

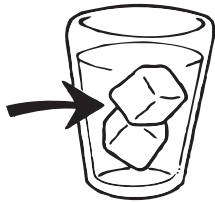
Table of Contents

Introduction	3
Meeting Standards	4
Verbal and Physical Directions	
Show Off Your Map Skills	6
Showing the Geometric Shape	8
Solid, Liquid, Gas? Move!	9
Following Directions in the Learning Line	10
Following Directions to Get the Median	11
Every Day Is Not the Same	12
Getting to Know Your Classmates	14
Following Directions with Parts of Speech	15
Which Conjunction Goes There?	16
Looking at Asteroids, Meteors, and Comets	18
Find Those Nouns and Win	21
Writing and Written Directions	
Making Your Own Hieroglyphics	24
Clouds and More Clouds	25
Graphs: Making the Bar	26
Adding the Perfect Prepositional Phrase	27
Adding an Alliteration to All	28
All You Need to Know	29
How We Do Things on Earth	30
Getting From Here to There	31
Read Every Last Word	32
Using Directions to Write Poetry: Acrostics	33
Using Directions to Write Poetry: Cinquains	34
Using Directions to Write Poetry: Limericks	35
Math: Multiplying Decimals	36
What Makes You Star-tacular?	37
What Makes a Number?	38
Everyone Should Know How	39
Move It To Make It	40
Only Seven Steps Away	41
Can You Crack the Code?	42
Partners and Groups	
Thinking About Following Directions	43
Building By Following Directions	44
Do You Give It a Thumbs Up?	46
Answer Key	47

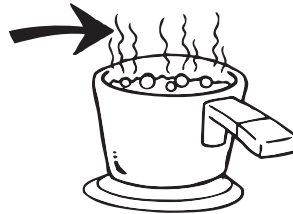
Solid, Liquid, Gas? Move!

Everything in our world is made of matter. Matter itself is made of tiny particles called *atoms*, *molecules*, or *ions*. Matter is normally found in one of three states: liquid, gas, or solid. However, matter can change from state to state. Water is a perfect example of matter that can change:

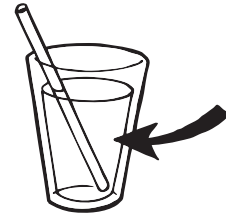
Water can freeze and become ice, which is a solid.



Water can be heated and become steam, which is a gas.



And, of course, water itself is a liquid.



Directions: Think about what you know about solids, liquids, and gases.

Listen carefully as the teacher reads from the list of different types of matter. Follow each direction. The teacher will randomly choose items from the list.

- ❖ **Clap once** if the teacher reads the name of a *solid*.
- ❖ **Stomp your right foot and then your left foot** if the teacher reads the name of a *gas*.
- ❖ **Place the palms of your hands on top of your desk** if the teacher reads the name of a *liquid*.

Types of Matter

- | | | |
|------------------------------------|---------------------------------------|--------------------------------|
| <input type="radio"/> orange juice | <input type="radio"/> carbon dioxide | <input type="radio"/> candle |
| <input type="radio"/> saliva | <input type="radio"/> pencil | <input type="radio"/> oxygen |
| <input type="radio"/> book | <input type="radio"/> milk | <input type="radio"/> hydrogen |
| <input type="radio"/> paper | <input type="radio"/> mushroom | <input type="radio"/> stone |
| <input type="radio"/> helium | <input type="radio"/> carbon monoxide | <input type="radio"/> plastic |
| <input type="radio"/> dirt | <input type="radio"/> grape juice | <input type="radio"/> nitrogen |
| <input type="radio"/> water | <input type="radio"/> chair | <input type="radio"/> mercury |
| <input type="radio"/> strawberry | <input type="radio"/> desk | <input type="radio"/> coal |
| <input type="radio"/> tree | <input type="radio"/> steam | <input type="radio"/> salt |
| <input type="radio"/> rain | <input type="radio"/> car | <input type="radio"/> propane |

Following Directions to Get the Median

To find the median of a set of numbers, list the numbers from least to greatest. The median is the number in the middle of the sequence or list of numbers. If there are two middle numbers in an even set of items, add the two numbers and divide by the number two to find the median.

Examples : 15, 22, 29, 35, 39 (The number 29 is the median for this set.)

$$12, 15, 17, 20 \quad (15 + 17 = 32 \div 2 = 16)$$

Materials Needed:

- ✦ 1 pair of scissors
- ✦ 1 glue stick
- ✦ 1 box of colored pencils, crayons, or markers
- ✦ 1 piece of construction paper, any color

Directions: Cut out the numbers in each row. Working with one row at a time, put the numbers in order from least to greatest onto a piece of construction paper. Glue the numbers in place. Be sure to list the numbers horizontally on the page. Find the median and color the box that contains the number.

Row 1	17	9	12	11	5	18	2
--------------	----	---	----	----	---	----	---

Row 2	67	43	59	41	62	55	60
--------------	----	----	----	----	----	----	----

Row 3	39	41	35	40	33	31	35
--------------	----	----	----	----	----	----	----

Row 4	82	80	90	87	93	88	81
--------------	----	----	----	----	----	----	----

Row 5	28	22	21	20	27	24	22
--------------	----	----	----	----	----	----	----

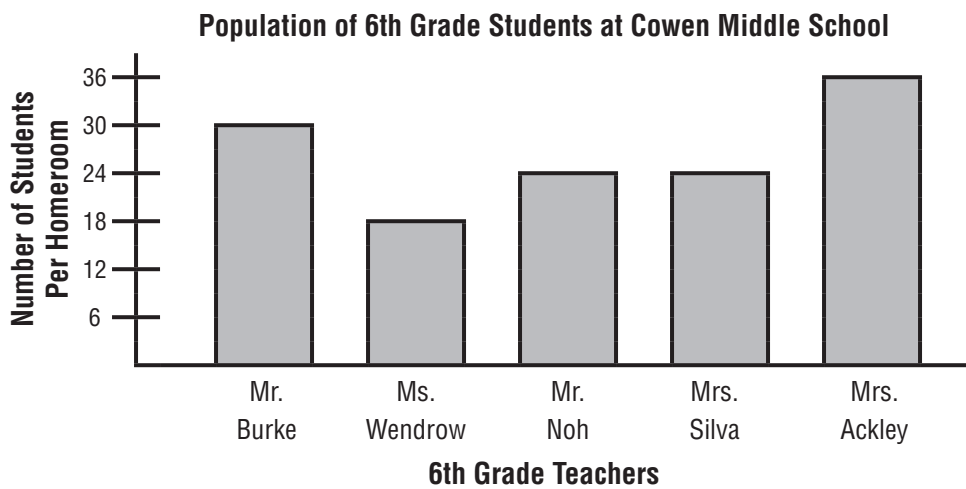
Row 6	16	19	14	22	11	9	28
--------------	----	----	----	----	----	---	----

Row 7	71	77	73	80	87	78	70	75
--------------	----	----	----	----	----	----	----	----

Row 8	55	51	54	45	49	45	55	48
--------------	----	----	----	----	----	----	----	----

Graphs: Making the Bar

A bar graph is a visual aid to help someone see information more easily. Often, what a person can see is easier to understand. When written information is given with a graph, however, the reader sometimes ignores the written information and only looks at the visual data. The reader should always pay careful attention to both the written and the visual information.



Directions: Use the graph to complete the questions below. Read all information carefully.

1. What is the title of this bar graph? Only write the first, second, and fifth words of the title here.

2. What is the total number of students in 6th grade at Cowen Middle School? _____

3. Whose homeroom has the least number of students? Write the teacher's last name backwards.

4. How many students are in Mr. Burke's homeroom?

Multiply that number by 6. Write the new number here. _____

5. Which homerooms have the same number of students? Write the number of students in each room instead of the teachers' names. _____

6. What do you think are some reasons that one class only has 18 students, yet another class has 36 students? Do not answer this question. Instead, write the word "Finished" on the line.

All

You Need to Know

Directions: Read the entire worksheet before you begin. Use the paragraph to help answer each question. Write “true” or “false” on the line provided for each question. You will have 10 minutes to complete the activity. The teacher will keep you informed when time is almost finished.

Curious Creatures

Morphogs have four legs. Morphogs do not like to eat meat. Morphogs are friends with Shimpogs. Shimpogs have bushy tails, and they only eat carrots. Shimpogs are orange with pink spots, while Snuggledorphps have blue spots. They like to eat meat. Snuggledorphps also like to read mysteries. Snuggledorphps are friends with Shimpogs but are not friends with Morphogs.

- _____ 1. Morphogs like to eat steak.
- _____ 2. Shimpogs have tails.
- _____ 3. Snuggledorphps like to read science fiction.
- _____ 4. Shimpogs and Morphogs are friends.
- _____ 5. Snuggledorphps and Shimpogs are friends.
- _____ 6. Morphogs have two legs.
- _____ 7. Shimpogs love pizza.
- _____ 8. Morphogs have pink spots.
- _____ 9. Shimpogs are pink with orange spots.
- _____ 10. Morphogs, Shimpogs, and Snuggledorphps are all good friends.



Do not answer questions 1–10. Draw a star on the line beside question 6 and a diamond on the line beside question 9. Do not let your classmates know you have found out what is special about this worksheet. Wait patiently for your teacher to tell the class when the 10 minutes have expired.

Do

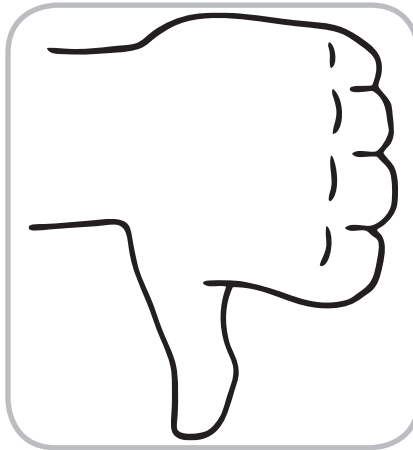
You Give It a Thumbs Up?

Directions: Make a copy of the three pictures below and have them made larger, if needed, or draw replicas of them. Hang the three pictures in different sections of the classroom. Explain to the class the meanings of the pictures

Thumbs Up
You really like this.



Thumbs Down
You don't like this.



Closed Fist
You don't have a strong opinion.



Tell the students you will mention a topic; choose from the list below or use topics of your own. You should speak slowly and clearly when giving directions, but remind the class you will not repeat what you have said. When you say the topic, the students will move to stand underneath one of the pictures you have posted in the room. Remind students that when they move to a section you might ask some of them why they feel a certain way about a topic.

How do you feel about...?

- | | | | |
|-----------------|---------------|-------------|-----------------|
| pizza | country music | birthdays | surfing |
| science | reading | summer | marching bands |
| the color blue | chocolate | snow | Mexican food |
| traveling | video games | ice skating | swimming |
| hunting | camping | cats | amusement parks |
| school uniforms | scary movies | horses | math |