



# Beale Elementary 6th Grade

## NTI Day/Snow & Go Packet

Grade Level Teacher Names & Email Addresses:

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**Due Date:** Individually completed student packets are due for grading on the first day students return from the inclement weather day. Packets submitted late for grading will be subject to regular classroom policies.

**\*Teachers can also be contacted through Clever messenger and Class Dojo.**

**School Phone:** 304-675-1260    \*    **School Website:** <http://beale.maso.k12.wv.us>



# Day 1 #1-20

# 6th Grade NTI Packet

Find the product.

1.  $\begin{array}{r} 7.08 \\ \times 7.4 \\ \hline \end{array}$     2.  $\begin{array}{r} 4.12 \\ \times 4.8 \\ \hline \end{array}$     3.  $\begin{array}{r} 735 \\ \times 8.2 \\ \hline \end{array}$     4.  $\begin{array}{r} 58.6 \\ \times 0.28 \\ \hline \end{array}$     5.  $\begin{array}{r} 92.5 \\ \times 0.49 \\ \hline \end{array}$     6.  $\begin{array}{r} 662 \\ \times 0.66 \\ \hline \end{array}$     7.  $\begin{array}{r} 64.9 \\ \times 8.7 \\ \hline \end{array}$

8.  $\begin{array}{r} 6.91 \\ \times 7.7 \\ \hline \end{array}$     9.  $\begin{array}{r} 32.1 \\ \times 24 \\ \hline \end{array}$     10.  $\begin{array}{r} 9.5 \\ \times 54 \\ \hline \end{array}$     11.  $\begin{array}{r} 0.28 \\ \times 2.8 \\ \hline \end{array}$     12.  $\begin{array}{r} 79.0 \\ \times 65 \\ \hline \end{array}$     13.  $\begin{array}{r} 91.7 \\ \times 0.53 \\ \hline \end{array}$     14.  $\begin{array}{r} 1.06 \\ \times 6.0 \\ \hline \end{array}$

15.  $\begin{array}{r} 225 \\ \times 6.2 \\ \hline \end{array}$     16.  $\begin{array}{r} 7.37 \\ \times 3.8 \\ \hline \end{array}$     17.  $\begin{array}{r} 94 \\ \times 51 \\ \hline \end{array}$     18.  $\begin{array}{r} 3.12 \\ \times 83 \\ \hline \end{array}$     19.  $\begin{array}{r} 80.4 \\ \times 6.3 \\ \hline \end{array}$     20.  $\begin{array}{r} 68.8 \\ \times 95 \\ \hline \end{array}$

# Day 2 #21-40

Find the quotient.

21.  $42.79 \div 223 =$  \_\_\_\_\_    22.  $6,515 \div 20.8 =$  \_\_\_\_\_

23.  $5,400 \div 1.73 =$  \_\_\_\_\_    24.  $4,138 \div 304 =$  \_\_\_\_\_

25.  $388.9 \div 325 =$  \_\_\_\_\_    26.  $8,815 \div 32.4 =$  \_\_\_\_\_

27.  $3,348 \div 309 =$  \_\_\_\_\_    28.  $873.8 \div 77 =$  \_\_\_\_\_

29.  $4,138 \div 381 =$  \_\_\_\_\_    30.  $27.94 \div 294 =$  \_\_\_\_\_

Compare the fractions.

31.  $\frac{3}{4} \underline{\quad} \frac{6}{8}$     32.  $\frac{4}{5} \underline{\quad} \frac{1}{8}$     33.  $\frac{1}{3} \underline{\quad} \frac{3}{5}$     34.  $\frac{7}{8} \underline{\quad} \frac{2}{6}$     35.  $\frac{2}{3} \underline{\quad} \frac{3}{4}$     36.  $\frac{2}{3} \underline{\quad} \frac{1}{6}$     37.  $\frac{5}{8} \underline{\quad} \frac{5}{8}$

38.  $\frac{1}{4} \underline{\quad} \frac{5}{8}$     39.  $\frac{2}{3} \underline{\quad} \frac{3}{8}$     40.  $\frac{4}{5} \underline{\quad} \frac{2}{4}$

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## Convert. Day 3 #41-60

41.  $46\frac{1}{5}\%$  = \_\_\_\_\_ 42.  $97\frac{3}{4}\%$  = \_\_\_\_\_ 43.  $95\frac{4}{10}\%$  = \_\_\_\_\_ 44.  $93\frac{1}{2}\%$  = \_\_\_\_\_

45.  $49\%$  = \_\_\_\_\_ 46.  $94\%$  = \_\_\_\_\_ 47.  $74\frac{1}{6}\%$  = \_\_\_\_\_ 48.  $68\frac{1}{2}\%$  = \_\_\_\_\_

49.  $87\frac{1}{10}\%$  = \_\_\_\_\_ 50.  $85\frac{2}{4}\%$  = \_\_\_\_\_

Convert.

51.  $0.105$  = \_\_\_\_\_ 52.  $0.08$  = \_\_\_\_\_ 53.  $0.303$  = \_\_\_\_\_ 54.  $0.934$  = \_\_\_\_\_

55.  $0.928$  = \_\_\_\_\_ 56.  $0.798$  = \_\_\_\_\_ 57.  $0.942$  = \_\_\_\_\_ 58.  $0.798$  = \_\_\_\_\_

59.  $0.695$  = \_\_\_\_\_ 60.  $0.06$  = \_\_\_\_\_

## Day 4 #61-80

Calculate the given percent of each value.

61.  $2\%$  of  $6$  = \_\_\_\_\_ 62.  $200\%$  of  $314$  = \_\_\_\_\_ 63.  $70\%$  of  $553$  = \_\_\_\_\_

64.  $6\%$  of  $697$  = \_\_\_\_\_ 65.  $70\%$  of  $584$  = \_\_\_\_\_ 66.  $6\%$  of  $790$  = \_\_\_\_\_

67.  $5\%$  of  $867$  = \_\_\_\_\_ 68.  $10\%$  of  $5$  = \_\_\_\_\_ 69.  $2\%$  of  $9$  = \_\_\_\_\_

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Day 4 # 61-80

70. 200% of 48 = \_\_\_\_\_

71. 20% of 116 = \_\_\_\_\_

72. 10% of 8 = \_\_\_\_\_

73. 20% of 5 = \_\_\_\_\_

74. 70% of 42 = \_\_\_\_\_

75. 6% of 540 = \_\_\_\_\_

76. 5% of 789 = \_\_\_\_\_

77. 2% of 56 = \_\_\_\_\_

78. 200% of 18 = \_\_\_\_\_

79. 70% of 7 = \_\_\_\_\_

80. 2% of 5 = \_\_\_\_\_

Day 5 # 81-100

Find the quotient.

81.  $\frac{3}{8} \div \frac{2}{8} =$  \_\_\_\_\_

82.  $\frac{7}{8} \div \frac{7}{8} =$  \_\_\_\_\_

83.  $\frac{2}{3} \div \frac{1}{3} =$  \_\_\_\_\_

84.  $\frac{2}{6} \div \frac{4}{6} =$  \_\_\_\_\_

85.  $\frac{3}{4} \div \frac{3}{4} =$  \_\_\_\_\_

86.  $\frac{1}{5} \div \frac{2}{5} =$  \_\_\_\_\_

87.  $\frac{1}{8} \div \frac{4}{8} =$  \_\_\_\_\_

88.  $\frac{2}{4} \div \frac{1}{4} =$  \_\_\_\_\_

89.  $\frac{3}{8} \div \frac{5}{8} =$  \_\_\_\_\_

90.  $\frac{2}{3} \div \frac{2}{3} =$  \_\_\_\_\_

91.  $\frac{1}{6} \div \frac{3}{6} =$  \_\_\_\_\_

92.  $\frac{3}{5} \div \frac{1}{5} =$  \_\_\_\_\_

93.  $\frac{3}{8} \div \frac{7}{8} =$  \_\_\_\_\_

94.  $\frac{1}{4} \div \frac{3}{4} =$  \_\_\_\_\_

95.  $\frac{4}{5} \div \frac{4}{5} =$  \_\_\_\_\_

96.  $\frac{7}{8} \div \frac{4}{8} =$  \_\_\_\_\_

97.  $\frac{1}{6} \div \frac{2}{6} =$  \_\_\_\_\_

98.  $\frac{1}{5} \div \frac{4}{5} =$  \_\_\_\_\_

99.  $\frac{1}{3} \div \frac{1}{3} =$  \_\_\_\_\_

100.  $\frac{4}{5} \div \frac{1}{5} =$  \_\_\_\_\_



# Excerpt adapted from L. Frank Baum's "The Girl Who Owned a Bear"

Read the excerpt below. Then answer the questions on the next page.

*Jane Gladys is at home while her mother and father are out. A strange, bald-headed man stops by with a curious mission. The man is a book agent disgruntled with the girl's father, and he's decided to exact his revenge by giving Jane Gladys a large and mysterious book with her name written in it.*

When the door had closed behind the strange man, Jane Gladys sat down and glanced at the book. It had a red cover, and the word "Thingamajigs" was written across the front in big letters. Then she opened it, curiously, and saw her name written in large black letters on the first page.



a crash, and beside it stood the enormous grizzly. Jane Gladys and all of the creatures shuddered at the sight of the bear, but the leopard remarked enviously, "At least he has claws and teeth."

"And I know how to use them, too," the grizzly responded in a low, growling voice. "If you read in that book, you'll find I'm described as a horrible, cruel, and remorseless grizzly, whose only business in life is to eat up little girls—shoes, dresses, ribbons and all! And then, the author says, I smack my lips and glory in my wickedness."

She turned the page and saw a picture of a clown dressed in green and yellow. The book trembled in her hands, and suddenly the clown jumped out of it and stood upon the floor beside her, becoming instantly as big as any ordinary clown. Next, from the opposite page, a monkey, a donkey, and a leopard all jumped into the room, leaving only blank pages behind. Perhaps you can imagine how startled Jane Gladys was, and how she stared at the creatures who had just leaped out of the book. As the clown turned around to take a look at the room, Jane Gladys laughed in spite of her astonishment.

The clown, monkey, donkey, and leopard weren't the least bit sorry to hear this, for they were all still cross with Jane Gladys for having laughed at them. Jane Gladys, though, was very frightened on hearing this. The bear stood up and balanced himself on his rear legs. He advanced slowly toward Jane Gladys. But before the grizzly reached her, the child had a sudden thought, and cried out:

"Why, the back of you is all white!" cried the girl.

"Stop! You must not eat me. It would be wrong."

"Quite likely," he returned, in an annoyed tone. "The artist wasn't expected to make the back view of me, for that was against the page of the book."

"Why?" asked the bear, in surprise.

While pictures from a book coming to life should be enchanting, these creatures all seemed to be in a bad mood. The clown looked sulky and sat down upon a chair so Jane Gladys couldn't see his back. The donkey complained that the artist had drawn his legs all different sizes, which caused him to wobble when he walked. The monkey grumbled about his extremely large ears, and the leopard snarled that he had been drawn with neither teeth nor claws.

"Why, my name's on the front page. I own the book, and you all belong inside of it. So you must go back there!"

The bear hesitated. "Then, of course, I can't eat you," he grumbled. "You are as disappointing as most authors are."

"The fault lies with yourselves," said Jane Gladys, severely. "Why didn't you stay in the book, where you were put?"

Jane Gladys couldn't help but laugh at the sight of the silly-looking animals. Just then, the book slipped from the girl's lap. Before it fell to the floor, she caught a glimpse of a fierce grizzly bear looking at her from one of the pages. The book landed with

There was a swish and a whirr and a rustling of leaves, and an instant later the book lay upon the floor, looking just like any other book, and Jane Gladys's strange companions had disappeared.

*This story should teach us to think quickly and clearly upon all occasions; for had Jane Gladys not remembered that her name was in the front of the book, the bear probably would have eaten her.*

Answer the following questions about the story adapted from L. Frank Baum's "The Girl Who Owned a Bear."

- 1. Why did the author include the section in italics at the end of the story?
  - a. to enhance the plot
  - b. to convey the setting
  - c. to serve as the moral
  - d. to add additional conflict

- 5. Why are the down, monkey, donkey, and leopard all in a bad mood?

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- 2. What was the author's purpose in writing this story? What clues from the text helped you determine this?

- 6. According to the author, what characteristic does Jane Gladys possess that saves her?

- a. She is courageous.
- b. She is quick-witted.
- c. She is considerate.
- d. She is humorous.

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- 7. What might Jane Gladys tell her parents about her experience when they return home? Do you think they will believe her?

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- 3. What words does the author use to create a threatening tone when describing the bear?

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- 4. Read the lines from the story.

*"The fault lies with yourselves," said Jane Gladys, severely.*  
*"Why didn't you stay in the book, where you were put?"*

What tone is conveyed with these words?

- a. sternness
- b. sadness
- c. curiosity
- d. worry

- 8. If you were in Jane Gladys's position, how would you have handled the situation? Give reasons to support your answer.

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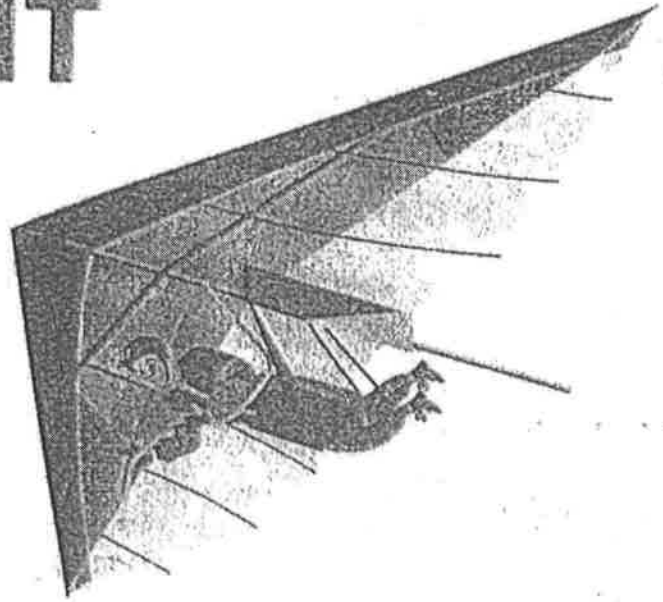
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# READING COMPREHENSION FICTION

Read the story, and then answer the questions that follow.

## FIRST FLIGHT



- 1 Cody gazed out over the sand dunes of North Carolina's Outer Banks, the Atlantic Ocean shimmering in the distance. The warm ocean breeze swept across his face as he gripped the harness of the hang glider. He closed his eyes and took a deep breath, inhaling the familiar salty air.
- 2 "How are you feeling? Ready?" Briana asked with a grin. Cody glanced at his stepsister, who looked far more relaxed than he felt. When Cody's mom had remarried, Cody hadn't known how to interact with Briana, who was eight years older than him. But every time Briana visited from college, she sought him out. She tagged along to Cody's tennis lessons and watched him do tricks at the skatepark. She taught him how to make dumplings and took him hiking along the ridge. After dinner some nights, she joined the rest of the family for games like charades and teamed up with Cody, and they roared with laughter over their exaggerated and hilarious impersonations.
- 3 But Briana had never taken him hang gliding. He knew she loved it—she had finally become a certified instructor last month. So when she offered to take him, Cody had leapt at the chance.
- 4 Now though, strapped onto what was essentially just a big kite and standing near the edge of a giant dune, Cody was second-guessing everything. With shoulders and teeth clenched, knuckles white on the metal frame, Cody's brain was sounding the alarm. The confidence Cody had felt back at the training facility had all but vanished in the wind that was blowing over the endless stretch of sand before him.
- 5 Briana looked over at him knowingly. "Before my first flight, I almost backed out more times than I can count," she said. "You just have to believe in yourself. Ready?"
- 6 Cody took another deep breath and nodded. "Ok, into position!" Briana said. Cody put one foot ahead of the other. "Hold the bar, nice and loose," she reminded him. Cody loosened his grip on the bar in front of his torso and took a deep breath. "Now start walking toward the edge," directed Briana. Heart pounding like a drum, Cody pushed himself forward. "Walk, walk, walk...now run, run, run, RUN!" Briana coached.
- 7 Cody ran. He ran right off the edge of the tall dune, until his legs were pedaling in the air. He was airborne! What an amazing feeling! Cody gently pushed the bar forward to increase his speed, just as Briana had shown him how to do. He savored the feeling of the warm wind on his face as he soared through the air like a bird. Then Cody saw that he was rapidly approaching the ground! He remembered to pull the bar back at the end to slow himself down, but it was too late for a smooth, on-foot landing. He landed on his knees, and the pointy tip of the kite thunked forward into the sand, leaving Cody face down.
- 8 "You okay?" Briana said, as she tipped back the kite, pulling Cody upright in his harness. "I'm impressed! That was a great first flight!"
- 9 Cody was *definitely* okay. Grinning ear to ear, he said, "Let's go again!" He was already looking forward to his future in flight, with his stepsister by his side.

# READING COMPREHENSION: FICTION

Answer the following questions about "First Flight."

1. Part A: Which of the following best describes the main theme of the story?
- A. You shouldn't be so overly cautious that you ruin an adventure.
  - B. You have to try and fail many times before you can be successful.
  - C. It is worth overcoming fears to try something new and exciting.
  - D. The best way to learn is through failure and more instruction.

Part B: Cite two specific parts of the text that support the theme of the story.

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2. Based on the information in paragraph 2, which two conclusions can be drawn about Briana?
- A. She is too busy with her college classes to spend much time with her stepbrother.
  - B. She enjoys her independence and being away from home.
  - C. She wants to be involved in her stepbrother's life.
  - D. She makes time to focus on Cody and his interests.
  - E. She would rather spend time on her own hobbies.
3. What does the phrase "leapt at the chance" in paragraph 3 tell you about Cody's reaction to Briana's invitation to go hang gliding?

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4. How does Cody feel in paragraph 4? Cite evidence from the text to support your answer.

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5. How does paragraph 5 help the development of the plot?

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6. Describe how Briana helps Cody have a successful first flight. Use details from the text to support your answer.

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7. Read the following excerpt from paragraph 7.  
*He savored the feeling of the warm wind on his face as he soared through the air like a bird.*

Without changing the meaning of the sentence, which word can be used to replace the underlined part?

A. disliked B. enjoyed C. escaped D. ignored

8. What does Cody's reaction at the end suggest about his attitude towards the experience?
- A. He is nervous about flying again.
  - B. He is thrilled with the experience.
  - C. He is upset that he didn't land on his feet.
  - D. He is proud of himself for learning a new skill.

9. Based on evidence in the text, what does Cody likely see as his "future in flight"?

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# Day 5

## Journal Prompt:

Chores are something that some children are given to help out around the house. Do you think children should have to do chores? Why or why not? Do you have any chores that you complete around the house? If so, what are they? How do chores make children feel responsible? If you do not have any chores, what chores would you like to have? Please answer using complete sentences and details.

**Boggle Letters**—make as many words as you can using the letters below. Remember: You cannot double any letters that aren't already doubled below.

D	H	M	O
P	L	S	A
N	I	G	E
T	R	W	L

