered with eatables and the best wine for anyone who wanted them. And at the back of the house was a great stable-yard for horses and cattle, and carriages of the finest; besides, there was a splendid large garden, with the most beautiful flowers and fine fruit trees, and a pleasance full half a mile long, with deer and oxen and sheep, and everything that heart could wish for.

[35] “There!” said the wife, “is not this beautiful?”

“Oh yes,” said the man, “if it will only last we can live in this fine castle and be very well contented.”

“We will see about that,” said the wife, “in the meanwhile we will sleep upon it.” With that they went to bed.

The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,

“Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king.”

[40] “Now, wife,” said the man, “what should we be kings for? I don’t want to be king.”

“Well,” said the wife, “if you don’t want to be king, I will be king.”

“Now, wife,” said the man, “what do you want to be king for? I could not ask him such a thing.”

“Why not?” said the wife, “you must go directly all the same; I must be king.”

So the man went, very much put out that his wife should want to be king.

[45] “It is not the right thing to do — not at all the right thing,” thought the man. He did not at all

7. a secluded or private garden, especially one attached to a mansion
want to go, and yet he went all the same.

And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

"O man, O man! — if man you be,
Or flounder, flounder, in the sea —
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the fish.

"Oh dear!" said the man, "she wants to be king."

"Go home with you, she is so already," said the fish.

[50] So the man went back, and as he came to the palace he saw it was very much larger, and had great towers and splendid gateways; the herald\(^8\) stood before the door, and a number of soldiers with kettle-drums and trumpets. And when he came inside everything was of marble and gold, and there were many curtains with great golden tassels. Then he went through the doors of the salon\(^9\) to where the great throne-room was, and there was his wife sitting upon a throne of gold and diamonds, and she had a great golden crown on, and the sceptre\(^10\) in her hand was of pure gold and jewels, and on each side stood six pages\(^11\) in a row, each one a head shorter than the other. So the man went up to her and said,

"Well, wife, so now you are king!"

"Yes," said the wife, "now I am king."

So then he stood and looked at her, and when he had gazed at her for some time he said,

"Well, wife, this is fine for you to be king! now there is nothing more to wish for."

[55] "O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish

8. an official messenger
9. a reception room, such as a parlor, used mainly for social gatherings
10. a staff or wand held by a ruler as an symbol of royalty
11. a young boy who ran errands for nobility or royalty
and tell him that now I am king I must be emperor.\(^{12}\)

"Now, wife," said the man, "what do you want to be emperor for?"

"Husband," said she, "go and tell the fish I want to be emperor."

"Oh dear!" said the man, "he could not do it — I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor — indeed he can't."

"Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! for if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"

\(^{60}\) So he was obliged\(^{13}\) to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."

With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man was terrified. But he stood and said,

"O man, O man! — if man you be,

Or flounder, flounder, in the sea —

Such a tiresome wife I've got,

For she wants what I do not."

"What is it now?" said the fish.

"Oh dear!" said the man, "my wife wants to be emperor."

"Go home with you," said the fish, "she is emperor already."

\(^{65}\) So the man went home, and found the castle adorned with polished marble and alabaster\(^{14}\) figures, and golden gates. The troops were being marshalled\(^{15}\) before the door, and they were

12. someone who rules an empire, which is a collection of nations or states under one supreme rule
13. **Obliged** (adjective) feeling bound or required to do something
14. Alabaster is a type of mineral often used in sculpture art.
15. **Marshal** (verb) to assemble or organize
blowing trumpets and beating drums and cymbals; and when he entered he saw barons and
earls and dukes waiting about like servants; and the doors were of bright gold. And he saw his
wife sitting upon a throne made of one entire piece of gold, and it was about two miles high;
and she had a great golden crown on, which was about three yards high, set with brilliants and
carbuncles; and in one hand she held the sceptre, and in the other the globe; and on both
sides of her stood pages in two rows, all arranged according to their size, from the most
enormous giant of two miles high to the tiniest dwarf of the size of my little finger; and before
her stood earls and dukes in crowds.

So the man went up to her and said, “Well, wife, so now you are emperor.”

“Yes,” said she, “now I am emperor.”

Then he went and sat down and had a good look at her, and then he said, “Well now, wife, there
is nothing left to be, now you are emperor.”

“What are you talking about, husband?” said she; “I am emperor, and next I will be pope! so
go and tell the fish so.”

[70] “Oh dear!” said the man, “what is it that you don’t want? You can never become pope; there is
but one pope in Christendom, and the fish can’t possibly do it.”

“Husband,” said she, “no more words about it; I must and will be pope; so go along to the fish.”

“Now, wife,” said the man, “how can I ask him such a thing? it is too bad — it is asking a little too
much; and, besides, he could not do it.”

“What rubbish!” said the wife; “if he could make me emperor he can make me pope. Go along
and ask him; I am emperor, and you are only my husband, so go you must.”

So he went, feeling very frightened, and he shivered and shook, and his knees trembled; and
there arose a great wind, and the clouds flew by, and it grew very dark, and the sea rose
mountains high, and the ships were tossed about, and the sky was partly blue in the middle,
but at the sides very dark and red, as in a great tempest. And he felt very desponding, and
stood trembling and said,

“O man, O man! — if man you be,

16. types of precious stones
17. The Pope is the head of the Roman Catholic Church. Historically, the pope held great power,
especially in Christian European countries during the Middle Ages.
18. Despondent (adjective) feeling great discouragement, dejection, or sadness
Or flounder, flounder, in the sea —
Such a tiresome wife I've got,
For she wants what I do not."

[75]  "Well, what now?" said the fish.

"Oh dear!" said the man, "she wants to be pope."

"Go home with you, she is pope already," said the fish.

So he went home, and he found himself before a great church, with palaces all round. He had to make his way through a crowd of people; and when he got inside he found the place lighted up with thousands and thousands of lights; and his wife was clothed in a golden garment, and sat upon a very high throne, and had three golden crowns on, all in the greatest priestly pomp; 19 and on both sides of her there stood two rows of lights of all sizes — from the size of the longest tower to the smallest rushlight, 20 and all the emperors and kings were kneeling before her and kissing her foot.

"Well, wife," said the man, and sat and stared at her, "so you are pope."

[80]  "Yes," said she, "now I am pope!"

And he went on gazing at her till he felt dazzled, as if he were sitting in the sun. And after a little time he said, "Well, now, wife, what is there left to be, now you are pope?"

And she sat up very stiff and straight, and said nothing.

And he said again, "Well, wife, I hope you are contented at last with being pope; you can be nothing more."

"We will see about that," said the wife. With that they both went to bed; but she was as far as ever from being contented, and she could not get to sleep for thinking of what she should like to be next.

[85]  The husband, however, slept as fast as a top after his busy day; but the wife tossed and turned from side to side the whole night through, thinking all the while what she could be next, but nothing would occur to her; and when she saw the red dawn she slipped off the bed, and sat

19.  Pomp (noun) complicated or magnificent display; pageantry
20.  a type of candle or miniature torch
before the window to see the sun rise, and as it came up she said, "Ah, I have it! what if I should make the sun and moon to rise — husband!" she cried, and stuck her elbow in his ribs, "wake up, and go to your fish, and tell him I want power over the sun and moon."

The man was so fast asleep that when he started up he fell out of bed. Then he shook himself together, and opened his eyes and said, "Oh, — wife, what did you say?"

"Husband," said she, "If I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."

"O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor and pope; do be contented with that, I beg of you."

And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"

[90] And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man! — if man you be,

Or flounder, flounder, in the sea —

Such a tiresome wife I've got,

For she wants what I do not."

"Well, what now?" said the flounder.

"Oh dear!" said the man, "she wants to order about the sun and moon."

"Go home with you!" said the flounder, "you will find her in the old hovel."

And there they are sitting to this very day.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What does the word "hovel" mean, as used in paragraph 1?
   A. An old and run-down castle
   B. A large, cozy log cabin, often with a warm fireplace
   C. A small but comfortable home, often surrounded by a garden
   D. A small dwelling, often dirty or wretched

2. PART B: Which phrase from the passage best supports the answer to Part A?
   A. "...lived together in a hovel by the sea-shore" (Paragraph 1)
   B. "...so dreadful always to live in this evil-smelling hovel!" (Paragraph 11)
   C. "...you might as well have wished for a little cottage" (Paragraph 11)
   D. "Come in and see if this is not a great improvement" (Paragraph 17)

3. Many sections of the story have similar structures. How does the author utilize repetition to emphasize a theme of the text?
   A. The repeated images stress that the wife's greed may have been stopped if only the man had been stronger and more willing to stand up to her bullying and demands.
   B. The repeated phrasing emphasizes the inner sadness that comes from material gain.
   C. The repeated scenes throughout the story show how uncontrolled greed and selfishness can never be satisfied.
   D. The repeated words throughout the story highlight the amusing, humorous nature of the fisherman's problem: that an unequal marriage is an unhappy one.
4. Compare and contrast the imagery of the sea every time the fisherman speaks to the fish. How do these setting descriptions contribute to the theme of the story?


5. **PART A:** What does the word "tempest" mean, as used in paragraph 74?
   
   A. A windy storm
   
   B. A short period of beautiful weather
   
   C. A moment of brief sadness
   
   D. An act of violence

6. **PART B:** Which phrase from the passage best supports the answer to Part A?
   
   A. "he shivered and shook, and his knees trembled"
   
   B. "there arose a great wind, and the clouds flew by, and it grew very dark"
   
   C. "the sky was partly blue in the middle"
   
   D. "he felt very desponding"

7. **PART A:** What point in the story reflects the climax of the wife's greed?
   
   A. When she asks to become king
   
   B. When she asks to become emperor
   
   C. When she asks to become pope
   
   D. When she asks to have power over the moon and sun

8. **PART B:** Which paragraph best supports the answer to Part A?
   
   A. Paragraph 55
   
   B. Paragraph 73
   
   C. Paragraph 85
   
   D. Paragraph 88
9. PART A: Which of the following statements best expresses the theme of the text?
   A. Greed does not satisfy greed.
   B. Never ask anyone for anything; rely on yourself instead.
   C. Happiness cannot be bought.
   D. Good deeds lead to good fortune.

10. PART B: Which quotation from the story best supports the answer to Part A?
    A. "Oh yes,' said the man, 'if it will only last we can live in this fine castle and
       be very well contented.'" (Paragraph 36)
    B. "Well, wife, this is fine for you to be king! now there is nothing more to
       wish for.'" (Paragraph 54)
    C. "'It is not at all the right thing to do; to want to be emperor is really going
       too far; the flounder will soon be beginning to get tired of this.'" (Paragraph 60)
    D. "'Oh dear!' said the man, 'she wants to order about the sun and moon.'" (Paragraph 92)
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Is it easier to control greed when a person has access to anything they could want? Why or why not? Cite evidence from your own experience, and other literature, art, or history in your answer.

2. Can money (or luxury, or power) buy happiness? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
6th Grade Math
6.NS.6c: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. [6-NS6]

b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. [6-NS6c]

Which of the following represents the plotted coordinates on the coordinate plane below?

- a. (−6, 4), (6, 8), (−6, −8)
- b. (−4, 8), (8, 8), (−8, −4) and (8, −8)
- c. (−6, −4), (6, 8), (−4, 8) and (−8, −8)
- d. (4, 8), (8, 4), (−8, 8) and (6, −8)

On a coordinate plane, the x-coordinate is negative and the y-coordinate is positive in which quadrant?

- a. Quadrant I
- b. Quadrant II
- c. Quadrant III
- d. Quadrant IV

Identify the coordinates of Point B after it is reflected across the x-axis.

- a. (3, −4)
- b. (−3, 4)
- c. (−4, 3)
- d. (4, −3)

Some questions in this packet were taken from USATest Prep. If Montgomery Public School's subscription expires or lapses, questions from USATest Prep will be removed from this packet.
6.NS.6.c: Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. [6-NS6]

<table>
<thead>
<tr>
<th>Which ordered pair best describes the point plotted in Quadrant II on the coordinate plane shown?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Coordinate Plane" /></td>
</tr>
</tbody>
</table>

Evaluate \([-(-4)]\)

- a. -4
- b. 0
- c. 1
- d. 4

Twenty-one fish are swimming in an aquarium. Eleven are removed, leaving 10 fish. Which number is the additive inverse of the number of fish left?

- a. -10
- b. -11
- c. -21
- d. 10

What is the opposite of \(\frac{1}{2}\)?

- a. \(a = 10\)
- b. \(a = 7\)
- c. \(a = 1\)
- D. \(a = \frac{1}{2}\)
6.NS.7: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. [6-NS4]

<table>
<thead>
<tr>
<th>What is the greatest common factor of the following numbers?</th>
<th>Find the LCM and GCF of 12 and 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>{72, 48, 96, 120}</td>
<td></td>
</tr>
<tr>
<td>a. 8</td>
<td></td>
</tr>
<tr>
<td>b. 6</td>
<td></td>
</tr>
<tr>
<td>c. 12</td>
<td></td>
</tr>
<tr>
<td>d. 24</td>
<td></td>
</tr>
</tbody>
</table>

For her Saturday art class, Ms. Turner had 49 painted jars and 21 canvases for her students. She needs to decide how many people she can allow to sign up to ensure she has enough supplies.

What is the largest number of people who can sign up for her class so each person gets the same number of paint jars and each person gets the same number of canvases?

<table>
<thead>
<tr>
<th>a. 6</th>
<th>Pencils are sold 9 to a package, and pens are sold 6 to a package. If an equal number of pencils and pens are purchased, what is the minimum number of each item?</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 7</td>
<td>a. 18</td>
</tr>
<tr>
<td>c. 8</td>
<td>b. 26</td>
</tr>
<tr>
<td>d. 9</td>
<td>c. 36</td>
</tr>
<tr>
<td></td>
<td>d. 54</td>
</tr>
</tbody>
</table>
6.NS.10c: Understand ordering and absolute value of rational numbers. [6-NS7]

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. [6-NS7a]

<table>
<thead>
<tr>
<th>What is the absolute value of 1-5?</th>
<th>Which of the following inequalities is true?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. -5</td>
<td>a. -7 &gt; -13</td>
</tr>
<tr>
<td>b. 5</td>
<td>b. -6 &lt; -12</td>
</tr>
<tr>
<td>c. 0</td>
<td>c. 5 &lt; -8</td>
</tr>
<tr>
<td>d. 1/5</td>
<td>d. 0 &gt; 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the absolute value of 46</th>
<th>Plot which integer represents the opposite of -5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 0</td>
<td>![Number Line]</td>
</tr>
<tr>
<td>b. 46</td>
<td></td>
</tr>
<tr>
<td>c. -46</td>
<td></td>
</tr>
<tr>
<td>d. 1/46</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which number has an absolute value of 14.</th>
<th>Find and label the numbers -3 and -5 on the number line.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. -14</td>
<td>For each of the following state whether the inequality is true or false.</td>
</tr>
<tr>
<td>b. 14.5</td>
<td>-3 &gt; -5</td>
</tr>
<tr>
<td>c. -41</td>
<td>-5 &gt; -3</td>
</tr>
<tr>
<td>d. 41.5</td>
<td></td>
</tr>
</tbody>
</table>

Some questions in this packet were taken from USATest Prep. If Montgomery Public School's subscription expires or lapses, questions from USATest Prep will be removed this packet.
### Problem 1
For her birthday, Jessica baked 20 cupcakes to share with the students in her class. Which expression can be used to express the number of cupcakes each person will get, if there are ten people in her class?

- a. $20 \times 10$
- b. $20 \times 2$
- c. $20 \div 10$
- d. $20 \div 2$

**Solve** $24,920 \div 56 = \phantom{0}$

### Problem 2
Cindy needs to order 150 invitations which are sold in packs of 20. How many packs does Cindy need to buy?

### Problem 3
Katie baked 215 cookies that she wants to divide equally among her 32 classmates. How many whole cookies will each student get, and how many will be leftover?

### Problem 4
Choose All that are correct.

- a. $77,672 \div 5,548 = 14$
- b. $288,184 \div 34 = 8,466$
- c. $398,908 \div 124 = 3,217$
- d. $307,418 \div 7,488 = 43$

### Problem 5
A grocer is going to sort 13.5 pounds of candy into bags weighing 0.75 pounds each. How much candy will be left over?

- a. 0 pounds
- b. 0.38 pounds
- c. 0.50 pounds
- d. 10.13 pounds

---

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6.NS.6: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. [6-NS3]

<table>
<thead>
<tr>
<th>Divide: 994.14 ÷ 18.9</th>
<th>Calculate the product: 78.93 x 32.45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the product of 0.976 and 1.2?</th>
<th>89.24 ÷ 4 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1.1712</td>
<td>a. 21.31</td>
</tr>
<tr>
<td>b. 0.11712</td>
<td>b. 22.11</td>
</tr>
<tr>
<td>c. 11.712</td>
<td>c. 22.31</td>
</tr>
<tr>
<td>d. 117.12</td>
<td>d. 23.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Find the difference: 3.45 - 0.12</th>
<th>Add: 3.45 + 0.123</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6th Grade Social Studies
World War 2

DIRECTIONS: Find and circle the CAPITALIZED vocabulary words in the grid. Look for them in all directions including backwards and diagonally.

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

Battles
BRITAIN
ATLANTIC
BULGE
BERLIN
MIDWAY
GUADALCANAL
IWO JIMA

Places
EUROPE
HIROSHIMA
NAGASAKI
NORMANDY
PACIFIC
PEARL HARBOR

Leaders
(Winston) CHURCHILL
(Charles) DE GAULLE
(Dwight D.) EISENHOWER
(Emperor) HIROHITO
(Adolf) HITLER
(Douglas) MACARTHUR
(Benito) MUSSOLINI
(george) PATTON

(Rossevelt)
(Saladin)
(Butch)

Vocabulary
ALLIES
AXIS

BLITZKRIEG
D-DAY
FASCISM
HOLOCAUST
MARSHALL PLAN
NAZI PARTY
WAR CRIMES TRIALS

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World War II

World War II took place between 1939 and 1945. It began when Germany, led by Adolf Hitler, invaded Poland. Hitler wanted to expand Germany's empire in order to restore the power that Germany had lost after World War I. Hitler also had ideological motivations. In his book Mein Kampf (My Fight), Hitler said that when he became ruler of Germany, he would get rid of all the Jewish people. Hitler wanted to breed a race of "perfect" people by getting rid of everyone who he thought was inferior or damaged in any way.

The two opposing sides in World War II were called the Axis Powers and the Allied Powers. The Axis Powers formed between 1936 and 1940 as a result of several consecutive treaties. The first alliance was between Germany and Italy. Japan later joined this alliance by signing what became known as the Tripartite Pact. The first Allied Powers were Britain and France, who joined together to declare war on Germany when Germany invaded Poland. They were later joined by Russia. The United States had tried to remain neutral, but when Japan attacked Pearl Harbor, the United States, too, joined the Allies.

Of the Axis powers, Italy was the first to surrender, in 1943. Germany was next, surrendering to the Allies in May of 1945. When the Japanese refused to surrender, the United States dropped an atomic bomb on the city of Hiroshima in Japan, leveling the city. Three days later, a second atomic bomb was dropped on the Japanese city of Nagasaki. Japan surrendered to the Allies not long afterwards.

Almost every country in the world had some role in World War II. More people were killed in World War II than in any other war that has ever been fought. This is partly due to the Holocaust: Hitler's attempt to exterminate the Jewish people. As many as 17 million people, including Jewish and Polish people, Catholics, Serbs, and those who were ill or handicapped were murdered during the Holocaust.

QUESTIONs: World War II

1. The first country to be invaded by Germany during World War II was:
   A. Italy
   B. Poland
   C. Japan
   D. Britain

2. Which of the following was NOT an Axis power?
   A. France
   B. Germany
   C. Italy
   D. Japan

3. Which of the following was NOT an Allied power?
   A. France
   B. Germany
   C. Britain
   D. Russia

4. The last Axis power to surrender was:
   A. France
   B. Germany
   C. Italy
   D. Japan

5. The Holocaust was Hitler's attempt to:
   A. to expand Germany's empire
   B. restore the power that Germany had lost after World War I
   C. get rid of the Jewish people
   D. become allied with Italy and Japan
Causes of World War II

Japan was growing quickly in the period before World War II. But as a small island nation, their land and limited natural resources could not sustain that growth. As a result, they invaded Manchuria (1931) and China (1937). They had also taken over Korea before World War II began.

Furthermore, in the chaos that had been left behind by World War I, some countries had been taken over by fascist dictators who wanted to expand their own empires. For example, Italy was under the dictatorship of Mussolini, whom Hitler would later use as a model for taking over Germany. Spain was also under the control of a Fascist dictator named Franco.

Hitler and the Nazi Party rose to power in Germany on the promise that they would heal the German economy and restore national pride. Hitler became “Fuhrer” (leader) and thus dictator of Germany in 1934. Unwilling to comply with the restrictions of the Treaty of Versailles, which required Germany to “accept the responsibility” of the damages the Allies had suffered in the war by paying a large amount of money called reparations, Hitler began to build back up Germany’s arms. He also formed an alliance with Mussolini and Italy. He took over Austria in 1938. When that action went unchecked, he took over Czechoslovakia in 1939. Other countries, still weary from World War I, followed a policy of appeasement: they thought that if they made Germany happy, they could prevent another war. It wasn’t until Germany invaded Poland that Great Britain and France responded by declaring war on Germany and World War II began.

QUESTIONS: Causes of World War II

1. What was going on in Japan prior to World War II?

2. What did Japan do about its problem?

3. Who was Mussolini?

4. How were Hitler and the Nazi party able to rise to power in Germany?

5. What does Fuhrer mean?

6. What did the Treaty of Versailles require of Germany?

7. Who did Hitler form his first alliance with?

8. What was the policy of appeasement and did it work?

9. What triggered the start of World War II and what was the result?
The Allied Powers

The two opposing sides of World War II were known as the Axis Powers and the Allied Powers.

The Allied Powers did not all enter the war at the same time, and they didn't even all start out on the same side. The first Allied Powers were Britain and France, who joined together to declare war on Germany when Germany invaded Poland. Russia was friendly with Germany when World War II began. But when Germany attacked Russia in June of 1941, Russia joined with Britain and France to fight Germany in order to defend itself. The United States tried to remain neutral when World War II began. But when Japan attacked Pearl Harbor, the United States, too, joined the Allies.

Many other countries were also part of the Allied Powers, like Poland, the invasion of which by Germany (an Axis Power) had started the war. Similarly, China had been invaded by Japan (another Axis Power) before World War II began, and China joined the Allies after the Japanese attack on Pearl Harbor. Other Allied countries included Australia, New Zealand, Canada, Netherlands, Yugoslavia, Belgium, and Greece.

Though many countries comprised the Allied Powers, Great Britain, Russia, and the United States were known as the Big Three. When China joined the Allies, these four countries began to be called the Four Policemen. It was these Four Policemen who would later found the United Nations.

Leaders of the Allied Powers included Winston Churchill (Prime Minister of Great Britain), Franklin D. Roosevelt (President of the United States), Joseph Stalin (General Secretary of the Communist Party for Russia), Charles De Gaulle (leader of France). U.S. President Harry S. Truman became president after Roosevelt died, and it was Truman’s decision to use the atomic bomb against Japan to end the war.

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The Axis Powers

The two opposing sides of World War II were known as the Axis Powers and the Allied Powers. During World War II, the Primary Axis Powers were Germany, Italy, and Japan.

The alliances between the countries that would become the Axis Powers began in 1936 when Germany and Italy signed a treaty that formed the Rome-German Axis. The Italian Dictator Benito Mussolini first used the term Axis to refer to the alliance between Germany and Italy. A month later, Germany signed another treaty, the Anti-Comintern Pact (a treaty against communism), this time with Japan. In 1939, Germany and Italy strengthened their alliance with a second treaty called the Pact of Steel. When Japan also signed the Pact of Steel in 1940, it began to be referred to as the Tripartite Pact.

Many other countries were also part of the Axis Powers. Hungary became part of the Tripartite Pact, and had a hand in helping to invade Russia. Bulgaria was one of the early Axis powers, but when they were invaded by Russia, they switched to the other side. Similarly, Romania also began as an Axis Power and finished the war fighting on the Allied side. While Finland did not sign the Tripartite Pact, they did join the Axis countries in fighting against Russia. At the peak of their strength during World War II, the Axis powers ruled most of Europe, Southeast Asia, and Africa.

Leaders of the Axis Powers included Adolf Hitler, a ruthless dictator who tried to eliminate the Jewish people and purge Germany of anyone who was weak (the sick, crippled, etc.); Benito Mussolini, the dictator of Italy who inspired Adolf Hitler; and Emperor Hirohito, who reigned in Japan from 1926 until 1989. His announcement of Japan's surrender to the Allies at the end of World War II was the first time that the people of his country ever heard his voice.

QUESTIONS: The Axis Powers

1. What were the first two Axis Powers to become Allies?

2. What was the Anti-Comintern Pact?

3. What was the Pact of Steel?

4. What was the Tripartite Pact?

5. What countries were permanently part of the Axis Powers?

6. Which side were Romania and Bulgaria on during World War II?

7. What was Hitler's personal agenda during World War II?

8. Which other Axis leader was an inspiration to Hitler?

9. Who was the leader of Japan during World War II?
6th Grade Science
The Sun-Earth-Moon System

Eclipses and Tides

Before You Read

What do you think? Read the two statements below and decide whether you agree or disagree with them. Place an A in the Before column if you agree with the statement or a D if you disagree. After you’ve read this lesson, reread the statements to see if you have changed your mind.

<table>
<thead>
<tr>
<th>Before</th>
<th>Statement</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>A solar eclipse happens when Earth moves between the Moon and the Sun.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The gravitational pull of the Moon and the Sun on Earth’s oceans causes tides.</td>
<td></td>
</tr>
</tbody>
</table>

Read to Learn

Shadows—the Umbra and the Penumbra

A shadow forms when one object blocks the light that another object emits or reflects. For example, a tree blocks light from the Sun and casts a shadow. To stand in the shadow of a tree, you must place yourself with the tree in a line between you and the Sun.

Look carefully at a shadow on the ground on a bright, sunny day. You will notice that the edges of the shadow are not as dark as the rest of the shadow. Light from the Sun and other wide light sources casts shadows with two parts. The umbra is the central, darker part of the shadow where light is totally blocked. The penumbra is the lighter part of a shadow where light is partially blocked.

Solar Eclipses

The Sun shines on the Moon. The Moon casts a shadow that extends into space. Sometimes the Moon passes between Earth and the Sun. This can happen only during the new moon phase. When Earth, the Moon, and the Sun are lined up, the Moon casts a shadow on Earth’s surface. When the Moon’s shadow appears on Earth’s surface, a solar eclipse is occurring.

Key Concepts

- What is a solar eclipse?
- What is a lunar eclipse?
- How do the Moon and the Sun affect Earth’s oceans?

Mark the Text

Summarize As you read, underline words or phrases that summarize the information under each heading. Then, after you finish a section, reread the underlined parts to reinforce what you just read.

Key Concept Check

1. Explain Why does a solar eclipse occur only during a new moon?

Reading Essentials
Total Solar Eclipses

The positions of Earth, the Moon, and the Sun during a solar eclipse are shown above. Look at the shadow that the Moon casts on Earth. Notice that the umbra (the darker, inner part) is much narrower than the penumbra (the lighter, outer part). The type of eclipse you see depends on whether you are in the path of the umbra or the penumbra. If you are outside the umbra and penumbra, you cannot see the eclipse at all.

You can see a total solar eclipse only if you are within the Moon’s umbra. During a total solar eclipse, the Moon appears to completely cover the Sun. The sky becomes dark, and you can see stars. A total solar eclipse lasts no longer than about 7 minutes.

Partial Solar Eclipses

If you are in the Moon’s penumbra, you will see a partial solar eclipse. The Moon never completely covers the Sun during a partial solar eclipse.

Why don’t solar eclipses occur every month?

Solar eclipses occur only during the new moon phase of the lunar cycle. During a new moon, Earth and the Sun are on opposite sides of the Moon. However, solar eclipses do not occur at every new moon phase. The Moon’s orbit is slightly tilted compared to Earth’s orbit. During most new moons, Earth is above or below the Moon’s shadow. Only when the Moon is in a line between the Sun and Earth do solar eclipses take place.
Lunar Eclipses

Just like the Moon, Earth casts a shadow into space. As the Moon revolves around Earth, it sometimes moves into Earth’s shadow, as shown above. A lunar eclipse occurs when the Moon moves into Earth’s shadow. During a lunar eclipse, Earth is in a line between the Sun and the Moon. A lunar eclipse can take place only during the Moon’s full moon phase.

Like the Moon’s shadow, Earth’s shadow has an umbra and a penumbra. There are different types of lunar eclipses, depending on which part of Earth’s shadow the Moon moves through. Unlike solar eclipses, all lunar eclipses can be seen from any place on Earth where it is nighttime.

Total Lunar Eclipses

When the entire Moon moves through Earth’s umbra, a total lunar eclipse takes place. During a total lunar eclipse, the Moon’s appearance changes slowly as it moves

- into Earth’s penumbral, then
- into Earth’s umbra, then
- back into Earth’s penumbral, and then
- completely out of Earth’s shadow.

You can still see the Moon when it is completely in Earth’s umbra. Earth blocks most of the Sun’s rays. Some of the rays, however, deflect off Earth’s atmosphere and into Earth’s umbra. This reflected sunlight has a reddish color and gives the Moon a reddish tint during a total lunar eclipse.

The deflection of some of the Sun’s rays also explains why you can see the unlit part of the Moon on a clear night. Astronomers often call this Earthshine.
Partial Lunar Eclipses
A partial lunar eclipse happens when only part of the Moon passes through Earth's umbra. The stages of a partial lunar eclipse are similar to those of a total lunar eclipse. The difference is that the Moon is never completely covered by Earth's umbra. The part of the Moon in Earth's penumbra darkens slightly. The part of the Moon in Earth's umbra appears much darker.

Why don't lunar eclipses occur every month?
Lunar eclipses can occur only during a full moon, when Earth is between the Sun and the Moon. Like solar eclipses, lunar eclipses do not occur every month. The Moon's orbit is slightly tilted in relation to Earth's orbit. During most full moons, the Moon is slightly above or slightly below Earth's penumbra.

Tides
The positions of the Moon and the Sun also affect Earth's oceans. Two times each day, the height of the water in Earth's oceans, or sea level, rises and falls. The daily rise and fall of sea level is called a tide. Tides are caused mostly by the effect of the Moon's gravity.

The Moon's Effect on Earth's Tides
Look at the figure below. In this view, you are looking down on Earth's North Pole. The figure shows that the strength of the Moon's gravity is a little stronger on the side of Earth closer to the Moon. The strength of the Moon's gravity is slightly weaker on the side of Earth opposite the Moon. The difference in the strength of the Moon's gravity causes tidal bulges in the oceans on opposite sides of Earth. High tides occur at the tidal bulges, and low tides occur between them. Low tides occur about six hours after a high tide.

Visual Check
7. Locate Highlight the tidal bulges that represent high tides in both figures below.
The Sun’s Effect on Earth’s Tides

Even though the Sun is much larger than the Moon, the Sun’s effect on tides is about half that of the Moon. This is because the Sun is much farther from Earth than the Moon is.

**Spring Tides** Spring tides do not occur only in the season of spring. Spring tides occur during the full moon and new moon phases. The Sun’s and the Moon’s gravitational effects combine during spring tides. As a result, high tides are higher and low tides are lower.

**Neap Tides** A neap tide occurs one week after a spring tide. The Sun, Earth, and the Moon form a right angle. The Sun’s effect on tides reduces the Moon’s effect. During neap tides, high tides are lower and low tides are higher. The cycle of spring tides and neap tides is shown in the figure below.

---

**Key Concept Check**

8. Compare  Why is the Sun’s effect on tides less than the Moon’s effect?

---

**Visual Check**

9. Label  Based on the descriptions in the text, add the labels *Neap tide* and *Spring tide* to the diagram. Each label will be used twice.
Mini Glossary

**lunar eclipse:** when the Moon moves into Earth's shadow

**penumbra:** the lighter part of a shadow where light is partially blocked

**solar eclipse:** when the Moon's shadow appears on Earth's surface

**tide:** the daily rise and fall of sea level

**umbra:** the central, darker part of a shadow where light is totally blocked

1. Review the terms and their definitions in the Mini Glossary. Write a sentence that explains the difference between an umbra and a penumbra.

2. Draw Earth, the Sun, and the Moon to show how they are arranged during each event named in the table. For the eclipses, show the shadows that form. Label your drawings.

<table>
<thead>
<tr>
<th>Event</th>
<th>Positions of Earth, the Sun, and the Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total solar eclipse</td>
<td></td>
</tr>
<tr>
<td>Total lunar eclipse</td>
<td></td>
</tr>
<tr>
<td>Spring tide</td>
<td></td>
</tr>
<tr>
<td>Neap tide</td>
<td></td>
</tr>
</tbody>
</table>

**What do you think NOW?**

Reread the statements at the beginning of the lesson. Fill in the After column with an A if you agree with the statement or a D if you disagree. Did you change your mind?
Lesson 3  Eclipses and Tides

Predict three things you will learn about in Lesson 3. Look at the illustrations in the lesson to give you some clues. Write your predictions in your Science Journal.

Main Idea

Shadows—the Umbra and the Penumbra
I found this on page ________

Details

Define umbra and penumbra. Then label the umbra and the penumbra on the diagram below.

Umbra: _______________________________________________________________________

Penumbra: ___________________________________________________________________

Solar Eclipses

I found this on page ________

Compare information about solar eclipses.

Definition:

Phase during which a solar eclipse can occur:

Total eclipse:

Partial eclipse:

The Sun-Earth-Moon System 221
Main Idea

Label the diagram of a solar eclipse. Use these terms:
- Sun
- Moon
- Penumbra
- Partial solar eclipse
- Earth
- Umbra
- Total solar eclipse

Details

I found this on page ____________.

Explain why solar eclipses do not occur every month.

Lunar Eclipses

Organize information about lunar eclipses.

I found this on page ____________.
Lesson 3 | Eclipses and Tides (continued)

Main Idea
I found this on page ____________.

Details

Explain why you can still see the Moon during a total lunar eclipse.

---

Tides
I found this on page ____________.

Organize information about tides.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Force that causes tides</th>
<th>Where low tide occurs</th>
<th>Where high tide occurs</th>
<th>How often high tide occurs</th>
</tr>
</thead>
</table>

---

Compare spring tides and neap tides. Draw the position of the Moon, the Sun, and Earth during a spring tide and a neap tide.

<table>
<thead>
<tr>
<th>Types of Tides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Moon phases during which they occur:</td>
</tr>
</tbody>
</table>

---

Analyze It
Suppose that the Moon were smaller in size but greater in mass than it is now. How would that affect solar eclipses and tides?

---

The Sun-Earth-Moon System 223
The Sun-Earth-Moon System

Chapter Wrap-Up

Now that you have read the chapter, think about what you have learned.

Use this checklist to help you study.

☐ Complete your Foldables® Chapter Project.
☐ Study your Science Notebook on this chapter.
☐ Study the definitions of vocabulary words.
☐ Reread the chapter, and review the charts, graphs, and illustrations.
☐ Review the Understanding Key Concepts at the end of each lesson.
☐ Look over the Chapter Review at the end of the chapter.

Summarize It Reread the chapter Big Idea and the lesson Key Concepts. Draw the Earth-Moon-Sun system in the space below. Use arrows to show the rotation and revolution of Earth and the Moon. On the lines below your drawing, describe a cycle that is caused by the motions of Earth and the Moon.

Challenge Work with a partner to create a moving model of the Sun-Earth-Moon system. Use your model to demonstrate tides, phases of the Moon, seasons, and other cycles caused by motions of Earth around the Sun and the Moon around Earth.
P.E
All Grades
MODERATE TO VIGOROUS PHYSICAL ACTIVITY

This week we talked about exercising within your healthy heart zone (HHZ). This means keeping your heart rate between 140 and 170 beats per minute. Activities that keep your heart rate in the lower end of your HHZ are “moderate” activities. When your heart rate is at the moderate level, you can still talk without too much discomfort. But when your heart rate is at the upper end of your HHZ, it is more difficult to exercise and talk at the same time! These are called “vigorous” activities.

Remember you need 60 minutes of activity that ranges from moderate to vigorous every day!

GET IN “THE ZONE”
The Healthy Heart Zone [HHZ], that is...

1. Circle the activities that are aerobic and help strengthen your heart and get you in “The Zone”.

<table>
<thead>
<tr>
<th>FOOTBALL</th>
<th>READING</th>
<th>JUMPING ROPE</th>
<th>PLAYING BOARD GAMES</th>
<th>GYMNASTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUNNING</td>
<td>DANCING</td>
<td>WATCHING TV</td>
<td>SOCCER</td>
<td>BASEBALL</td>
</tr>
<tr>
<td>ICE SKATING</td>
<td>DRAWING</td>
<td>BASKETBALL</td>
<td>VIDEO GAMES</td>
<td>VOLLEYBALL</td>
</tr>
</tbody>
</table>

2. Now categorize the AEROBIC activities that you circled in number 1 as either ‘Moderate’ or ‘Vigorous’.

<table>
<thead>
<tr>
<th>MODERATE</th>
<th>VIGOROUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. It is important that you know how to check your heart rate (pulse) when you don’t have a heart rate monitor. Be sure you are sitting down and calm and that you haven’t been running around. Place your first three fingers in the middle of your neck, right below your chin. Now, move your fingers to one side of your neck (1-2 inches) and feel your pulse at your carotid artery. Do not press too hard.

Count the number of heart beats for 6 seconds, then enter that number in the following formula:

Number of beats: _______ x 10 (or just add a zero)= ________

This is the number of times your heart beats in one minute. This is called your Resting Heart Rate.

4. Over the weekend, do an aerobic activity for 3 minutes without stopping. Take your pulse again right after you stop and complete the formula below:

Number of beats: _______ x 10 (or just add a zero)= ________

The heart rate increases as you exercise. This is called your Active Heart Rate. Remember, the heart is a muscle and gets stronger as you exercise.

5. Calculate and record your heart rate for the following activities:

- Resting Heart Rate (RHR)- You must be calm and still to check RHR: ________
- Sit in a chair and stand up ten times- Calculate your heart rate: ________
- Jog in place for 30 seconds- Calculate your heart rate: ________
- Jump rope or run in place for 1 minute- Calculate your heart rate: ________

6. What does Healthy Heart Zone mean?

7. What is the difference between moderate activity and vigorous activity?
HEALTH-RELATED PHYSICAL FITNESS

You have learned about the differences between health-related and skill-related fitness. Working with a friend or family member, answer the following questions. You can also use the internet for help!

1. Circle the statement that defines health-related fitness:
   
   Health-related fitness helps you live better
   Health-related fitness helps you do better in sports

2. Scratch out the components that are not health-related fitness components.

<table>
<thead>
<tr>
<th>BODY COMPOSITION</th>
<th>AGILITY</th>
<th>MUSCULAR STRENGTH</th>
<th>BALANCE</th>
<th>MUSCULAR ENDURANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROBIC FITNESS</td>
<td>POWER</td>
<td>FLEXIBILITY</td>
<td>SPEED</td>
<td>COORDINATION</td>
</tr>
</tbody>
</table>

3. What is the most important component of health-related fitness?

4. Name the five health-related fitness components and say what you can do to improve that component. An example is provided for you.

<table>
<thead>
<tr>
<th>HRF COMPONENT</th>
<th>WHAT ACTIVITIES HELP YOU IMPROVE THIS COMPONENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobic Fitness</td>
<td>Running, biking, hiking - Anything that allows you to get in your HHZ</td>
</tr>
</tbody>
</table>

   | | |
   | | |
   | | |
   | | |
   | | |
Art
ART PACKET
Due: Jan. 24th 2022
This will be graded as the first assignment of the 9 weeks.

Use your time wisely, by doing one assignment per day.

Please complete the following worksheets.

1. Tuesday - Stick Figure Action
2. Wednesday - Expressionism Word Search
3. Thursday - Boomerang Design
4. Friday - Practicing Symmetry
Stick Figure Action

Directions:
Stick figures can still show action:
Step 1: Write what kind of action the stick figure is performing (running, jumping ect) under the stick figure.
Step 2: Draw 2 new poses and 2 of the poses on the blank paper attached

Ex. Meditating
BOOMERANG DESIGN

Design your own boomerang using colours and symbols from Aboriginal Art

USE THESE IMAGES AND SYMBOLS TO HELP YOU WITH YOUR DESIGN!
Practice in Symmetry: Use the grid below to draw a mirror image of the owl's left side on the blank side of the axis.