Prairie Crossing 6th Grade Coronavirus E Learning **April 20th**
Verification Sheet
*Submit completed verification to homeroom teacher

**Island Survival Project intro - This will be a project where you will be creating a
Google Slides Project through the Social Studies Google Classroom. Those of
you that are paper and pencil will complete the attached worksheets.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to begin.
- Complete slides 1 - 5
- Paper and Pencil will complete attached pages.

VACATION TIME

You are about to embark on a wonderful vacation of a lifetime

Where would your dream vacation be?

PACK YOUR BAGS

What are ten specific items you will take on vacation?

ITEMS could be clothes, toys, entertainment, or
essential items to make the best vacation ever

SOMETHING HAS HAPPENED

It looks like your dream vacation might have just turned into a nightmare. Somehow your trip ran into some turbulence along the way. NOW, you are laying face down in the sand with salty water splashing against your face.

Where are you?

You remember boarding the plane
You remember buckling your seat belt
You even remember taking off
But NOTHING after that

Pushing yourself up, you don't see a single other person around. The water hitting your face is the tide of the ocean. There's sand in your mouth. You are on some kind of island.

Twenty feet away is your luggage with all ten items you packed. A little farther down the beach are a couple of other bags and a medical kit

You don't see the plane anywhere. You have no idea what happened. It looks like there is luggage and debris scattered on land and floating in the water.
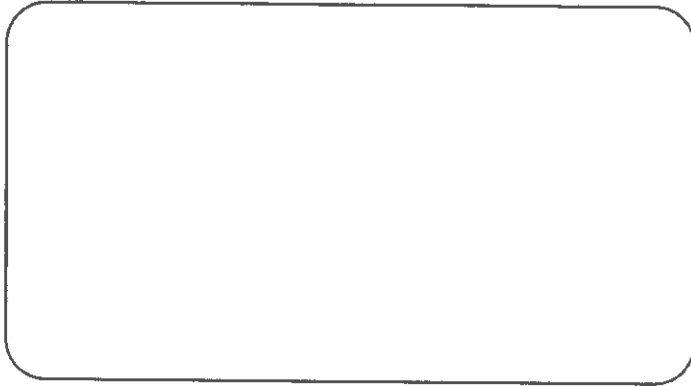
DRAW or DESCRIBE WHAT YOU SEE ON THE BEACH.
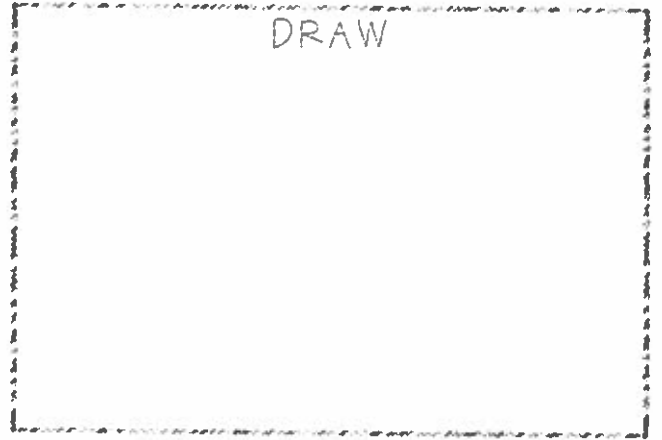
TAKING STOCK Slide 4

Look at the 10 items you brought for your trip
What are the THREE most important items that will help you survive?
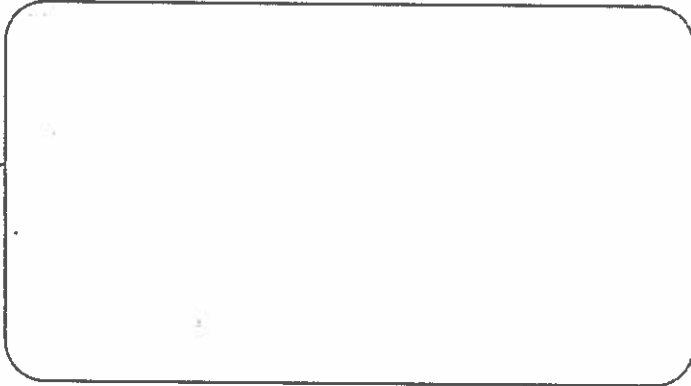Label the item, draw a picture of it, and explain how it will help
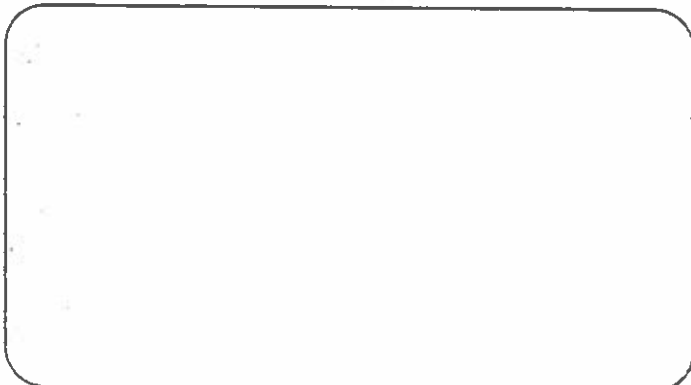
1

EXPLAIN

DRAW

2

EXPLAIN

DRAW

3

EXPLAIN

DRAW

MUST DO NOW! Slide 5

What are FOUR essential actions that you need to do to ensure your protection and survival on the island?

1

WHY?

2

WHY?

3

WHY?

4

WHY?

Prairie Crossing 6th Grade Coronavirus E Learning **April 21st**
Verification Sheet
*Submit completed verification to homeroom teacher

**All videos and needed documents will be on the 6th grade website at
www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
Math:

    Bell Math (April 21st & 23rd)
- Use the Rubric page to help you create the different Equation Types for each hour on a clock.
- Be sure to fill in what time each equation is on the clock.
- Helpful hints:
  - Create the equation FIRST with whatever time you are using for that one. Then REPLACE the time you are using with a variable.
  - For example: If I use 12 o'clock for the One-Step equation I would first plug 12 into the equation like so: $4 + 12 = 48$
  - Replace 12 with a variable: $4 + x = 48$ (This would be your equation!)
- Then write and solve the equation on the box page provided next to the appropriate time.
- **Optional step** Create the physical clock. There is a video on www.pcesixthgrade.weebly.com with directions on how to complete this portion.

    Laggett & Goodman Math (April 21st & 23rd)
- Watch Add & Subtracting Integers video on www.pcesixthgrade.weebly.com
  - Watch the video and fill out the math notes with the teacher.
  - You were given a pre-filled out notes and a powerpoint to use as a reference.
- Complete Worksheet P. 18 EVENS

Name: _____

You will create an "Equation Clock" where I am giving you all the answers! You need to come up with the equations! Instead of the numbers 1 through 12, there are equations with solutions 1 through 12.

You will be graded as follows:

Equation Type	Time equation is at on clock.	Example of Equation	Points Points for correct equation and the correct answer.
One -Step Equation		$X-13=4$	/2
One- Step Equation with Negative Integers		$X-33=-4$	/2
One-Step Equation with an Exponent		$X-2^4=9$	/2
Two- Step Equation with Positive Integers		$2X-5=11$	/2
Two- Step Equation with Negative Integers		$2X-5=-11$	/2
Two-Step Equation with more than 1 like variable to combine		$4X+3X=35$	/2
Two-Step Equation with an exponent		$5X \cdot 5^2=1000$	/2
Multi- Step Equation with Distributive Property		$2(X+3)=12$	/2
An Inequality with ≤ or ≥		$3X \leq 7$	/2
An Equation using the Identity Property		$2 \cdot 1+2X=36$	/2
An Equation using the Associate Property		$(9+X)+X = 50$	/2
An Equation using the Commutative Property		$7X+ 4- X= 28$	/2
Neat & Organized: Equations fits in the correct position on the clock face, and are easy to read.			/5
Creativity: Student has made their clock unique and put effort towards its appearance.			/5
	Total:		/34

6 o'clock	Equation:	Work:
7 o'clock	Equation:	Work:
8 o'clock	Equation:	Work:
9 o'clock	Equation:	Work:
10 o'clock	Equation:	Work:
11 o'clock	Equation:	Work:
12 o'clock	Equation:	Work:

Date: _____ Name: _____

Pages: _____ Problems: _____ Teacher: _____

	Equation:	Work:
1 o'clock		
2 o'clock	Equation:	Work:
3 o'clock	Equation:	Work:
4 o'clock	Equation:	Work:
5 o'clock	Equation:	Work:

Pre-Chapter 7: Add and Subtract Integers

Integer Addition Rules:

1. If the signs are the **SAME**, pretend the signs aren't there. **ADD** the numbers and then put the sign of the addends in front of your answer.

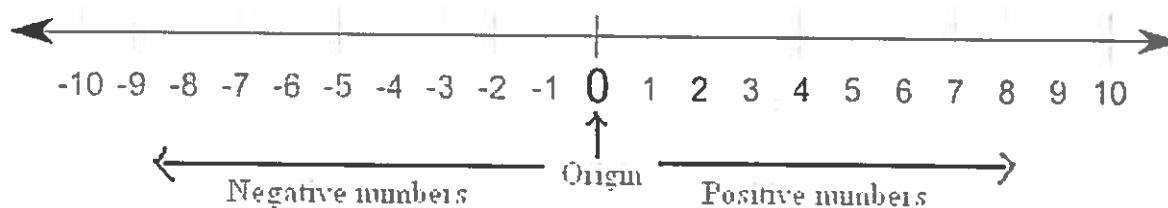   -8 + -2 = -10   5 + 2 = 7   -12 + -4 = -16

2. If the signs are **DIFFERENT** pretend the signs aren't there. **Subtract** the smaller from the larger one and put the sign of the larger one in front of your answer.

    -8 + 2 = -6   -5 + 2 = -3   12 + -4 = 8

Use A Number Line:

- When the number is positive count to the right.
- When the number is negative count to the left.

+3 + -5

Integer Subtraction Rules:

Subtracting a negative number is the same as adding a positive. Change the signs and add.

$$2 - (-7)$$
is the same as
$$2 + (+7)$$
$$2 + 7 = 9$$

Examples:

10 + (-6) =   -13 + 7=

-5 + (-5) =   2 + 11 =

9 – (-6) =   12 – (-12) =

2 – 6 =   -7 – (-4) =

Pre-Chapter 7: Add and Subtract Integers

Integer Addition Rules:

<u>SAME SIGNS:</u>

1. Pretend the signs aren't there.
2. **ADD** the numbers
3. Put the sign of the addends in front of your answer.

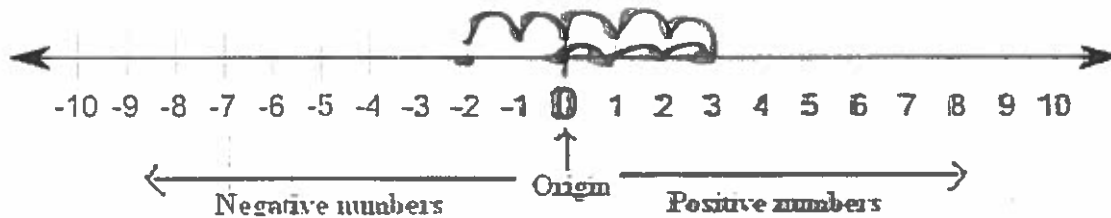$$-8 + -2 = -10 \qquad 5 + 2 = 7 \qquad -12 + -4 = -16$$

<u>DIFFERENT SIGNS:</u>

1. Pretend the signs aren't there.
2. **Subtract** the smaller from the larger one
3. Put the sign of the larger one in front of your answer.

$$-8 + 2 = -6 \qquad -5 + 2 = -3 \qquad 12 + -4 = 8$$

Use A Number Line:

- When the number is positive count to the right.
- When the number is negative count to the left.

$$+3 + -5 = -2$$

Integer Subtraction Rules:

Subtracting a negative number is the same as adding a positive. Change the signs and add.

<div style="border:1px solid black; display:inline-block; padding:4px 12px;">

Slash & dash
</div>

Steps:

1. Slash and Dash **starting with the subtraction sign in the middle**
2. Follow addition rules above.

$$2 - (-7)$$
is the same as
$$2 + (+7)$$
$$2 + 7 = 9$$

Examples:

$10 + (-6) =$ 4

$-13 + 7 = -5$

$-5 + (-5) = -10$

$2 + 11 = 13$

$9 + (+6) = 15$

$12 + (+12) = 24$

$2 + ^-6 = -4$

$-7 + (-4) = -3$

Positive and Negative Numbers

Definition

- Positive number – a number greater than zero.

0 1 2 3 4 5 6

Definition

- Negative number – a number less than zero.

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

Definition

- Opposite Numbers – numbers that are the same distance from zero in the opposite direction

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

Definition

- Integers – Integers are all the whole numbers and all of their opposites on the negative number line including zero.

7   opposite –7

Integer Addition Rules

- Rule #1 – If the signs are the SAME, pretend the signs aren't there. Add the numbers and then put the sign of the addends in front of your answer.

$$9+5=14$$
$$-9+-5=-14$$

Solve the Problems

- $-3 + -5 =$ -8
- $4 + 7 =$ 11
- $(+3) + (+4) =$ 7
- $-6 + -7 =$ -13
- $5 + 9 =$ 14
- $-9 + -9 =$ -18

Integer Addition Rules

- Rule #2 – If the signs are DIFFERENT pretend the signs aren't there. Subtract the smaller from the larger one and put the sign of the larger one in front of your answer.

Larger number $\bigcirc{-9} + +5 =$

$9 - 5 = 4$ Answer $= -4$

Solve These Problems

- $3 + \boxed{-5} =$ $5 - 3 = 2$ -2
- $-4 + \boxed{7} =$ $7 - 4 = 3$ 3
- $(+3) + \boxed{-4} =$ $4 - 3 = 1$ -1
- $-6 + \boxed{7} =$ $7 - 6 = 1$ 1
- $5 + \boxed{-9} =$ $9 - 5 = 4$ -4
- $-9 + 9 =$ $9 - 9 = 0$ 0

Another Way to Add Integers Is With a Number Line

When the number is positive count to the right.

When the number is negative count to the left.

$$-6\ -5\ -4\ -3\ -2\ -1\ 0\ 1\ 2\ 3\ 4\ 5\ 6$$

One Way to Add Integers Is With a Number Line

$$+3 + -5 = -2$$
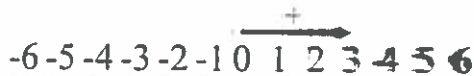
$$-6\ -5\ -4\ -3\ -2\ -1\ 0\ 1\ 2\ 3\ 4\ 5\ 6$$

One Way to Add Integers Is With a Number Line

$$+6 + -4 = +2$$

$$-6\ -5\ -4\ -3\ -2\ -1\ 0\ 1\ 2\ 3\ 4\ 5\ 6$$

One Way to Add Integers Is With
a Number Line

+3 + -7 = -4

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With
a Number Line

-3 + +7 = +4

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With
a Number Line

-5 + +3 = +4

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6
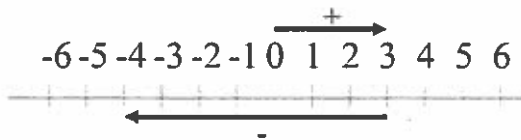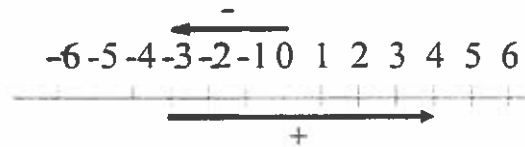
One Way to Add Integers Is With
a Number Line

-2 + +8 = +6
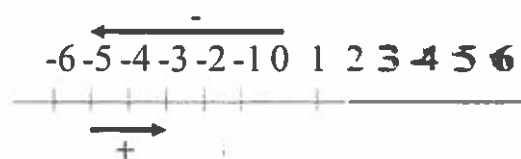
-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With
a Number Line

-5 + +2 = -3
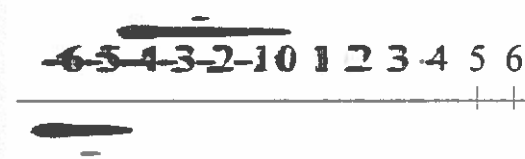
-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With
a Number Line

-4 + -2 = -6
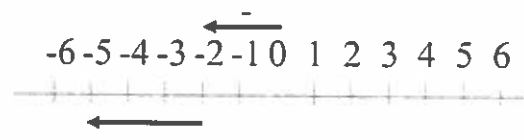
-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With a Number Line

$-2 + -3 = -5$
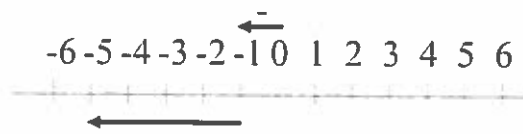
-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With a Number Line

$-1 + -4 = -5$

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With a Number Line

$-4 + -1 = -5$

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With a Number Line

$4 + 1 = 5$

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6

One Way to Add Integers Is With a Number Line

$3 + 2 = 5$

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6
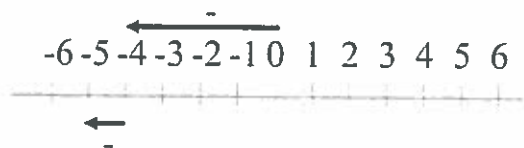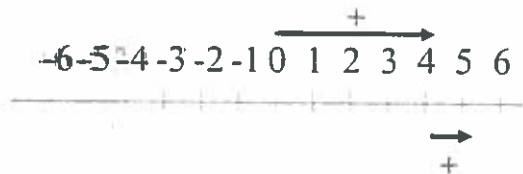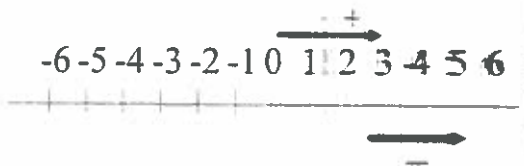
One Way to Add Integers Is With a Number Line

$1 + 5 = 6$

-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6
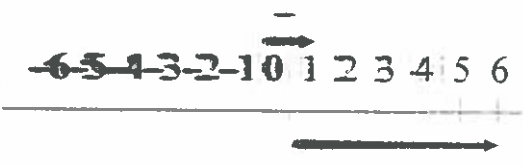
Integer Subtraction Rule

Subtracting a negative number is the same as adding a positive. Change the signs and add.

$$2 - (-7)$$
is the same as
$$2 + (+7)$$

$$2 + 7 = 9!$$

When subtracting, change the subtraction to <u>adding the opposite</u> and then follow your addition rule.

Example #1:   - 4 - (-7)
                - 4 + (+7)
Diff. Signs --> Subtract and use larger sign.
                3
Example #2:   - 3 - 7
                - 3 + (-7)
Same Signs —> Add and keep the sign.
                -10

Here are some more examples.

12 – (-8)	**-3 – (-11)**
12 + (+8)	**-3 + (+11)**
12 + 8 = 20	**-3 + 11 = 8**

Try some more:

1. 8 – (-12) =

2. 22 – (-30) =

3. – 17 – (-3) =

4. -52 – 5 =

11-2 Practice

Adding Integers

Evens

Add. Use counters or a number line if necessary.

1. $+8 + (+4)$

2. $-10 + (+7)$

3. $-2 + (-10)$

4. $+9 + (-1)$

5. $-6 + (-5)$

6. $+8 + (+9)$

7. $+5 + (-3)$

8. $-4 + (-9)$

9. $-2 + (+14)$

10. $-15 + (+13)$

11. $+10 + (+4)$

12. $+8 + (-12)$

13. $+16 + (-5)$

14. $+9 + (-3)$

15. $-3 + (-8)$

16. $-1 + (+1)$

Add.

17. $2 + (-9) + 3 + 6$

18. $3 + (-8) + 7 + (-1) + (-11)$

19. $11 + 7 + (-3) + 5 + (-4)$

20. $-2 + (-14) + 9 + 0 + 6$

21. **RAPPELLING** The Moaning Caverns in California are 410 feet deep. A rappeller descends by rope 165 feet into the main cavern. How much deeper can the rappeller go into the cavern?

22. **SEWING** Keisha discovered a mistake in her cross-stitch project after she had completed a row. To remove the mistake she had to pull out 72 stitches. She then sewed 39 stitches before having to change to a new thread color. If her starting point is zero, at what point is she in the row now?

23. Which expression is represented by the number line below?
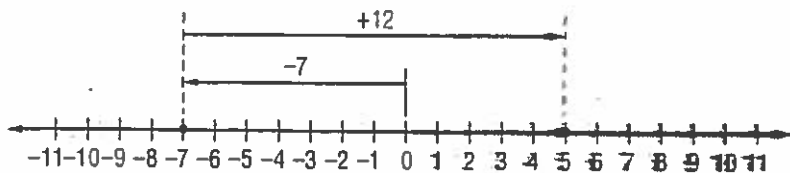
Prairie Crossing 6th Grade Coronavirus E Learning **April 22nd**
Verification Sheet
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Island Survival Project intro - This will be a project where you will be creating a Google Slides Project through the Social Studies Google Classroom. Those of you that are paper and pencil will complete the attached worksheets.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:

- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to continue.
- Complete slides 6 - 10
- Paper and Pencil will complete attached pages.

STARTING A FIRE Slide 6

-YOU NEED FIRE!
-Using your knowledge, supplies, and resources on the island, create and draw how you will start a fire
-Label FOUR key features for building a fire
-Research or collaborate with others on fire techniques
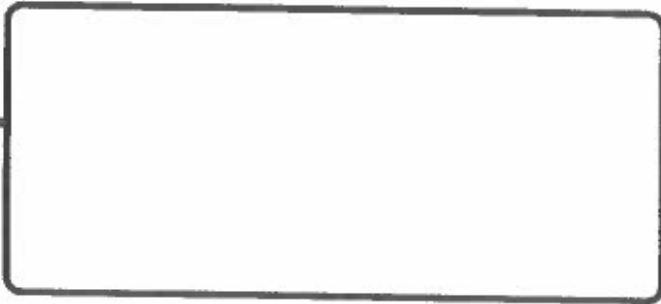
draw here
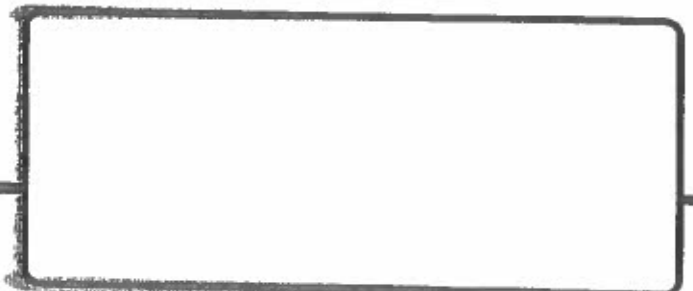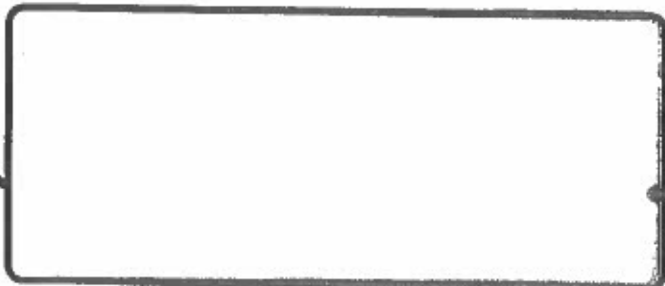
BUILDING SHELTER Slide 7

-Before nightfall you need to build shelter
-Using your knowledge, supplies, and resources on the island, create your shelter below
-Label six key features of your design below
-It must be realistic!

draw here

WHAT'S ON YOUR ISLAND? Slide 8

It's time to do a little research on this island
Fill in the information on the animals,
geography, weather, and even the
unexplained

BIRDS

MAMMALS

PLANTS

AMPHIBIANS

REPTILES

TREES

UNEXPLAINED

CLIMATE
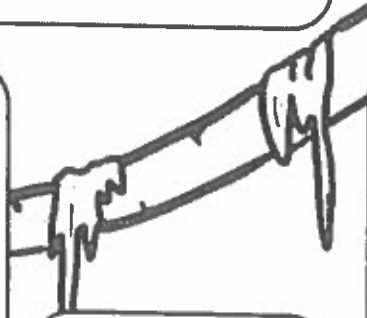
LANDFORMS AND MORE Slides 9 & 10

Select landforms (from the list below) you have seen while exploring the island Draw what they look like on your island

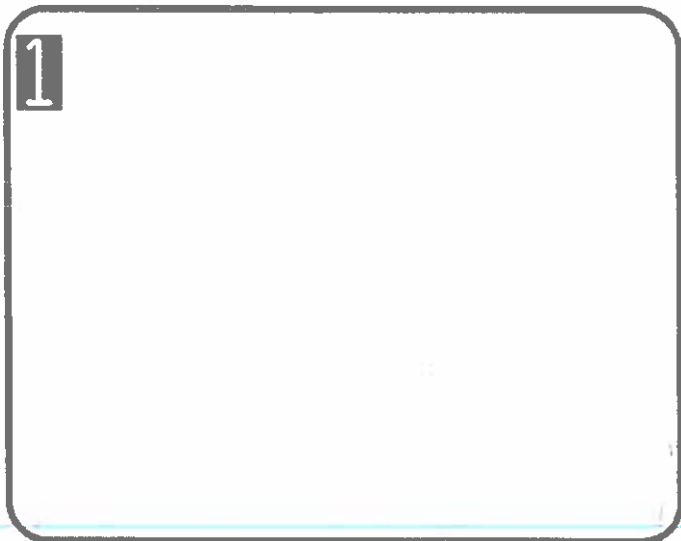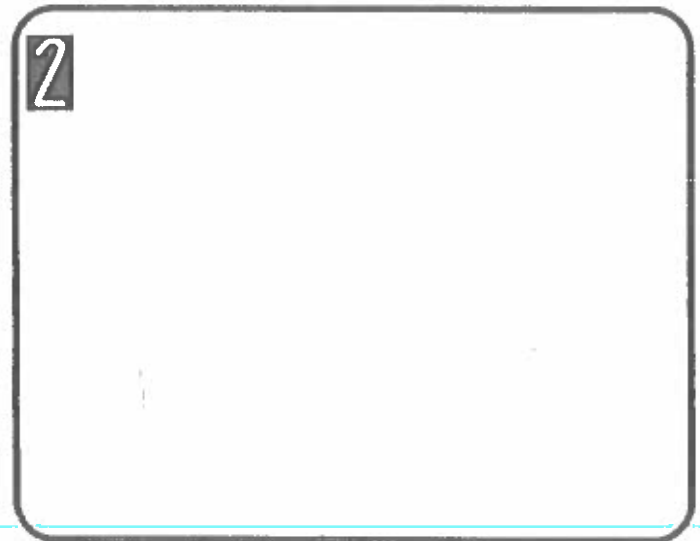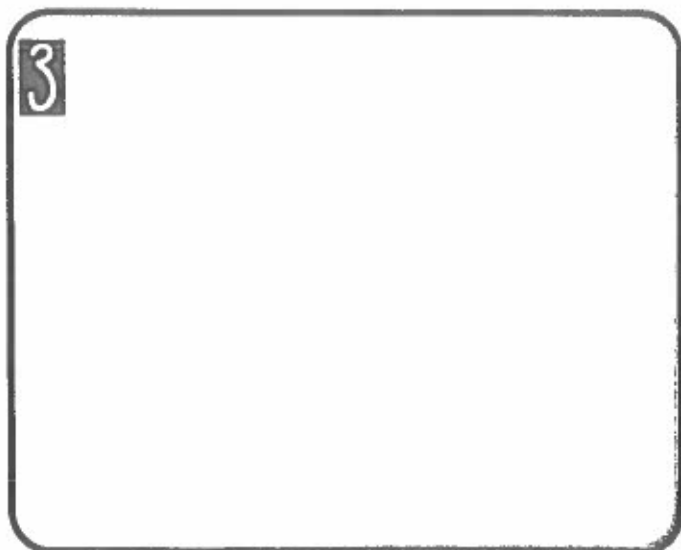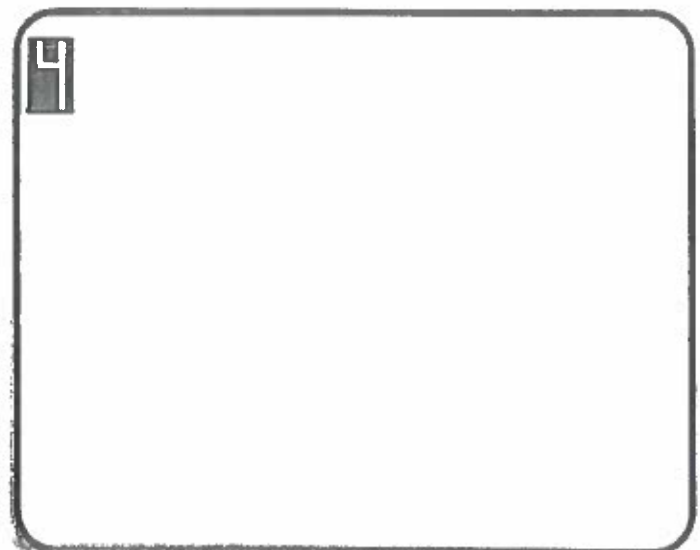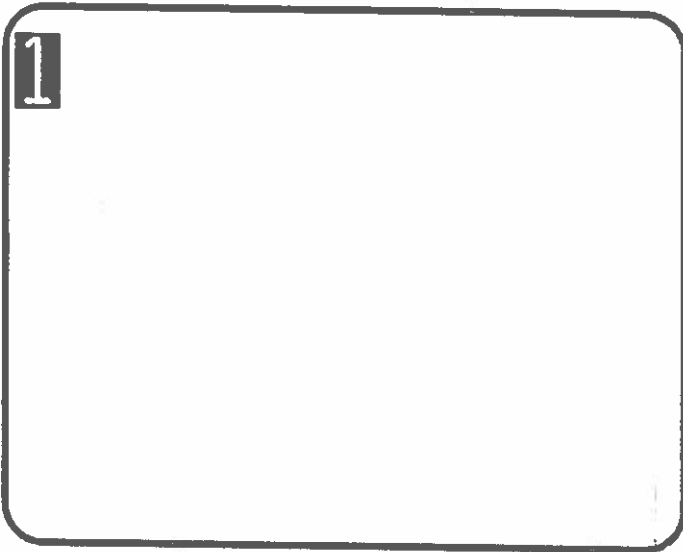| cave	river	prairie
cliff	pond	valley
cove	swamp	volcano
waterfall	wetland	bog

1
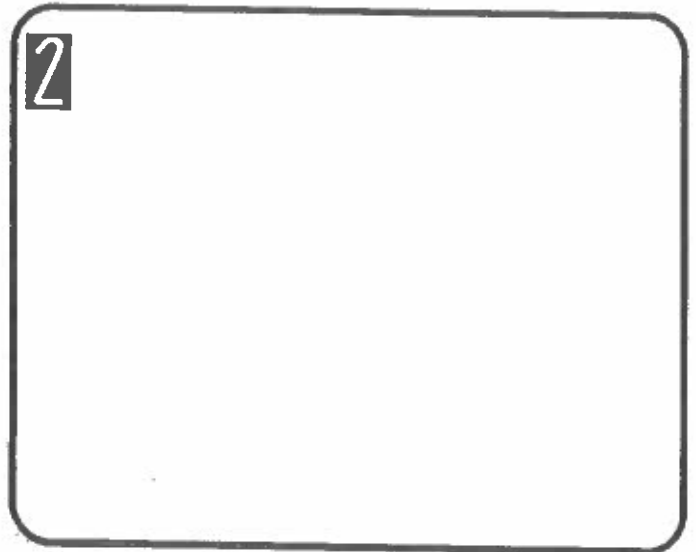
2

3

4

LANDFORMS AND MORE Slides 9 & 10

Select landforms (from the list below) you have seen while exploring the island Draw what they look like on your island

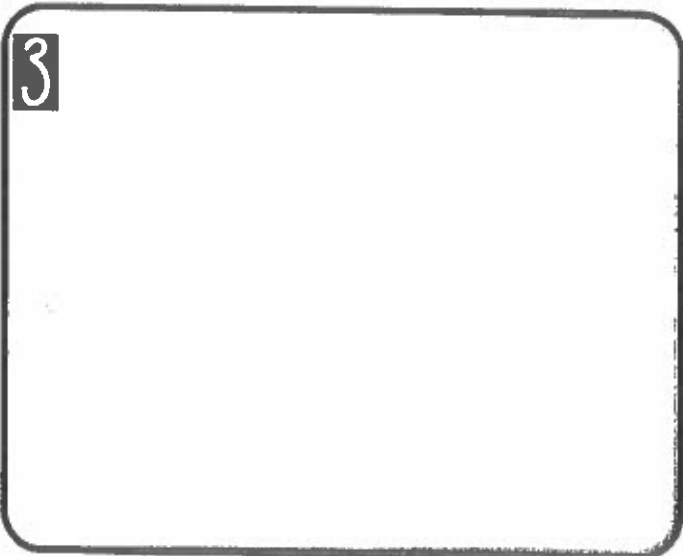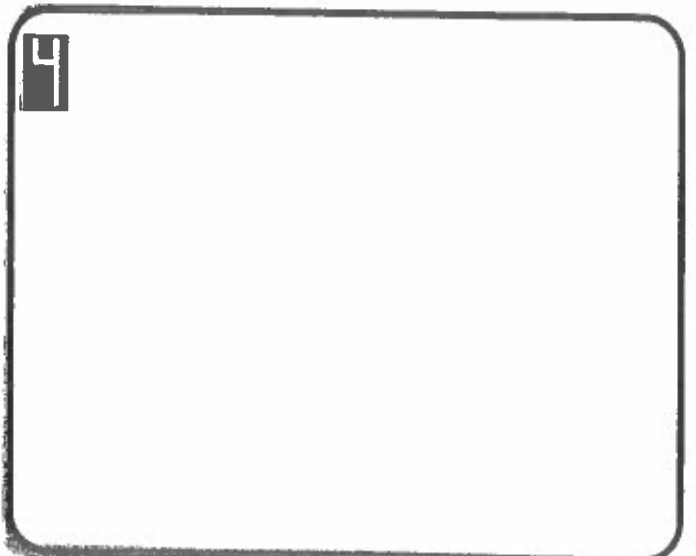| bluff	lagoon	plain
beach	gorge	marsh
mountain	ravine	sandbar
reef	lowlands	geyser

1

2

3

4

How to Build a Survival Shelter (Best Shelter Designs Explained)

The most deadly factor in any survival situation: lack of preparation. If you unexpectedly need to build a shelter in the wilderness, your experience and understanding of your environment may be the only tool you have.

Be proactive and keep reading to learn how to build a survival shelter—in any condition—no matter what your resources are. This guide will equip you with the most important tool you need: knowledge.

What is a Survival Shelter?

A survival shelter is any structure (naturally occurring or man-made) that can protect you from animals, insects, and the elements. Survival shelters can range from dugout snow tunnels to A-frame wooden structures. Shelters come in many forms and serve a variety of purposes, but one thing is certain: it's near impossible to survive without them.

Wilderness Survival Shelters

If you know the rule of 3's, you understand just how important dependable shelter is. As the saying goes, "You can't survive 3 hours without shelter in a harsh environment."

When you're caught in a snowstorm or stranded in the desert heat without shelter, the clock begins counting down to a serious situation that could ultimately cost you your life.

No matter where you are, rain and moisture are often your deadliest enemy. When you're wet, it's extremely difficult to stay warm. This is one of many reasons why it's so important to make sure that your shelter is waterproof and dry.

Of course, it might not always be possible to stay 100% dry with the limited resources you're given—and the type of shelter you're able to find or create—but there are some techniques that can help:

- Elevating your bed: No matter what your environment is, you should always elevate your bed off the ground if you can. Not only is it an important part of staying dry, but there are bugs to worry about as well.
- Find coverage: If you're lucky, you may be able to find natural coverage and protection from the rain. Large trees and caves can be a lifesaver if you don't have the natural resources or time to build your own shelter.

No matter what happens, do everything you can to stay dry. Once you're drenched to the bone, getting dry and regulating your body temperature will become extremely difficult.

Tree Branch Survival Shelters

Tree branches are fantastic building materials for a survival shelter. Whenever possible, avoid exerting energy to shape and cut them. Doing so may quickly exhaust you, so avoid expending too much effort until you have a reliable source of water and food.

- Round Lodge: Structurally, the round shelter is quite similar to a tipi. However, a round lodge has the potential for a solid doorway and slightly better insulation. One of the greatest benefits of a round lodge is that it can accommodate for a smoke hole at the top.

Debris Survival Shelter: Debris survival shelters come in a variety of structural designs, but the most common is an A-frame. Natural debris, such as tree foliage and dead leaves, can be utilized to insulate your shelter and protect you from the elements.

Keep in mind that your debris won't hold your shelter together nor withhold its strength against strong wind. Incorporate mud (or clay if available) into your structure to make it sturdier.

Tips for Building a Survival Shelter in the Forest: The forest is often full of incredibly useful resources to build a shelter with. Fallen tree branches, leaves, and mud/clay can be found in most forests, and make for incredible building materials.

When you're in the forest, look for materials that require little to no alterations (especially when you don't have tools) to build your structures. For a tutorial on how to build a shelter with no tools.

Tarp Survival Shelters

If you're fortunate enough to have a tarp with you in a serious survival situation, there are a handful of different shelters that you can make:

- Tarp Wing: A tarp wing provides partial coverage from the elements, especially rain.

When combined with a fire, a partial wing can provide you with the protection and warmth needed to survive in nature for a brief period. It's best to use a tarp wing as a temporary structure while you build a larger one.

- A-Frame Tarp: An A-frame shelter is triangular in shape and typically utilizes tools such as sticks, rope, and a tarp. It provides protection from sun, rain, and wind, but provides little assistance in terms of insulation or warmth.

To build an A-frame shelter, tie a string between two trees and drape the tarp over the string. Make sure you weight the edges of the tarp with rocks or a heavy log so that the wind doesn't blow it away.

  - Wedge Tarp: A wedge tarp is ideal for windy conditions and can be created with limited natural resources. By staking or tying down the corners of your tarp and propping up the center section, you can create a makeshift shelter in no time at all. Creating a wedge tarp is one of the many uses of a paracord if you have one handy in your underline survival gear supplies.

- Tarp Burrito: If all you have is a tarp and there aren't any tools or resources to help you build your ideal structure, a tarp burrito will do the trick. Simply roll yourself up in a "burrito" with your tarp and try to cover as much of your body as possible. Lay down leaves, moss, and soft branches underneath your tarp to enhance insulation.

Cold Weather Survival Shelters

Exposure to the elements can have deadly consequences. Staying warm is incredibly difficult when you have little more than the clothes on your back, but regulating your body temperature is one of the most important elements of survival.

- Using nearby materials for insulation: If your environment provides them, use resources like mud, leaves, tree branches, and moss to insulate your structure. You need to trap as much heat as possible while protecting yourself from the elements.
- Insulating the ground: Laying directly on the ground will cause you to lose massive amounts of body heat. Insulating the surface you plan to sleep on is essential to your survival. Consider using straight branches and pieces of wood to elevate your bed.

If you don't have tools to create a bed, simply lay branches, grass, leaves, and other debris to hold in warm air and prevent the ground from absorbing all of your warmth.

- Building a fire in the wilderness: If you use an existing cave shelter, think twice before starting a fire inside of it. This can smoke you out and the heat can cause rocks to move and collapse on you.

For man-made structures, building a fire inside is fine as long as you create an opening at the top for the smoke to leave.

How do you build a fire in the wilderness? Starting a fire when you don't have matches or a lighter is no small feat. With the right knowledge and even just a few common objects, starting a fire from scratch is possible.

Regardless of the method you use, a tinder nest is essential. A typical tinder nest is comprised of dry shrubbery and other light, flammable materials. If you have a plastic bag filled with water or eyeglasses, you can use them to focus sunlight and ignite your tinder nest.

Another strategy is to create a small bow using string or vine and looping a stick in it. Place the stick between two pieces of wood or bark and use the bow to spin the vertical stick back and forth; if you create enough friction, you can make embers.

Make sure your tinder nest is handy and you have a larger pile of materials to burn after it's ignited.

Tips for Building Survival Shelter in Cold Weather Climates: Cold weather climates and environments are often wetter than warmer ones. Starting a fire when there is too much

moisture in the air creates an added challenge. If you need to start a fire inside of a cave, just make sure that you have a safe way to carry your fire outside.

Snow Shelters

Certain snowy environments, such as high elevation mountains, call for structures that are almost entirely comprised of ice and snow. If you've been dropped into a snowstorm, you may only have a few hours to create a structure before it's too late.

- Quinzhee: Essentially, a quinzhee is a large pile of snow that has been hallowed out for living quarters. While sleeping inside a big pile of snow might seem crazy, it's often the best way to protect yourself from the harsh elements in a snowy environment.

Pile up snow to about 7 or 8 feet tall and hollow out the inside. If possible, include straight branches in the roof of your quinzhee for added strength.

Make sure your quinzhee maintains a rounded shape to prevent collapsing (especially when there is heavy snowfall).

- Snow Cave: If done correctly, a snow cave is a great shelter for cold weather climates. However, if done improperly, a snow cave may put you at serious risk.

Never build a snow cave from soft snow or powder. Find snow that is hard and ice-like, then dig a tunnel to a space that you can hollow out.

Igloo: Unlike a snow cave or a quinzhee, the igloo is primarily comprised of ice rather than snow. To build an igloo, you will need some sort of tool to break apart and create makeshift ice blocks.

To get started, check the density of the frozen blocks of snow or ice that you plan on using. Outline your igloo with a stick so that it maintains its shape as you build upwards.

Cut one layer of blocks at a time so that you can easily tapper and shape them inward as you build upwards.

Tips for Building Survival Shelter in Snowy Conditions: The most important aspect of your shelter is its ability to block out the elements and keep you warm, but making sure your cold weather shelter has proper ventilation is important, as well. CO2 poisoning is a serious threat in any enclosed shelter.

Desert Shelters

Building a shelter in the desert requires a great deal of creativity and/or supplies. Whenever desert camping or hiking, it's best to come prepared with supplies because it can be one of the most difficult environments to survive in.

- Ramada: A Ramada is a simple structure which typically consists of a roof with no walls. The Ramada's primary purpose is to supply sun protection.

Tips for Building Survival Shelter in the Desert: Depending on the desert, you may be limited by your available resources. Look for any dry shrubbery that can be used to build any kind of primitive structure and provide shade. If you have a tarp, use the same strategies you would to build a shelter in the forest.

Packing a Survival Tent
The best way to create a survival shelter is to be prepared with the right materials.

The SEVENTY2 Survival bag includes a Mylar tent that reflects infrared heat, helping to retain warmth. Its waterproof characteristics keep you protected from moisture and precipitation.

In any survival situation the best thing to be is prepared. If you don't have an emergency survival bag for all of your backpacking, camping, and Cessna flights, it's time to get one.

Prairie Crossing 6th Grade Coronavirus E Learning **April 23rd**
Verification Sheet
*Submit completed verification to homeroom teacher

**All videos and needed documents will be on the 6th grade website at
www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles - Read for AR or read your Lit Circle book for 20 minutes.
Math -

 Bell Math (continued from April 21st)
- Use the Rubric page to help you create the different Equation Types for each hour on a clock.
- Be sure to fill in what time each equation is on the clock.
- Helpful hints:
    - Create the equation FIRST with whatever time you are using for that one. Then REPLACE the time you are using with a variable.
    - For example: If I use 12 o'clock for the One-Step equation I would first plug 12 into the equation like so: $4 \cdot 12 = 48$
    - Replace 12 with a variable: $4 \cdot x = 48.$ (This would be your equation!)
- Then write and solve the equation on the box page provided next to the appropriate time.
- **Optional step** Create the physical clock. There is a video on www.pcesixthgrade.weebly.com with directions on how to complete this portion.

- **Laggett & Goodman Math -**
    - Watch Add & Subtracting Integers video on www.pcesixthgrade.weebly.com
        - Watch the video and fill out the math notes with the teacher.
        - You were given pre-filled out notes and a powerpoint to use as a reference.
    - Complete Worksheet P. 25 EVENS

11-3 Practice
Subtracting Integers

Evenso

Subtract. Use counters if necessary.

1. $12 - 9$

2. $11 - 13$

3. $-6 - 15$

4. $8 - 4$

5. $-8 - (-15)$

6. $-8 - (-5)$

7. $10 - (-12)$

8. $-1 - 6$

9. $5 - (-5)$

10. $-7 - (-13)$

11. $-17 - (-19)$

12. $3 - (-13)$

13. $-3 - 9$

14. $14 - (-4)$

15. $0 - (-8)$

16. $-13 - (-12)$

17. The table at the right shows the results of two consecutive Biology tests for James, Mazen, Mia, and Shameeka. What is the test differential for each student?

Biology Test Results		
Student	Test 1	Test 2
James	84	96
Mazen	98	89
Mia	70	86
Shameeka	100	98

18. **ALGEBRA** Evaluate $c - d$ if $c = 4$ and $d = 9$.

19. The blue whale can dive as deep as 1,640 feet. A blue whale is at 600 feet below sea level and rises 370 feet to feed. It then dives 90 feet. Where is it?

20. **SWIMMING** Sara swims at the community center every day. One week she swam a total of 13.5 hours. Complete the table.

Day	Number of Hours
Monday	1.5
Tuesday	2.0
Wednesday	1.5
Thursday	1.5
Friday	2.0
Saturday	
Sunday	2.0

Lesson 11-3

Island Survival Project intro - This will be a project where you will be creating a Google Slides Project through the Social Studies Google Classroom. Those of you that are paper and pencil will complete the attached worksheets.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to continue.
- Complete slides 11 - 14
- Paper and Pencil will complete attached pages.

THE WATER SOURCE Slide 11

You need to find water. There is not a natural spring to use, so you'll need to figure out how to capture water from rainfall and morning dew. This is important

How are you going to get drinkable water?

Sketch, draw, design, or write exactly what you will do. Use island elements, your supplies, or creativity to survive

draw here

Is this a reasonable solution? Why or why not.

JOURNAL ENTRY

One day you find a blank journal on the beach. You decide to dry it out in the sun. Tucked inside the cover were a couple of pencils. You decide you will keep track of the days and events of your island survival.

-Complete the journal entries using the prompts provided
-Use your imagination and knowledge to document your time trying to survive

There are animals everywhere. I think some are hunting me.

JOURNAL ENTRY #2

I'm going to have to find food.

It took me 2 days to walk around the island.

JOURNAL ENTRY #3

I found the perfect vegetable that I can grow.

I found the strangest footprints.

3 Unique Water Collection Tips For Survival

When you are fighting for your survival, water is your number one priority. You may have heard the "rule of threes" of survival: you can only go three hours without shelter, three weeks without food, and three days without water.

Water is essential for survival, but unfortunately, finding water can pose a big challenge in many survival situations. Of course, you will probably first want to look for lakes, rivers, or streams as your primary water source. These will be reliable, and you need a constant source of water.

But what if you are somewhere you simply can't find a body of water, or you have reason to believe the water might be contaminated and are not sure you can purify it?

There are definitely some other options available to you, and with a little common sense, knowledge, and know-how, you can collect water that might otherwise be difficult to consume. Here's how:

Capturing Rain
This is an obvious one, and many people have relied on rainwater for survival for...well, ever. It is a common practice among homesteaders and people living off-the-grid to collect rainwater for drinking or watering plants and animals.

In the wilderness, while rain might not always be welcome, and can sometimes be severely life-threatening (3 hours without shelter, remember?), if you do have proper protection against the rain, you can collect it as a vital source of hydration.

While you certainly can stand in the rain and open your mouth, and probably will if you're severely dehydrated, there is, of course, a better option. If you have any kind of tarp, plastic bag, parka, or any relatively large piece of fabric that rain would run off of, you can use this as an improvised water catchment device.

Simply tie two ends of your tarp (or whatever you're using) to some trees. Then, take the other two ends, and tie them in the same fashion, only further down. Leave part of the center of the bottom half of your tarp slack, though, so it can create a funnel with which to collect water. This is where you will place your collection container. Depending on what you're using and the size of your container, this might take some tinkering, but this is the basic idea:

Alternately, you can also create a sort of hammock to catch the rain, and then pour this into your container. If you do use this method, however, you'll want to make sure you do not leave this water standing for very long, to avoid contamination.

Wherever you are collecting rainwater, try to hang your tarp somewhere will not a lot of debris will get caught in the water you're collecting. So, if you are using trees, try to use trees that do not have a whole lot of taller branches up above them, if possible.

Capturing Dew

A less obvious source of water you may or may not have considered is dew. Every morning, there is at least a little bit of condensation that collects, mostly on leaves and grass, in most climates.

Related Article: "Fresh Drinking Water: What to do in a Time of Crisis"
Collecting dew won't produce a lot of water, and shouldn't be your primary source. But if you are short on water, every little drop counts. The best way to collect dew would be to absorb any dew that has collected on tall grass or thick leaves with a fine piece of fabric and then wring this out into your container. This might be relatively cumbersome but again, if you're near dehydration, you need this moisture to survive.

Collecting Condensation

Similar to collecting dew, you might also be able to boost your odds of survival by collecting condensation. While collecting dew involves collecting the water that collects on plants in the early morning, however, collecting condensation is sort of the opposite.

Plants are living, breathing (sort of) beings that are made up largely of water, much like we are. Just as we sweat, they can "sweat" off the water. However, while we typically sweat to cool off our bodies when we are getting too warm, plants typically emit moisture when they have absorbed all the nutrients of the soil through the water they get during the day, namely, at night.

The best way to collect this condensation from plants is to tie a plastic bag over the leaf of a plant and secure with a rubber band. This will create a sort of mini-greenhouse effect, and you can collect at least a little moisture.

While these methods might not be your top choice for collecting water, they are crucial to know nonetheless. You never know when every little bit of moisture might count towards keeping you alive.

Prairie Crossing 6th Grade Coronavirus E Learning **May 4th**
Verification Sheet
*Submit completed verification to homeroom teacher

All videos and needed documents will be on the 6th grade website at www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.

Math:

- **Bell Math:**
  - Go over the completed notes provided then complete the included math problems making sure your work looks just like what is on the notes provided.

- **Laggett & Goodman Math:**
  - Integer Addition and Subtraction IXL - work on any of the skills below (in any order) for 30 minutes. Be sure to write your score at the end. If you get to a smart score of 60 you can move on to another skill.
  - If you are a Paper & Pencil student or if your internet is down do the attached worksheet.

	Skill	What score did you get?
N.1	Add integers using counters	
N.2	Add integers	
N.3	Subtract integers using counters	
N.4	Subtract integers	
N.5	Add and subtract integers: find the sign	

$$A = bh$$

Chapter 9 Lesson 1: Area of Parallelograms

A polygon is a closed figure formed by 3 or more straight lines. A parallelogram is a quadrilateral with opposite sides parallel and opposite sides the same length. A rhombus is a parallelogram with four equal sides. Fill in the lines in the diagram with polygon, parallelogram, or rhombus and draw an example of each.
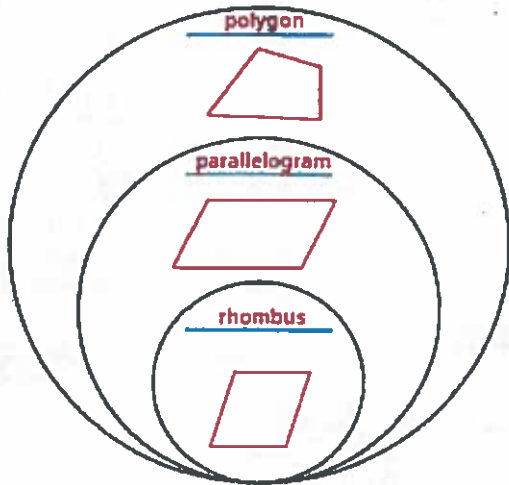
polygon

parallelogram

rhombus

The area of a parallelogram is related to the area of a rectangle as you discovered in the previous Inquiry Lab.

The **base** of a parallelogram can be any one of its sides.

height

base

The **height** is the perpendicular distance from the base to the opposite side

Parallelograms include special quadrilaterals, such as rectangles, squares, and rhombi.
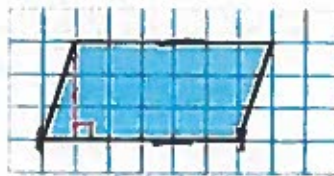
Examples: Find the area

17 m

16 m

4 m
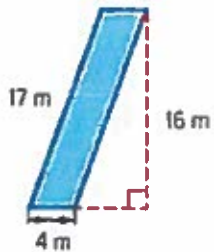
$A = bh$
$A = 4 \cdot 16$
$A = 64$

__64m²__

$A = bh$
$A = 6 \cdot 3$
$A = 18$

__18 units²__

Use the formula A=bh to find the missing dimensions.

6 m

$A = 48\ m^2$

$A = bh$
$\dfrac{48}{6} = \dfrac{b \cdot 6}{6}$
$8 = b$

8m=b

8 yd

$A = 96\ yd^2$
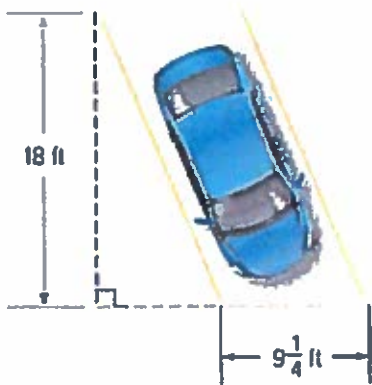
$A = bh$
$\dfrac{96}{8} = \dfrac{b \cdot 8}{8}$
$12 = b$

12yd = b

Find the area of the sparking space shown in the picture.

$A = bh$
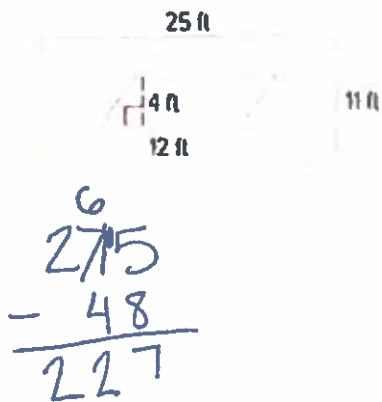$A = 18 \cdot 9\frac{1}{4}$
$\boxed{A = 166\frac{1}{2} \, ft^2}$

$\frac{18}{1} \times \frac{37}{4} = \frac{666}{4}$

$2\overline{)666}\quad 4$
$\quad\overline{333}\quad 2$
$\quad\quad 166.5$
$2\overline{)333.0}$
$\quad -2$
$\quad\overline{13}$
$\quad -12$
$\quad\quad\overline{13}$
$\quad\quad -12$
$\quad\quad\quad\overline{10}$

Find the area of the shaded region in each figure.

25 ft

4 ft
12 ft

11 ft

Shaded — white
$A = bh$ $A = bh$
$A = 25 \cdot 11$ $A = 12 \cdot 4$
$A = 275$ $A = 48$

$\overset{6}{2\cancel{7}5}$
$- \; 48$
$\overline{227}$

$\boxed{227 \, ft^2}$

6 cm
6 cm
15 cm

8 cm

Shaded — white
$A = bh$ $A = bh$
$A = 15 \cdot 8$ $A = 6 \cdot 6$
$A = 120$ $A = 36$

$\overset{0\;\;11}{\cancel{1}2\cancel{0}}$
$- \; 36$
$\overline{84}$

$\boxed{84 \, cm^2}$

Lesson 1 Skills Practice

Area of Parallelograms

Find the area of each parallelogram.

1.

2.

3.

3 ft

7 ft

4.

7 yd

9 yd

5.

2 cm

5 cm

6.

9 yd

10 yd

7.

14 m

6 m

8.

$10\frac{1}{2}$ in.

$15\frac{1}{8}$ in.

9.

16 in.

9 in.

10.

5.4 cm

12.75 cm

11.

9 km

11 km

12.

15 m

17 m
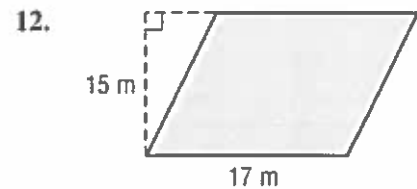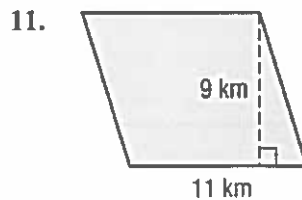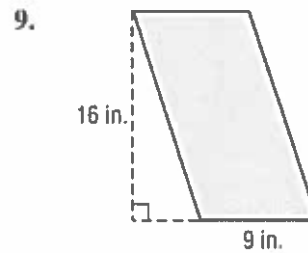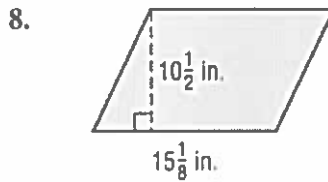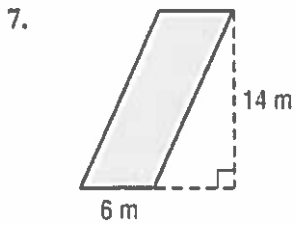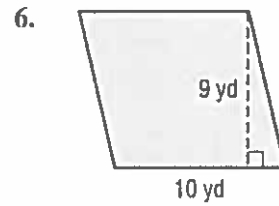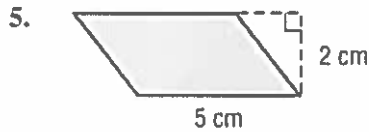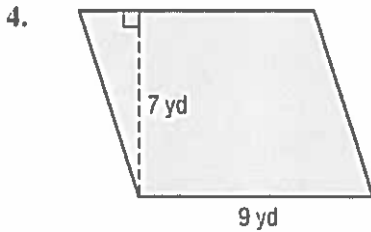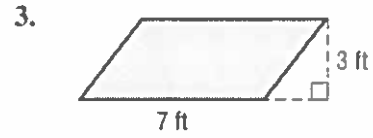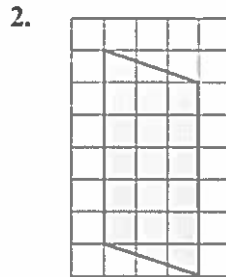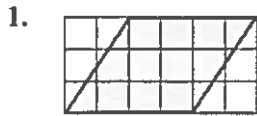
11-2 Study Guide and Intervention

Adding Integers

- The sum of two positive integers is always positive.
- The sum of two negative integers is always negative.
- The sum of a positive integer and a negative integer is sometimes positive, sometimes negative, and sometimes zero.

Example 1 Find $-3 + (-2)$.

Method 1 Use counters.

Place 3 negative counters on the mat to show -3.

Place 2 negative counters on the mat to show -2.

So, $-3 + (-2) = -5$.

Method 2 Use a number line.

Start at 0. Move 3 units to the left to show -3. From there, move 2 units to the left to show -2.
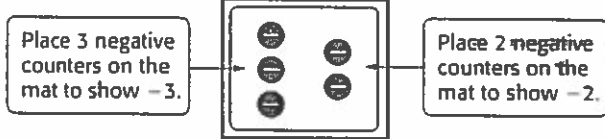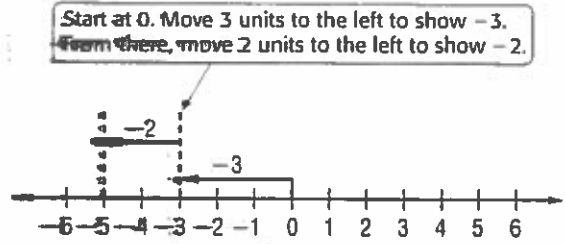
Example 2 Find $4 + (-1)$.

Method 1 Use counters.

Place 4 positive counters on the mat to show $+4$. Place 1 negative counter on the mat to show -1.

So, $4 + (-1) = 3$.

Method 2 Use a number line.

Start at 0. Move 4 units to the right to show $+4$. From there, move 1 unit to the left to show -1.
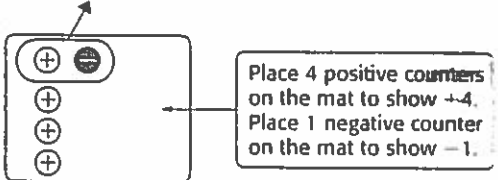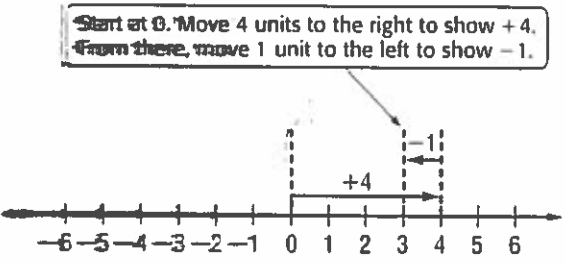
Exercises

Add. Use counters or a number line if necessary.

1. $3 + (-6)$

2. $-9 + 6$

3. $-4 + 7$

4. $6 + (-6)$

5. $-8 + (-2)$

6. $2 + (-5)$

7. $6 + (-12)$

8. $-6 + (-5)$

9. $4 + (-3)$

10. $-12 + 5$

11. $-4 + 10$

12. $-3 + (-5)$

11-3 Study Guide and Intervention

Subtracting Integers

To subtract an integer, add its opposite.

Example 1 Find $-4 - (-3)$.

Method 1 Use counters.

Place 4 negative counters on the mat to show -4. Remove 3 negative counters to show subtracting -3.

So, $-4 - (-3) = -1$.

Method 2 Use the rule.

$-4 - (-3) = -4 + 3$ To subtract -3, add 3.

$= -1$ Simplify.
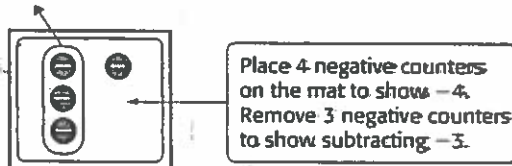
Example 2 Find $-3 - 1$.

Method 1 Use counters.

Place 3 negative counters on the mat to show -3. To subtract $+1$, you must remove 1 positive counter. But there are no positive counters on the mat. You must add 1 zero pair to the mat. The value of the mat does not change. Then you can remove 1 positive counter.
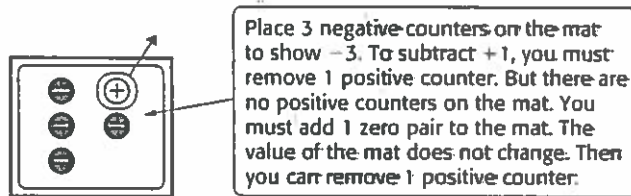
The difference of -3 and 1 is -4.

So, $-3 - 1 = -4$.

Method 2 Use the rule.

$-3 - 1 = -3 + (-1)$ To subtract 1, add -1.

$= -4$ Simplify.

Exercises

Subtract. Use counters if necessary.

1. $+8 - 5$

2. $-4 - 2$

3. $7 - (-5)$

4. $-3 - (-5)$

5. $6 - (-10)$

6. $-8 - (-4)$

7. $-1 - 4$

8. $2 - (-2)$

9. $-5 - (-1)$

10. $7 - 2$

11. $-9 - (-9)$

12. $6 - (-2)$

13. $-8 - (-14)$

14. $-2 - 9$

15. $5 - 15$

Lesson 11-3

Prairie Crossing 6th Grade Coronavirus E Learning **May 5th**
Verification Sheet
*Submit completed verification to homeroom teacher

Island Survival Project intro - This will be a project where you will be creating a Google Slides Project through the Social Studies Google Classroom. Those of you that are paper and pencil will complete the attached worksheets.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to continue.
- Complete slides 15 - 18
- Paper and Pencil will complete attached pages.

JOURNAL ENTRY
4

I've decided to go fishing.

Tarzan was right. Swinging on vines is cool.

ANIMAL RESEARCH Slide 16

ANIMAL

HABITAT

DIET

SIZE AND WEIGHT

ENEMIES
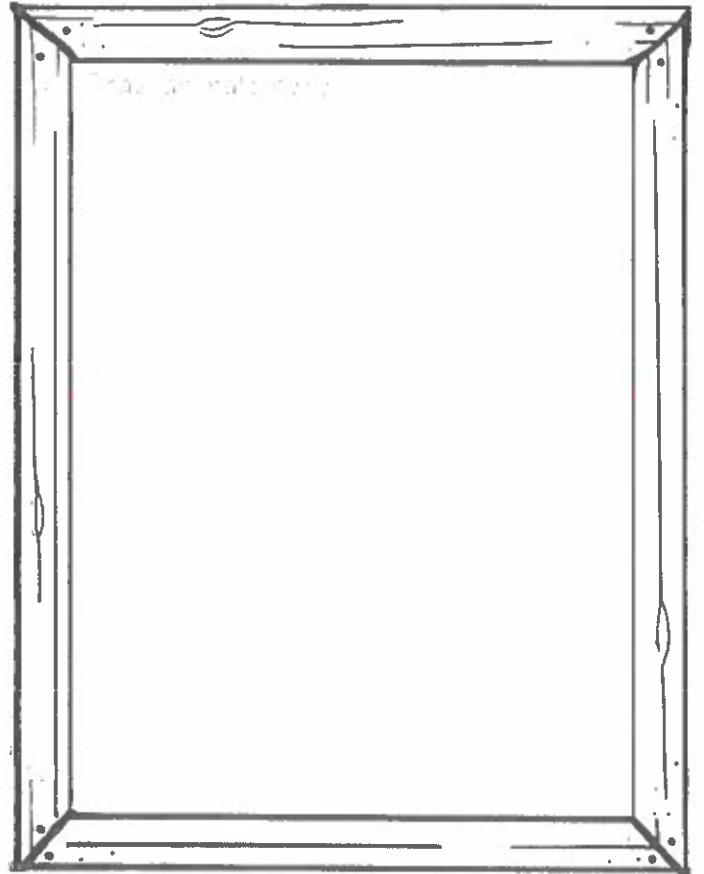
INTERESTING FACTS

MACAW

Slide 17

SCIENTIFIC NAME

TYPICAL HABITAT

DIET

SIZE AND WEIGHT

ENEMIES

INTERESTING FACTS

MARINE IGUANA Slide 18

SCIENTIFIC NAME

TYPICAL HABITAT
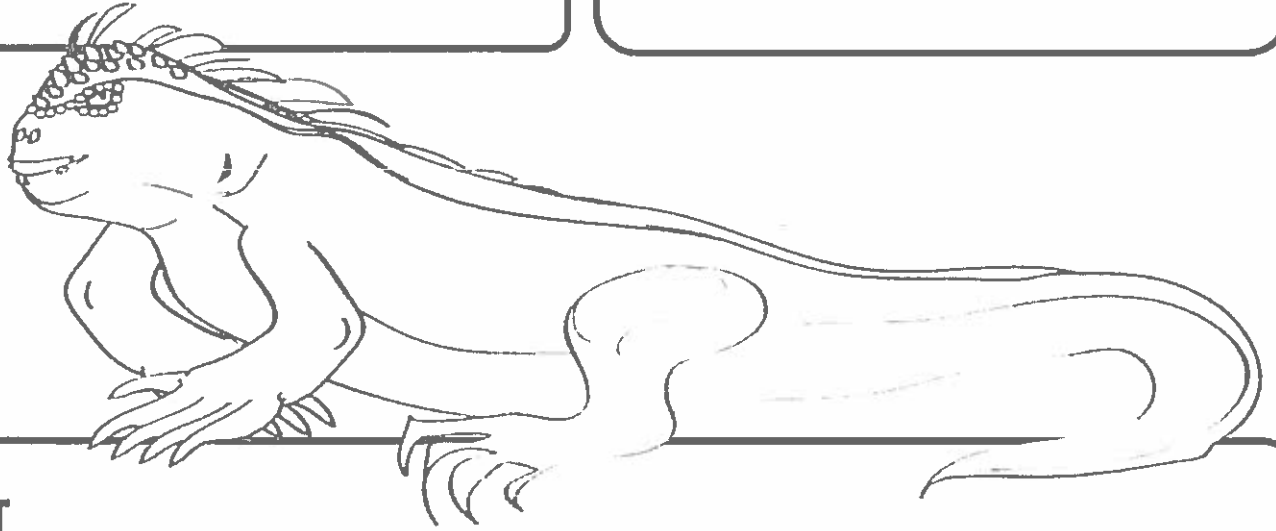
DIET

SIZE AND WEIGHT

INTERESTING FACTS

ENEMIES

Marine Iguana

COMMON NAME: **Marine Iguana**

SCIENTIFIC NAME: **Amblyrhynchus cristatus**

TYPE: **Reptiles**

DIET: **Herbivore**

AVERAGE LIFE SPAN IN THE WILD: **5 to 12 years**

SIZE: **4 to 5 feet**

WEIGHT: **1 to 3.3 pounds**

SIZE RELATIVE TO A 6-FT MAN:

The much-maligned marine iguanas of the Galápagos Islands are so famously homely, even Charles Darwin piled on, describing them as "hideous-looking" and "most disgusting, clumsy lizards."

It's true, they're not pretty, with their wide-set eyes, smashed-in faces, spiky dorsal scales, and knotty, salt-encrusted heads. But what these unusual creatures lack in looks they make up for with their amazing and unique ecological adaptations.

Population

Scientists figure that land-dwelling iguanas from South America must have drifted out to sea millions of years ago on logs or other debris, eventually landing on the Galápagos. From that species emerged marine iguanas, which spread to nearly all the islands of the archipelago. Each island hosts marine iguanas of unique size, shape and color.

Aquatic Adaptations

They look fierce, but are actually gentle herbivores, surviving exclusively on underwater algae and seaweed. Their short, blunt snouts and small, razor-sharp teeth help them scrape the algae off rocks, and their laterally flattened tails let them move crocodile-like through the water. Their claws are long and sharp for clinging to rocks on shore or underwater in heavy currents. They have dark gray coloring to better absorb sunlight after their forays into the frigid Galápagos waters. And they even have special glands that clean their blood of extra salt, which they ingest while feeding.

Threats to Survival

Their population is not well known. They are under constant pressure from non-native predators like rats, feral cats, and dogs, who feed on their eggs and young. They are protected throughout the archipelago and are considered vulnerable to extinction.

Blue and Yellow Macaw

The Blue and Yellow Macaw is a type of Parrot with the scientific name Ara ararauna. It gets its nickname from its beautiful bright yellow and blue feathers. Typically the wings and tail are blue, while the under parts are yellow or golden. It also has a green forehead, a white face, and a black beak.

The macaw can get pretty big. It can have a body length of nearly 3 feet and a wing span of 4 feet. It can weigh up to 3 pounds.

Where does the Blue and Yellow Macaw live?

The natural habitat for the Blue and Yellow Macaw is the rainforest in South America, mostly in the northern countries where the weather is warm. Brazil, Venezuela, Peru, Bolivia, and Paraguay all have native populations of the Blue and Yellow Macaw.

In the wild, these birds live in relatively large flocks of around 100 birds. Scientists also think that they mate for life.

Can the Blue and Yellow Macaw talk?

Yes, it is considered a talking bird. This means that it can mimic human speech. It doesn't really talk, but can make the same sound and repeat words. Not all pet macaws talk, but this is one of the more "talkative" birds. In general, the macaw is a pretty loud bird and makes lots of screeching noises, so if you get one as a pet, be ready for some noise.

What does the Macaw eat?
Macaws eat a wide variety of foods including seeds, fruits, nuts, leaves, and flowers. At the same time, lot of foods are poisonous to them such as chocolate, cherries, avocado, and

caffeine. Some macaws also eat clay, which scientists think might help to neutralize the poisons in some foods.

Does it make a good pet?

If properly taken care of, the Blue and Yellow Macaw can make a great pet. It is considered to be one of the most trainable and intelligent parrots. However, be prepared to spend a lot of time and work on your macaw. They like to spend time with people and need to be trained and socialized. With a lot of work they can be a great pet.

It's also recommended that you have a large space to keep your macaw. It's recommended that they have a space at least 50 feet long to fly around in.

Is the Blue and Yellow Macaw endangered?

No, as a matter of fact its conservation status is listed as "least concerned", which is good news for the Macaw.

Fun Facts

- They are often called Blue and Gold Macaws.
- They use their strong beaks to crack open nuts to eat. But beware, they can also use them to chew up stuff in your house!
- In the wild, macaws help promote forest growth by dropping a lot seed they are eating on the ground and spreading seeds throughout the forest.
- They can live up to 80 years old.
- Baby macaws stay with their parents for around one year.

**All videos and needed documents will be on the 6th grade website at
www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
Math:
- **Bell Math**
  - Piet Mondrian Area & Perimeter Project
    - Read through **Piet Mondrian: Background** and look at the provided art work samples. Then answer the questions on the bottom of Piet Mondrian: Background.
    - Use the **Mondrian Inspired Art** page and 2 pieces of the grid paper to create 2 identical copies of your artwork. DO NOT COLOR TODAY!

- **Laggett & Goodman Math**
  - Watch Multiply & Divide integers video on www.pcesixthgrade.weebly.com
    - Watch the video and fill out the math notes with the teacher.
    - You were given a pre-filled out note and a powerpoint to use as a reference.
  - Complete Worksheet P. 32 & 42 EVENS. Be sure to show your work on the box page.

NAME_____

PIET MONDRIAN: Background

DIRECTIONS: Read the background information on Piet Mondrian. Based on the images you saw and the information below, write your response to the questions.

Piet Mondrian was born in Amersfoort in the Netherlands, in 1872. He was the second of his parent's children. At a very young age his father Pieter and his Uncle Fritz, both artists themselves, introduced Piet to the world of art.

In 1892, Mondrian entered the Academy for Fine Art in Amsterdam as a qualified teacher. While teaching at the academy he also practiced his painting. Most of his paintings from this period were of landscapes. These pastoral images of Holland included fields, cows and windmills. These paintings were representational, and show the influence that the pointillist (painting with dots) and fauvist (vivid colors) movements had on him.
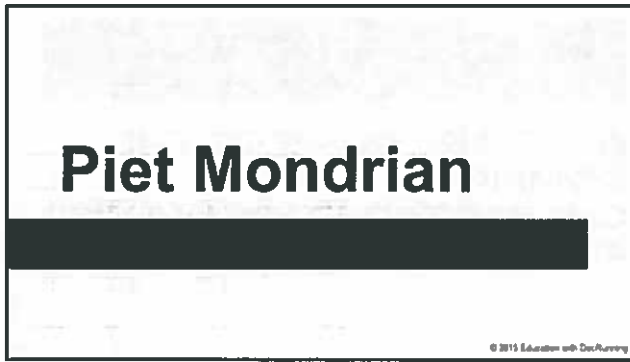
While Mondrian's early works represented the world he saw around him, his discovery of Cubism in 1911 guided him toward pure abstraction. Paintings such as *The Sea (1912)* while still somewhat representational, began to be dominated by the geometric shapes of Cubism. Mondrian eagerly absorbed the Cubist style, though he seemed to know that this was only a stepping stone on his way to finding his own unique style.

Mondrian returned to Paris when the war ended. It was there that he painted one of his most famous paintings, *Composition with Red, Yellow and Blue (1921)*, a painting composed of rectangles with primary colors on a grid of black lines. In the years that followed, he continued to eliminate "non-essentials", limiting his works to these "basic forms of beauty."
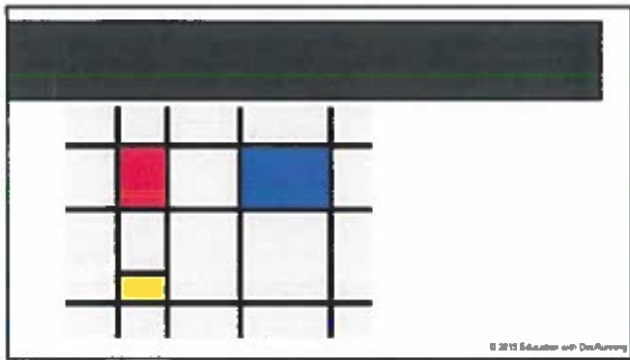
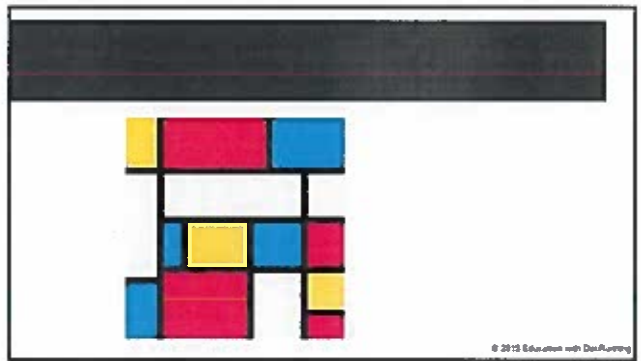| DESCRIBE MONDRIAN'S STYLE TO SOMEONE WHO CAN NOT SEE HIS ARTWORK.	WHAT DO YOU FIND UNIQUE ABOUT MONDRIAN'S STYLE?
_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Piet Mondrian
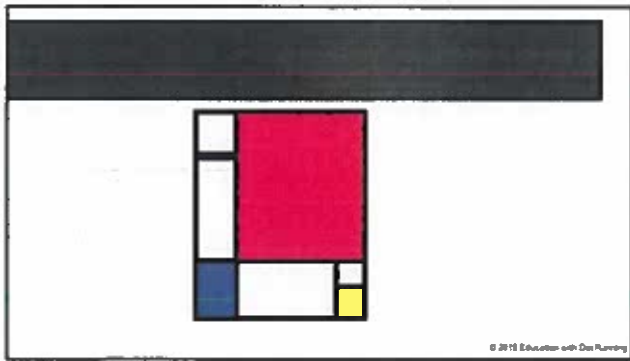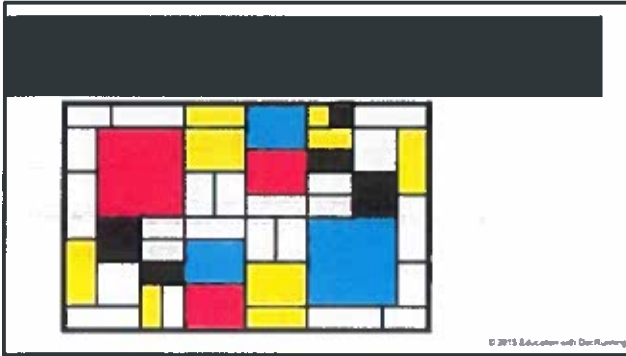
WHAT ARE SOME OF THE
COMMON
CHARACTERISTICS IN THIS
ARTWORK?

NAME_____

MONDRIAN INSPIRED ART

DIRECTIONS:

- Now that you are familiar with Piet Mondrian's artwork, you have the opportunity to create your own artwork.

- On a plain piece of paper, use a pencil and ruler to create a series of rectangles and squares similar to a piece of artwork that Mondrian created.

- Trace your pencil lines in black.

- Do not color your piece. You will have an opportunity to add color later.

- When you are done, write your name in one corner of your artwork and give to your teacher.

Pre- Chapter 7: Multiply and Divide Integers

To remember whether your answer will be positive or negative when MULTIPLYING or DIVIDING, we'll use: FOX FACE
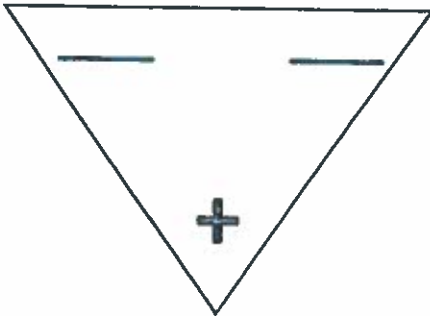
- When multiplying or dividing integers, cover up the two signs you are using.
- Whatever sign is left, is the sign for the answer.

Examples: 2 (-5) = -10   -10 ÷ 2 = -5

Rules:

○   The product/quotient of two integers with DIFFERENT signs is NEGATIVE.

3 x (-2) = -6   -3 x 2 = -6   12 ÷ -2 = -6

○ The product/quotient of two integers with the SAME signs is POSITIVE.

$3 \times 2 = 6$ $-3 \times (-2) = 6$ $-12 \div -2 = 6$

EXAMPLES:

3 (6-) =   -9 (4)=   2 (6) =

-7 (-5) =   -3 (-8) =   2 (2) =

-2 (6 + (-7)) =   4 (-2 + 9)   36 ÷ (-4)=

-18 ÷ (-3) =   20 ÷ 5 =   -68 ÷ 8 =

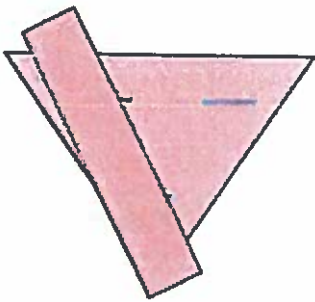$\dfrac{(21 \div 3) \times 8}{-4}$ $\dfrac{-8 - 7}{-5}$

Pre- Chapter 7: Multiply and Divide Integers

To remember whether your answer will be **positive** or **negative** when MULTIPLYING or DIVIDING, we'll use: **FOX FACE**
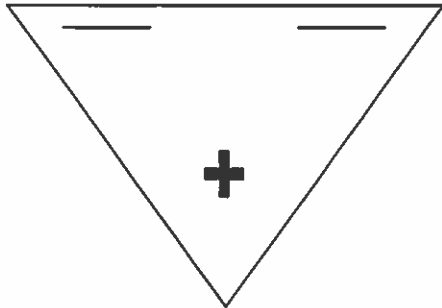
- When multiplying or dividing integers, cover up the two signs you are using.
- Whatever sign is left, is the sign for the answer.

Examples: $2(-5) = -10$ $-10 \div 2 = -5$
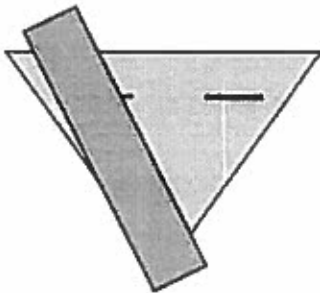
Rules for products & quotients of two integers:

DIFFERENT signs is **NEGATIVE**.

$3 \times (-2) = -6$ $-3 \times 2 = -6$ $12 \div -2 = -6$

SAME signs is **POSITIVE**.

$3 \times 2 = 6$ $-3 \times (-2) = 6$ $-12 \div -2 = 6$

EXAMPLES:

3 (6-) =
-18

-9 (4)=
-36

2 (6) =
12

-7 (-5) =
35

-3 (-8)=
24

2 (2) =
4

-2 (6 + (-7)) =
-2(-1)
2

4 (-2 + 9)
4 (7)
28

36 ÷ (-4)=
-9

-18 ÷ (-3) =
6

20 ÷ 5 =
4

-68 ÷ 8 =
-8.5

$$\frac{(21 \div 3) \times 8}{-4}$$

$$\frac{7 \times 8}{-4}$$

$$\frac{56}{-4}$$

-13.5

$$\frac{-8 - 7}{-5}$$ $$\frac{-8 + 7}{-5} = \frac{-15}{-5} = 3$$
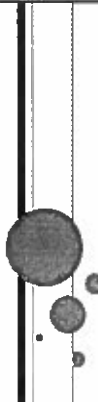
PRE- CHAPTER 7
Multiplying and Dividing Integers

OBJECTIVE

At the end of this lesson you will be able to...
o Multiply and divide integers

RECALL

o What is our rule for adding integers with the same sign?
o What is our rule for adding integers with opposite signs?
o How do we subtract integers?

HERE'S A WAY I CAN REMEMBER!

o To remember whether your answer will be positive or negative when MULTIPLYING or DIVIDING, we'll use:

When multiplying Integers, cover the Two signs you are using

What sign is left uncovered?

Negative – That is the sign of The answer

Ex: 5 (-3)
= -15

MULTIPLICATION RULES

o The product of two integers with different signs is negative

$$3 \times (-2) = -6 \qquad -3 \times 2 = -6$$

o The product of two integers with the same signs is positive

$$3 \times 2 = 6 \qquad -3 \times (-2) = 6$$

FIND 9 x (-6)

The integers have different signs so the product is negative.

9 x (-6) = -54

FIND -2 x (-7)

The integers have the same sign so the product is positive.

-2 x (-7) = 14

FIND 7 x 9

The integers have the same sign so the product is positive.

7 x 9 = 63

FIND 4 x (-7)

The integers have different signs so the product is negative.

4 x (-7) = -28

FIND -5 x 7

The integers have different signs so the product is negative.

-5 x 7 = -35

FIND 5 x 4

The integers have the same sign so the product is positive.

5 x 4 = 20

FIND -8 X 3

The integers have different signs so the product is negative.

-8 x 3 = -24

FIND -4 X (-8)

The integers have the same sign so the product is positive.

-4 x (-8) = 32

Mr. Green has invested in a stock whose price is decreasing at a rate of $3 per day. What will the change in the price of the stock after 5 days?

Decreasing stock = -3
Number of days = 5

-3 x 5 = $-15

DIVISION RULES

o The quotient of two integers with different signs is negative

$$8 \div (-2) = -4 \qquad -8 \div 2 = -4$$

o The quotient of two integers with the same sign is positive

$$8 \div 2 = 4 \qquad -8 \div (-2) = 4$$

FIND -9 ÷ 3

The integers have different signs so the quotient is negative.

-9 ÷ 3 = -3

FIND -16 ÷ 4

The integers have different signs so the quotient is negative.

-16 ÷ 4 = -4

FIND -42 ÷ (-6)

The integers have the same sign so the quotient is positive.

-42 ÷ -6 = 7

FIND 28 ÷ 7

The integers have the same sign so the quotient is positive.

28 ÷ 7 = 4

FIND 24 ÷ 8

The integers have the same sign so the quotient is positive.

24 ÷ 8 = 3

FIND -16 ÷ 2

The integers have different signs so the quotient is negative

-16 ÷ 2 = -8

FIND -30 ÷ (-5)

The integers have the same sign so the quotient is positive

-30 ÷ -5 = 6

Roberto missed a total of 6 points on a science quiz. If he missed the same number of points on each of the 3 problems, what integer represents the number of points missed for each problem?

Total points missed = -6
Number of problems missed = 3

-6 ÷ 3 = -2

11-4 **Practice**

Evens

Multiplying Integers

Multiply.

1. -2×15

2. $-4 \times (-11)$

3. $-3 \times (-3)$

4. $7(2)$

5. $6(-8)$

6. 13×8

7. $15(-6)$

8. -12×3

9. $-10(-4)$

10. $-1(-7)$

11. 8×3

12. $-6 \times (-4)$

13. 13×7

14. $2 \times (-6)$

15. -9×9

16. $-3(-14)$

17. $9(-3 - 8)$

18. $-7(4)(-5)$

19. $-2(6 + (-7))$

20. $7(-3 + 3)$

21. $-2(8 + (-6))$

22. $3(-5)(2)$

23. $4(-2 + 9)$

24. $-3(-4 - 4)$

25. **PATTERNS** Find the next two numbers in the pattern. Then describe the pattern.

$$8, -24, 72, -216, \ldots$$

26. **ALGEBRA** Find the value of mn if $m = -7$ and $n = -12$.

27. **CONSTRUCTION** The arm and torch of the Statue of Liberty were completed for the International Centennial Exhibition in Philadelphia in 1876. It took 20 men working 10 hours a day, 7 days a week, to complete it for the exhibition. What was the total number of hours worked in a week?

28. **EXERCISE** After finishing her workout, Felicia's heart rate decreased by 2 beats per minute for each of the next 5 minutes. Write an integer to represent the change in her heart rate at the end of 5 minutes.

(over)

Evens

(11-6) Practice

Dividing Integers

Divide.

1. $33 \div (-3)$

2. $-84 \div (-6)$

3. $-26 \div 13$

4. $92 \div (-23)$

5. $-96 \div 4$

6. $36 \div (-6)$

7. $76 \div 4$

8. $-12 \div (-6)$

9. $-30 \div (-5)$

10. $-42 \div 7$

11. $18 \div (-2)$

12. $-27 \div 9$

13. $69 \div 23$

14. $52 \div 13$

15. $-40 \div (-10)$

16. $28 \div (-4)$

17. $\dfrac{-8 - 7}{-5}$

18. $\dfrac{5 - (-4) + (-9 + 6)}{-6}$

19. $\dfrac{(21 + 3) \times 8}{-4}$

20. $\dfrac{(-3 + (-2)) \times (-6 + 1)}{5}$

21. **MILKING** It takes 20 minutes for a cow to be milked by a milking machine. How many cows can be milked in 6 hours?

22. **ALGEBRA** What is the value of $s \div t$ if $s = -18$ and $t = -6$?

23. **TESTING** Thi wants to find the average of her last four math tests. She scored 96 on her first test. Use the table to find her average score for the four tests.

Thi's Tests	
Test 1	0
Test 2	-13
Test 3	-5
Test 4	3

24. **GASOLINE** The price of a gallon of gasoline increased by 5 cents one week, decreased by 3 cents each of the next two weeks, and increased by 7 cents the fourth week. Find the average change in the price of gasoline for the 4 weeks.

(over)

Pg. 32.

18) $-7(4)(-5)$

20) $7(-3+3)$

22) $3(-5)(2)$

24) $-3(-4-4)$

26)

28)

Pg. 42

18) $\dfrac{5-(-4)+(-9+6)}{-6}$

20) $\dfrac{(-3+(-2)) \times (-6+1)}{5}$

22)

24)

pg
42

Prairie Crossing 6th Grade Coronavirus E Learning **May 7th**
Verification Sheet
*Submit completed verification to homeroom teacher

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AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to continue.
- Complete slides 19 - 22
- Paper and Pencil will complete attached pages.

TORTOISE Slide 19

SCIENTIFIC NAME

HABITAT

DIET

LIFESPAN

SIZE AND WEIGHT

INTERESTING FACTS
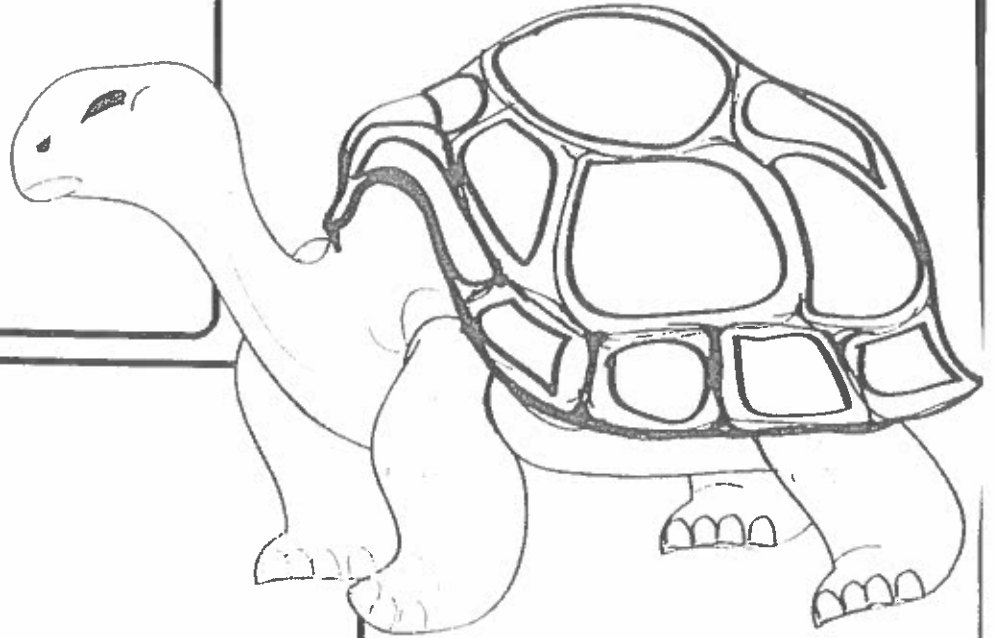
ENEMIES

BLUE FOOTED BOOBY

SCIENTIFIC NAME

TYPICAL HABITAT

DIET

SIZE AND WEIGHT

ENEMIES
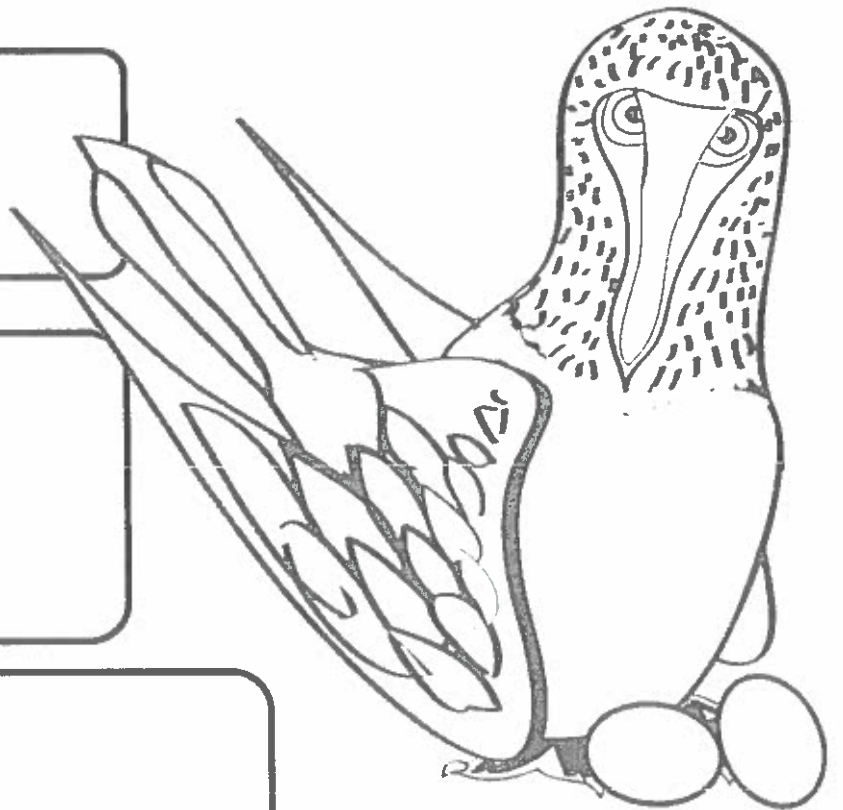
INTERESTING FACTS

JOURNAL ENTRY Slide 21

I don't think anyone is coming to get me.

I created some tools today and now I can build!

THE TREEHOUSE
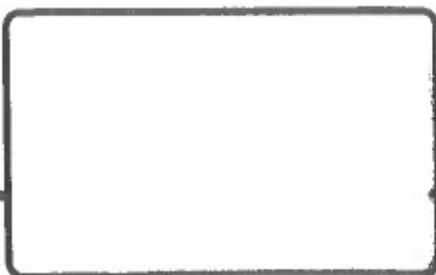
So you've decided to build a treehouse
Great decision--but now you have to plan for it

In the space below, sketch out what your dream set-up would
be Label the key features by writing them in the blanks

Be creative and use your imagination!

draw here

Blue-Footed Booby

During the mating season, male blue-footed boobies strut around with exaggerated movements that show off their fabulous blue feet. Females tend to pick the males with the bluest feet as their mates.

Blue-footed boobies sleep at night, generally on land, and feed at sea during the day. Sometimes boobies feed in a group. They often fly far out to sea to look for their prey—small <u>fish</u> such as anchovies.

The birds either zip underwater for fish from a floating position on the water's surface or make awesome dives from as high as 80 feet (24 meters) in the air. Once it spots a school of fish, the bird folds those wings back, becoming a streamlined, torpedo-shaped predator. The booby dives into the <u>water</u> among the school of fish, using its long beak to grab dinner.

Parents take care of their chicks feeding and protecting them—until they're about two months old. At that point, young boobies can survive on their own.

NATIONAL GEOGRAPHIC

Galápagos Tortoise

Galápagos tortoises can live to be over a hundred years old.

Galápagos Tortoise
Chelonoidis nigra

Reptiles

Herbivore

AVERAGE LIFE SPAN IN THE WILD: 100 or more years

SIZE: 4 feet

WEIGHT: 475 pounds

The top shell of a tortoise is called the carapace; the shell that covers a tortoise's belly is called the plastron. The populations of Galápagos tortoises that live on the hotter and drier islands of the Galápagos have developed shells that are saddle-shaped with a high notch above the neck. This allows them to stretch their necks higher to reach vegetation that grows above the ground.

The Charles Darwin Research Station in the Galápagos raises captive Galápagos tortoises. This conservation organization reintroduces many tortoises back into the wild once they've grown big enough that predators don't pose a danger. The only native natural predator of the Galápagos tortoise is the Galápagos hawk. The hawk preys on eggs and newly hatched tortoises. The main threats to adult tortoises are habitat destruction and illegal hunting. The Galápagos Islands, discovered by Spanish sailors in 1535, were named after the giant tortoises discovered there. Galápago means tortoise in Spanish.

Tortoises lay eggs. Females lay their eggs in nest holes, which they cover and leave. Babies hatch in four to eight months. They are on their own from the beginning.

**All videos and needed documents will be on the 6th grade website at
www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
Math:

- **Bell Math**
  - Piet Mondrian Area & Perimeter Project
    - Use **Mondrian-Inspired Art – Part 2** as your directions.
    - Color in 1 of your copies of the piece of art you did on May 6th.
    - Answer the question in the box after you have colored your piece.
    - Use **Mondrian-Inspired Art – Perimeter** as your directions.
    - On the non-colored copy of your piece of art from May 6th label each square/rectangle a different letter A-Z (If you have more than 26 boxes label start after Z labeling them AA-ZZ)
- **Laggett & Goodman Math -**
  - Integer Multiply & Divide IXL – work on any of the skills below (in any order) for 30 minutes. Be sure to write your score at the end. If you get to a smart score of 60 you can move on to another skill.
  - If you are a Paper & Pencil student or if your internet is down do the attached worksheet.

Integer Multiplication and Division IXL

	Skill	What score did you get?
N.8	Multiply integers: find the sign	
N.9	Multiply integers	
N.10	Divide integers: find the sign	
N.11	Divide integers	

NAME_____

MONDRIAN-INSPIRED ART— PART 2

DIRECTIONS:

- On the copy of your first design, fill in the squares and rectangles using a maximum of 3 colors plus white.

- Each square or rectangle should be filled in solid in one color, just as you saw in the Mondrian artwork.

- When you have finished, respond to the question below either in your notebook or on this paper..

DESCRIBE YOUR DESIGN. EXPLAIN WHICH COLORS DOMINATE AND WHAT YOU NOTICE ABOUT THE DIFFERENT SIZES OF YOUR RECTANGLES.

_____

_____

_____

_____

_____

_____

NAME_____
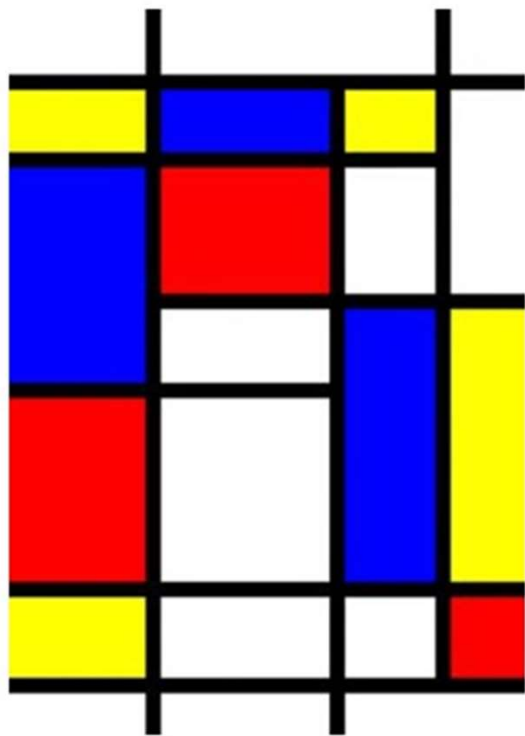
MONDRIAN-INSPIRED ART— PERIMETER

DIRECTIONS:

• Label each square and rectangle on your blank design with a letter.
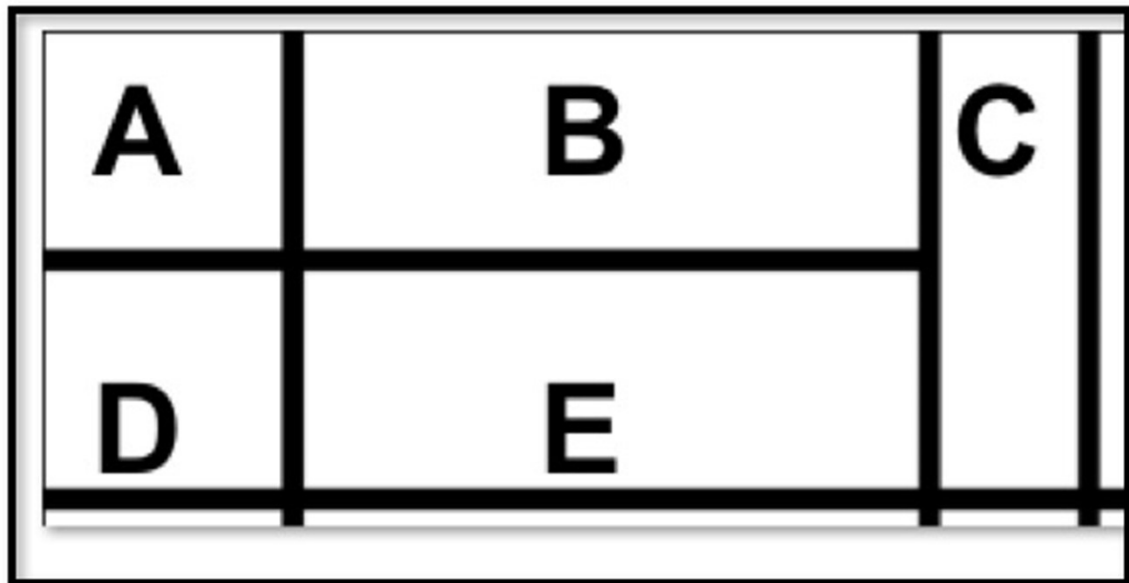
• Using your colored design, measure each rectangle. Indicate the width and length as well as the inside color of your rectangle.

• Fill in the information for each rectangle in the table.

• Calculate the area and the perimeter for each rectangle.

11-4 Skills Practice
Multiplying Integers

Multiply.

1. $6 \times (-4)$

2. -8×7

3. $-2 \times (-9)$

4. $5(-5)$

5. $-5(-3)$

6. $-4(8)$

7. $9(-2)$

8. $-5(-6)$

9. $3(-10)$

10. $-4(2)$

11. $-4(-4)$

12. $-9(6)$

13. $7(-3)$

14. $-2(-8)$

15. $-5(-10)$

16. $2(-1)$

17. $-3(6)$

18. $4(-5)$

19. $-7(7)$

20. $-2(-7)$

21. $-6(-1)$

22. $4(-3)$

23. $-6(-5)$

24. $-9(10)$

25. $-3(-8)$

26. $7(-5)$

27. $-2(2)$

28. $8(-8)$

29. $-9(1)$

30. $-7(-4)$

31. $-7(6)$

32. $-5(12)$

33. $-4(-8)$

Lesson 11-4

11-6 **Skills Practice** ~~Paper Packet Students~~

Dividing Integers

Divide.

1. $-4 \div 2$

2. $6 \div (-2)$

3. $-8 \div (-2)$

4. $3 \div (-3)$

5. $9 \div (+3)$

6. $-10 \div 5$

7. $56 \div (-7)$

8. $-45 \div 9$

9. $-12 \div (-6)$

10. $15 \div (-3)$

11. $-24 \div 6$

12. $-18 \div (-3)$

13. $48 \div (-8)$

14. $-40 \div 8$

15. $-20 \div (-5)$

16. $36 \div (-9)$

17. $-42 \div 7$

18. $-54 \div (-6)$

19. $20 \div (-10)$

20. $-12 \div 4$

21. $-35 \div (-5)$

22. $-27 \div 9$

23. $10 \div (-2)$

24. $-32 \div (-8)$

25. $-68 \div 4$

26. $30 \div (-3)$

27. $-36 \div (-4)$

28. $-16 \div (-8)$

29. $49 \div (-7)$

30. $-18 \div 2$

31. **ALGEBRA** For what value of v is $42 \div v = 6$ true?

32. **ALGEBRA** Find the value of $m \div n$ if $m = -24$ and $n = -4$.

33. **ALGEBRA** For what value of b is $b \div 4 = -9$ true?

34. **ALGEBRA** Find the value of $x \div y$ if $x = -50$ and $y = 10$.

Lesson 11-6

Prairie Crossing 6th Grade Coronavirus E Learning **May 11th**
Verification Sheet
*Submit completed verification to homeroom teacher

Island Survival Project intro - This will be a project where you will be creating a Google Slides Project through the Social Studies Google Classroom. Those of you that are paper and pencil will complete the attached worksheets.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
- Log into Google Classroom and choose the Social Studies Class.
- Click on Island Survival Project to continue.
- Complete slides 23 - 24
- Paper and Pencil will complete attached pages.

TREEHOUSE TOOLS Slide 23

Look at the current supplies you have, and take stock of natural resources that you will use to make a treehouse

CURRENT TOOLS
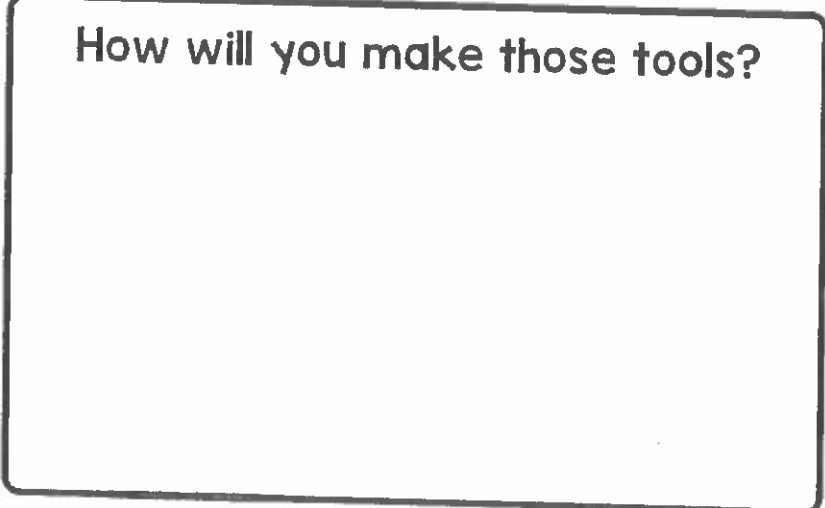
NATURAL RESOURCES

vines

trees

What kind of other tools will you need?

How will you make those tools?

Can you design some simple machines to help you? What?

TOOL TIME Slide 24

Below are FOUR tools you created. Two choices are already provided (ladder and hammer). What are two others you created? Draw illustrations of all four tools.

LADDER	HAMMER
Type:	Type:

Type:	Type:

Prairie Crossing 6ᵗʰ Grade Coronavirus E Learning **May 12th**
Verification Sheet
*Submit completed verification to homeroom teacher

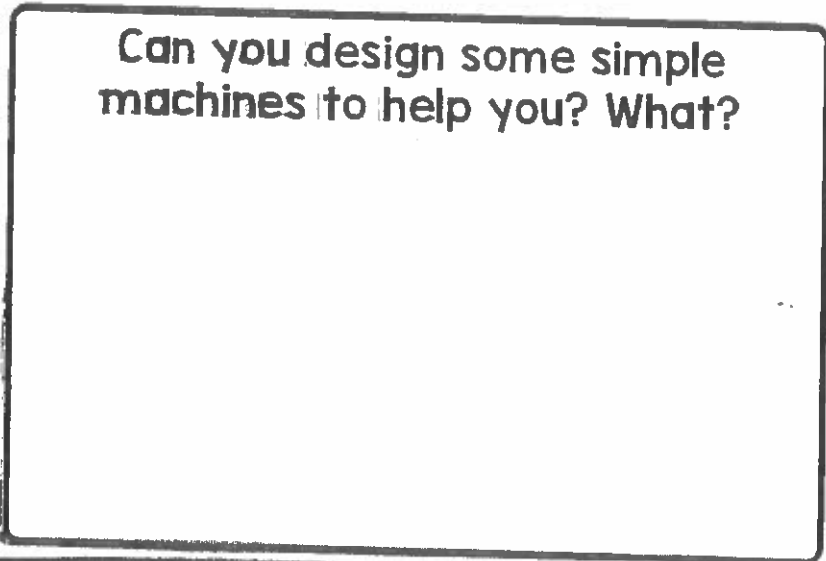**All videos and needed documents will be on the 6th grade website at
www.pcesixthgrade.weebly.com and under the Coronavirus E-Learning Tab.**

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
Math			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
Math:
- **Bell Math:**
    - Piet Mondrian Area & Perimeter Project
        - **Use Mondrian-Inspired Art – Area and Perimeter** as your documentation page.
        - Complete the table with each of your lettered squares/rectangles from May 8th in a new row. You will have to count the grid boxes each of your squares/rectangles take up.

- **Laggett & Goodman Math:**
    - Find a partner and a deck of cards and play for 30 minutes.
    - Flip over the top two cards of the deck
    - Use these cards to form an equation (15 minutes on addition and 15 minutes on subtraction)
    - Red cards represent positive numbers and black cards represent negative numbers.
    - Write the equation on a piece of paper and solve.
    - The person that solves it correctly first keeps the two cards.
    - Continue playing until time is up.

NAME_____

MONDRIAN-INSPIRED ART— AREA AND PERIMETER

RECTANGLE LETTER	COLOR	LENGTH	WIDTH	PERIMETER	AREA

Prairie Crossing 6th Grade Coronavirus E Learning **May 13th**
Verification Sheet
*Submit completed verification to homeroom teacher

Island Survival Project intro - This will be a project where you will be creating a Google Slides Project through the Social Studies Google Classroom. Those of you that are paper and pencil will complete the attached worksheets.

Activity	Student Signature	Parent Signature	Teacher Verification
AR / Lit Circles			
ELA			

AR / Lit Circles: Read for AR or read your Lit Circle book for 20 minutes.
ELA:
Become a Cartographer (Make a Map!)
- Follow the directions on Slides 25-28 to create a map of your area.
- Use any paper you wish - lined or blank - to make this map.
- Take a picture of your completed map and email it to your teacher.

Miss. Bell - kbell@benton.k12.in.us
Mrs. Goodman - jgoodman@k12.in.us
Miss Laggett - blaggett@k12.in.us

-

CARTOGRAPHER

A cartographer is a person who creates maps. These can be of the world, a city, bus routes, or even buried treasure.

CREATE A MAP OF YOUR ISLAND

Now is the time to build a map of your island. You've identified landforms, created a home, and trekked all across this island.

You will draw and design a large scale map filled with details you have created or imagined throughout this project.

On the following page is a checklist to help you with the creation of the map.

Be detailed and creative with your island. Allow this map to be a visual story that matches what you have just completed. This is your island that you have survived on. Make it yours!

PLANNING

You need to plan your map before you begin.

-Research and study different types of maps
-Decide if/how you want to create 3D shapes
-What roles will colors play?
-What size and shape of paper will you use?
-How will you organize it all?
-What elements can you add to this map that will
 be different from other students?

CARTOGRAPHER

Now is the time to build a map of your island. You've identified landforms, created a home, and trekked all across this island.

You will draw and design a large-scale map filled with details you have created/imagined throughout this project.

On the following page is a checklist to help you with the creation of the map.

Be detailed and creative with your island. Allow this map to be a visual story that matches what you have just completed. This is your island that you have survived or Make it yours

CARTOGRAPHER ~~~ CHECKLIST

CHECK OFF WHEN COMPLETE	TO DO LIST	
	Draw the shape of the island. Be detailed.	
	Place an X where you woke up	
	Draw where your luggage and supplies were found	
	Draw where you built your first fire	
	Draw where you built your first shelter	
	Include 8 LANDFORMS (fill them in below)	
	1	5
	2	6
	3	7
	4	8
	Where is your new home/treehouse? Draw it	
	Draw your garden and water source system.	
	Where are the animals you saw located?	

	Where is your new home/treehouse? Draw it
	Draw your garden and water source system
	Where are the animals you saw located?
	What trails do you take to move around the island?
	Where is the best place to fish?
	Label the highest lookout point on the island
	Use 3 Journal Entries and mark where they took place
	1
	2
	3
	Give your island a name
	Add as much detail, color, and information on the map as possible
	Include a Legend/Key on the map