

Stonegate  
6<sup>th</sup> Grade  
Independent Study



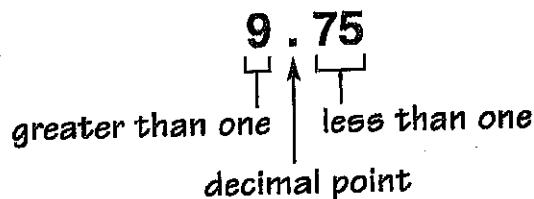
# Math Independent Study Spring 2020

10 days

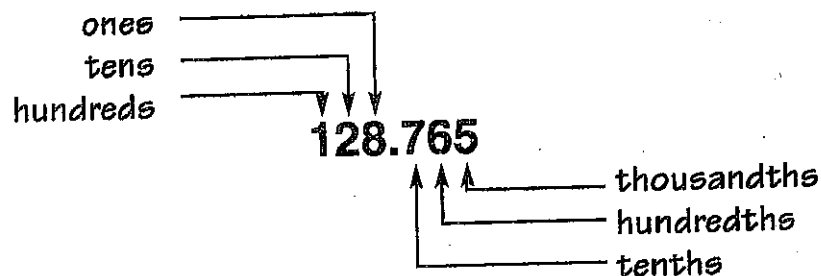
Day	Directions: Students will be practicing decimal operations. Each day is a different practice.
1	Read pages 26 and 27. Do pages 14: Find and list 10 different ways to make \$10.00. Show all work.
2	Pg. 15: Find and list 10 different ways to make \$2.79. Show all work.
3	Pg. 17: Solve. Subtraction with decimals. Make sure to line up place values and decimals so you subtract correctly.
4	Pg. 18 and 23: Multiply decimals. Read notes on pages 30, 31 and 18. Solve problems on pages 29 & 18.
5	Pg. 25: Multiply Decimals.
6	Pg. 21: Multiply Decimals
7	Read pages 31 and 32. Solve page 26. Divide decimals. Show remainders as decimals. Add zeroes as needed.
8	Solve page 27. Divide decimals. Show remainders as decimals. Add zeroes as needed. Carry decimals two places.
9	Solve page 28. Divide decimals. Move decimal points as needed.
10	Solve Review Sub C pages 40 & 41.

**Facts to Know**

In this unit you will learn how to express fractions as decimal numbers. **Decimal numbers** are numbers that are written using place value. A decimal point separates the whole-number places from the places that are less than one.



A review of place value will help you better understand decimal numbers.



You need to know place value to compare and order decimal numbers. Follow the steps in the sample below.

**Sample**

If a rock weighs 2.347 lbs. and another weighs 2.349 lbs., which weighs more?

<b>Step 1</b> → Compare the digits in the ones place.	2.347 2.349	(Both numbers have the same digit in the ones place.)
<b>Step 2</b> → Compare the digits in the tenths place.	2.347 2.349	(Both numbers have the same digit in the tenths place.)
<b>Step 3</b> → Compare the digits in the hundredths place.	2.347 2.349	(Both numbers have the same digit in the hundredths place.)
<b>Step 4</b> → Compare the digits in the thousandths place.	2.347 2.349	(9 is greater than 7.)

Therefore,  $2.349 > 2.347$

# 6 How to Add and Subtract Decimals

## Facts to Know

Adding decimals is the same as adding whole numbers. The key is to line up the decimal points correctly.

### Adding Whole Numbers and Numbers with Decimals

When adding whole numbers, you follow these steps.

Sample:  $23,408 + 6,594 = ?$

Step 1 → For whole numbers, line up the digits.

$$\begin{array}{r} 23,408 \\ + 6,594 \\ \hline 30,002 \end{array}$$

Step 2 → Add and regroup, as needed.

When adding decimals, follow these steps.

Sample:  $62.34 + 2.8 = ?$

Step 1 → For decimals, line up the decimal points.

$$\begin{array}{r} 62.34 \\ + 2.8 \\ \hline 65.14 \end{array}$$

Step 2 → Add and regroup, as needed.

### Subtracting Whole Numbers and Numbers with Decimals

Subtracting decimals is the same as subtracting whole numbers. Once again, the key is to line up the decimal points correctly.

When subtracting whole numbers, follow these steps.

Sample:  $763 - 25 = ?$

Step 1 → For whole numbers, line up the digits.

Step 2 → Subtract and regroup as needed.

$$\begin{array}{r} 51 \\ 7\cancel{6}3 \\ - 25 \\ \hline 738 \end{array}$$

When subtracting decimals follow these steps.

Sample:  $61.3 - 2.89 = ?$

Step 1 → For decimals, line up the decimal points.

Step 2 → *Optional:* If necessary, add zeros for any empty number places when regrouping is needed. In this example, a zero is needed in the hundredths place for 61.3 to regroup and subtract the numbers.

$$\begin{array}{r} 510121 \\ 6\cancel{1},\cancel{3}0 \\ - 2.89 \\ \hline 58.41 \end{array}$$

Step 3 → Subtract and regroup as needed.

List 10 different ways you can spend \$10.00.



slides 3 for \$1.00  
or \$.35 each



film \$1.40

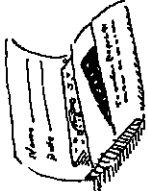


photo reprints \$.50



photo enlargements \$.75



small \$.65

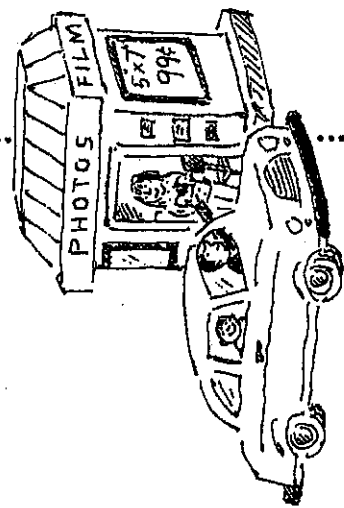


medium \$1.25

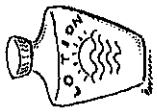


large \$1.75

**PICTURE FRAMES**



List 10 different ways you can spend \$2.79.



sunscreen  
\$0.79



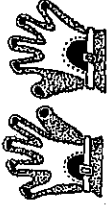
ski hat  
\$0.75



shoelaces  
\$0.38



beach ball  
\$0.47



bicycle gloves  
\$0.29



baseball  
\$1.49



sunglasses  
\$1.20



fishing lure  
\$0.23



fishing bobber  
\$0.19



swim goggles  
\$1.14



tennis ball  
\$0.37



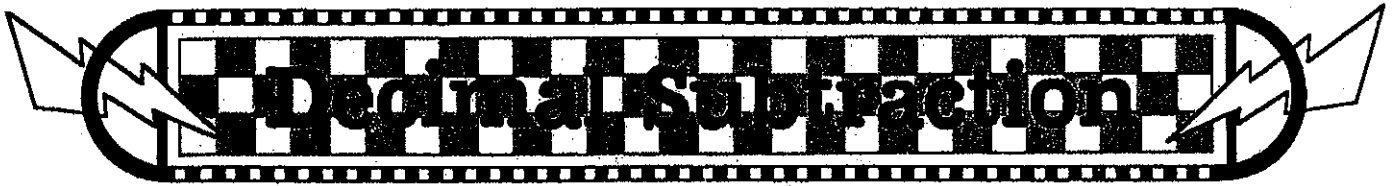
compass  
\$0.35



golf ball  
\$0.74



hockey puck  
\$0.52



non-aligned decimals

$4.7 - 3 =$

$9 - 8.7 =$

$7.01 - .2 =$

$6.87 - 5.9 =$

$23.6 - 15.87 =$

$9 - 9.0 =$

$27.56 - 11.2 =$

$30.9 - 29.99 =$

$23.72 - 10.842 =$

$93.1 - 74.076 =$

$3.600 - .05 =$

$2.2 - .7642 =$

$427.62 - 374.9 =$

$.1028 - .04 =$

$127 - .172 =$

$.386 - .2976 =$

$809.27 - 46.287 =$

$1.8 - .0764 =$

$24.891 - 12.9 =$

$.872 - .0047 =$

# 7 How to

# ••••• Multiply, Divide, and Round with Decimals

## Facts to Know

You multiply and divide decimals the same way you multiply and divide whole numbers. The difference is that you must be careful to correctly place the decimal point in the product for multiplication and in the quotient for division.

## Multiplying with Decimals

Multiplying decimals is the same as multiplying whole numbers. The key is to count the decimal places in each factor.

Sample:  $458 \times 7.3 = ?$

Step 1 → Line up the digits.

$$\begin{array}{r} 458 \\ \times 7.3 \\ \hline \end{array}$$

Step 2 → Multiply as with whole numbers.

$$\begin{array}{r} 458 \\ \times 7.3 \\ \hline 1374 \\ + 32060 \\ \hline 33,434 \end{array}$$

Step 3 → Count the decimal places in each factor. The product has the same number of decimal places.

$$\begin{array}{r} 458 \\ \times 7.3 \\ \hline 1374 \\ + 32060 \\ \hline 3343.4 \end{array}$$

number of decimal places  
(1)

Remember, the product has the same number of decimal places as the factors. Sometimes you have to add zeros as needed.

Sample:  $2.145 \times 0.0321$

Step 1

$$\begin{array}{r} 2.145 \\ \times 0.0321 \\ \hline 2145 \end{array}$$

Step 2

$$\begin{array}{r} 2.145 \\ \times 0.0321 \\ \hline 2145 \\ 42900 \end{array}$$

Step 3

$$\begin{array}{r} 2.145 \\ \times 0.0321 \\ \hline 2145 \\ 42900 \\ + 643500 \\ \hline 0.0688545 \end{array}$$

number of decimal places  
(3)  
+ (4)  
(7)



## Facts to Know

### Multiplying and Dividing with Multiples of 10

You can use shortcuts when you multiply or divide by powers of 10:

- Multiplying by 10

Move the decimal point 1 place to the right.

$$3.63 \times 10 = ? \quad \longrightarrow \quad 3.63 \times 10 = 36.3$$

- Multiplying by 100

Move the decimal point 2 places to the right.

$$3.63 \times 100 = ? \quad \longrightarrow \quad 3.63 \times 100 = 363.0$$

- Multiplying by 1000

Move the decimal point 3 places to the right.

$$3.63 \times 1000 = ? \quad \longrightarrow \quad 3.63 \times 1000 = 3,630.0$$

- Dividing by 10

Move the decimal point 1 place to the left.

$$3.63 \div 10 = ? \quad \longrightarrow \quad 3.63 \div 10 = .363$$

- Dividing by 100

Move the decimal place 2 places to the left. Add a zero for the tenths place.

$$3.63 \div 100 = ? \quad \longrightarrow \quad 3.63 \div 100 = 0.0363$$

- Dividing by 1000

Move the decimal point 3 places to the left. Add two zeros for the tenths and hundredths place.

$$3.63 \div 1000 = ? \quad \longrightarrow \quad 3.63 \div 1000 = 0.00363$$

## Dividing with Decimals

Dividing decimals by whole numbers is simple if you place the decimal point in the quotient first.

**Sample:**  $5.95 \div 7 = ?$

**Step 1** → Rewrite the problem and place the decimal in the quotient.

$$\begin{array}{r} .85 \\ 7 \overline{) 5.95} \\ \underline{- 56} \phantom{0} \\ 35 \\ \underline{- 35} \\ 0 \end{array}$$

**Step 2** → Divide and regroup, as needed.

## Multiplying decimals

To multiply decimal numbers:

1. Multiply the numbers just as if they were whole numbers.
  - Line up the numbers on the right - **do not align the decimal points.**
  - Starting on the right, multiply each digit in the top number by each digit in the bottom number, just as with whole numbers.
  - Add the products.
2. Place the decimal point in the answer by starting at the right and moving a number of places equal to the sum of the decimal places in both numbers multiplied.

$$3.77 \times 2.8 = ?$$

$$\begin{array}{r} 3.77 \text{ (2 decimal places)} \\ \times 2.8 \text{ (1 decimal place)} \\ \hline 3016 \\ +754 \\ \hline 10.556 \text{ (3 decimal places)} \end{array}$$

Find the product.

$$\begin{array}{r} 1. \quad 0.023 \\ \times 40 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 0.52 \\ \times 80 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 0.67 \\ \times 61 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 0.041 \\ \times 15 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 6.6 \\ \times 60 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 0.46 \\ \times 52 \\ \hline \\ \hline \end{array}$$

# Decimal Multiplication

Place the decimal where it belongs.

$64.12 \times 4.5 = 288540$

$64.12 \times .45 =$

$6.412 \times 45 =$

$6.412 \times .45 =$

$672.4 \times 10.2 = 685848$

$6.724 \times 1.02 =$

$.6724 \times .102 =$

$.6724 \times 10.2 =$

$.3 \times 3.4 = 102$

$42 \times .0006 = 252$

$9.3 \times 4.75 = 44175$

$.59 \times .69 = 4071$

$.06 \times .02 = 12$

$51.5 \times .46 = 23690$

$47 \times 13 = 611$

$.08 \times .521 = 4168$

Circle the correct answer.

$.21 \times 6 = 126 \quad 12.6 \quad 1.26$

$.02 \times .17 = .34 \quad .034 \quad .0034$

$3 \times .08 = 24 \quad 2.4 \quad .24$

$16.7 \times .9 = 1503 \quad 150.3 \quad 15.03$

$.9 \times .8 = 72 \quad 7.2 \quad .72$

$5.2 \times 38 = 197.6 \quad 1976 \quad 1.976$

$.002 \times 100 = .2 \quad .02 \quad .002$

$86 \times 5 = 43 \quad 43.0 \quad 430$

$.19 \times .47 = .0893 \quad .893 \quad 8.93$

$80 \times 1.0 = 80 \quad 8 \quad .80$

# Section Diagnostic Test

## multiplication

$$\begin{array}{r} 2.7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \times .10 \\ \hline \end{array}$$

$$\begin{array}{r} .86 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2.5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5.01 \\ \times .6 \\ \hline \end{array}$$

$$\begin{array}{r} 15.4 \\ \times .7 \\ \hline \end{array}$$

$$\begin{array}{r} .28 \\ \times 48 \\ \hline \end{array}$$

$$\begin{array}{r} 42.7 \\ \times 63 \\ \hline \end{array}$$

$$\begin{array}{r} .07 \\ \times 92 \\ \hline \end{array}$$

$$\begin{array}{r} 4.29 \\ \times 235 \\ \hline \end{array}$$

$$\begin{array}{r} .02 \\ \times .19 \\ \hline \end{array}$$

$$\begin{array}{r} .17 \\ \times .5 \\ \hline \end{array}$$

$$\begin{array}{r} .342 \\ \times .187 \\ \hline \end{array}$$

$$\begin{array}{r} 1.702 \\ \times .006 \\ \hline \end{array}$$

$$\begin{array}{r} .008 \\ \times .006 \\ \hline \end{array}$$

Circle the correct answer.

$$45 \times 9.2 = 4140 \quad 414 \quad 41.4$$

$$26 \times .07 = 182 \quad 18.2 \quad 1.82$$

$$300 \times 3.7 = 111 \quad 1110 \quad 11100$$

$$97 \times .423 = 410.31 \quad 41.031 \quad 4103.1$$

$$24.6 \times 7 = 17.22 \quad 1722 \quad 172.2$$

Place the decimal, add any zeros needed.

$$.02 \times .05 = 10$$

$$43 \times .0006 = 258$$

$$.87 \times .572 = 49764$$

$$.300 \times 3.5 = 1050$$

$$.004 \times .005 = 20$$

# Decimal Multiplication

$$\begin{array}{r} 42 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 108 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3.7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2.4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4.2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 541 \\ \times .06 \\ \hline \end{array}$$

$$\begin{array}{r} 7.7 \\ \times .8 \\ \hline \end{array}$$

$$\begin{array}{r} 1.94 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2.37 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} .24 \\ \times .6 \\ \hline \end{array}$$

$$\begin{array}{r} 8.74 \\ \times .06 \\ \hline \end{array}$$

$$\begin{array}{r} .248 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6.42 \\ \times .17 \\ \hline \end{array}$$

$$\begin{array}{r} 50.6 \\ \times .74 \\ \hline \end{array}$$

$$\begin{array}{r} 3.76 \\ \times .05 \\ \hline \end{array}$$

$$\begin{array}{r} 34.2 \\ \times 3.4 \\ \hline \end{array}$$

$$\begin{array}{r} 8.01 \\ \times .27 \\ \hline \end{array}$$

$$\begin{array}{r} 407 \\ \times .00 \\ \hline \end{array}$$

$$\begin{array}{r} 50.8 \\ \times 28.2 \\ \hline \end{array}$$

$$\begin{array}{r} 24.7 \\ \times 5.87 \\ \hline \end{array}$$

$$\begin{array}{r} 24.7 \\ \times .407 \\ \hline \end{array}$$

$$\begin{array}{r} 1024 \\ \times .24 \\ \hline \end{array}$$

## Facts to Know

### Dividing with Decimals (cont.)

Dividing decimals by decimals means you must move the decimal point by multiplying the divisor and the dividend by the same power of 10 to make the divisor a whole number.

#### Sample: $20.8 \div 2.6 = ?$

Because both the dividend and the divisor are numbers with decimals, multiply the divisor and dividend by 10 (since each number has a digit in the tenths place). This makes each number a whole number before you begin dividing. Divide 208 by 26.

$$20.8 \times 10 = 208$$

$$2.6 \times 10 = 26$$

$$\begin{array}{r} 8 \\ 26 \overline{) 208} \\ \underline{- 208} \\ 0 \end{array}$$

#### Sample: $24.00 \div 0.13$

Because both the dividend and divisor are numbers with decimals, multiply the divisor and dividend by 100 (since each number has a digit in the hundredths place). This makes each number a whole number before you begin dividing). Divide 2400 by 13.

$$24.00 \times 100 = 2400$$

$$0.13 \times 100 = 13$$

$$\begin{array}{r} 184 \text{ R}8 \\ 13 \overline{) 2400} \\ \underline{- 13} \phantom{0} \\ 110 \phantom{0} \\ \underline{- 104} \phantom{0} \\ 60 \\ \underline{- 52} \\ 8 \end{array}$$

## Rounding Decimals

You can round decimals the same way you round whole numbers.

**Rule:** Remember, if the digit is 5 or greater, round up. If the digit is less than 5, round down.

- Rounding to the nearest whole number

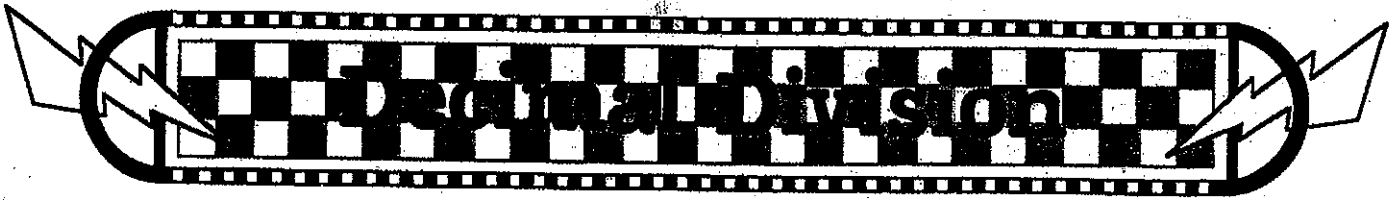
$67.\underline{3}$  → The 3, which is the first number after a whole number, is less than 5.  
Round to 67.

- Rounding to the nearest tenth

$67.\underline{37}$  → The 7, which is the first number after the tenths place, is greater than 5.  
Round to 67.4.

- Rounding to the nearest hundredth

$67.\underline{348}$  → The 8, which is the first number after the hundredths place, is greater than 5.  
Round up to 67.35.



Show remainders as decimals. Add zeros as needed.

$$5 \overline{) 18}$$

$$2 \overline{) 21}$$

$$4 \overline{) 27}$$

$$6 \overline{) 33}$$

$$5 \overline{) 46}$$

$$2 \overline{) 37}$$

$$4 \overline{) 41}$$

$$5 \overline{) 62}$$

$$6 \overline{) 57}$$

$$10 \overline{) 88}$$

$$15 \overline{) 216}$$

$$80 \overline{) 700}$$

$$45 \overline{) 342}$$

$$36 \overline{) 477}$$

$$95 \overline{) 589}$$

$$12 \overline{) 771}$$

$$28 \overline{) 602}$$

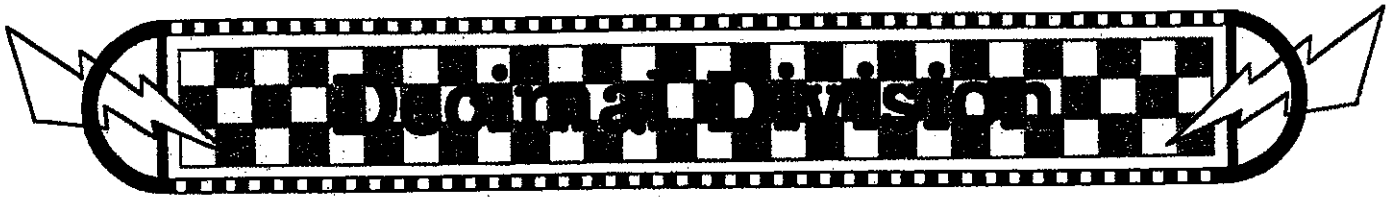
$$70 \overline{) 861}$$

$$45 \overline{) 3969}$$

$$32 \overline{) 1732}$$

$$62 \overline{) 2480}$$

$$80 \overline{) 2210}$$



Carry decimals two places.

$$\begin{array}{r} \overline{7) 1} \end{array}$$

$$\begin{array}{r} \overline{8) 6.92} \end{array}$$

$$\begin{array}{r} \overline{12) 412.7} \end{array}$$

$$\begin{array}{r} \overline{42) 301.7} \end{array}$$

$$\begin{array}{r} \overline{30) 17.42} \end{array}$$

$$\begin{array}{r} \overline{38) 24.7} \end{array}$$

$$\begin{array}{r} \overline{27) 342.7} \end{array}$$

$$\begin{array}{r} \overline{18) 163.08} \end{array}$$

$$\begin{array}{r} \overline{41) 1.72} \end{array}$$

$$\begin{array}{r} \overline{32) 97.84} \end{array}$$

$$\begin{array}{r} \overline{9) 1.082} \end{array}$$

$$\begin{array}{r} \overline{50) 12.05} \end{array}$$

$$\begin{array}{r} \overline{18) 268.6} \end{array}$$

$$\begin{array}{r} \overline{37) 98.73} \end{array}$$

$$\begin{array}{r} \overline{83) 83.83} \end{array}$$

$$\begin{array}{r} \overline{43) 287.3} \end{array}$$

$$\begin{array}{r} \overline{20) 2.876} \end{array}$$

$$\begin{array}{r} \overline{8) 200.9} \end{array}$$

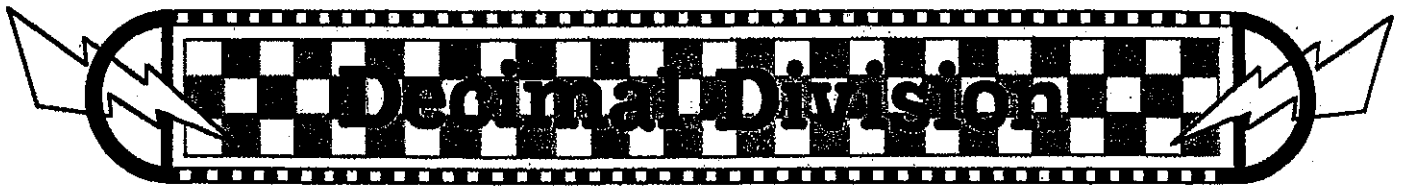
$$\begin{array}{r} \overline{14) 9.8} \end{array}$$

$$\begin{array}{r} \overline{62) 9.34} \end{array}$$

$$\begin{array}{r} \overline{7) 15} \end{array}$$

$$\begin{array}{r} \overline{302) 586.76} \end{array}$$





# Decimal Division

Move decimal points as needed.

$$\begin{array}{r} \phantom{00} \\ .3 \overline{) 21.3} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .6 \overline{) 864} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .75 \overline{) .015} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .5 \overline{) 10.75} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .15 \overline{) 30} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 2.7 \overline{) 4.914} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .3 \overline{) 2.889} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 13.2 \overline{) 87.12} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .42 \overline{) 14.532} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .005 \overline{) .155} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 3.2 \overline{) 240} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .17 \overline{) .1717} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 1.2 \overline{) 3.012} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ .004 \overline{) 12} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 9.2 \overline{) 55.292} \end{array}$$

$$\begin{array}{r} \phantom{00} \\ 16.7 \overline{) 392.45} \end{array}$$

1-1 Fill the missing numbers and explain the pattern in words.

a. 2, 7, 12, 17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Explain: \_\_\_\_\_

b. 3, 5, 7, 9, 11, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Explain: \_\_\_\_\_

1-2 Amanda is saving to buy a \$700 bike by working during the summer.

- The job pays her \$10 an hour
- Amanda works exactly 20 hours each week

If she works for 4 weeks and buys the bike, how much money will she have left over? (Show Work)

1-3 Add or subtract. Remember to line up the decimal point.

a.  $53.199 + 27.61$

b.  $155.96 + 56.232$

c.  $83.617 - 36.518$

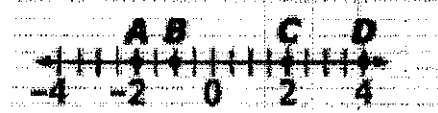
1-4 Select all Equations that have  $x = 5$  as a solution.

a.  $x + x = 10$

b.  $2x = x + 2$

c.  $x + x + x = 18 - 3$

1-5 Consider the points plotted on the number line.



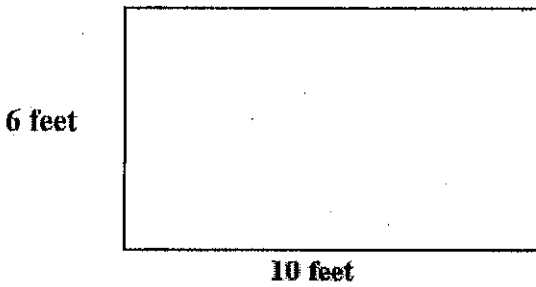
Select True or False for each statement about the points on the number line.

	True	False
The value of Point A is less than -3.	<input type="checkbox"/>	<input type="checkbox"/>
The value of Point B is greater than the value of point A.	<input type="checkbox"/>	<input type="checkbox"/>
The value of Point D is -4.	<input type="checkbox"/>	<input type="checkbox"/>

1-6 James is painting his 10-by-6-foot bedroom wall that contains a 4-by-3-foot Window.

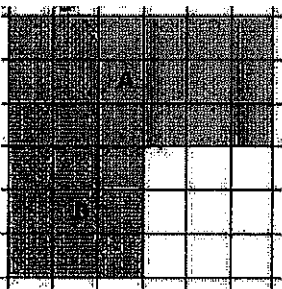
a. Draw a diagram of his wall and the window.

b. How many square feet of paint does the wall need?

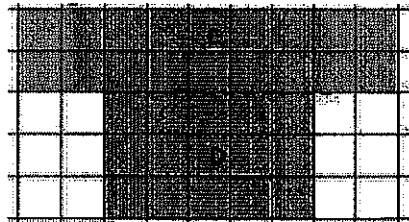


1-7 What is the total AREA of the Shaded unit square?

a.



b.



Area =

Area =

## Science 6 Zwerdling

### Emergency Independent Study

In the event that the school closes due to CoronaVirus, the teachers are being asked to write emergency sub plans for a minimum of 2 weeks. Every student was sent home today (3/13/20) with a green Life Science Textbook. They will complete 1 chapter from the book per week in this order: Chapter 4, 5, 15, 16, 17, 18, 6, 7, 2, 3 - This is enough chapters to get them through the end of the school year if needed. If you are only missing 2 weeks and the school isn't closed, please follow what we are doing in class on my website to the best of your ability. I will check email daily, please send me an email if you have questions:  
[izwerdling@wusd.k12.ca.us](mailto:izwerdling@wusd.k12.ca.us)

For every chapter they need to:

1. Read every section and answer all of the "section review" questions at the end on a separate piece of binder paper - if you have internet access I will post science notebook pages for you to do the work on instead. Please label each paper with the chapter and "Section (#) Review". For example: "Ch. 3, Section 1 Review". Please number each question.
2. At the end of the chapter, on a separate piece of binder paper, titled "chapter (#) review" answer all questions - if you have internet access I will post science notebook pages for you to do the work on instead.
3. After the Chapter Review, take the standards assessment. I will make a digital version of this and post in Google Classroom if the school closes so you can take it from home, but if you do not have internet access please just do it on a separate sheet of binder paper, labelled "Chapter (#) Standards Assessment"

## **Domek 6th Grade Social Science**

**Directions:** Reread the assigned pages in your textbook. Don't forget, you can also access the textbook online. As you read, complete the workbook for Chapters 26 and 27. Some of this workbook will be review.

I have also posted a PDF of these Chapters 26 and 27 on Google Classroom. Click on the "Independent Study Packet and Directions" post and print out a copy if you are unable to get the work from the office.

Day 1 - Read pages 291 - 292 and complete pages 191 and 192 in your workbook

Day 2 - Read pages 293 and 294 and complete pages 193 and 194 in your workbook

Day 3 - Read pages 294 and 295 and complete pages 195 and 196 in your workbook

Day 4 - Read pages 297 - 298 and complete pages 197 and 198 in your workbook

Day 5 - Read pages 299 and 303 and complete page 199 in your workbook

Day 6 - Read pages 300 and 304 and complete page 200 in your workbook

Day 7 - Read pages 301 and 305 and complete page 201 in your workbook

Day 8 - Read pages 302 and 306 and complete page 202 in your workbook

Day 9 - Look over chapter 27 in the text again, and then complete page 203 in your workbook

Day 10 - On the blank piece of paper, write a 12-15 line poem about what your life would be like living in Athens or in Sparta. Please include at least two pictures to support the ideas in your poem.

Mrs. Angel 6th grade ELA - Stonegate

Cquad.weebly.com - under the 6th grade link

\*\*Click "File make a copy" of each slide presentation. Complete your work directly on the slide presentation, and submit to google classroom to that day's turn in.

<p>1 <u>Day 1</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>2 <u>Day 2</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>3 <u>Day 3</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>4 <u>Day 4</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>5 <u>Day 5</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>
<p>6 <u>Day 6</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>7 <u>Day 7</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>8 <u>Day 8</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>9 <u>Day 9</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>	<p>10 <u>Day 10</u> presentation **Click "file-- make a copy", and complete the slide presentation.</p>

# **PHYSICAL EDUCATION**

## **Independent Study Work**

Student Name: \_\_\_\_\_

Dates of Absence: \_\_\_\_\_

### **Activity Log Directions:**

1. Please use a piece of clean 8.5 x 11 paper for the activity log.
2. You will need to make a log for each day of absence (can put as many log on one paper as will fit)
3. Include (2 points for each)
  - a. Student Name / Period
  - b. Date of Absence
  - c. Describe the Activity
  - d. How long you did activity
  - e. What fitness component it addressed and why/how

### **ACE Paragraph Directions**

1. Use a 8.5 x 11 paper (different than activity log)
2. Read the attached article:  
"The Tremendous Benefits of Physical Education in Schools"
3. Write an ACE paragraph on the benefits of physical education in school  
(minimum 100 words)

## **THE TREMENDOUS BENEFITS OF PHYSICAL EDUCATION IN SCHOOL**

Physical education(PE) is the most powerful (and unappreciated) 'medicine' for present and future health issues - For the body, mind and spirit. When you look at the section below and some of the quotes from respected world organizations, you can see why we say nothing is better than physical education. Physical education in schools captures everyone and not those who want to be active. It teaches great life and health lessons. Putting it simply, PE conditions a child to be more active and healthy adults.

However, there are trends around the world which are disturbing. UNESCO states, "physical education is in decline across all world regions". In the USA, the average school budget for PE is \$764 per year. In other countries the value of quality PE is being challenged.

On the positive side, we have more and more evidence and research that physical education is the ultimate solution to producing a more healthy world....for a body, mind and spirit of humans. Look at the facts below. Physical education prepares children to be physically and mentally active, fit and healthy...for life. Here are some of the many benefits children receive from a quality PE program:

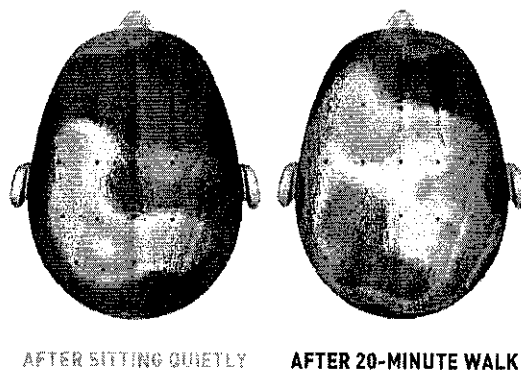
- Improved physical fitness
- Skill and motor skills development
- Provides regular, healthful physical activity
- Teaches self discipline
- Facilitates development of student responsibility for health and fitness
- Influence moral development, leadership, cooperate with others
- Stress reduction – an outlet for releasing tension and anxiety
- Strengthened peer relationships
- Physical education can improve self-confidence and self-esteem
- Respect - PE helps you respect your body, classmates and teammates
- Experience in setting goals
- Improved academics - The big bonus benefit!



UNESCO laid out 4 reasons - Physical literacy and civic engagement, academic achievement, inclusion, and health. We believe in these and are adding a few more:

1. **Healthy For Life** - Kids who have quality PE are taught life skills (see above) that can be used forever.
2. **Reduced Healthcare Costs** - We have more of a 'sick-care' system than healthcare. One of the best ways to prevent 'sick-care' expenses is to have real healthcare. PE is true healthcare and prevention. As been mentioned "Prevention is Better than a Cure".
3. **Physical Education Captures Everyone** - Recess is nice as are after school programs, but it only hits kids that want to be active. Physical education gets every child conditioned to live a healthy life.
4. **It Is Harder To Condition Adults** - Habits early in life are a lot easier than trying to "teach an old dog new tricks". Let's condition activity into every kids resources that then can use forever
5. **The Academic Payoff** - The research and evidence is overwhelming. Kids who are active are better students period.

Look at the brain functioning after just 20 minutes of walking. Getting kids to move helps strengthen and stimulate their brains. This is why so many recent research studies are showing increased fitness = improved academics. Note: The blue color represents inactivity in the brain (Source: University of Urbana)



John Ratey, an Associate Professor Psychiatry at Harvard University has stated, "Exercise is like Miracle-Gro for the brain." So, when anyone says we can't afford to have PE in our schools because it takes up too much time, please let them know of all the research which conclusively shows how exercise builds brain cells and improves academics. And, just by elevating your heart rate you can lift your mood, beat stress, sharpen your intellect, and function better.

Physical education is the grassroots program for all activity. Children with PE are 2-3 times more likely to be active outside of school. Adults who had PE in school are twice as likely to be active today.