DISTANCE LEARNING PACKET

6TH GRADE
ELA
YANKEE DOODLE

Have you sung the song “Yankee Doodle” and wondered what it was talking about? Did you know that “Yankee Doodle” was sung by the British soldiers during the Revolutionary War? They sang this song to make fun of the American soldiers and troops. The British soldiers had fancy uniforms to wear while the Americans didn’t have any uniforms to wear. Some of the American soldiers wore buckskin and furs.

Many of the words in the song have different meanings than the ones we use today. Yankees was the name the British soldiers called the American soldiers. Doodle was another name for hicks or country bumpkins. Macaroni in the song didn’t refer to pasta, but rather to a fancy style of dress used in England.

Surprisingly enough, the American troops liked the tune of the song. They made up their own words to the song and sang it as they went into battle. They created many verses to the song. Some say there have been 190 verses of the song. It’s been said that when Commander Cornwallis of the British surrendered, an American band played, “Yankee Doodle.”

STORY QUESTIONS

1. In this reading passage, what does the word “doodle” refer to?
   a. a type of noodle  
   b. to scribble or draw  
   c. someone who is a hick  
   d. sophisticated person

2. Macaroni was a style of...
   a. government.  
   b. pasta.  
   c. military strategy.  
   d. dress.

3. What was the purpose of the British soldiers singing the song “Yankee Doodle”?
   a. to scare the American soldiers  
   b. to make fun of the American soldiers  
   c. to challenge the American soldiers  
   d. to inspire the American soldiers

4. What would be another title for this passage?
   b. “Yankee Doodle during the Revolutionary War”  
   c. “The British vs. the Americans”  
   d. “The History of Yankee Doodle”
THE GOLD RUSH

Can you imagine finding gold? This was the quest of many people who arrived in California in 1849. They were searching for gold. Gold had been found and so everyone wanted a piece of it. This was called the Gold Rush. People came from all over the world to find gold. Villages sprang up overnight. Tents formed these temporary villages that were set up wherever gold was discovered. These villages would be abandoned as soon as gold was found elsewhere.

Many gold prospectors were able to strike it rich. Some found thousands of dollars worth of gold nuggets or gold dust. Not everyone was so lucky. With so much gold around, the price for items went up and up. People had to spend a lot of money to buy food and supplies. They spent all of their money trying to find the gold that was never to be found. Most went home broke.

Years later, gold was found in 1896 near the Klondike River in Canada's Yukon Territory. This sparked another gold rush. Within a year over 100,000 men and women arrived in Canada. It was a long trip and many would never complete it because of the cold weather and the raging rivers. People died along the way. Most of the people that did make it to the Yukon were not able to find gold in Canada, and soon the Gold Rush was over.

STORY QUESTIONS

1. What brought so many people to California in 1849?
   a. They were seeking gold.
   b. They were starting a new territory.
   c. They were sent by the federal government.
   d. They were fighting in the Mexican War.

2. The author wrote this passage to... 
   a. justify the reasons people went to California.
   b. inform the reader of how gold miners were not mistreated.
   c. share general information about the Gold Rushes in North America.
   d. raise awareness of mistreatment of immigrants to California.

3. Which of the following statements is a fact about the results of the Gold Rush?
   a. Many had their land taken away from them.
   b. Gold Rushers spent all of their money in land.
   c. With gold around, prices for food and supplies went up.
   d. With so much gold around, people were robbed.
Finding Adverbs

- Underline the adverb or adverbs in each sentence. Then draw an arrow from each adverb to the word it modifies.

1. Joe Campana's poorly maintained house was rapidly decaying.

2. City officials almost condemned the building and ordered it demolished.

3. Unfortunately Joe did not have the money for a new house.

4. Then something happened that Joe thought was absolutely incredible.

5. Volunteers offered help and quickly built Joe a new home.

6. Joe was very thankful.

7. "Nothing like this has ever happened to me," the old man said.

8. It was a rather impressive effort on the part of the volunteers.

9. Large corporations generously donated appliances and furniture to the project.

10. Joe told the volunteers he would never forget the wonderful gift.
Mixed Practice

- Underline all the adjectives and adverbs in the following paragraph. Then label each adjective Adj and each adverb Adv.

Rice University and Alabama were extremely well matched in the Cotton Bowl in 1954. In the fourth quarter, Rice's Dicky Moegle was clear. With great speed he raced for a ninety-five-yard touchdown. As Moegle passed the Alabama bench, Tommy Lewis suddenly jumped up. The fullback, anxious and eager, flung himself forcefully at Moegle. Moegle crashed to the ground. Lewis instantly realized what he had done. His face turned very red with embarrassment. Timidly he crawled back to the bench. The 75,000 fans in the stands were silent with disbelief. The referee, believing Moegle would have ultimately reached his goal without interference, declared a touchdown for Rice. Rice later won 28-6, and Moegle eventually set a new record for the Cotton Bowl. He rushed 265 yards.
BIRDS OF A FEATHER

Frederic the penguin had had it! In fact, he was so tired that he no longer wanted to be a penguin. He wanted to run and sprint. He was tired of waddling. He hated his black and white feathers. And finally, he was tired of eating fish.

"How boring is that?" he asked.

Frederic decided it was time to go. He needed to explore the world and live a new life. He packed his bags and said his goodbyes.

"Adios, amigos," he said, trying out his new language.

Frederic hopped onto the closest iceberg and began floating across the sea. He floated until his iceberg melted and he swam to shore.

The first thing he did on the island was dye his feathers purple. Then he fashioned a grass skirt made of leaves and practiced saying words in his new language.

"Hola!" said Frederic.

It wasn't long before birds on the island began to notice Frederic. They offered him drinks and fruit to his heart's content.

After a month on the island, Frederic woke up one morning with a stomachache. He had gained weight and was sunburned all over. He burst into tears.

"I can't handle this anymore!" he sulked. "I've got to go back to my people. I want to go home."

It wasn't long before Frederic was on his way home to the iceberg. He had learned his lesson. He began eating fish again and never complained about his lifestyle.

STORY QUESTIONS

1. What is the conflict or problem in this story?
   a. Frederic was always getting in too much trouble.
   b. Frederic was trying to convince the other penguins to be like him so that he wouldn't feel so bad.
   c. Frederic got angry and decided to leave.
   d. Frederic was not happy with his life and wanted to explore a new one.

2. What is the meaning of the word sulked as used in the story?
   a. stated
   b. fantasized
   c. disrupted
   d. moped

3. What is the moral to this story?
   a. A bird in hand is better than three in a bush.
   b. A friend in need is a friend indeed.
   c. Birds of a feather flock together.
TO PLEASE OR NOT TO PLEASE

There once was an old woman who lived long ago. She had a dog, a cow, and a donkey. She loved her animals. The dog kept watch over her house. He barked at strange sounds. The dog helped the old woman feel secure and safe.

The cow was a big help too. The cow gave milk to the woman both day and night. The woman was able to make butter from the cream.

The donkey did much of the manual labor for the old woman. He pulled the wagon with all sorts of loads.

The old woman couldn't imagine life without any one of her animals. She did all she could to please each of them.

The animals did not appreciate her efforts. The dog complained that the cow stunk. The cow complained that the donkey's braying kept her awake at night. The donkey complained that the dog's barking and growling hurt his ears.

The complaints from the animals and the old woman's daily responsibilities left her exhausted. She was so exhausted that she fell sick with the flu. As she lay in bed trying to nurse herself back to good health, she noticed a bird on her windowsill singing a beautiful song.

"Tweet, tweet... you can't please them all," it seemed to say. From then on, the woman determined to treat them like animals instead of royal guests. It made all the difference. To this day, the animals are still treated like pets instead of humans.

STORY QUESTIONS

1. What is the problem in the story?
   a. The dog wants better dog food.
   b. The animals aren't getting along.
   c. The old woman is trying to do too much of the work herself.
   d. The animals aren't happy no matter how hard the woman works to care for them.

2. Which of the following words best describes the old woman?
   a. unhappy
   b. insecure
   c. conniving
   d. teachable

3. What is the moral to the story?
   a. You can never please everybody.
   b. A friend in need is a friend indeed.
   c. Work before play.
   d. Misery loves company.
Finding Complete and Simple Subjects

A subject names the person, place, thing, or idea the sentence is about. A predicate tells something about the subject. A simple subject is the main word in the complete subject.

- Underline the complete subject in each sentence. Then underline the simple subject twice.

1. Vincent van Gogh was a very prolific artist.

2. Young Vincent worked in an art gallery.

3. He chose art as his vocation around 1880.

4. *The Potato Eaters* was painted in 1885.

5. This painting underscores his interest in peasant life.

6. The Paris period was important to van Gogh's artistic development.


8. Postimpressionist painting is the name given to van Gogh's style toward the end of his career.

9. None of his works became famous until after his death.
Determined Parts of Speech

1. The stop sign was missing.
2. This accident could have been prevented.
3. Most injuries were minor.
4. Why did you stop at the scene?
5. The driver's stamp collection was damaged.
6. How did the ink spill on it?
7. Stamp the time of the accident on the witness report.
8. No! Don't move the cars yet.
9. Ink the stamp pad before you date the report.
10. Empty the trash from that car, for it is spilling over.
11. What is that?
12. I found several at the scene.
13. Give her the cell phone.
14. It is in the top compartment of my van.
15. The top is damaged, and the side is scratched.
THE SUN

How much do you know about the sun? Did you know that it is the closest star to the planet Earth? The sun is actually just like billions of other stars in the sky. It just looks different because it is so close. It is also the center of the solar system. The sun is a huge ball of gas. The temperature of the sun is over 27,000,000 degrees Fahrenheit.

From Earth, the sun doesn’t look that big, but the sun is so large that more than a million Earths could fit inside of it. The sun is by far the largest object in the solar system. It is even bigger than the planet Jupiter.

Astronomers say that the sun has layers. These layers are called the photosphere, chromosphere, and the corona. Astronomers have also discovered that the sun spins just like the Earth except more slowly. The sun has quiet periods and active periods. During active periods, there are solar flares and sunspots. Sunspots are dark spots that often appear on the surface of the sun. What makes these sunspots? Scientists think that they are cool spots. Solar flares are bursts of hot gases. These bursts shoot far into the solar system.

STORY QUESTIONS

1. What would be another good title for this passage?
   b. “Solar Flares”
   c. “Sun Spots”
   d. “Stars in the Universe”

2. Which of the following is a fact about the sun?
   a. The sun is the largest planet.
   b. The sun is the central planet.
   c. The sun has a great red spot.
   d. The sun has quiet and active periods.

3. What was meant by the term solar flares?
   a. sun spots on the sun
   b. indications of being the largest object in the solar system
   c. bursts of hot gases
   d. a way to track the sun’s movement
MATTER

What is matter? Everything is made up of matter. Matter is made up of tiny particles called atoms, molecules, or ions. Matter is ordinarily found in three states. These states are liquid, gas, or solid. There are two forces at work regardless of the state of matter. These two forces are energy and attraction. Energy makes the matter move...Attraction pulls and keeps the particles together.

Solids are packed together. Examples of solids are wood, plastic, stone, and iron. You can hold solids in your hand. Liquids are a state between gases and solids. Liquids flow and change shape. The best example of a liquid is water. Gases are floating around you and inside bubbles. Gases don't have any particular shape, but they are fluid. They can also be compressed. Vapor and gas mean the same thing.

Matter can change from one state to another. For example, a liquid can change to a solid or gas. Solids can change to a liquid. Temperature influences the changes in matter from one state to another. For example, heating a liquid can turn it into a gas. Cooling or freezing a liquid can turn it into a solid. Scientists continue to study matter, molecules, and ions to better understand our world.

STORY QUESTIONS:

1. After reading the passage, what do you think would happen if a liquid was boiled?
   a. It would immediately double in size.
   b. It would turn into a gas.
   c. It would turn into a solid.
   d. Scientists have not yet determined what happens in this case.

2. The main idea of this passage is...
   a. to inform the reader about what happens when it is raining.
   b. to inform the reader about the definition of matter.
   c. to inform the reader about how important it is to see ice, rain, and condensation.
   d. to share general information about the universe and how it is organized.

3. Where can you find information about the three types of matter?
   a. second paragraph
   b. all three paragraphs
   c. third paragraph
   d. first paragraph
Using Conjunctions to Combine Sentences

Combine each pair of sentences into one sentence, using coordinating or correlative conjunctions.

1. Dinner was delicious and filling. Dessert was delicious and filling.

2. The fire warmed us. The fire dried our wet clothes.

3. Our run was fun. The rain cut our run short.

4. The roads became slippery. The roads became extremely dangerous.

5. Melvin did not like the sound of the wind. Roger did not like the sound of the wind.
CHAPTER 1  The Parts of Speech  (pages 2–29)

Finding Interjections

◆ Underline the interjections from the following sentences.

1. “Wow!” said Susie. “I can’t believe we got tickets to the concert.”

2. “Oh, it was fun to wait in line,” said a grinning Steve.

3. “Well, I know I am going to have a great time at the show,” added Rhonda.

4. “Hey, did you tell Mark about the show?” asked Susie.


6. “No! Please tell me that he won’t have to work,” begged Rhonda.

7. “Yeah, that would be terrible,” Susie agreed.


9. “Um, Mark,” asked Steve, “do you have to work tonight?”

10. “No, I'm off,” said Mark. “I hope you have some good ideas.”

◆ Write a sentence about a concert for each interjection.

11. Uh-oh!

12. Wow!

13. Yikes!
CHOOSE THE WRIGHT

Andy slipped into his parka and raced towards the outskirts of town. He was glad school was over. It had been a long day of math numbers and penmanship. Miss Carol seemed determined to do him in. Andy threw his book bag over his shoulder and kept on running.

Andy wasn’t the best student, but ask him anything about flying and he could spew out facts. He was a flying expert. He loved to sit and watch birds fly. He studied their landings and their takeoffs. On occasion, he had been known to capture one and try experiments with it wings. The poor creature was left to flap around indignantly.

On the day Andy read the sign stating that Orville and Wilbur Wright were coming to town, he thought he would explode from excitement. The sign said that these two brothers were inventing a real flying machine and would be demonstrating it on the grassy hill above the town. Andy had hiked up his suspenders and raced the whole three miles home barefoot to share the news.

Today as Andy hiked up the grassy knoll, he was almost knocked flat on the ground. Just above him in the air was a huge flying machine. It was beautiful. Andy sat back on the grass to watch. The machine seemed to be flying all on its own. He scanned the crowd looking for the Wright brothers. He finally spotted the two. They were smiling with great pride.

STORY QUESTIONS

1. What is the main idea of paragraph two?
   a. Andy is not a very good student.
   b. Andy is trying to get to the edge of town quickly.
   c. Andy is trying to meet the Wright brothers.
   d. Andy is intrigued with flying and spends all his free time learning about it.

2. Which sentence shows best how Andy feels about the Wright brothers?
   a. Andy wasn’t the best student, but ask him anything about flying and he could spew out facts.
   b. The sign said that these two brothers were inventing a real flying machine and would be demonstrating it on the grassy hill above the town.
   c. On the day Andy read the sign stating that Orville and Wilbur Wright were coming to town, he thought he would explode from excitement.
   d. Andy slipped into his parka and raced towards the outskirts of town.

3. What is the meaning of the word indignantly as used in the passage?
   a. in control
c. in line with
d. in tune.
DUST OFF THE MEMORIES

"Close the door," Isabella Clara. "You are going to let all the dust in!" Clara and her best friend, Jenny, were busy hanging decorations in the gym. It had been Clara's idea to put on the party.

It had been a rough school year so far. Living through the Depression had been difficult. Many of the families in the little farming community were struggling. The drought and dust storms had been severe. The land was dried up and blowing everywhere. The economy was depressed with no help in sight. Having dust everywhere only aggravated the situation. You couldn't eat, sleep, or bathe without having to deal with the mountains and mountains of dust pouring in.

As head of the celebration committee, Clara took her job very seriously. She was amazed with the donations that had already poured in. Clara knew these were sacrifices when so many families were wondering where their next meal would be coming.

The night of the party arrived and the townspeople lined up outside the gymnasium.

"How can they put on a party with all this dust everywhere?" asked some of the people in line. Clara nervously took tickets from guests entering the party. As Mr. Paulson, the principal, walked in, he was moved to tears. The gymnasium was beautiful. Clara had placed jars filled with flowers all over. Candles were lit in bottles that were filled with dust and sand to stabilize them.

STORY QUESTIONS

1. Which of the following sentences is first to show that this is a historical fiction story?
   a. The economy was depressed with no help in sight.
   b. Living through the Depression had been difficult.
   c. The land was dried up and blowing everywhere.
   d. The drought and dust storms had been severe.

2. Which of the following words could be used to describe Clara?
   a. angry
   b. clever
   c. misguided
   d. a leader

3. What is the meaning of the word **aggravated** as used in the passage?
   a. intuitive and inspired
   b. overbearing and rude
   c. prepared to accept
   d. irritated and annoyed
Identifying Misplaced Modifiers

- If the underlined modifier is placed correctly in the sentence, write C for correct.
  If the underlined modifier is misplaced, write MM for misplaced modifier.

1. I spent Monday, which was a holiday, at the museum.

2. We saw a reconstructed dinosaur at the museum, which existed millions of years ago.

3. Mr. Hale, who collects rare Indian relics, often contributes to the museum.

4. Mr. Hale donated his arrowhead collection to the museum, which is very rare.

5. I used the computer that is located in the gemstone exhibit.

6. I bought a beautiful book from the gift shop that is about archaeology.

7. My five-year-old sister enjoyed watching the artist who taught pottery.

8. Our museum contains many unusual pieces of sculpture, which sits at the corner of Second Street and Grand Avenue.

9. We read the books from the museum that we had bought.

10. Did Alexandra find all of the information that she will need for her report on dinosaur extinction?

11. The exhibit that the museum showed last week included Roman art.

12. One item of the exhibit, which is in Rome, Italy, was a miniature of the Colosseum.
CHAPTER 5 Using Verbs (pages 84–107)

Determining the Correct Verb Form

- Underline the correct verb form for each sentence.

1. Have you ever (drove, driven) across the country?

2. Last summer we (chose, chosen) to drive across the country for our vacation.

3. We (saw, seen) many unusual sights on our trip.

4. The Rocky Mountains (stole, stolen) my heart.

5. Linda (drew, drawn) some sketches of the mountains.

6. We had (took, taken) enough supplies for the whole summer.

7. In the middle of the trip, our radiator (broke, broken).

8. I should have (knew, known) that we would have car trouble.

9. We nearly (froze, frozen) in the mountains at night.

10. I have not (spoke, spoken) to Linda since the trip.
SEPARATE SCHOOLS

There has been a lot of talk recently about how best to meet the needs of students. One of the suggestions has been to place boys and girls into separate schools. Some educators feel that students would be able to focus better on their schooling if this was the case. There are approximately 100 public schools in the country that have separate schools for girls and boys. These schools claim great success.

Educators believe that girls especially benefit from this arrangement. Educators claim that girls will get more attention from teachers if there are no boys in the class. They also say that girls will speak up more if they are in all-girl classes. Educators believe that students in all-boy or all-girl classes will be better behaved.

On the other hand, other educators feel that those who support this plan are missing an important point. Boys and girls have to learn how to get along with each other. Students can’t learn this if they are kept apart. These educators also feel that this model assumes that girls are weak and not able to handle competing and interacting with boys. They feel that girls do not need to be protected.

STORY QUESTIONS

1. Some educators feel that girls will get more ________ if they are separated from boys.
   a. attention
   b. homework
   c. study time
   d. concentration

2. Which of the following is a reason presented in this passage as to why scientists believe separating boys and girls would benefit girls?
   a. Boys are in trouble more than girls.
   b. Boys are able to get the teacher’s attention more easily.
   c. Scientists say that girls will speak up more if they are in all-girl classes.
   d. Girls are too shy when the boys are in the classroom.

3. Which of the following statements would the author of this passage most likely make?
   a. Children need to be taught how to get their teacher’s attention.
   b. Parents should hold schools responsible for how girls and boys are treated differently in the classroom.
   c. Teachers should be held to higher standards about how girls and boys are treated.
   d. Educators should be aware of the differences in how boys and girls are treated and receive attention in class.
NEW CITY PLANNERS

Many of the cities in the United States are a mess. They are crowded with too many houses and too many people. Cities have smog, too much traffic, noise, and run-down buildings. Cities continue to grow and spread, taking up more natural land and countryside.

It is time to make changes. Adults have planned cities for years, and they still produce the same outcome. It's time that kids become the city planners. New ideas and techniques are needed. Kids are an important part of the cities. Their ideas are creative and fresh. They are the future.

Each year, the Future City Competition is held. It is part of National Engineers Week. This gives kids across the United States a chance to design a city that would be easy to live in and beautiful as well. Thousands of schools send teams to participate each year. Each team is composed of three students, a professional engineer, and a teacher. They are able to use software to build a 3-D town.

Of course, it's a lot easier to design a city from scratch without all the existing problems. It's also a lot easier to fix cities on paper than in real life. But using the imagination of kids is the key to the future. Besides, the kids will be the ones living in these cities in years to come.

STORY QUESTIONS

1. Why does the author of this passage think that kids should be asked to plan cities?
   a. They are innocent.
   b. They haven't been asked before.
   c. They have requested input.
   d. Their ideas are new and innovative.

2. What is the meaning of the word *existing* as used in the passage?
   a. previous
   b. current
   c. desired
   d. interfering

3. Who makes up a team for the Future City Competition?
   a. three engineers, three students
   b. three teachers, one engineer, one student
   c. engineers and students
   d. three students, one teacher, one engineer

4. Which paragraph helps you answer the previous question?
   a. first paragraph
   b. fourth paragraph
   c. third paragraph
   d. second paragraph
Using the Correct Verb Form

- Write the past or past participle of each verb in parentheses.

1. I have not (write) my science report yet.

2. Roy (run) around all day yesterday looking for supplies.


4. Your pen must have (fall) out of your notebook.

5. Willis (come) to school an hour late.

6. Have you (begin) to write your report yet?

7. The school bell had already (ring).

8. I have never (ride) in a school bus.

9. We (eat) in the school cafeteria earlier today.

10. Mrs. Arthur (go) to the library yesterday.

11. My eraser (tear) a hole in my paper.

12. The football players (wear) their jerseys to class last week.
Supposing the Correct Verb Form

1. (write) Have you ______ for one yet?
   I ______ for a college application.

2. (burst) The pipes ______ in the restroom last week.
   Have they ______ again?

3. (give) Have you ______ your history speech yet?
   I ______ mine yesterday.

4. (throw) I ______ away my-old notebook today.
   Have you ______ yours away yet?

5. (swim) Last week I ______ at the city championship.
   I have never ______ there before.

6. (come) Have your SAT scores ______ yet?
   Mine ______ last week.

7. (see) Have you ______ Andrew?
   I just ______ him at the school library.

8. (make) Have you ______ your speech yet?
   I ______ mine this morning.

9. (choose) Have you ______ your classes for next year?
   I ______ them a week ago.

10. (begin) Has school ______?
    It ______ an hour ago!