



6th Grade

Week of:

APRIL 6TH

WICHITA PUBLIC SCHOOLS



5th, 6th, 7th and 8th Grades

Your child should spend up to 90 minutes over the course of each day on this packet. Consider other family-friendly activities during the day such as:

Journal your thoughts about current situation in our community	Find an area in your home that is cozy and take a moment and focus on your breathing. 3 deep breathes	Find a Yoga video and participate as a family.	Help make a meal for the family.
Listen to a free audio story at stories.audible.com	Start your coding journey at code.org	Observe and discuss nature while watching an animal at explore.org/livecams	Write a letter or text to a friend to encourage them.

**All activities are optional. Parents/Guardians please practice responsibility, safety, and supervision.*

For students with an Individualized Education Program (IEP) who need additional support, Parents/Guardians can refer to the Specialized Instruction and Supports webpage, contact their child’s IEP manager, and/or speak to the special education provider when you are contacted by them. Contact the IEP manager by emailing them directly or by contacting the school. The Specialized Instruction and Supports webpage can be accessed by clicking [HERE](#) or by navigating in a web browser to <https://www.usd259.org/Page/17540>

WICHITA PUBLIC SCHOOLS
CONTINUOUS LEARNING HOTLINE AVAILABLE
 316-973-4443
 MARCH 30 – MAY 21, 2020
 MONDAY – FRIDAY
 11:00 AM – 1:00 PM **ONLY**

For Multilingual Education Services (MES) support,
 please call (316) 866-8000 (Spanish and Proprio) or (316) 866-8003 (Vietnamese).

The Wichita Public Schools does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, sexual orientation, disability, age, veteran status or other legally protected classifications in its programs and activities.

Week of April 6, 2020

Hello Parent(s)/Guardian(s) and Middle School English Language Arts 6th Grader,

For the next seven weeks, students may participate in a variety of reading and writing activities based on their last unit of study from our new curriculum, Pearson's *myPerspectives*. Students will improve literacy skills with content previously taught this school year. Students, this learning opportunity will strengthen your language arts skills to help prepare for next year's ELA expectations in grades 7. Parents, it's important for your child to discuss what s/he is reading to deepen understanding of their reading and improve their writing. Engaging in conversation with your child about what s/he is learning helps solidify literacy skills. This is not the complete unit; however, the stories and activities were carefully selected for you from the unit.

Each grade level has a genre focus, unit theme, and essential question guiding the reading and writing activities throughout the unit. By the end of the unit, students will write a final paragraph citing evidence from the texts read and answering a question prompt concerning the reading and writing activities to conclude the unit. The lessons should take no more than 45 minutes per day or approximately 3 hours and 45 minutes per week. Enjoy learning!

Grade 6 English Language Arts: April 6 – 10, 2020

Theme: Exploration

Essential Question: What drives people to explore?

Genre: Argument

Grade 6 Unit 5 Exploration: What drives people to explore?		
Week 2: April 6-10	pp. 400-401 p. 402 p. 403 pp. 404-407	<ul style="list-style-type: none">● Unit introduction.● Set learning goals.● Vocabulary● Read and complete the activities.

6th Grade Unit 5 Exploration

Daily Planning Guide/Checklist/Additional Support

Monday, April 6

- _____ Look through information on pages 400 – 401.
- _____ Rate yourself on the unit goals page 402. This is where you are right now before beginning the unit.
- _____ Begin working on vocabulary page 403.

Tuesday, April 7

- _____ Complete the vocabulary section on page 403.
- _____ Read (or have read aloud) pages 404 and 405 (Add words to the Word Network page 405 while

reading.)

_____ Complete the Word Network at the bottom of page 405.

Wednesday, April 8

_____ Re-read (or have read aloud) pages 404 and 405.

_____ Work on writing a summary as shown on page 406.

Thursday, April 9

_____ Continue and complete the written summary page 406.

_____ Begin working on Quick Write – jot down notes on things to explore on this earth. Should kids today be encouraged to become explorers? Page 407.

Friday, April 10

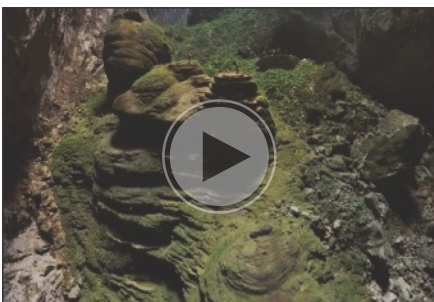
_____ Complete the Evidence Log on page 407.

_____ Summarize your point of view (1 sentence) from the Evidence Log.


_____ Congratulations!!! You've completed Week 2!!! You're awesome!!!

Exploration

The road to the unknown can be dangerous and challenging, but people continue to explore it.



Hang Son Doong

 **Discuss It** Why might explorers want to discover unknown places?

Write your response before sharing your ideas.

ESSENTIAL QUESTION:

What drives people to explore?

LAUNCH TEXT
ARGUMENT MODEL
What on Earth Is Left
to Explore?



WHOLE-CLASS LEARNING


ANCHOR TEXT: MEMOIR

from A Long Way Home
Saroo Brierley



MEDIA: VIDEO

BBC Science Club: All About Exploration
narrated by Dara Ó Briain



PERFORMANCE TASK

WRITING FOCUS:
Write an Argument

SMALL-GROUP LEARNING

NEWS ARTICLE

Mission Twinpossible
TIME For Kids



EPIC RETELLING

from Tales From the Odyssey
Mary Pope Osborne




BLOG

To the Top of Everest
Samantha Larson



MEDIA: GRAPHIC NOVEL

from Lewis & Clark
Nick Bertozzi



PERFORMANCE TASK

SPEAKING AND LISTENING FOCUS:
Present an Advertisement

INDEPENDENT LEARNING

OPINION PIECE

Mars Can Wait. Oceans Can't.
Amitai Etzioni




NONFICTION NARRATIVE

from Shipwreck at the Bottom of the World
Jennifer Armstrong



HISTORICAL FICTION

from Sacajawea
Joseph Bruchac



EXPOSITORY NONFICTION

The Legacy of Arctic Explorer Matthew Henson
James Mills



INFORMATIVE ARTICLE

Should Polar Tourism Be Allowed?
Emily Goldberg



PERFORMANCE-BASED ASSESSMENT PREP

Review Evidence for an Argument

PERFORMANCE-BASED ASSESSMENT

Argument: Essay and Speech

PROMPT:

Should kids today be encouraged to become explorers?

Unit Goals

Throughout this unit, you will deepen your understanding of exploration by reading, writing, speaking, listening, and presenting. These goals will help you succeed on the Unit Performance-Based Assessment.

Rate how well you meet these goals right now. You will revisit your ratings later when you reflect on your growth during this unit.

SCALE	1	2	3	4	5
	NOT AT ALL WELL	NOT VERY WELL	SOMEWHAT WELL	VERY WELL	EXTREMELY WELL
READING GOALS					
	1	2	3	4	5
• Evaluate written arguments by analyzing how authors state and support their claims.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Expand your knowledge and use of academic and concept vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WRITING AND RESEARCH GOALS					
	1	2	3	4	5
• Write an essay in which you effectively incorporate the key elements of an argument.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Conduct research projects of various lengths to explore a topic and clarify meaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LANGUAGE GOAL					
	1	2	3	4	5
• Correct errors with verbs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPEAKING AND LISTENING GOALS					
	1	2	3	4	5
• Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Integrate audio, visuals, and text in presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STANDARDS

Language

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Academic Vocabulary: Argument

Understanding and using academic terms can help you read, write, and speak with precision and clarity. Here are five academic words that will be useful in this unit as you analyze and write arguments.

Complete the chart.

1. Review each word, its root, and the mentor sentences.
2. Use the information and your own knowledge to predict the meaning of each word.
3. For each word, list at least two related words.
4. Refer to the dictionary or other resources if needed.

TIP

FOLLOW THROUGH

Study the words in this chart, and mark them or their forms wherever they appear in the unit.

WORD	MENTOR SENTENCES	PREDICT MEANING	RELATED WORDS
critical ROOT: -crit- "judge"	1. I don't think she liked the story because she had many <i>critical</i> comments. 2. It is <i>critical</i> to follow the steps exactly, otherwise the experiment might fail.		critic; critically
assume ROOT: -sum- / -sumpt- "take up"	1. If you get the leash, the puppy will <i>assume</i> you're taking him for a walk. 2. Jon won the election and will <i>assume</i> the role of mayor.		
compel ROOT: -pel- "drive"	1. His disregard of the rules may <i>compel</i> the group to dismiss him. 2. In the movie, the bad guy tries to <i>compel</i> the hero to give up.		
valid ROOT: -val- "strong"	1. You need a <i>valid</i> password to log in to the network. 2. If you want to convince me, you had better use <i>valid</i> reasons.		
coherent ROOT: -here- / -hes- "cling"; "stick"	1. Present your information in a clear, <i>coherent</i> order so it is easy to understand. 2. Sam's speech was <i>coherent</i> because he used clear logic and evidence.		

LAUNCH TEXT | ARGUMENT MODEL

This selection is an example of an **argument**, a type of writing in which an author states and defends a position on a topic. This is the type of writing you will develop in the Performance-Based Assessment at the end of the unit.

As you read, look at the way that the author builds a case. Mark the text to help you answer this question: What is the author's position, and what evidence supports it?

What on Earth Is Left to Explore?

NOTES

- 1 **A**t the beginning of the 1800s, the United States was a young country. Most people lived in small towns clustered on the Atlantic coast. To the west lay an entire continent, full of mystery and promise.
- 2 Government leaders believed that exploration of the continent was important. Exploration would bring knowledge and resources. Urged on by President Thomas Jefferson, Congress funded a small expedition to explore the lands west of the Mississippi River. The Lewis and Clark expedition became one of the most famous exploratory journeys in history.
- 3 In the modern world, the idea of exploration has changed. Cars, trains, and airplanes have made the world seem much smaller. People seem to be everywhere. Thousands have climbed Mount Everest, the world's highest mountain. There are even people living in Antarctica, the world's coldest continent. In addition, the Internet allows people to visit faraway places through the screens of their computers. Given these changes, some people may ask whether exploration matters anymore. Is there anything left to explore? The answer is simple: Exploration matters as much today as it ever has.
- 4 Let's start with ocean exploration. It is true that much of Earth has been visited and charted. However, we should remember that people actually live on less than twenty percent of the planet. We inhabit the land, but Earth is mostly ocean. Vast stretches of the



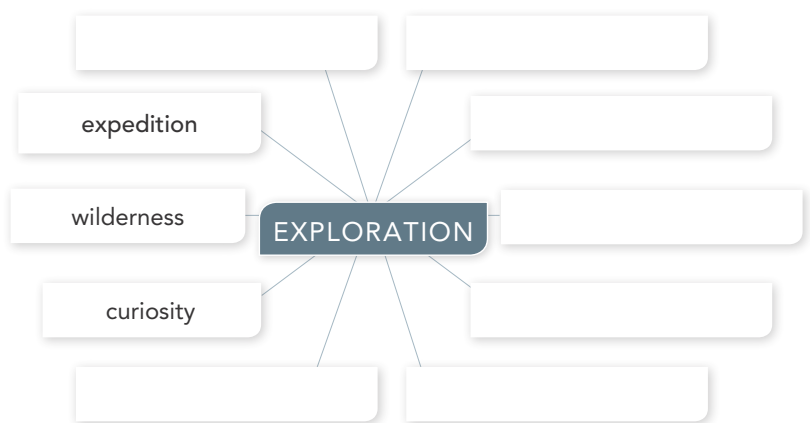
oceans are hidden under miles of water. The little we do know about these secret places is fascinating. For example, almost a quarter of Earth is made up of a single mountain range. It just happens to be under the sea! Consider the other wonders we might find as we explore.

- 5 Ocean exploration might help us solve tough problems. For example, it might lead to new food sources for the planet's growing population. It may also help us find ways to slow damage to the environment. These types of problems threaten all of us, and we need solutions. They make the need for ocean exploration more important than ever.
- 6 Space exploration is another area of great importance. Human beings have always been interested in the skies. We are curious about the stars and planets and the possibility that they hold other intelligent life. Satisfying that curiosity is one good reason to explore space. Another reason is that by exploring beyond Earth, we will answer essential questions about the history of our solar system and of the universe itself. This will help us understand our own planet and ourselves better. Human exploration of space also has practical benefits. According to NASA (National Aeronautics and Space Administration), space exploration pushes us to "expand technology, create new industries, and help to foster a peaceful connection with other nations."
- 7 Lewis and Clark did not know what they would find as they set out on their journey. They only knew that they would have an adventure. In the end, their efforts added to the country's territory and to people's knowledge and understanding. The results of exploration may not always be that impressive, but that may not be the point. The need to explore and extend the boundaries of knowledge remains vital and should continue. 🗺️

NOTES

 WORD NETWORK FOR EXPLORATION

Vocabulary A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of exploration and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *expedition*, *wilderness*, and *curiosity*. Continue to add words as you complete this unit.



 **Tool Kit**
Word Network Model

Summary

Write a summary of “What on Earth Is Left to Explore?” A **summary** is a concise, complete, and accurate overview of a text. It should not include a statement of your opinion or an analysis.

Launch Activity

Four-Corner Debate Consider this statement: **There is nothing left on Earth to explore.** Decide your position and check one of the boxes. Then, briefly note why you feel this way.

- Strongly Agree Agree Disagree Strongly Disagree

- Each corner of the classroom represents one position on the question. Go to the corner of the room that represents your position. Briefly discuss reasons for your position with the others in your corner. Make a list of three strong reasons.
- Start off the debate by stating your position and one reason. Then, go around the room, presenting positions and reasons.
- If you change your mind as the debate continues, move to the corner that represents your new position. Then, explain why your thinking changed.

QuickWrite

Consider class discussions, the video, and the Launch Text as you think about the prompt. Record your first thoughts here.

PROMPT: Should kids today be encouraged to become explorers?

A large rectangular box with horizontal lines for writing, intended for recording first thoughts on the prompt.

EVIDENCE LOG FOR EXPLORATION

Review your QuickWrite. Summarize your point of view in one sentence to record in your Evidence Log. Then, record evidence from “What on Earth Is Left to Explore?” that supports your point of view.

After each selection, you will continue to use your Evidence Log to record the evidence you gather and the connections you make. This graphic shows what your Evidence Log looks like.

Tool Kit

Evidence Log Model

Title of Text: _____ Date: _____

CONNECTION TO PROMPT	TEXT EVIDENCE/DETAILS	ADDITIONAL NOTES/IDEAS

How does this text change or add to my thinking?

Date: _____

Review Topic: Multi-Digit Computation (6.NS.2-3)

A. Convert each fraction to a decimal.

1. $\frac{41}{50}$

2. $\frac{2}{5}$

3. $\frac{18}{25}$

4. $\frac{88}{100}$

5. $\frac{1}{4}$

6. $\frac{13}{20}$

Remember: We can convert fractions into decimals by dividing the numerator by the denominator.

Example: To convert the fraction $\frac{18}{33}$ into a decimal, we use division: $18 \div 33$

II. Adding and Subtracting Decimals

A. Calculate each sum or difference.

1. $34.87 + 12.01 + 25.92$

2. $16.09 + 15.28 + 35.91$

3. $47.15 - 10.09$

4. $135.826 - 57.12$

5. $12.89 + 7.45 - 3.005$

6. $68.52 - 12.708 + 3.92$

B. Solve each problem.

1. Cristina wants to purchase four items at the sporting goods store. The items she wants to buy are soccer cleats for \$24.99, shin guards for \$12.99, soccer socks for \$4.49, and a soccer ball for \$19.95. How much will the four items cost?
2. Cisco wants to purchase three items at the sporting goods store. The items he wants to buy are football pants for \$21.99, football pads for \$25.49, and football cleats for \$27.95. How much will the three items cost?
3. Jada and Tonya ran a 400-meter race. Jada ran the race in 75.2 seconds. Tonya ran the race in 69.07 seconds. How much faster did Tonya run the race?
4. Kata wants to purchase three items at a department store. The items she wants to buy are jeans for \$24.99, a T-shirt for \$14.99 and a pair of earrings for \$7.49. If Kata gives the cashier \$50, how much change will she get?
5. Deon, Jerome, Lamar, and Terrell are practicing for the meter relay race. The school record for the race is 49.6 seconds. The fastest time that each boy ran a 100-meter sprint in practice is shown in the table. If each of the boys can run their best 100-meter sprint during the race, can they beat the school record?
6. Eva, Sofia, and Maria are practicing for the 50-yard freestyle swimming race. The school record for the race is 28.93 seconds. The fastest time that each girl swam the 50-yard race in practice is shown in the table.

Boy	Time (seconds)
Deon	11.9
Jerome	12.6
Lamar	12.52
Terrell	11.95

Girl	Time (seconds)
Eva	29.76
Sofia	31.3
Maria	30.02

How much faster must each girl swim to tie the school record?

C. Determine each product.

1. 0.3×0.4

2. 0.7×0.6

3. 0.1×0.8

4. 0.2×0.2

5. 0.5×0.7

6. 0.8×0.9

F. Determine each quotient.

1. $0.63 \div 0.9$

2. $0.20 \div 0.4$

3. $0.24 \div 0.6$

4. $0.64 \div 0.8$

5. $0.04 \div 0.4$

6. $0.16 \div 0.2$

For each question, write the problem in decimal form, then determine the quotient. Then write your answer in word-form in the blank.

1. 36 hundredths \div 9 tenths = 4 tenths

36 hundredths = 0.36 9 tenths = 0.9

So, the problem would be written as: $0.36 \div 0.9 = 0.4$

2. 49 hundredths \div 7 tenths = _____

3. 10 hundredths \div 5 tenths = _____

4. 24 hundredths \div 3 tenths = _____

5. 12 hundredths \div 2 tenths = _____

6. 1 hundredth \div 1 tenth = _____

Review Topic –Calculating the surface area and volume of various figures (6.G.1)

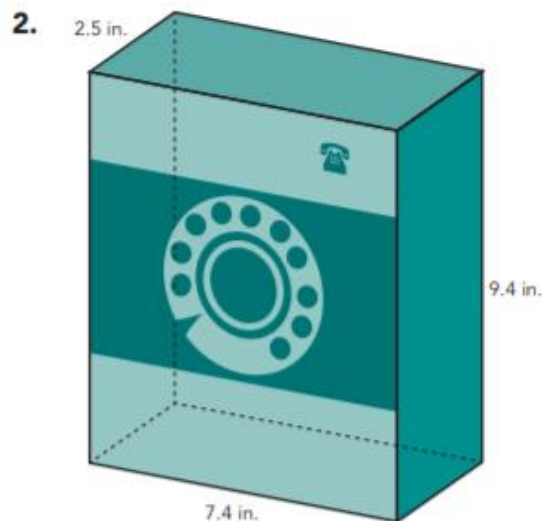
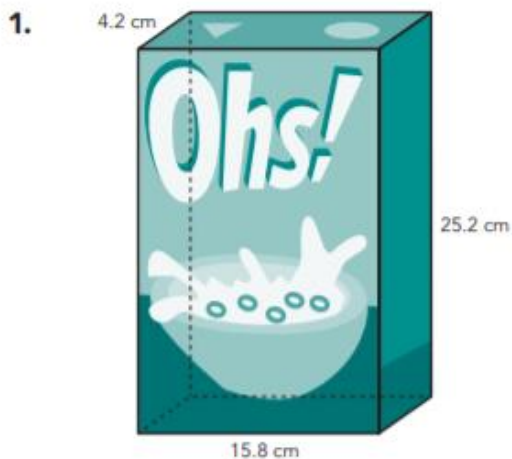
Remember

The volume of a rectangular prism is a product of its length, width, and height:

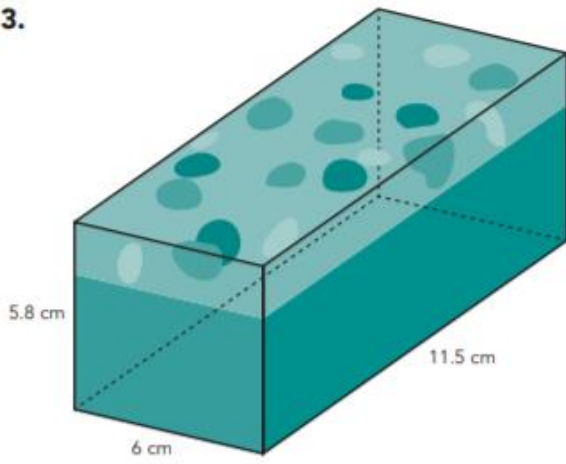
$$V = l \cdot w \cdot h.$$

VI. Calculating Volume of Right Prisms

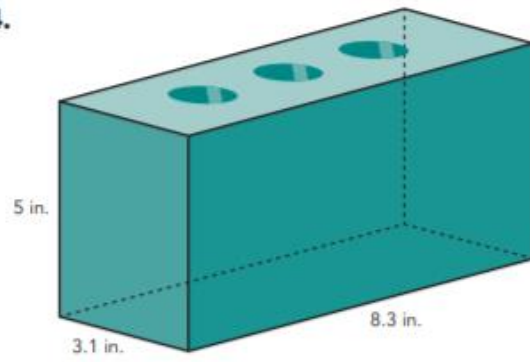
A. Determine the volume of each right rectangular prism.



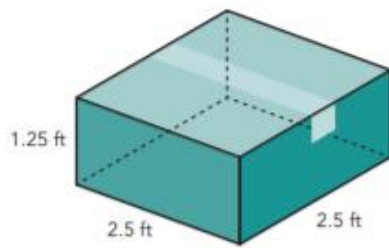
3.



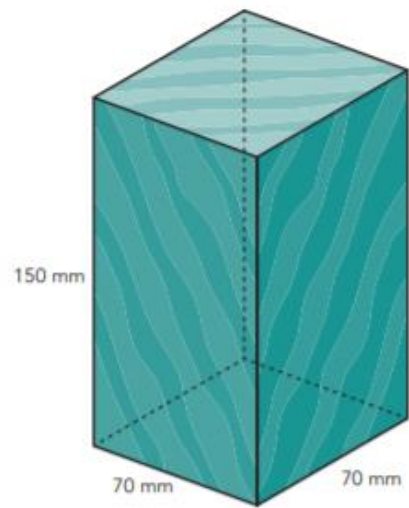
4.



5.

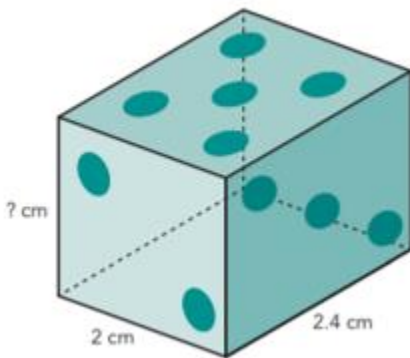


6.

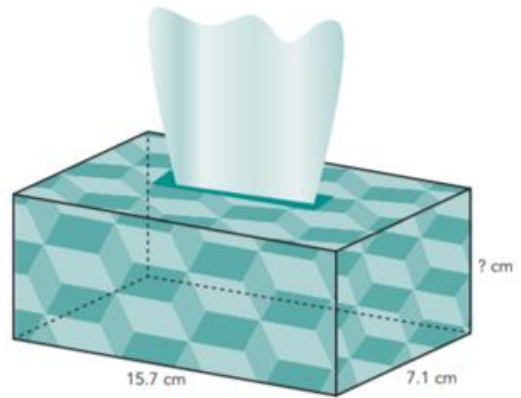


Given the volume, determine the unknown measure.

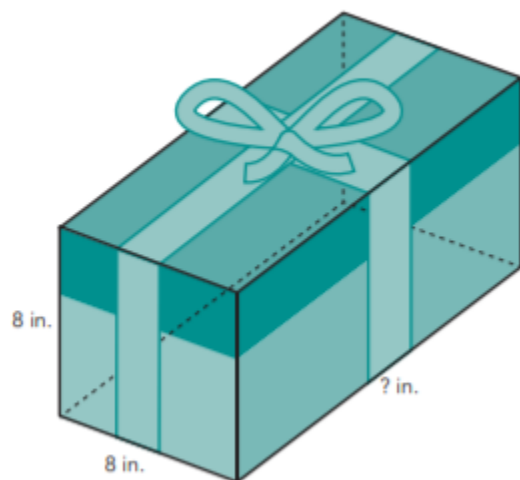
1. Volume = 10.08 cubic centimeters



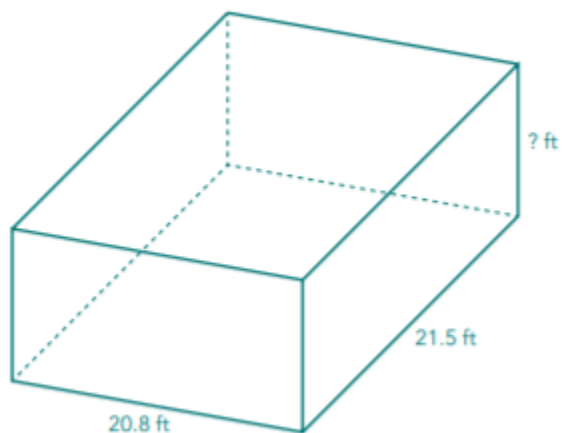
2. Volume = 869.466 cubic centimeters



3. Volume = 1011.2 cubic inches



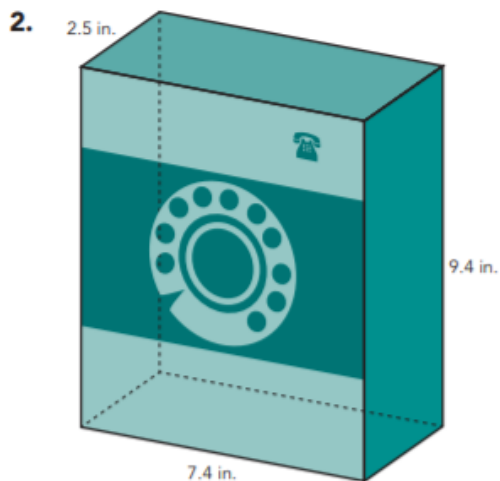
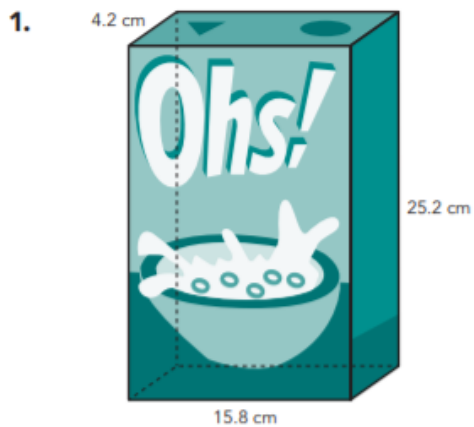
4. Volume = 6708 cubic feet



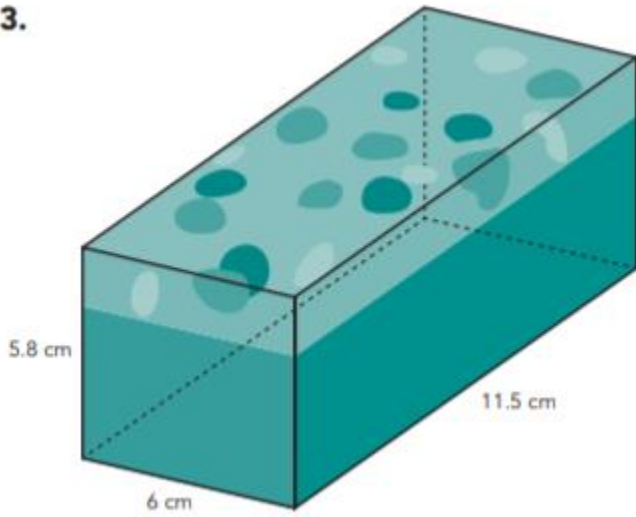
Remember

The surface area of a polyhedron is the sum of all the areas of the faces of the polyhedron.

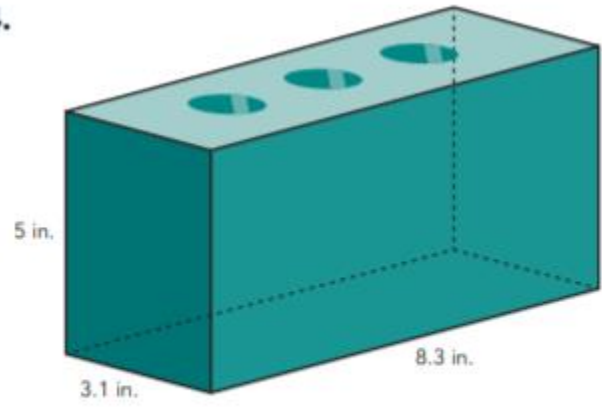
A. Determine the surface area of each right rectangular prism.



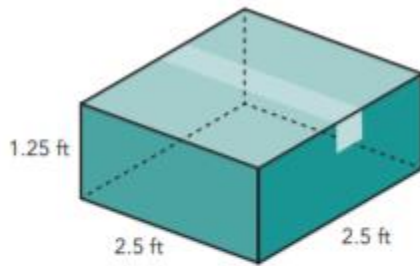
3.



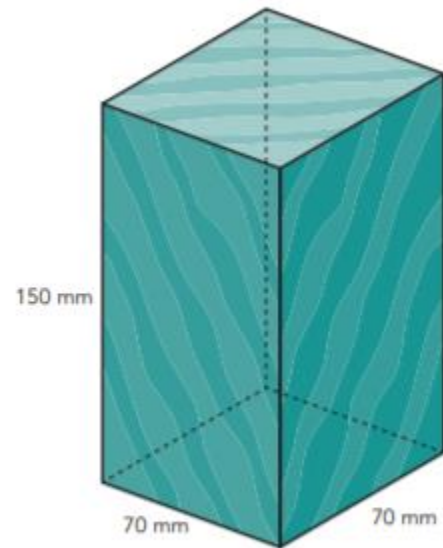
4.



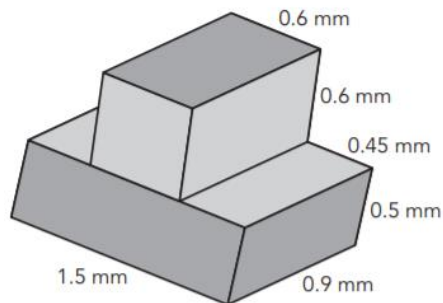
5.



6.



Stretch Your Thinking! Determine the volume and surface area of the composite figure shown below.



Supports for Diverse Learners

6th Grade Math

Week 2

Standard: 6.NS.2-3

Topic:

- Convert Fractions to Decimals
- Add and Subtract Decimals
- Multiply and Divide Decimals

Supports:

- Multiplication Chart
- [Video to Activate Prior Knowledge](#)

Standard: 6.G.1

Topic:

- Volume of Right Prisms
- Surface Area of Right Prisms

Supports:

- Multiplication Chart
- Formulas
- [Video to Activate Prior Knowledge](#)

Multiplication Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Rockin in Second 2015 www.teacherspayteachers.com/rockininsecond

6.G.1 Formulas

- Volume = length X width X height
- Area = length X width
- Surface Area = find the area of each side of the figure, then add all the areas together

General Accommodations:

- Read aloud all text
- Use a calculator
- Reduce the number of problems to complete if they are the same type
- Graph paper (or turn notebook paper lengthwise) to ensure alignment of decimals

Review Topic: Multi-Digit Computation (6.NS.2-3)

A. Convert each fraction to a decimal.

1. $\frac{41}{50}$

2. $\frac{2}{5}$

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4. Kata wants to purchase three items at a department store. The items she wants to buy are jeans for \$24.99, a T-shirt for \$14.99 and a pair of earrings for \$7.49. If Kata gives the cashier \$50, how much change will she get?
5. Deon, Jerome, Lamar, and Terrell are practicing for the meter relay race. The school record for the race is 49.6 seconds. The fastest time that each boy ran a 100-meter sprint in practice is shown in the table. If each of the boys can run their best 100-meter sprint during the race, can they beat the school record?
6. Eva, Sofia, and Maria are practicing for the 50-yard freestyle swimming race. The school record for the race is 28.93 seconds. The fastest time that each girl swam the 50-yard race in practice is shown in the table.

Boy	Time (seconds)
Deon	11.9
Jerome	12.6
Lamar	12.52
Terrell	11.95

Girl	Time (seconds)
Eva	29.76
Sofia	31.3
Maria	30.02

How much faster must each girl swim to tie the school record?

C. Determine each product.

1. 0.3×0.4

2. 0.7×0.6

3. 0.1×0.8

4. 0.2×0.2

5. 0.5×0.7

6. 0.8×0.9

F. Determine each quotient.

1. $0.63 \div 0.9$

2. $0.20 \div 0.4$

3. $0.24 \div 0.6$

4. $0.64 \div 0.8$

5. $0.04 \div 0.4$

6. $0.16 \div 0.2$

For each question, write the problem in decimal form, then determine the quotient. Then write your answer in word-form in the blank.

1. 36 hundredths \div 9 tenths = 4 tenths

36 hundredths = 0.36 9 tenths = 0.9

So, the problem would be written as: $0.36 \div 0.9 = 0.4$

2. 49 hundredths \div 7 tenths = _____

3. 10 hundredths \div 5 tenths = _____

4. 24 hundredths \div 3 tenths = _____

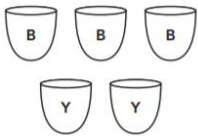
5. 12 hundredths \div 2 tenths = _____

6. 1 hundredth \div 1 tenth = _____

Review Topic: Working With Ratios (6.RP.1, 6.RP.3)

Two ways to describe ratios are **part-to-part** and **part-to-whole** relationships. Part-to-part ratios compare two individual quantities, while part-to-whole ratios compare one of the parts to the total number of pieces.

For Example:



From the model, you can make comparisons of the different quantities.

- blue parts to yellow parts
- yellow parts to blue parts
- blue parts to total parts
- yellow parts to total parts

Each comparison is called a *ratio*. A **ratio** is a comparison of two quantities that uses division. The first two comparisons are part-to-part ratios because you are comparing the individual quantities. The last two comparisons are part-to-whole ratios because you are comparing one of the parts (either blue or yellow) to the total number of parts.

Analyze each statement. Determine whether a part : part or a part : whole relationship exists. Explain your reasoning.

a. There are 9 girls for every 2 boys in art class.

- b. Three out of every five students in art class will help paint the mural in the library.
- c. There are 3 blueberry muffins to every bran muffin in a variety pack.
- d. Of the 30 students in chorus, 14 of them play the piano.
- e. The students planted 22 yellow daffodils and 10 white daffodils.

C. Write a part-to-part and a part-to-whole ratio for each problem situation.

1. Of the 200 students surveyed in 5th grade, 120 prefer bananas and 80 prefer apples.

Part: Part – (comparing two PARTS) — $\frac{120 \text{ banana}}{80 \text{ apple}}$

Part: Whole – (comparing to the TOTAL) — $\frac{80 \text{ apple}}{200 \text{ students}}$

2. Serena's book collection contains 23 fiction books and 4 non-fiction books.

3. Of the 100 students surveyed, 53 prefer to watch football and 42 prefer to watch baseball.

4. Of the 100 students surveyed, 42 prefer to play basketball and 28 prefer to play hockey.

5. Kata's movie collection consists of 45 action movies and 31 comedy movies.

6. Juanita received a bouquet of 2 dozen roses. In the bouquet, 12 were red and 12 were pink.

III. Problem Solving with Equivalent Ratios and Rates using Tables

A. Complete each ratio table. Show your calculations.

1.

Yellow paint (oz)			8	16
Blue paint (oz)	4	8	16	

2.

Yellow paint (oz)	1	2	10	
Red paint (oz)		6		60

Hint: Use the one given ratio to solve for the rest of the table.

We are given $\frac{8 \text{ yellow paint}}{16 \text{ blue paint}}$. In our table, how could the **yellow paint** go from 8 to 16? (Multiply by 2) So, if we multiply our 16 blue paint by 2 also, we will have the missing portion in our table. Use this reasoning on the rest of the table.

3.

Red paint (oz)	1		50	100
Blue paint (oz)		20		400

4.

Green paint (oz)		15	30	
White paint (oz)	5	25		75

5.

White paint (oz)	2	6	8	
Red paint (oz)	3			36

6.

White paint (oz)	1	3		
Purple paint (oz)		30	40	60

IV. Problem Solving with Equivalent Ratios and Rates using Graphs

A. Create a graph that represents the values shown in each ratio table.

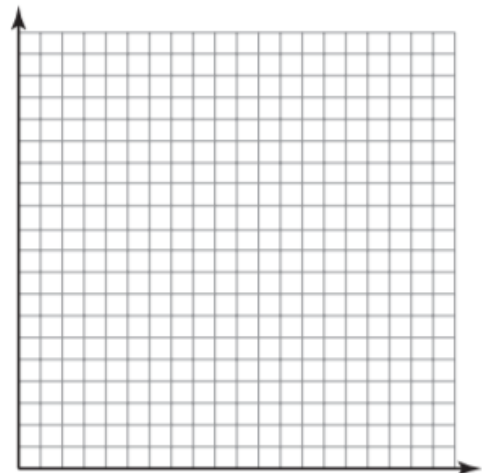
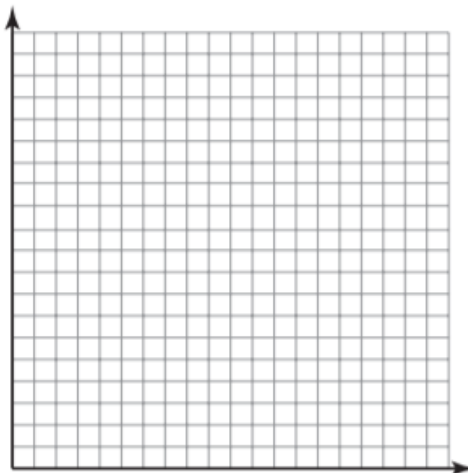
1.

Weight (pounds)	X	1	2	4	5
Cost (dollars)	Y	3	6	12	15

2.

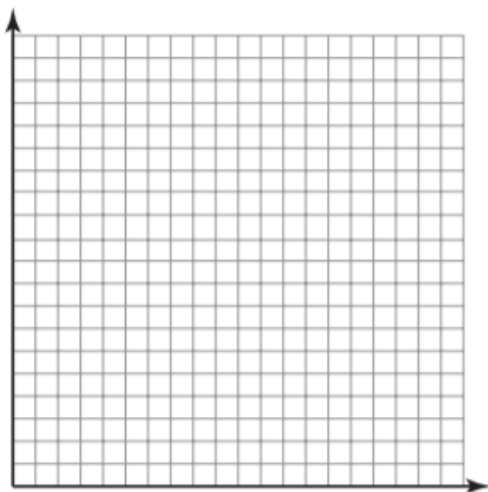
Distance (miles)	25	75	125	175
Time (hours)	1	3	5	7

Remember
: When graphing, the x value moves on the x-axis (right) and the y value moves on the y-axis (up)



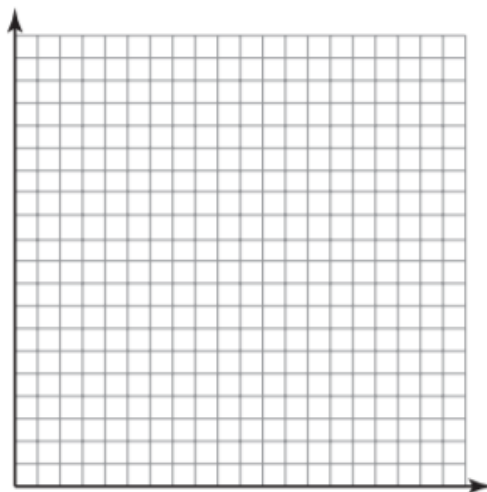
3.

Calories	80	160	240	320
Time (minutes)	15	30	45	60



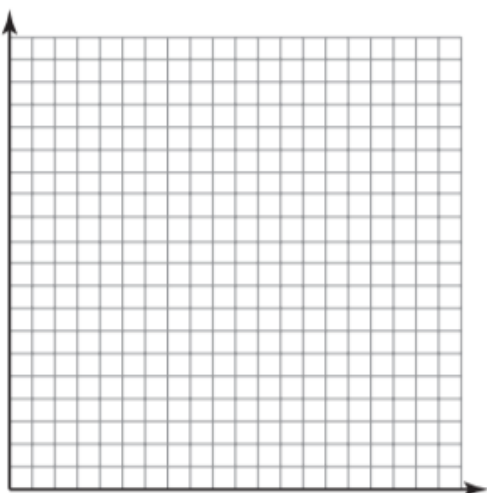
4.

Data (Mb)	10	100	150	200
Time (seconds)	1	10	15	20



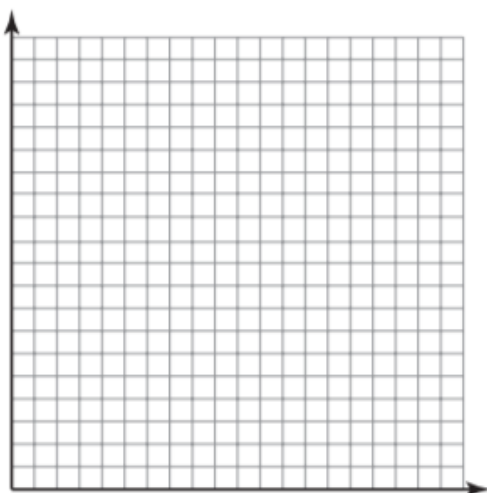
5.

Distance (miles)	1.5	3	4.5	6
Time (minutes)	15	30	45	60



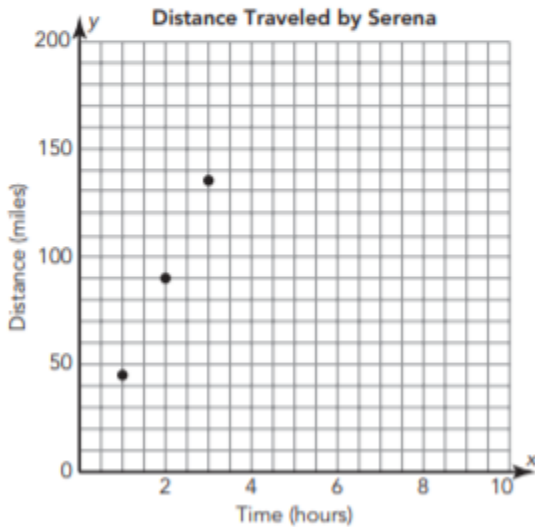
6.

Height (feet)	6	30	36	60
Time (minutes)	1	5	6	10

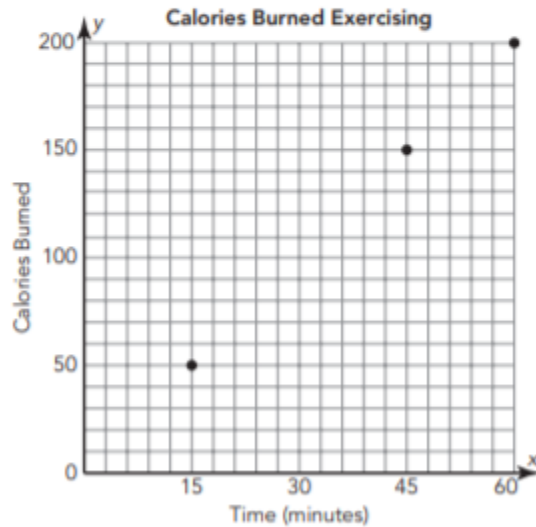


B. Use the given graph to answer each question.

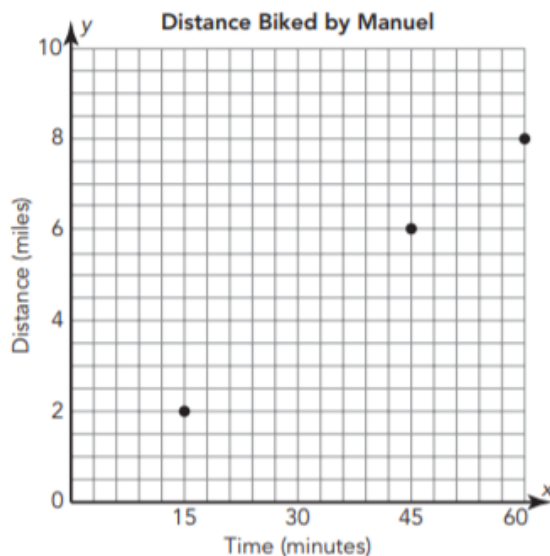
1. Serena is driving to the mountains for a summer camping trip. She is traveling at a constant rate of 45 miles per hour. The graph shows the ratio time : distance. How far has Serena traveled after 4 hours?



2. Cisco is exercising. The graph shows the ratio calories burned : time for Cisco. How many calories did Cisco burn in 30 minutes?



3. Manuel is biking at a constant rate. The graph shows the ratio time : distance. How long did it take Manuel to bike 4 miles?



4. Jose is climbing a challenging section of a mountain. The graph shows the ratio time : distance climbed. How far did Jose climb after 10 minutes?

