



Each day, try to complete at least one activity from each column.

WEEK 5 - Year 6 Learning Grid

Please feel free to continue to use the resources in last week's pack. We will continue to add to these each week to give you a range of activities to choose from.



We look forward to seeing your fantastic learning

Mathematics	English	Science	Life skills & Wider Learning	Project
<p>White Rose Maths lessons https://whiterosemaths.com/home/earning/year-6/ White Rose is providing video lessons to support Maths learning at home. Every day a new video is uploaded and activities are provided to secure your understanding.</p>	<p>Writing Talk for Writing have release a range of activities based on 'Doors'. You will find on the pages below!</p>	<p>The Dad Lab https://thedadlab.com/ Simple fun experiments to do at home</p>	<p>+ Complete Joe Wick's P.E. Session at 9am each morning! https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ + Body Beats body percussion online lessons at 11a.m. each day. If you miss these, you can watch the videos afterwards! https://www.youtube.com/user/OllieTunmer/videos + Learn the basics of British Sign Language at 1pm each day. https://www.youtube.com/channel/UC9w889Li d1JHB-AX4dCoQoQ/videos + Wellbeing: A whole host of great indoor activities https://www.scouts.org.uk/the-great-indoors/ + Sign up to Duolingo and learn some more Spanish (or any other language!) https://www.duolingo.com</p>	<p>Geography This term, we would have been studying the Americas and, more specifically, comparing North and South America. Complete some research over the next couple of weeks using the following bullet points to help you:</p> <ul style="list-style-type: none"> • What differences in culture are there? • What are the differences in landscape across these continents? • What are the different climates that can be found across these continents? Why is it so varied? • What countries are there and what are their capital cities? • What are the different flags of these countries? • What are the states of the USA? • What is the effect of tourism on the landscape of North America? • Choose an area of the USA and compare it to a region in the UK (e.g. Death Valley and the Peak District). What differences/similarities are there? <p>To present your findings, you could create a powerpoint, create a leaflet, write a non-chronological report, create a two page spread (or even bigger!). Make it your own and we would love to see what you have created when we go back to school!</p>
<p>Free Home Learning Packs https://classroomsecrets.co.uk/free-home-learning-packs/ Classroom Secrets is offering free home learning packs. These consist of Maths, Reading, SPaG and a range of practical ideas! These will also be uploaded to our website.</p>	<p>Reading You are now able to take Accelerated Reader quizzes from home by using the following link: https://ukhosted56.renlearn.co.uk/1894764/</p>	<p>Daily STEM videos https://drchips.weebly.com/?fbclid=IwAR0w-wyFJOxCIsaPN9SSBmrqngWn dezgEnMBZvoxD_kKb_6Tp9JlWjdx08</p>		
	<p>In addition to this, we have also secured limited access to MyOn, Accelerated Reader's e-book system. You can access 1000s of e-books through the following link, all of which have quizzes available: https://readon.myon.co.uk/library/browse.html</p>	<p>At 10AM every day, join Dr. Chip where he demonstrates various STEM activities which you can try at home!</p>		
	<p>Reading https://www.worldofdavidwalliams.com/elevenses/ Every day at 11am, you can listen one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun!</p>			
<p>Countdown https://www.topmarks.co.uk/Flash.aspx?f=countdowntimerv3 This it the game we play in class. Unfortunately, it only works on Internet Explorer!</p>	<p>Spelling Shed Practise the words that you have been assigned; these will change every week. You could also create a hive with your friends to practise together. Once you finish your assigned spellings, you could practise the other lists too.</p>			
<p>Mathletics + TTR Mathletics and TTR will continue to be assigned each week so be sure to log in and check what there is to do!</p>	<p>Reading Find and write down examples of 'show not tell' from your books. Explain how the author has done that and why it's effective.</p>			
<p>Arithmetic Each day, complete 20-30 minutes of arithmetic. You will find sheets, along with answers on the pages below.</p>	<p>Writing RadioBlogging.net – Pie Corbett is presenting a free, daily, interactive literacy show with language games, creative writing, poet of the day and author of the week.</p>			



TalkforWriting

Year 6

Talk for Writing Home-school booklet

Doors - the world of possibility

by Jamie Thomas



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TalkforWriting

Doors -the world of possibility

Year 6 Workbook
by Jamie Thomas



Introduction

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.



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Activity 1: The world we live in

As I write this, the world is in lockdown, shut behind doors for our own safety and the safety of everyone else. Covid-19 has closed schools, closed shops and temporarily closed some of the things we take for granted, like playing in the park with our friends.

★ Make a list of all the things that you miss doing. You may like to think about some of the following categories:

- seeing family
- seeing friends
- day to day things
- playing sports
- exploring your interests
- places you love to visit

Throughout these sessions, you may like to use these personal reflections to inspire and influence your writing.

Activity 2: I opened the magical door and saw ...

This is an idea inspired by Kit Wright's poem 'The Magic Box' (you could search for this on the internet to read his poem). In the poem, Kit imagines what may be contained inside a magical box. We can use this idea to connect to what could be behind the magical door.

★ Before you begin, brainstorm a list of ideas for what might be behind the door. Let your imagination run wild as there is no wrong answer. Once you have your list, have a go at writing a poem, using the repeating opener: *I opened the magical door and saw ...*

Here's an example to help you get going:

I opened the magical door and saw shadows dancing.

I opened the magical door and saw a rainbow leading to another world.

I opened the magical door and saw people crying.

I opened the magical door and saw a magical fairground flooded in lights.

Once you have got your ideas, go back and see if you can add to them. You could add more description or bring the thing to life through action, e.g.

I opened the magical door and saw a shoal of hungry shadows, tangoing through busy streets.

★ Have fun adding to your ideas and let your imagination run wild. Have a read of this poem I created with some Y6 children to help you get ideas:

The Magical Door

*I opened the magical door and saw ...
a world turned upside down:
the sea, now a floating ceiling,
the clouds, an inviting carpet.*

*I opened the magical door and saw ...
the reflection of myself:
standing, searching, staring,
questioning how this was possible.*

*I opened the magical door and saw ...
a sweet-treat paradise:
clouds of candy floss,
drifting across a bubble gum sky.*

*I opened the magical door and saw ...
a field of waves:
blue potatoes were leaping,
playing in white foam,
as puzzled farmers watched from sunny shores*

*I opened the magical door and saw ...
The image of a street I used to know,
But as I entered, everything changed;
As I reached out, everything had gone.*



continued ...

I opened the magical door and saw ...
A forest of mirrors,
surrounding me in dazzling white light,
leading me into a world of mystery.

I opened the magical door and saw...
A feast of my favourite foods
Guarded by monster chips
Waiting to fight off all invaders.

I opened the magical door and saw ...
Monstrous mobile phones
Herding people into little houses
And laughing, laughing, laughing.

I opened the magical door and saw...
The future.

- ★ Reread what you have written and change some of the words so that it says exactly what you want it to say. You may want to look at the writing challenge below and add in some of these ideas.

Writing Challenge:

- ★ Can you explore more of the senses? You may like to try the following pattern:

I opened the magical door and saw ...
I opened the magical door and heard ...
I opened the magical door and smelt ...
I opened the magical door and touched ...
I opened the magical door and found ...

Activity 3: Artistic challenge

Doors are not only exciting for what may lie behind them, they can be designed to invite you into their world. A few years ago, a derelict area of Funchal in Madeira was transformed by local artists who decided to bring the dead doors to life. The beauty of the art opened new doors, and soon homes, shops and restaurants flourished there. Here are a few of those doors.



- ★ Have a go at drawing, painting or creating your own door. What design would you choose? What would it represent?

Activity 4: Idioms

An idiom is a common word or phrase which means something different from its literal meaning but can be understood because of its popular use, e.g.

Idiom	Meaning
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet	To get something over with because it is inevitable



★ Below is a list of idioms about doors. Can you work out what they mean?

Idiom	Meaning
as one door closes, another opens	
at death's door	
behind closed doors	
through the back door	
dead as a doornail	
foot in the door	
keep the wolf from the door	
knocking on heaven's door	
leave the door open	
show somebody the door	
slam the door in somebody's face	

Activity 5: 'The Door'

In this session, we are going to consider the importance of fluency and expression when we read. Begin by reading Miroslav Holub's poem *The Door*. You may like to listen to these two contrasting performances:

<https://www.youtube.com/watch?v=bazJvnuOLMM>

<https://www.bbc.co.uk/programmes/p011kx3r>

★ Decide which reading you prefer and why and jot down your response.



Now make some notes on the poem:

- What did you like about the poem? What was your favourite line and why?
- How did the poem make you feel?
- Which line in the poem did you find the most interesting and why?
- Are there any parts of the poem that leave you with unanswered questions?
- What questions would you like to ask the poet, Miroslav Holub?

★ Decide how you would perform this out loud and have a go at performing at home.

The Door
by Miroslav Holub

Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.
Go and open the door.
Maybe a dog's rummaging.
Maybe you'll see a face,
or an eye,
or the picture
of a picture.

Go and open the door.
If there's a fog
it will clear.

Go and open the door.
Even if there's only
the darkness ticking,
even if there's only
the hollow wind,
even if
nothing
is there,
go and open the door.

At least
there'll be
a draught.

Miroslav Holub, 'The door' trans. Ian Milner, *Poems Before & After: Collected English Translations* (Bloodaxe Books, 2006)
www.bloodaxebooks.com

Year 6

Arithmetic 1 - questions:

$$\begin{array}{r} 8122 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 7462 \\ \times 88 \\ \hline \end{array}$$

$$\begin{array}{r} 4262 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 1159 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 5460 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 1662 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 5581 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 9007 \\ \times 98 \\ \hline \end{array}$$

$$\begin{array}{r} 4777 \\ \times 54 \\ \hline \end{array}$$

$$\begin{array}{r} 3715 \\ \times 31 \\ \hline \end{array}$$

$$\begin{array}{r} 3959 \\ \times 98 \\ \hline \end{array}$$

$$\begin{array}{r} 1340 \\ \times 75 \\ \hline \end{array}$$

$$\begin{array}{r} 4059 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 4386 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 7765 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 2816 \\ \times 98 \\ \hline \end{array}$$



Year 6

Arithmetic 1 - answers:

$$\begin{array}{r} 8122 \\ \times 38 \\ \hline 64976 \\ 243660 \\ \hline 308636 \end{array}$$

$$\begin{array}{r} 7462 \\ \times 88 \\ \hline 59696 \\ 596960 \\ \hline 656656 \end{array}$$

$$\begin{array}{r} 4262 \\ \times 55 \\ \hline 21310 \\ 213100 \\ \hline 234410 \end{array}$$

$$\begin{array}{r} 1159 \\ \times 33 \\ \hline 3477 \\ 34770 \\ \hline 38247 \end{array}$$

$$\begin{array}{r} 5460 \\ \times 47 \\ \hline 38220 \\ 218400 \\ \hline 256620 \end{array}$$

$$\begin{array}{r} 1662 \\ \times 43 \\ \hline 4986 \\ 66480 \\ \hline 71466 \end{array}$$

$$\begin{array}{r} 5581 \\ \times 30 \\ \hline 167430 \end{array}$$

$$\begin{array}{r} 9007 \\ \times 98 \\ \hline 72056 \\ 810630 \\ \hline 882686 \end{array}$$

$$\begin{array}{r} 4777 \\ \times 54 \\ \hline 19108 \\ 238850 \\ \hline 257958 \end{array}$$

$$\begin{array}{r} 3715 \\ \times 31 \\ \hline 3715 \\ 111450 \\ \hline 115165 \end{array}$$

$$\begin{array}{r} 3959 \\ \times 98 \\ \hline 31672 \\ 356310 \\ \hline 387982 \end{array}$$

$$\begin{array}{r} 1340 \\ \times 75 \\ \hline 6700 \\ 93800 \\ \hline 100500 \end{array}$$

$$\begin{array}{r} 4059 \\ \times 16 \\ \hline 24354 \\ 40590 \\ \hline 64944 \end{array}$$

$$\begin{array}{r} 4386 \\ \times 50 \\ \hline 219300 \end{array}$$

$$\begin{array}{r} 7765 \\ \times 18 \\ \hline 62120 \\ 77650 \\ \hline 139770 \end{array}$$

$$\begin{array}{r} 2816 \\ \times 98 \\ \hline 22528 \\ 253440 \\ \hline 275968 \end{array}$$



Year 6
Arithmetic 2



main

try again

new

437

0:00

75 100 4 9 5 6

+ - × ÷

()

total so far

check

How many ways can you solve this problem? Remember, you can only use each number once! Share your answers on our Facebook post.

Year 6
Arithmetic 2 - answers



main try again new

437 0:00

75 100 4 9 5 6

+ - × ÷ ()

total so far check

One possible answer:

$$75 \times 6 = 450$$

$$450 - 9 = 441$$

$$441 - 4 = 437$$

Year 6

Arithmetic 3 - questions:

a. $27\% \times 4600 =$

b. $35\% \times 4300 =$

c. $12\% \times 500 =$

d. 75% of a number is 6000. What is the whole number worth?

e. 25% of a number is 4. What is the whole number worth?

f. $62\% \text{ of } 7800 = 4$

g. $\underline{\hspace{2cm}} = 6789 + 2134$

h. $\underline{\hspace{2cm}} = 5678 - 1543$

i. $8901 + \underline{\hspace{2cm}} = 11,000$

j. $7893 + \underline{\hspace{2cm}} = 9000$

k. $8910 - \underline{\hspace{2cm}} = 4500$

m. $\frac{4}{5}$ of 500 =

n. $\frac{2}{3}$ of 2400 =

o. $\frac{4}{5}$ of 9500 =

p. $\frac{4}{5} \times 16 =$

q. $\frac{4}{7} \times 12 =$

r. $1\frac{2}{4} \times 13 =$

s. $1\frac{3}{5} \times 15 =$

t. $1\frac{3}{5} + 1\frac{2}{10} =$

u. $1\frac{4}{5} - 1\frac{2}{20} =$



Year 6

Arithmetic 3 - answers:

a. $27\% \times 4600 = 1242$

b. $35\% \times 4300 = 1505$

c. $12\% \times 500 = 60$

d. 75% of a number is 6000. What is the whole number worth? 8000

e. 25% of a number is 4. What is the whole number worth? 16

f. $62\% \text{ of } 7800 = 4836$

g. $8923 = 6789 + 2134$

h. $4135 = 5678 - 1543$

i. $8901 + 2099 = 11,000$

j. $7893 + 1107 = 9000$

k. $8910 - 4410 = 4500$

m. $\frac{4}{5}$ of 500 = 400

n. $\frac{2}{3}$ of 2400 = 1600

o. $\frac{4}{5}$ of 9500 = 7600

p. $\frac{4}{5} \times 16 = \frac{64}{5} = 12\frac{4}{5}$

q. $\frac{4}{7} \times 12 = \frac{48}{7} = 6\frac{6}{7}$

r. $1\frac{2}{4} \times 13 = \frac{78}{3} = 26$

s. $1\frac{3}{5} \times 15 =$ Remember, you could also do this as $1\frac{3}{5}$ of 15, which is the same as saying $\frac{8}{5}$ of 15. 15 divided by 5 = 3 , $3 \times 8 = 24$

t. $1\frac{3}{5} + 1\frac{2}{10} = 2\frac{8}{10}$

u. $1\frac{4}{5} - 1\frac{2}{20} = \frac{14}{20}$



Year 6

Arithmetic 4 - questions:



$$\begin{array}{r} 97.389 \\ - 20.792 \\ \hline \end{array}$$
$$\begin{array}{r} 27.532 \\ + 69.662 \\ \hline \end{array}$$
$$\begin{array}{r} 91.943 \\ - 44.443 \\ \hline \end{array}$$
$$\begin{array}{r} 95.227 \\ - 42.128 \\ \hline \end{array}$$
$$\begin{array}{r} 60.762 \\ + 16.664 \\ \hline \end{array}$$

$$\begin{array}{r} 24.263 \\ + 12.481 \\ \hline \end{array}$$
$$\begin{array}{r} 80.227 \\ - 50.248 \\ \hline \end{array}$$
$$\begin{array}{r} 99.867 \\ + 36.952 \\ \hline \end{array}$$
$$\begin{array}{r} 82.396 \\ + 22.626 \\ \hline \end{array}$$
$$\begin{array}{r} 31.444 \\ - 20.954 \\ \hline \end{array}$$

Put the place holders in.

$$\begin{array}{r} 927 \\ - 3.842 \\ \hline \end{array}$$
$$\begin{array}{r} 8167 \\ - 0.5 \\ \hline \end{array}$$
$$\begin{array}{r} 1862 \\ - 72.7 \\ \hline \end{array}$$
$$\begin{array}{r} 479 \\ - 44.281 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 8.67 \\ \hline \end{array}$$
$$\begin{array}{r} 4674 \\ - 561.2 \\ \hline \end{array}$$
$$\begin{array}{r} 891 \\ - 6.846 \\ \hline \end{array}$$
$$\begin{array}{r} 927 \\ - 8.3017 \\ \hline \end{array}$$

Year 6

Arithmetic 4 - answers:



$$\begin{array}{r} 97.389 \\ - 20.792 \\ \hline 76.597 \end{array}$$
$$\begin{array}{r} 27.532 \\ + 69.662 \\ \hline 97.194 \end{array}$$
$$\begin{array}{r} 91.943 \\ - 44.443 \\ \hline 47.500 \end{array}$$
$$\begin{array}{r} 95.227 \\ - 42.128 \\ \hline 53.099 \end{array}$$
$$\begin{array}{r} 60.762 \\ + 16.664 \\ \hline 77.426 \end{array}$$

$$\begin{array}{r} 24.263 \\ + 12.481 \\ \hline 36.744 \end{array}$$
$$\begin{array}{r} 80.227 \\ - 50.248 \\ \hline 29.979 \end{array}$$
$$\begin{array}{r} 99.867 \\ + 36.952 \\ \hline 136.819 \end{array}$$
$$\begin{array}{r} 82.396 \\ + 22.626 \\ \hline 105.022 \end{array}$$
$$\begin{array}{r} 31.444 \\ - 20.954 \\ \hline 10.490 \end{array}$$

$$\begin{array}{r} 927 \\ - 3.842 \\ \hline 923.158 \end{array}$$
$$\begin{array}{r} 8167 \\ - 0.5 \\ \hline 8166.5 \end{array}$$
$$\begin{array}{r} 1862 \\ - 72.7 \\ \hline 1789.3 \end{array}$$
$$\begin{array}{r} 479 \\ - 44.281 \\ \hline 434.719 \end{array}$$

$$\begin{array}{r} 15 \\ - 8.67 \\ \hline 6.33 \end{array}$$
$$\begin{array}{r} 4674 \\ - 561.2 \\ \hline 4112.8 \end{array}$$
$$\begin{array}{r} 891 \\ - 6.846 \\ \hline 884.154 \end{array}$$
$$\begin{array}{r} 927 \\ - 8.3017 \\ \hline 918.6983 \end{array}$$

Year 6

Arithmetic 5 - questions:

1. $2\frac{1}{5} + 1\frac{3}{4}$

5. $1\frac{1}{2} + 2\frac{3}{5}$

9. $3\frac{1}{2} - 1\frac{1}{2}$

2. $3\frac{1}{2} - 2\frac{2}{3}$

6. $3\frac{1}{2} - 2\frac{5}{9}$

10. $5\frac{1}{2} + 5\frac{1}{4}$

3. $3\frac{1}{2} - 3\frac{1}{2}$

7. $2\frac{3}{4} + 1\frac{1}{5}$

11. $1\frac{10}{11} - 1\frac{1}{3}$

4. $5\frac{3}{4} - 5\frac{1}{4}$

8. $3\frac{1}{4} - 2\frac{3}{8}$

12. $1\frac{5}{12} + 3\frac{1}{3}$



Year 6



$$\begin{aligned} 1. \quad & 2\frac{1}{5} + 1\frac{3}{4} \\ & = \frac{79}{20} = 3\frac{19}{20} \end{aligned}$$

$$\begin{aligned} 5. \quad & 1\frac{1}{2} + 2\frac{3}{5} \\ & = \frac{41}{10} = 4\frac{1}{10} \end{aligned}$$

$$\begin{aligned} 9. \quad & 3\frac{1}{2} - 1\frac{1}{2} \\ & = 2 \end{aligned}$$

$$\begin{aligned} 2. \quad & 3\frac{1}{2} - 2\frac{2}{3} \\ & = \frac{5}{6} \end{aligned}$$

$$\begin{aligned} 6. \quad & 3\frac{1}{2} - 2\frac{5}{9} \\ & = \frac{17}{18} \end{aligned}$$

$$\begin{aligned} 10. \quad & 5\frac{1}{2} + 5\frac{1}{4} \\ & = \frac{43}{4} = 10\frac{3}{4} \end{aligned}$$

$$\begin{aligned} 3. \quad & 3\frac{1}{2} - 3\frac{1}{2} \\ & = 0 \end{aligned}$$

$$\begin{aligned} 7. \quad & 2\frac{3}{4} + 1\frac{1}{5} \\ & = \frac{79}{20} = 3\frac{19}{20} \end{aligned}$$

$$\begin{aligned} 11. \quad & 1\frac{10}{11} - 1\frac{1}{3} \\ & = \frac{19}{33} \end{aligned}$$

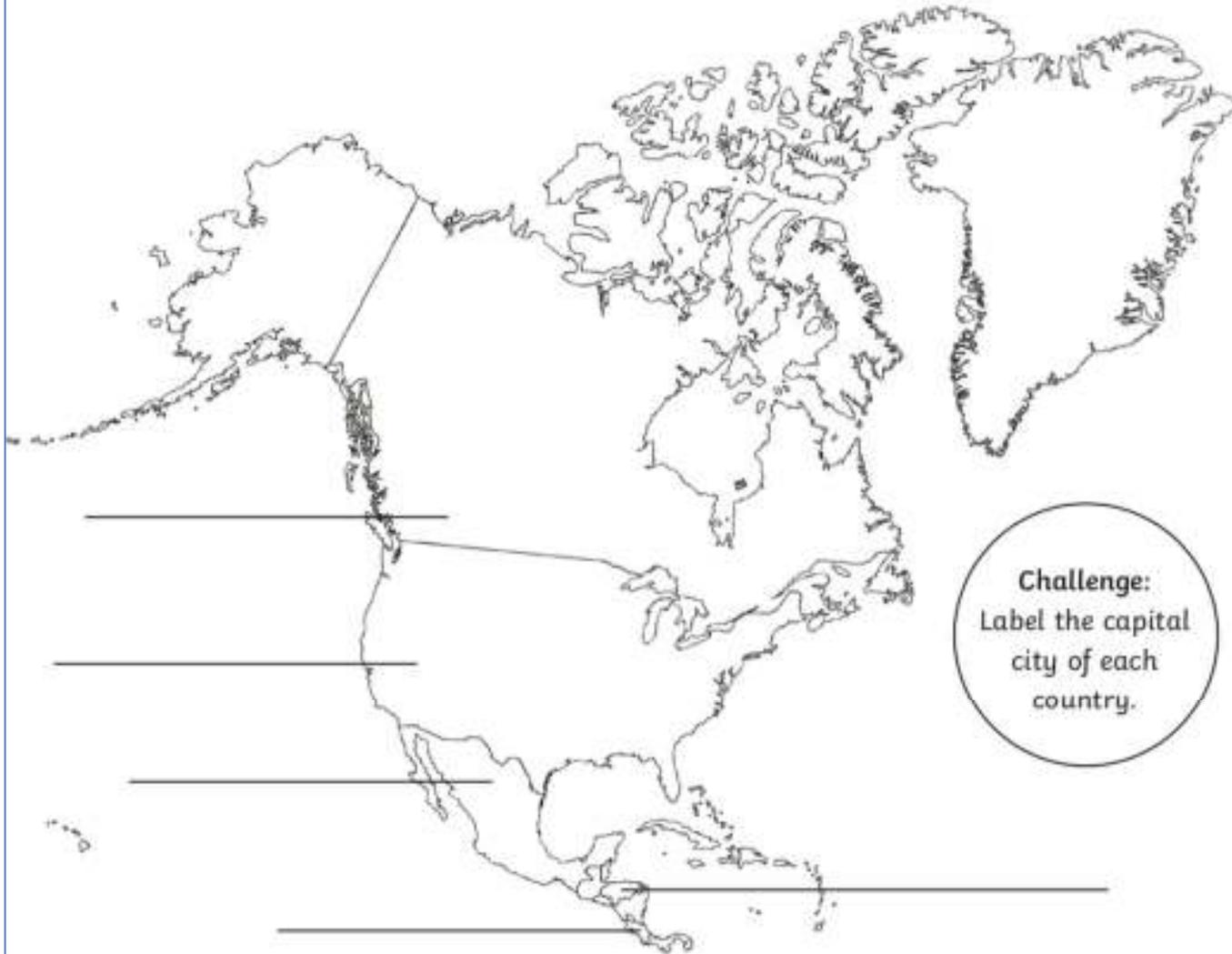
$$\begin{aligned} 4. \quad & 5\frac{3}{4} - 5\frac{1}{4} \\ & = \frac{1}{2} \end{aligned}$$

$$\begin{aligned} 8. \quad & 3\frac{1}{4} - 2\frac{3}{8} \\ & = \frac{7}{8} \end{aligned}$$

$$\begin{aligned} 12. \quad & 1\frac{5}{12} + 3\frac{1}{3} \\ & = \frac{19}{4} = 4\frac{3}{4} \end{aligned}$$

Geography:

1. Use an atlas to help you find and label these five countries of **North America** on your map.
Mexico, Costa Rica, USA, Canada, Honduras



Challenge:
Label the capital
city of each
country.



Geography:

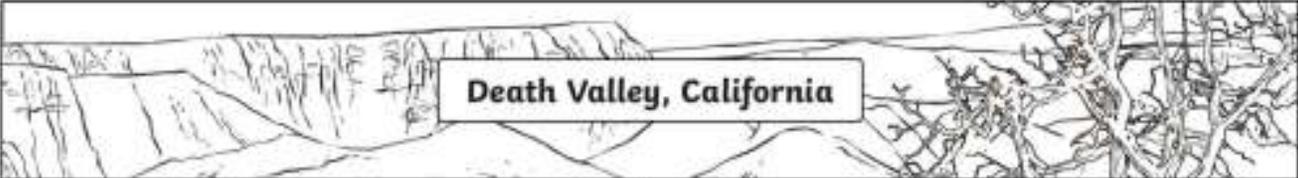
2. Use an atlas to help you find and label these five countries of South America on your map.
Uruguay, Colombia, Ecuador, Venezuela, Bolivia



Challenge:
Label the capital
city of each
country.



Geography:

 <p>Death Valley, California</p>	
Human Geography	Physical Geography
People/Population/Language	Rivers/Lakes
Types of Houses	Land Formation
Land Is Used For...	Mountains/Volcanoes
Economic Activity (How does the region make money? What does it trade? What types of businesses are in the area?)	Plants
Key Buildings/Landmarks	Animals
Day-to-Day Life	Weather/Climate



Death Valley, California **Answers**



Human Geography	Physical Geography
<p>People/Population/Language <i>Current population: 281 people.</i></p>	<p>Rivers/Lakes <i>Rivers in Death Valley do not flow to the sea, flash flood are common as the land cannot absorb water when it rains.</i></p>
<p>Types of Houses <i>Houses are grouped in small towns</i></p>	<p>Land Formation <i>Sand dunes, salt flats, colourful rocks, tall mountains. Badwater Basin is the lowest place in North America below sea level. Some flash floods occur - the water runs off the ground and forms the canyons.</i></p>
<p>Land Is Used For...</p>	<p>Mountains/Volcanoes <i>Telescope peak - 11,049 ft</i></p>
<p>Economic Activity (How does the region make money? What does it trade? What types of businesses are in the area?) <i>Used to be a Mining Town, now makes money through tourist attractions.</i> <i>Tourists would go to see - the incredible scenery or superblooms, or go hiking on trails, do some adventure sports, visit landmarks like Scotty's castle, or natural lakes.</i></p>	<p>Plants <i>When conditions are right, 'superblooms' occur - resulting in carpets of wild flowers across parts of Death Valley.</i> <i>Home to 1,042 plant species including pinyon pine and juniper, sierra juniper, mountain mahogany,</i></p>
<p>Key Buildings/Landmarks <i>Scotty's castle</i> <i>Baswater Basin</i> <i>Zabriskie Point</i> <i>Furnace Creek</i> <i>Devil's Golf Course</i> <i>Dante's View</i> <i>Telescope peak</i> <i>Also accept any other correct answers</i></p>	<p>Animals <i>Rattle-snakes, deer, mountain lion, bobcat, roadrunners, coyote Kangaroo rats, pupfish, and fox</i> <i>chuckwallas, iguanas and rattlesnakes</i></p>
<p>Day-to-Day Life <i>People have to drink lots of water, and use air conditioning to stay cool. They avoid being outside in the peak heat times too.</i></p>	<p>Weather/Climate <i>Extremely hot summers (54°C), windy, and hardly any rain. Rain water evaporates, or disappears in the clouds, before it can touch the ground.</i></p>