GRADE LEVEL PACKET:

Week of _Apr 6th 20_

4-20-2020

Hello!

All of the FRMS staff hope that your family continues to be safe and well during this closure.

To help provide your student with learning opportunities during this time, we have included the following in this packet:

Language Arts and Math Assignments

Science and Social Studies Assignments (Supplemental)

P.E- Weekly plans to keep your child engaged in physical activities

Counselor's Page- Suggestions from Ryan Chambers on ways to keep your family healthy socially and emotionally during this closure.

Band Practice Materials Also Available

Each "assignment" comes with a guide for parents/students that walks them through what to do each day and includes phone and email contact information for teachers in case you have any questions. You may want to review these guides to plan out the week. At this time, we are not including answer keys. If you are stuck and need information, **please feel free to contact teachers directly** and they will help you.

This packet can be returned when the new packet is picked up next week. When you return your packet, please make sure it is paper clipped or stapled together and names are on papers. We will have paper clips at the drop off station.

Our office will be open 8:00 to 3:30 each day. Lockers can be cleaned out on Tuesdays, Wednesdays, and Thursdays between now and May 1st. Families can also check the lost and found during these times. Our lost and found will be donated to charity on May 1st.

Stay well

Olivia Johnson
FRMS Principal
541-935-8230

We miss you!

Fern Ridge Families,

I hope you all are doing as well as can be expected during this uncertain and stressful time. Now that some longer term decisions have been made regarding school, sports, community activities and social distance measures, I know that stress related to closures of all kinds are mounting and may be causing some anxiety and familial stress. I wanted to share with you a document put together by the Clay Center for Young Health Minds that provides some information on reducing some of that anxiety and stress.

Additionally, on our district website under the Covid-19 tab you will find Mental Health and Wellness resources and a Family Resources page that has information on utility assistance and local food banks.

If you have any questions or would like any additional information, please email me at rchambers@fernridge.k12.or.us or call or text 541-362-4287.

Thank You,

Ryan Chambers, FRMS Counselor

Guidance For Helping Kids of All Ages:

1. Control Your Own Anxiety

Many of us are worried about the current situation and living with uncertainty isn't easy. Yet, anxiety is "contagious." Your kids will know that you are nervous even if you try to hide it. So how can you keep your cool, despite your own worries? Here are some things that may help:

- **Get the most credible information you can.** Focus on fact-based, helpful information about the virus. Avoid endless social media streams, which can be filled with misinformation, and constant breaking news headlines, which can fuel your concerns. Stay up to date with notices from your child's school, your state, and your city or town. Anxiety is best contained if you know the guidelines for protecting you and your loved ones, including hand washing, cleaning surfaces, use of sanitizers, whether you or your family need to be in isolation, and what supplies you should have at home in case you are quarantined.
- **Talk with folks who support you.** This could be your partner, a parent, a friend, a spiritual leader, or another trusted adult you can confide in.
- **Take care of your physical health.** Get a good amount of sleep and exercise and use other ways to reduce anxiety, such as meditation, yoga, listening to music, or watching a TV show.
- **If your child asks if you are worried, be honest!** They will know if you are not telling them the truth. You can say things like: "Yes, I'm worried about the virus, but I know that there are ways to prevent its spread and take care of the family if one of us gets sick."

2. Approach Your Kids and Ask What They Know

Most children will have heard about COVID-19, particularly school-age kids and adolescents. They may have read things online, seen something on TV, or heard friends or teachers talk about the illness. Others may have overheard you talking about it. There is a lot of misinformation out there, so don't assume that they know specifics about the situation or that the information they have is correct. Ask open ended questions:

- What have you heard about the coronavirus?
- Where did you hear about it?
- What are your major concerns or worries?

- Do you have any questions I can help you answer?
- How are you feeling about the Coronavirus?

Once you know what information they have and what they're concerned about, then you can help to fill in any necessary gaps.

3. Validate Their Feelings and Concerns

Kids may have all sorts of reactions to the COVID-19. Some may be realistic, while others exaggerated. For example, if grandma is in a nursing home, they may have heard that older adults get sicker than healthier, younger individuals. You need to be able to acknowledge this valid concern, but can reassure them that grandma has the best medical care to manage the illness.

4. Be Available for Questions and Provide New Information

This outbreak is likely to last a long time, so one conversation won't be enough. At first, your child's emotional reactions will outweigh their thoughts and concerns. As the outbreak continues and your kids get new information, they will need to talk again. Let them know they can come to you at any time with questions or worries. It's also a good idea to have regular check ins, as they may not approach you with their fears.

When you update your kids with new information, don't assume that they fully understand everything you say. Ask them to explain things back to you in their own language. This is an excellent way to know if your kids understood what you meant.

5. Empower Them by Modeling Behavior

An important part of prevention is hand washing, coughing or sneezing into your sleeves, wiping your nose with tissue then discarding it, trying to keep your hands away from your face, not shaking hands or making physical contact with others, and wiping surfaces with material that is at least 60% alcohol.

Be sure to demonstrate these behaviors first, so your kids can have a good model. It's a great idea for you to wash your hands *with* young children singing "Happy Birthday" twice (about 20 seconds) so they know what to do on their own. Wiping surfaces as a family, after dinner, helps everyone feel part of the prevention effort. For older kids and teens, give alternatives to high fives or fist bumps, like elbow bumping, bowing, or using Mr. Spock's "live long and prosper" Vulcan salute.

When you see your kids practicing good hygiene praise them for it! Reinforce that they are not only taking care of themselves, but also helping to prevent the spread of germs to others.

6. Provide Reassurance

Your kids may worry about how you're going to get through this. Remind them of other situations in which they felt helpless and scared. Kids love family stories, and these narratives carry a lot of emotional weight. Try something like: "Remember that hurricane when a tree fell on the apartment?" or "Remember when the pipes burst in the house and we were flooded?" Remind them that you have been through challenging times before, and though everyone was distressed, everyone also worked together and got through it. Reliving these kinds of narrative helps the whole family to build resilience and hope.

7. Don't Blame Others

In stressful times, when we feel helpless, there's a tendency to blame someone or become more fearful, even when there is no evidence to support these reactions. This can create social stigma and be harmful towards certain groups of people – in the case of COVID-19, particularly people of Asian descent, and people who have recently traveled. The last thing we want our kids to do when frightening events happen is to cast blame on others, either intentionally or without meaning to.

When you ask your kids what they know about the virus, listen for anything that discriminates against a group of people, and address it in your conversation. And make sure not to reinforce negative stereotypes in your own actions and conversations.

My Origin Story

Learning about things that are hard and how they make us stronger can help us get through a difficult time in our lives.

Every superhero has an origin story, an explanation of where they came from that helps us understand why they do what they do. Sometimes, those origin stories are scary, sad, or both. We can look at many Marvel or DC comics or movies and see that all of the heroes had to go through something hard to become who they are.

Take a minute to think about something in your life that helped define or shape who you are….your origin story!

My Origin Story

Every hero has a journey of overcoming their past to become something even greater. Draw out yours: What happened/when, how it was difficult, the strengths that were uncovered, and what this means today.

At the end of the week you will know, understand, and/or be able to do the following:

1. Make notes to better understand the features of a magazine.
2. Read and answer questions about a magazine article using evidence from the text to support your answers.
3. Demonstrate your understanding of the features of magazine articles and their purpose by creating a magazine article.

Why does this learning matter?

This learning matters because we all read informational text, like magazines, and understanding the structural features helps us better understand the information. You see, the structural features are like a road map to help the reader understand the purpose of the article or magazine. Even better, understanding these features also makes it easier to find information quickly!

The plan for the week :

- **Monday:** Today you will learn what the structural features of a magazine are by reading page 53 in the text packet. To help you organize the information you will take notes on the **"Notes Page"** provided. If you do a good job summarizing and writing down the most important information, you will be able to use this sheet later in the week for other assignments!

   Great job on those notes! Keep up the great work!

- **Tuesday:** Today you will be reading and analyzing a magazine article on pages 54 and 55 of the text (there may be an additional page or two of images as the copies don't always come out clear). Remember to review the questions at the end before you read to help focus your attention. As you read the text, look at the images provided - they will help you visualize the different features of an article and help you answer the questions at the end. When you are finished with your reading, please answer the questions on page 56 on a separate piece of paper. Remember to use evidence from the text to support your answers where necessary. Here are the steps simplified:

   o Review the questions on page 56.
   o Read and analyze the text on pages 54 and 55 (and the image copies if provided)
   o Answer the questions using evidence from the text to support your answers. Write your answers on a separate piece of paper (not provided)

   Pretty cool article huh! Good job answering those questions.

- **Wednesday:** Today you will be brainstorming ideas for your own magazine article! Your topic can be on anything school appropriate. To get you thinking, here are some ideas: Sports, Video Games, Books, Hunting, Fishing, Hiking, Camping, Anime, Cooking, Sewing, Art, etc. You will also need to start brainstorming the structural features for your article. Use the **"Brainstorming"** worksheet to help keep you organized. (I included an example to help you).

   Phew, that took some creative muscle! Great work.

6th LA

- **Thursday:** Today you will be drafting your article. This means that you'll actually be writing it using your structural features. Your article doesn't have to be long - just long enough to showcase your understanding of the features and to make sense to your reader. Have a little fun with this! Below are some guides to keep you on track:
    - Write your rough draft using your "Brainstorming" worksheet as a guide.
    - Ask a parent or sibling to edit your rough draft and give you feedback.

  Time for a brain break - you can revise things tomorrow!

- **Friday:** Today you will be revising your article and putting it into final draft format. Remember, the features are often set apart from the rest of the text in some way - whether it is font, size, or color. Be creative and have fun with your final product. Magazine articles are also often written in columns of varying lengths to accommodate illustrations. Again, have fun with the layout part. I've included an example article to help you.

  Congratulations! You've just completed Week 2!
  If you need a little more time to finish this, no worries!

- **Extension / Enrichment Activities:** If you'd like to challenge yourself even more here are some ideas that go along with this week's learning goals.
    - By adding the following create your own mini-magazine:
        - Write a second article
        - Include a contents page (see page 53 of the text or "Notes Page" for info.)
        - Include a cover (See page 53 of the text or "Notes Page" for info.)

    - Student choice magazine analysis
        - Review / read a magazine article paying special attention to the structural features
        - Make notes on the magazine article itself showing your thinking in terms of labeling the features and discussing the purpose of each
      Or
        - Write a short analysis essay discussing the features you noticed and their purposes.

- **Additional Support:** If you find that your student needs additional support to be successful, please contact me. Here are a few ideas: Read the text aloud; verbally discuss what they see and are reading or hearing with you; shorten the article to a paragraph or two...other options are available - please call if you need assistance!

Who To Ask For Help and How To Reach Them

Hi again! If you have any questions or need help as you work through this week's lessons you may contact me, **Mrs. Heather Hohnstein** either by email hhohnstein@fernridge.k12.or.us or by phone at **541-972-3122**.

My office hours are from 8a - 4p Monday through Friday, however, I understand that many of you are still working and juggling life in general. If you need assistance outside of these hours please email me so that we may schedule a time that works for you to connect.

I will respond to all requests for help within 24 hours (during office hours, usually much faster!)

As always, your family's health and well-being are most important. Please communicate with me about your needs so that I may work to support you.

Understanding the Features of a Magazine

Reading Focus

Structural Features of a Magazine

Fantasies like "All Summer in a Day" ask us to imagine "what if?" Informational materials—such as newspapers, magazines, and some Internet Web pages—help us think about what actually is. They offer fact, not fiction.

Like most types of informational materials, magazines have special structural features that give you an overview of what's inside.

- **The cover.** The cover's art and main headline usually announce the lead article and other feature articles. The cover of *Archaeology's dig* magazine (see photo) tells you that the lead story is "Pyramid Power!" and that the issue includes articles on Hercules and King Arthur.

- **The contents page.** This page, at the front of the magazine, lists articles and tells you what pages they're on. The contents page is sometimes called simply "Inside This Issue." *Archaeology's dig* calls its contents page "dig into this!"

Before you read your next **magazine article,** take a minute to notice the way it's structured.

- **The title.** Most magazine articles have titles that are written to catch the reader's interest.

- **The subtitle.** An article may have a subtitle, a secondary title that tells you more about the article.

- **Headings.** Headings are words or phrases used to break up the text of an article into sections. They're often printed in a size or color intended to stand out. You can sometimes **outline** the main points of an article by listing the headings.

- **Illustrations.** Many articles are illustrated with drawings, photographs, maps, graphs, and tables. Illustrations are often used to help you picture something described in an article and to provide more information. They may be accompanied by brief printed explanations, called **captions.**

■ Look for these features as you read the magazine article on page 54.

SKILLS FOCUS

Reading Skills
Understand the structural features of a magazine.

go.hrw.com

INTERNET
Interactive Reading Model
Keyword: LE7 6-1

6th LA

Notes Page

Read "Understanding the Features of a Magazine on page 53. As you read, make notes below in the chart for each of the structural features. I've typed in place holders to get you started. If you need more room, please use another piece of paper. 😊

Term, Element, Concept	Definitions, Facts, Information, and Questions!!! (If you have questions about anything you are reading, make a note of it on this side of the chart.)
The Cover	
The Contents Page	
The Title	
The Subtitle	
Headings	
Illustrations	

Fantastic inventions made daily life easier in the past century but often at the expense of our natural resources. Gas-powered cars got us everywhere in a flash, but they polluted our air. Electric heat and light made our homes warm and welcoming but also burned up limited coal and oil. Factories revolutionized the way we worked, but industrial waste trashed rivers, streams, and oceans.

Lifestyle changes on the horizon for the next one hundred years may actually improve our planet's health. We can use cleaner energy and fewer chemicals while working, playing, and bringing up families in the towns of tomorrow. This is not an impossible dream. Most of the innovations shown here already exist or are being developed. If we put our minds to it, our towns can preserve Earth's natural riches and still be lovely places to call home. Here's how things might be—if we make the environment a top concern.

Work/Transportation

More grownups will work in their homes ❶ and keep in touch with co-workers through computers. Others will make a short trip to a nearby office park ❷. A few will ride swift electric trains ❸ to the nearest city. Cars and trucks ❹ will run on clean, hydrogen-powered fuel cells. Most entertainment and stores will be close by, so we'll often travel on old-fashioned, earth-friendly bicycles ❺.

Food

We'll grow fruits, grains, and vegetables close to home, either in our gardens ❻ or on nearby organic farms ❼. Since the farms will use natural forms of pest control, such as predatory insects, there will be far fewer chemicals in the food supply.

Shopping

Even if online stores are here to stay, there will still be a mall ❽. But it will be small, with sidewalks and bike racks instead of a giant parking lot. An airy place in which a flood of natural light will cut down on energy use, the mall will be one big recycling operation; when you're through using any product you buy there, the store will be required to take it back for recycling.

Energy

Our power will come from sources cleaner than coal, oil, and gas. Some energy will flow from windmills ❾, but much of it will be generated in our own homes. Rooftop solar panels ❿ will supply electricity to our appliances and to a basement fuel cell, which will produce hydrogen. When the sun is not shining, the cell will use the hydrogen to make electricity.

Waste

Plumbing lines will empty into enclosed marshes ⓫, where special plants, fish, snails, and bacteria will naturally purify wastewater. Clean water will flow back into streams and reservoirs.

—from *Time for Kids*

6th LA

Week 2:

These are images from pages 54 and 55 of the textbook. Use these as you read the text and to help you answer the questions that follow your reading.

What Will Our TOWNS Look Like?

(If We Take Care of Our Planet)

Fantastic inventions made daily life easier in the past century but often at the expense of our natural resources. Gas-powered cars got us everywhere in a flash, but they polluted our air. Electric heat and light made our homes warm and welcoming but also burnt up limited coal and oil. Factories revolutionized the way

New inventions will help us build clean, green places to live.

The **title** is often a catchy phrase intended to grab your attention.

The **subtitle** tells you more about the article.

A **caption** explains what is shown in an illustration.

Illustrations help you picture things described in the article.

Headings break up the text into sections.

Shopping
Even if online stores are here to stay, there will still be a

Energy
Our power will come from sources cleaner than coal, oil. Some energy will flow

Waste
Plumbing lines will empty into enclosed marshes, where special plants, fish, snails, and

Analyzing the Structure and Purpose of a Magazine Article

What Will Our Towns Look Like?

Test Practice

1. The article makes all of the following points *except* —
   A Lifestyle changes may help the environment.
   B Factories have made our daily lives harder.
   C Industrial wastes pollute streams, rivers, and oceans.
   D Coal and oil are burned to produce electric heat and light.

2. "New inventions will help us build clean, green places to live" is —
   F the magazine title
   G a caption
   H a heading
   J an illustration

3. In a special magazine issue on life in the twenty-first century, which article would you *not* expect to see?
   A "Next Stop: Mars"
   B "Staying Active After 150"
   C "Egypt's Early Pyramids"
   D "Robots Replace Teachers"

4. The article makes all of the following predictions *except* —
   F Malls will be smaller than they are today.
   G Malls will have bike racks instead of huge parking lots.
   H Malls will be lit by natural light.
   J There will be no malls in the future.

5. This article was written mainly to —
   A describe what life in the towns of the future will be like—if we take care of the environment
   B point out how desperate our environmental situation is
   C encourage people to grow their own food
   D suggest ways to clean up our water supply

Constructed Response

1. Write down the **title, subtitle,** and **headings** of this article. (You should have seven in all.)

2. What are numbers 6 and 7 in the article's illustration? Where would you find out what the numbers mean?

3. How will lifestyle changes in the next hundred years affect the planet?

SKILLS FOCUS

Reading Skills
Analyze the structure and purpose of a magazine article.

6th LA

Brainstorming Page

Use this "Brainstorming" page to help you organize your magazine article. For full credit you must have each of the features noted below. Remember, organizers don't have to be done in any certain order...go with what you know, then what you are excited about, and then fill in the rest. ☺ Example on back!

* If you would like to include more headings or illustrations you may. Write them at the bottom or on a separate piece of paper.

Title of Article: _____

Subtitle: _____

Heading 1: _____

Heading 2: _____

Illustration Ideas	*Caption Ideas*

Additional Information/Notes: _____

_____

_____

Brainstorming Page

Use this "Brainstorming" page to help you organize your magazine article. For full credit you must have each of the features noted below. Remember, organizers don't have to be done in any certain order...go with what you know, then what you are excited about, and then fill in the rest. 😊 Example on back!

* If you would like to include more headings or illustrations you may. Write them at the bottom or on a separate piece of paper.

Title of Article: Creativity in the Kitchen

Subtitle: How to spruce up that plain Oatmeal Cookie

Heading 1: The Basic Recipe   or maybe (The Dilemma)

Heading 2: Mix-ins   or maybe (The Solution)

Illustration Ideas	Caption Ideas
Sad Kid Clipart	"Not another oatmeal cookie."
Kid with hand in cookie Jar / or kid with happy face	"IF kids will line-up for these cookies!

Additional Information/Notes: 3rd pic of Monster Cookie /Add a Mix-in Box.
3rd Heading: My fav Recipe.

Creativity in the Kitchen

How to Spruce-Up that Plain Oatmeal Cookie!

The Dilemma

Does the thought of baking yet another batch of plain oatmeal cookies have you avoiding the kitchen all together? Are your children less than enthusiastic about their dessert options? Well you aren't alone! Across the nation people are searching for quick, easy, and healthy ways to spruce-up their basic oatmeal cookie recipe.

Not another oatmeal cookie!

The Solution

Many shy away from making changes to their tried and true recipes, but the solution to bland, same-old oatmeal cookies is easier than they think and it still uses their same base recipe!

Here are some tips for turning your child's tears into a giant smile again! First, invite them to help. Kids are more excited and willing to try new things when they've had a hand in making it. Second, ask your child what flavors or mix-in items they like the most. That's it! Now let's get to cooking!

My Favorite Recipe

For simplicity I prefer a "Semi-Homemade" version, feel free to use whatever base oatmeal cookie recipe you prefer.

1 pkg Betty Crocker Oatmeal Cookie Mix (prepared per package directions)
Stir in the following mix-ins until just incorporated:
1 cup Dark Chocolate Chips
1 cup Coconut Flakes
1 cup Walnuts

Bake as directed on the package. I sometimes find I need to add a few minutes to the baking time. Let cool slightly and enjoy with a glass of milk!

Mix-In Ideas
- Coconut
- Walnuts
- Pecans
- Chocolate Chips (Dark, White, Milk)
- Raisins
- Cranberries
- Blueberries

Plan for the week of: _____ 4/20- Pizzola _____

At the end of the week you will know, understand, and/or be able to do the following:

Convert numbers between fraction, decimal and percent form.
Solve percent equations.
Find the percent, or part, of a whole.

Why does this learning matter?

You will use percentages, decimals, and fractions often in the "real world." I use them every day for things like baking, cooking, taxes, calculating sale prices and discounts, making a budget, counting money, **calculating your math grade,** etc! :)

The plan for the week :

- **Warm ups EVERY DAY!**

- Monday: Worksheets reviewing and practicing your ability in converting numbers from decimal to percent, percent to decimal and decimal to fraction.

- Tuesday: Percent equations. Lesson and practice finding the percentage of a number.

- Wednesday: Take a break from the lessons with a few different kinds of strategy, deep thinking puzzles. These problem solving, pattern thinking skills are so important!

- Thursday: Finding the total using the percent equation. When given a number and a percent, find the total. Lesson and practice.

- Friday: 5 minute frenzy multiplication table. How many facts can you solve in 5 minutes? Word problem quiz finding percentages and totals using the percent equation. Take your time!

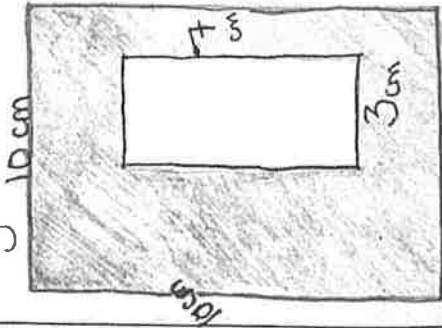
Who To Ask For Help and How To Reach Them

Call or e-mail Mrs. Pizz with any questions.
kpizzola@fernridge.k12.or.us
541-833-0770

6th Math

Math Warmups

Name: _____

Monday	Tuesday	Wednesday	Thursday	Friday
Find the area and the perimeter...	$D = 65 (t)$ D = distance T = time 65 = speed Fill in the table below...	Solve – $25 + 5^2 (3) - 2(6)$	Find the median (middle) of the data... 18, 9, 31, 52, 7, 1, 8, 47	Find the area of the shaded region...

Monday diagram: rectangle labeled 5 ft and 2.5 yd

Tuesday table:

T	D
2	325
10	

Friday diagram: shaded rectangle 10 cm with inner rectangle, 3 cm, 8 ft

6th Math

Converting Percent to Decimal   Name:

Convert each percent to a decimal.

1) 95% – move decimal 2 places → $\overset{\frown}{\emptyset\emptyset}$ = .ØØ

   95% → .95

2) 61%

3) 844%

4) 87%

5) 230%

6) 503%

7) 51%

8) 395%

9) 49%

10) 11%

11) 39%

<u>Answers</u>

1. .95

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

Monday Page 2

| | Decimal into Percent | | Sheet 1 |

Convert each decimal into percent:

1) move decimal 2 to the right →	2) 2 right →	3) 2 →
0.12 = $\boxed{12\%}$	0.15 = $\boxed{15\%}$	0.04 = $\boxed{4\%}$
4) 0.05 = ⬭	5) 0.5 = ⬭	6) 0.37 = ⬭
7) 0.9 = ⬭	8) 0.35 = ⬭	9) 1.25 = ⬭
10) 1.12 = ⬭	11) 0.13 = ⬭	12) 0.8 = ⬭
13) 0.11 = ⬭	14) 0.07 = ⬭	15) 1.5 = ⬭
16) 0.4 = ⬭	17) 1.3 = ⬭	18) 0.03 = ⬭

6th math

Student Name: _____   Score:

Decimal into Fraction and Percent   Sheet 1

Convert each decimal into fraction:

1) Place value = hundredths · reduce!	2) Decimal = and	3) Place value = tenths · reduce
$0.15 = \dfrac{15}{100} = \dfrac{3}{20}$	$2.7 = 2\dfrac{7}{10}$	$0.4 = \dfrac{4}{10} = \dfrac{2}{5}$
4) 0.05 =	5) 0.02 =	6) 3.6 =
7) 4.5 =	8) 2.4 =	9) 1.1 =
10) 5.2 =	11) 1.9 =	12) 0.16 =

Convert each decimal into percent:

1) 2 places →	2)	3)
$0.12 = 12\%$	$0.04 = 4\%$	$0.50 = 50\%$
4) 0.37 =	5) 1.25 =	6) 0.13 =
7) 0.07 =	8) 0.8 =	9) 1.5 =
10) 2.3 =	11) 0.49 =	12) 0.33 =

CHAPTER 1

Percent Equations

Learning Objectives

Here you'll learn how to use the percent equation to find the rate, total, or part.

Percent Equations

The percent equation is often used to solve problems. It goes like this:

$$\text{Rate} \times \text{Total} = \text{Part}$$
$$\text{or}$$
$$R\% \text{ of Total is Part}$$

Rate is the ratio that the percent represents ($R\%$ in the second version).

Total is often called the *base unit*.

Part is the amount we are comparing with the base unit.

Finding a Percent of a Total

Find 25% of $80.

We are looking for the *part*. The *total* is $80. 'of' means multiply. $R\%$ is 25%, so we can use the second form of the equation: 25% of $80 is Part, or $0.25 \times 80 = \text{Part}$.

$0.25 \times 80 = 20$, so the Part we are looking for is **$20**.

Expression Values and Percentages

Express $90 as a percentage of $160.

This time we are looking for the *rate*. We are given the *part* ($90) and the *total* ($160). Using the rate equation, we get $\text{Rate} \times 160 = 90$. Dividing both sides by 160 tells us that the rate is 0.5625, or 56.25%.

1

Finding the Total Sum

$50 is 15% of what total sum?

This time we are looking for the *total*. We are given the *part* ($50) and the *rate* (15%, or 0.15). Using the rate equation, we get 0.15 × Total = $50. Dividing both sides by 0.15, we get Total = $\frac{50}{0.15} \approx 333.33$. So $50 is 15% of $333.33.
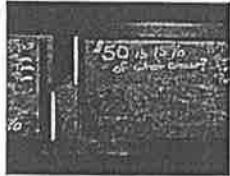
MEDIA

Click image to the left or use the URL below.
URL: http://www.ck12.org/flx/render/embeddedobject/133042

Example

Example 1

$96 is 12% of what total sum?

This time we are looking for the *total*. We are given the *part* ($96) and the *rate* (12%, or 0.12). Using the rate equation, we get 0.12 × Total = $96. Dividing both sides by 0.15, we get Total = $\frac{96}{0.12} = 800$. So $96 is 12% of $800.

Review

Find the following.

1. change to a decimal
2. Of means times!

1. 30% of 90
2. 27% of 19
3. 16.7% of 199
4. 11.5% of 10.01
5. 0.003% of 1,217.46
6. 250% of 67

edHelper

Name: _____

Brandon, Jordan, Tyler, Timothy, and Brian each colored one Easter egg using their favorite color of paint. Each person has a different favorite color. Their favorite colors are green, yellow, pink, violet, and blue.

Figure out which color each person used to paint his or her egg.

1. Tyler and Timothy both do not like green.

2. Tyler likes pink, but it is not his favorite color.

3. The person who likes pink is a boy.

4. Jordan likes blue, but it is not his favorite color.

5. Jordan's favorite color is either pink or green, although he can only have one favorite color.

6. Tyler and Timothy both do not like violet.

7. The person who likes blue is a boy.

8. Brandon's favorite color is either pink or violet, although he can only have one favorite color.

9. Brandon likes pink, but it is not his favorite color.

10. Brian's favorite color is either pink or blue, although he can only have one favorite color.

11. Timothy and Tyler both do not like blue.

In the number 234,587:

5 is _____ times as much as the value of the 7.

3 is _____ times as much as the value of the 8.

Wednesday Page 2
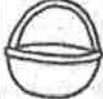
Name: _____

Each row, column, and box must have the numbers
1 through 6. The first box is done.

2	6	4	5		
3	5	1			2
	3	5	4		
5	4				
			3		

Each row, column, and box must have 6 different pictures.

☐ I did page 2   Easter

Name: _____

Fill in the missing numbers.

Only rule - The same number CAN NOT be next to each other, in ANY direction.

Dark lines surround a block. Numbers to use in a block:

A block with 1 space has to be the number 1.

A block with 2 spaces must have the numbers 1 and 2.

A block with 3 spaces must have the numbers 1, 2, and 3.

A block with 4 spaces must have the numbers 1, 2, 3, and 4.

Puzzle 1

3	2	1	2	1	2	1
1	4			3	4	3
3	2	1			2	1

An entire block with 4 spaces is blank. Since the block is 4 spaces it uses the numbers 1-4.

1   4   2   3

Puzzle 2

1	2	3			4	1
3	4	1			2	3
1	2	3	2	1	4	1

An entire block with 4 spaces is blank. Since the block is 4 spaces it uses the numbers 1-4.

1   4   2   3

Puzzle 3

2	4	1	3		4	
	3			1	3	
2		1	3	2	4	1
1	3	2	4			

Hint - These numbers are missing:

4   2   1   2   1   4   3   2   2   1

Puzzle 4

1		1				1
2	4		3	1	3	2
		1	4	2		1
2			3	1	3	2

Hint - These numbers are missing:

4   4   2   3   4   3   2   1   4   2

Wednesday Page 4

edHelper

Name: _____

Fill in the missing numbers.

Only rule - The same number CAN NOT be next to each other, in ANY direction.

Puzzle 1

	1	2	
3	4		4
2	1		1
4		4	3
1		1	

Hint - These numbers are missing:

2 2 3 2

3 1 2

Puzzle 2

		1	
4	2		3
1	3		2
4		4	3
1			2

Hint - These numbers are missing:

3 1 1 2

2 4 1 3

Puzzle 3

	4	1	2	1
1				4
		1	2	1	2
1	2		4	3

Hint - These numbers are missing:

3 4 2 3 3

3 2 4 4 3

Puzzle 4

2	4		4		1
		2	1	3	
2		3			1
3	1	2	1		

Hint - These numbers are missing:

4 4 1 2 4

4 3 3 2 3

Thursday *Page 1*

CHAPTER **1** Use the Percent Equation to Find the Base, b

Learning Objectives

In this concept, you will learn to use the percent equation to find part b.

Alice lives in New Hampshire and by mid-September 35% of the trees lose their leaves. Alice considers the trees in her grandparents' grove, and sees that approximately 850 trees have lost their leaves. How can Alice know how many trees are there in all?

In this concept, you will learn to use the percent equation to find the base, b.

Finding the Base b

You can use the proportion $\frac{a}{b} = \frac{p}{100}$ to solve for a percent. You can also solve percent problems by using an equation. In this concept, you will use a proportion to create a different kind of equation that will help you solve percent problems. Sometimes, you will know the percent and a part of the ratio, or part a, but you will need to find the whole or the base, b.

When you solve the proportion $\frac{a}{b} = \frac{p}{100}$, you cross multiply to find the missing variable. You can rearrange this formula so that you are solving for just the variable a.

$$\frac{a}{b} = \frac{p}{100}$$
$$100a = pb$$
$$\frac{100a}{100} = \frac{pb}{100}$$
$$a = \frac{pb}{100}$$

6th Math

You could also say that $a = \frac{pb}{100}$ is equal to $a = 0.01pb$. As well, you could convert your percent directly into a decimal and therefore the formula becomes even simpler.

Let's look at a problem.

78 is 65% of what number?

First, write the equation. Remember that 65% is the same as $\frac{65}{100}$.

$$78 = \frac{65}{100} \times b$$

or

$$78 = 0.65 \times b$$

Next, divide both sides of the equation by 0.65 to solve for b.

$$
\begin{aligned}
78 &= 0.65 \times b \\
\frac{78}{0.65} &= \frac{0.65 \times b}{0.65} \\
b &= 120
\end{aligned}
$$

The answer is 120.

Therefore, 78 is 65% of 120.

Let's try another example.

11 is 77% of what number?

First, write the equation. Remember that 77% is the same as $\frac{77}{100}$.

$$11 = \frac{77}{100} \times b$$

or

$$11 = 0.77 \times b$$

Next, divide both sides of the equation by 0.77 to solve for b.

$$
\begin{aligned}
11 &= 0.77 \times b \\
\frac{11}{0.77} &= \frac{0.77 \times b}{0.77} \\
b &= 14.29
\end{aligned}
$$

The answer is 14.29.

Therefore, 11 is 77% of 14.29.

In this problem, you could round to the nearest hundredths place as you did here. Sometimes, you may be asked to round to the nearest tenths place. In that case, the answer would have been 14.3.

Thursday Page 3

Examples

Example 1

Earlier, you were given a problem about Alice's family grove.

Alice knows that 850 trees in the grove lost their leaves, but doesn't know the total number of trees in the grove. She also knows that the 850 represents 35% of the total grove.

First, write the equation. Remember that 35% is the same as $\frac{35}{100}$.

$$850 = \frac{35}{100} \times b$$

or

$$850 = 0.35 \times b$$

Next, divide both sides of the equation by 0.35 to solve for b.

$$
\begin{aligned}
850 &= 0.35 \times b \\
\frac{850}{0.35} &= \frac{0.35 \times b}{0.35} \\
b &= 2428.57
\end{aligned}
$$

The answer is 2428.

Therefore, 850 is approximately 35% of 2428.

Example 2

25 is 60% of what number?

First, write the equation. Remember that 60% is the same as $\frac{60}{100}$.

$$25 = \frac{60}{100} \times b$$

or

$$25 = 0.60 \times b$$

Next, divide both sides of the equation by 0.60 to solve for b.

$$
\begin{aligned}
25 &= 0.60 \times b \\
\frac{25}{0.60} &= \frac{0.60 \times b}{0.60} \\
b &= 41.67
\end{aligned}
$$

The answer is 41.67.

Therefore, 25 is 60% of 41.67.

6th Math

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Example # 3

68 is 40% of what number?

First, write the equation. Remember that 40% is the same as $\frac{40}{100}$.

$$68 = \frac{40}{100} \times b$$

or

$$68 = 0.40 \times b$$

Next, divide both sides of the equation by 0.40 to solve for b.

$$
\begin{aligned}
68 &= 0.40 \times b \\
\frac{68}{0.40} &= \frac{0.40 \times b}{0.40} \\
b &= 170
\end{aligned}
$$

The answer is 170.

Therefore, 68 is 40% of 170.

Review

Solve each percent problem. You may round your answers to the nearest tenth when necessary.

1. 23 is 9% of what number?
2. 10 is 35% of what number?
3. 580 is 82% of what number?
4. 58 is 8% of what number?
5. 58 is 80% of what number?
6. 11 is 82% of what number?
7. 33 is 2% of what number?
8. 14 is 9% of what number?
9. 50 is 67% of what number?
10. 33 is 45% of what number?

Remember-
is means =
of means X
whatever we do to one side we do to the other!

1.) $23 = \dfrac{.09 \times b}{.09} = \dfrac{23}{.09} = b$

Five Minute Multiplying Frenzy (L)

Name: _____   Date: _____

Multiply each row number by each column number.
(Range 2 to 12)

×	5	2	4	3	11	8	12	10	9	6
12										
3										
10										
9										
4										
11										
8										
2										
6										
7										

Time: _____   Score: _____ /100

6th Math

Friday Page 2

Name : _____   Score : _____

Teacher : _____   Date : _____

Quiz. ☺   **Word Problems**

1) 12 of the students in a Geometry class passed a Geometry test. If these students are 75% of all the students in the class, how many students are in this Geometry class? Round your answer to the nearest whole number if necessary.   _____

2) Jason has to spend $10000 on expenses each year. If that amount of money is 50% of his salary, then how much money does Jason make working as an executive per year? Round your answer to the nearest whole number if necessary.   _____

3) While mining, Mike found a large metal bar that weighed 25 pounds. Mike was also able to determine that the bar contained 20% copper. How many pounds of copper are in the metal bar? Round your answer to the nearest whole number if necessary.   _____

4) Sandy decided to look at new and used SUVs. Sandy found a used SUV for $15000. A new SUV is $30000, so what percent of the price of a new SUV does Sandy pay for a used SUV? Round your answer to the nearest whole number if necessary.   _____

5) In one particular suburb, 20% of families own a boxer. If there are a total of 30 families in this neighborhood that own a dog in general, then how many dog owners own a boxer? Round your answer to the nearest whole number if necessary.   _____

6) For one History test, Mike had to answer 36 questions. Of these questions, Mike answered 50% of them correctly. How many questions did Mike correctly answer on his test? Round your answer to the nearest whole number if necessary.   _____

7) One baseball team played 30 games throughout their entire season. If this baseball team won 15 of those games, then what percentage of their games did they win? Round your answer to the nearest whole number if necessary.   _____

8) John went to his local zoo where 50% of it's exhibits featured canines. If the zoo features 20 exhibits in total, then how many of the zoo's exhibits feature canines? Round your answer to the nearest whole number if necessary.   _____

9) At a local department store, pants have been reduced to $6. This price is at 20% of the original price for pants. Given this, what was the original price of the pants? Round your answer to the nearest whole number if necessary.   _____

10) At a construction job for a mansion there are 16 painters. Of these painters, 12 of them are painting the interior of the mansion. What percent of these painters are painting the interior? Round your answer to the nearest whole number if necessary.   _____

Math-Aids.Com

Physical Education ACTIVITY LOG

Name: _____

Period: _____

April 20 - 26

Use this activity log to track your physical activity minutes for one week. Have an adult sign their initials next to each day that you complete 30-60 minutes. Do the Warm-Up Daily Routine, pick one fitness activity from list on back, pick one activity from list on back, and complete the cool-down. (Example day is done for you)

Day	Warm-Up	Fitness	Activity	Cool-Down	Total
Example Day	*Daily Routine - 5 Min*	*One Minute Challenge Push Ups - 1 Min*	*Walk The Dog - 20 Min*	*Cool-Down - 5 Min*	*31 Minutes*
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Goals for the week:
1. The Students Will Be Able To (TSWBAT) complete at least 30 minutes of activity 5 days a week.
2. TSWBAT complete one of the One Minute Challenges during the week.

Reason:
- During this tough time, students need to really focus not only on school, but themselves. Being physically active, even at home, is very important to help with the mental and physical state of the student. Please really try to get some activity in each day. This will help get everyone through this tough time.

Contact Info:

Mr. Peeler   Phone Number - (541) 972-3997   Email - jpeeler@fernridge.k12or.us
Mrs. McBride   Phone Number - (541) 362-4757   Email- cmcbride@fernridge.k12.or.us
          Warm-Up Daily Routine:

6th PE

Physical Education ACTIVITY LOG

1. Stork Pose - 15 Seconds on Each Leg
2. 10 Push-Ups
3. 20 Swimmers
4. 30 Second Plank
5. 10 Small Crunches
6. 10 Oh-No's
7. 10 Heel Touches

Pick 5 muscles to stretch each day and hold each stretch for 20 seconds.

- Examples - Quads, Hamstrings, Calfs, Triceps, etc.

Cool-Down:

Fitness Activities:

1. One Minute Challenges - Do as many as possible for one minute
   a. Push-Ups
   b. Sit-Ups
   c. Air Squats
   d. Jump Squats
   e. Burpees
   f. Plank
   g. Jumping Jacks
   h. Jump Rope
2. Tabata - Pick 4 different exercises. Complete one exercise 8 times for 20 seconds of exercise and 10 seconds of rest. (Youtube has great examples)
   a. Example - 20 sec air squats/10 sec rest (repeat 8 times), 20 sec Oh-No's/10 sec rest (repeat 8 times), 20 sec plank/10 sec rest (repeat 8 times), 20 sec jumping jacks/10 sec rest (repeat 8 times)
3. Darbee Workouts - www.Darbee.com (great examples)
   a. *Extra Mile* - 5 Rounds of: 20 March Steps, 10 Calf Raises, 20 March Steps, 20 Butt Kickers, 20 March Steps, 20 High Knees, 20 March Steps (2 minute rest between rounds)
   b. *White Rabbit* - 5 Rounds of: 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles, 20 March Steps, 20 Arm Circles, 20 Jumping Jacks, 20 Arm Circles (2 minute rest between rounds)
   c. *Rascal* - 5 Rounds of: 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges, 10 High Knees, 2 Jump Lunges (2 minute rest between rounds)
   d. *Burn-Out* - 3 Rounds of: 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles, 30 High Knees, 30 Arm Circles (2 minute rest between rounds)

Activity Examples:

Walk the Dog	Frisbee	Play Catch
Family Walk	Yard Work	Stack Wood
Family Hike	Dance Party	Go for a Jog
Basketball	Clean House	Wiffle Ball
Badminton	Tag Game	Soccer
Clean Horse Stalls	Bike Riding	Other