

## LEARNING PACKET #4

6<sup>TH</sup> Grade Language Arts- Mrs. Thomas

Name \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

- Keep this cover page attached and check off each assignment as you complete it. Return this packet and all work on the 1<sup>st</sup> day back to school to your homeroom teacher.
- Please complete ALL worksheets and book assignments. Make sure your full name and homeroom teacher are on each page you turn in.

### Week 1

- Assignment 1: Complete Vocabulary Graphic Organizer (all vocabulary words from pages 209-227- You can find these in the margins of the pages)
- Assignment 2: COLLECTIONS TEXTBOOK PAGE 211
  - READ "MY WONDER HORSE"
  - COMPLETE "ANALYZING THE TEXT" (some questions have 2 parts. Both parts must be answered for full credit)– PAGE 220 or under assignments in Canvas Unit 4
- Assignment 3: STUDY NOTES ON TEXT STRUCTURE.
  - COMPLETE TEXT STRUCTURE WORKSHEET
  - ASSIGNMENT 3: WRITE A 4 PARAGRAPH INFORMATIONAL ESSAY ABOUT ANY WILD ANIMAL. MAKE SURE TO BEGIN WITH A GOOD INTRODUCTION PARAGRAPH THAT LETS ME KNOW THE TOPIC AND MAIN IDEA.

### WEEK 2

- Assignment 1: COLLECTIONS TEXTBOOK PAGE 223
  - READ "WILD ANIMALS AREN'T PETS"
  - COMPLETE "ANALYZING THE TEXT" PAGE 226
- Assignment 2: READ "LET PEOPLE OWN EXOTIC ANIMALS"
  - COMPLETE ANALYZING TEXT PAGE 229
- Assignment 3: USE THE GRAPHIC ORGANIZER TO COMPARE AND CONTRAST BOTH TEXTS YOU READ.

This cover page and additional documents can be found on the Unit 4 homepage IN CANVAS  
Email or Call with any questions : [thomala2@richmond.k12.ga.us](mailto:thomala2@richmond.k12.ga.us) (706) 750-8285  
Also visit FLIPPED PAWS on You Tube for video tutorials for MAIN IDEA, SUMMARIZING, TEXT STRUCTURE, POINT OF VIEW AND ARGUMENTATIVE WRITING.

Log into I-READY and Reading Plus

*J Thomas*

Name \_\_\_\_\_

**Vocabulary Graphic Organizer**

**After you fill up this organizer, you can begin to create your own.**

Academic Term	What I think it means	What it really means	Example	Use in a sentence
Appropriate		Suitable or acceptable for a particular situation, person, place or condition		
Authority		An accepted source, such as a person or text, of information or advice		
Consequence		Something that logically or naturally follows from an action or condition		
Justify		To demonstrate or prove to be just, right, reasonable or valid		
legal		Permitted by law or related to or concerned with law		

Name \_\_\_\_\_

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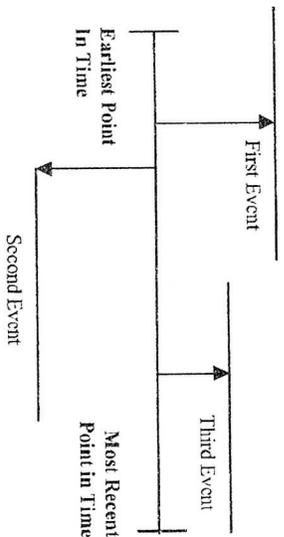
# Identifying Text Structure #1

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

**Directions:** Read the passages. Identify the text structure. Write information from the passage into the appropriate graphic organizer.

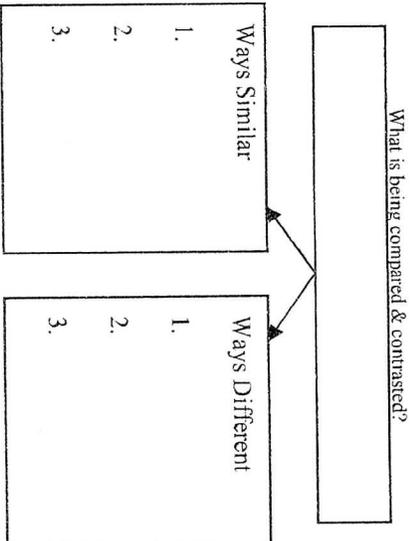
Which passage is **chronological**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



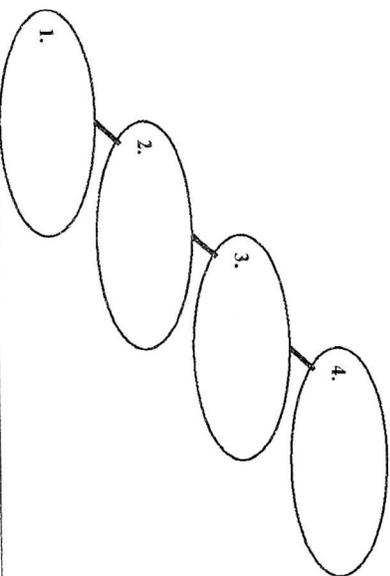
Which passage is **compare and contrast**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



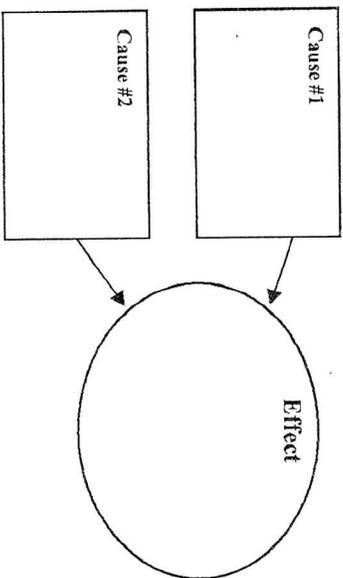
Which passage is **sequence**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



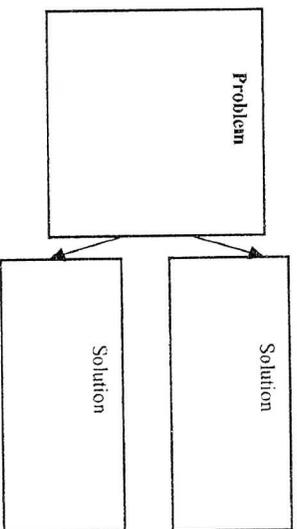
Which passage is **cause and effect**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



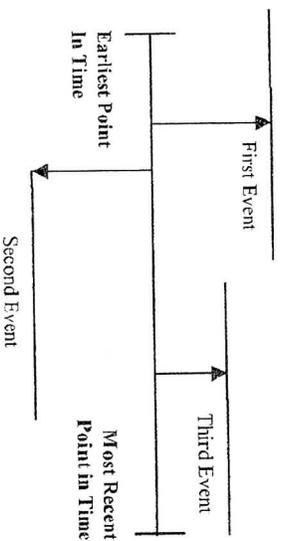
Which passage is **problem and solution**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



Which passage is **chronological**?  
Put information from the passage onto the graphic organizer.

Passage Name: \_\_\_\_\_



### **Passage #1 – Chemical and Physical Changes**

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

### **Passage #2 – The Best PB & J Ever**

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

### **Passage #3 – Bobby Fischer**

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

### **Passage #4 – Save the Tigers**

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

### **Passage #5 – The Great Recession**

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

### **Passage #6 – Screen Protector**

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

## COMPARING TWO OR MORE TEXTS

**Directions:** Use the questions below to help you think about the relationship between two or more texts of any kind. Use the back of the sheet if you need more room to write.

**Content:** In your own words, what is each text saying?

Text 1:	Text 2:

**Similarities:** How are these texts similar, connected or related? How are they alike, whether in terms of subject matter, theme, purpose, tone, etc.? What specific lines and details echo each other or connect?

**Differences:** How are the two different—again, in terms of subject matter, theme, purpose, tone or anything else? Where do they “disagree”?

**The Two Texts Together:** How does reading the two together make you see or understand things you might not if you read them separately? If the creators or subjects of these texts were to have a conversation, what is one thing they might say to each other?

**Questions and Reactions:** What questions do these texts and their content raise for you? What reactions do you have to them, either individually or together?

