

# Getting Ready for Sixth Grade Summer Packet



**Due: Wednesday, September 12, 2018**



Please visit your local library and check out the book Okay For Now by Gary D. Schmidt. Please follow the steps on the next page to complete the book report.



*ELA*







**Part 2:**  
**Pick your own Book Report!**

**Directions:**  
**Select 1 book report of your choice from the options below. Make sure to follow the checklist to get full credit.**



**Option 1:**  
**Illustrate a scene in Okay for Now**

**Directions:**  
**Think about a scene in Okay for Now, draw what that scene would look like. Write a 3-paragraph explanation that will help your reader understand the scene you drew. Make sure to include textual evidence.**

**\*\*\*See checklist for requirements\*\*\***

<b>Criteria/Requirements Checklist</b>
<b>Illustration is created on 8X10 paper (white computer paper)</b>
<b>Illustration includes a title of the scene and a caption explaining what the illustration is about</b>
<b>Illustration is <u>neatly drawn and colorful</u></b>
<b>Illustration includes at least 3 specific details/objects that are directly connected to the text</b>
<b>Includes a 3 paragraph written explanation that explains how and why the parts of the illustration were selected, along with textual evidence from the text to support it.</b>





**Option 3:**  
**Advice Column in Magazine**

**Directions:** You are an editor for the advice column at Time for Kids! For the September issue, the magazine is publishing your special advice column!

Throughout Okay For Now, Doug experiences lots of problems. He faces issues with many people in the story. Doug writes a letter to you asking for help **about one of his problems**. In your advice column, **reply to Doug's letter by giving him advice about how to deal with the specific problem**. Be sure to cite evidence from Okay For Now to reference the problem you are referring to.

Criteria/Requirements Checklist
Includes a title of the advice column
Includes specific examples of advice to help Doug through this problem
Includes textual evidence (either cited or paraphrased) for each component
Includes reference to the scene where the specific problem Doug is faced with (page number)
Includes a magazine column format

*Math*



# ICAHN 5

## 6<sup>TH</sup> GRADE MATH SUMMER PACKET



Pick 25 out of the 30 problems to complete. Make sure that you show your work for all of the problems that you pick! You will only get credit if you show your work.

Show all your work in the boxes

Each question is 2pts each.

Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Parent's Email \_\_\_\_\_

<p>1. Which is greater: 2000 minutes or <math>2\frac{1}{2}</math> hours?</p>	<p>Answer:</p>
<p>2. Multiply fractions: <b>SIMPLIFY IF NEEDED.</b> <math>\frac{4}{6} \times \frac{5}{7}</math></p>	<p>Answer:</p>
<p>3. What is the volume of this box if the length is 12cm and the width is 9cm? Hint: <math>V = \text{length and height is } 5\text{cm}</math></p>	<p>Answer:</p>
<p>4. My sister has \$235 in the bank. She spends \$119.20. Will she have enough money to buy a \$130 bike? Explain.</p>	<p>Answer:</p>

<p>9. Briana's family drove 65 miles per hour to get to her grandmother's house. If it took them 8hrs to drive, how many miles did they travel?</p>	<p>Answer:</p>
<p>10. Henry and Rich were carrying loads of dirt to a garden in a wheelbarrow. On each trip they can carry 25 pounds. How many trips will it take them to move a 350 pound pile?</p>	<p>Answer:</p>
<p>11. Mrs. Smith buys a beef roast that weighs <math>\frac{15}{4}</math> pounds. Rewrite the weight as a mixed number.</p>	<p>Answer:</p>
<p>12. Change these mixed numbers to improper fractions</p> <p>a. <math>2\frac{1}{2}</math>  b. 3  c. <math>1\frac{1}{3}</math></p>	<p>Answer:</p>

<p>17. Ryan is putting a fence around a rectangular garden. His garden is 12 feet long by 6 feet wide. What is the perimeter in yards?</p>		<b>Answer:</b>
<p>18. Multiply and show your work.</p> $23.4 \times 6.7$		<b>Answer:</b>
<p>19. Maggie is making cookies. The recipe calls for <math>\frac{3}{9}</math> cups of sugar and <math>\frac{4}{9}</math> cups of brown sugar. How much sugar does Maggie need in all to make the cookies?</p>		<b>Answer:</b>
<p>20. Jill went to the store. She bought a gallon of milk for \$2.59, a box of cereal for \$3.89 and oranges for \$1.59. How much money did she spend?</p>		<b>Answer:</b>

<p>25. Mark says factors of 36 are 1, 2, 3, 5, 6, 12, and 36. Do you agree with Mark? Explain</p>		<p>Answer:</p>
<p>26. Sue earns \$25 each week for babysitting. In how many weeks will Sue have saved \$175?</p>		<p>Answer:</p>
<p>27. Write the following in standard form: six hundred eight five and two tenths.</p>		<p>Answer:</p>
<p>28. Samantha runs twice as fast as her friend Jay. If Jay runs 3 mph, how fast does Samantha run?</p>		<p>Answer:</p>



# Science

## The Basic Parts of all Living Things

What are plants made up of? What are animals made up of? Every living thing is made up of smaller parts. The smaller parts have different functions, but all of the parts work together to allow the individual to live and survive in its environment. The smaller parts are made of even smaller parts, until you reach the smallest part of all, the Cell. Cells are the basic building blocks of all living things.



Most living things are made up of more than one cell. You are a multi-celled organism, along with animals, and plants. Multi-Celled organisms are visible with a naked eye. However, some living things in the world have just one cell. These organisms are called Single-Celled Organisms. These types of organisms are not visible with only our eyes. In order to see single-celled organisms, we need a microscope. In single-celled organisms, the single cell must work alone, so it has to do everything to make sure that the organism survives. Bacteria is an example of a single celled organism. Single-celled organisms can still eat, rid themselves of waste and reproduce.

Multi-celled organisms are more complex. Different parts have different functions, each part sharing the work and cooperating to make sure that the organism survives. In a plant (multi-celled organism), for example, the cells working together in the roots make sure that the plant gets the water and nutrients from the soil that the plant needs to survive. The cells working together in the leaves make sure that the plant exchanges oxygen for the carbon dioxide that the plant needs to survive. The roots and the leaves work together as a system for the plant to survive.

Therefore, we can conclude that Cells are the basic units of life. They are the smallest parts of a living organism that can lead an independent existence. Individually, or in association with other cells, they make up the bodies of all living things.



## The Basic Parts of all Living Things Writing Activity

**1. What are multi-celled organisms?**

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**2. What are single-celled organisms?**

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**3. What is the building block of all living things? Why is it called a building block?**

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**4. Why are single-celled organisms not visible with a naked eye? What do we need to see these organisms?**

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## What is an Ecosystem?

An ecosystem is a community of plants, animals and smaller organisms that live, feed, reproduce and interact in the same area or environment. Some ecosystems are very large. For example, many bird species nest in one place and feed in a completely different area. On the other hand, some ecosystems may be small, such as you would find in a meadow at the edge of a forest, or in a coral reef in the ocean. Now you may think, how does everything fit together in a forest ecosystem versus a meadow ecosystem? While some species may be found naturally in both areas, the species that live in the forest ecosystem are usually very different from those that inhabit the meadow, even though the two environments are right next to each other. In other words, if we protect existing natural habitats, we will help to maintain biodiversity (biodiversity is the variety of life in all its forms, levels and combinations). Unfortunately, natural habitats and their ecosystems are more and more endangered because of the damaging environmental effects of growing human populations everywhere.



As mentioned above, Ecosystems vary greatly in size and the elements that make them up, but each part is a functioning unit of nature. Everything that lives in the ecosystem is dependent on the other species and elements that are also part of ecological community. If one part of the eco-system is damage or is disappeared, it has an impact on everything else.

When an ecosystem is healthy, scientists say that it is sustainable. This means that all the elements which make up that particular ecosystem are in balance and are capable of reproducing themselves. There is usually biodiversity meaning that there are a variety of living organisms and species in that environment.

So we conclude that an ecosystem is a community of living organisms (plants, animals and microbes) living in conjunction with the nonliving components of their environment (things like air, water and mineral soil), interacting as a system. As ecosystems are defined by the network of interactions among organisms, and between organisms and their environment, they can come in any size but usually encompass specific, limited spaces (although some scientists say that the entire planet is an ecosystem).



## What is an Ecosystem? Writing Activity

1. Define Biodiversity.

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2. What is an Eco-system?

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3. Is it possible that all elements of an Eco-system stay in balance with each other? If YES, what do we call such an Eco-System?

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4. Give one example of an Eco-system from your surroundings.

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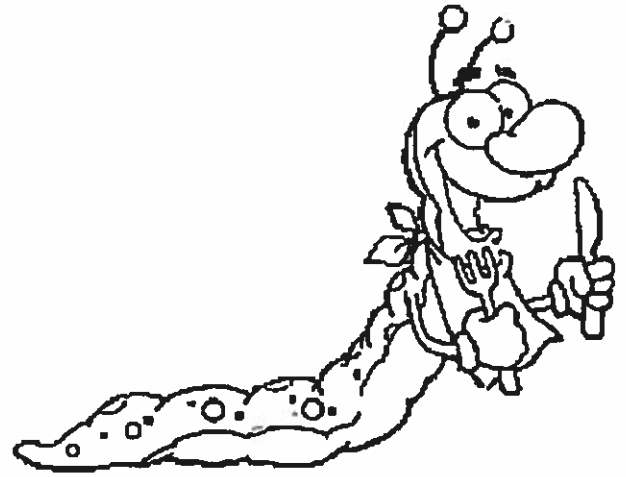
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## Some Ways Animals Gather Food

All animals need food. No matter where an animal lives, finding food is an important work it must do in order to survive. However, different animals differ in the food they eat. They also differ in the way they get their food. Animals obtain their food a number of ways such as:

- 1) Scavenging for scraps that other animals have left behind
- 2) Killing and eating other animals
- 3) Collect and gather vegetation



Many animals have special kinds of teeth. Some teeth are for biting and tearing, while others are for grinding. Dogs, cats, lions, tigers and wolves have pointed canines (teeth); they use these teeth for ripping and tearing their prey to pieces. They use their molars for grinding the meat.

Herbivores like cows, horses, sheep and giraffes have broad, flat molars (teeth). They use their molars to chew and mash plants and grass etc.

Some kinds of owl hunt for food at night. These owls have a very keen sense of hearing. If a mouse is around, the owl can determine exactly where it is by the noise it makes. Then it swoops down and catches the mouse with its sharp claws and eats it.

Frogs have tongues that can move fast and catch insects. Turtles have no teeth, but they have a beak with a sharp edge which they use for cutting food. Some have strong jaws with which they capture their prey. Turtles eat plants and animals.

Some fish feed on plants, while others feed on animals. Some fish have teeth; others have none. The shark has strong jaws and triangular teeth which bite into its prey. A piranha can tear its prey to pieces with its razor sharp teeth.

Some fish can leap from the water to grab an insect or a plant near the water.

Oysters, clams and mussels use their gills for feeding. Snakes swallow their prey whole. They have teeth that curve back toward the throat. They use their teeth to pull the prey back to the throat.



## The Ways Animal Gather Food Writing Activity

1. Why do some animals have flat teeth? How does it help them in getting food?

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2. Write three different ways in which animals obtain food?

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3. Explain in your own words, how does a fish get its food?

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4. Is it possible that Herbivore animals (like cows or goats) starts eating flesh?

*Hint : Think in perspective of their teeth*

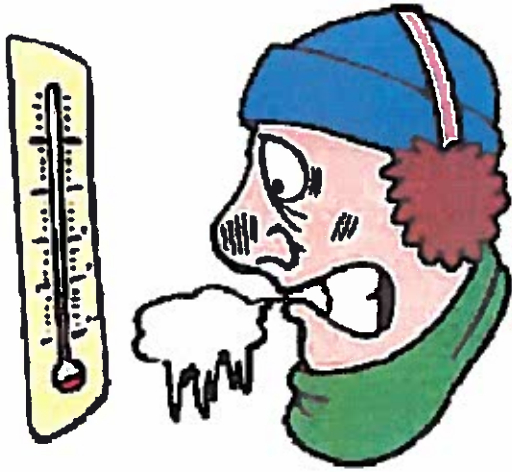
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## Different Factors that Affect Temperature

There are different factors that affect the temperature of a place. The following five factors are the major reasons that affect temperature of an area.

(a) **Latitude:** Latitude is the main factor affecting global climate. The further we go from the equator, the temperature drops and cooler it gets. This is because we know that earth is curved which means that the sun's energy is more concentrated at the equator. This means earth gets hotter at equator and places near equator.

(b) **Altitude:** Temperature decreases with increasing altitude at the rate of  $1^{\circ}\text{C}$  for every 165 m of increase in altitude, as the atmosphere gets heated by terrestrial radiation. For this reason, we know that the mountains are always cooler places compared to other places. The lower layers of atmosphere are denser and have water vapor and dust particles which absorb heat, which is not prevalent in the higher altitude.

(c) **Distance from the sea:** Places located on the coast have moderate temperature as they are affected by land and sea breezes; hence, the temperature is low. Places away from the coast have extremes of temperature. Karachi on the coast has moderate temperature and Lahore has extremes of temperature.

(d) **Prevailing winds:** Places which are affected by prevailing on-shore winds have moderate temperature as compared to places which are affected by off-shore (land) winds.

(e) **Ocean currents:** Warm currents raise the temperature of the places, and places affected by cold currents have lower temperature. Winds blowing over the warm current also bring heavy rainfall in the region. Whereas winds blowing over cold current absorb less moisture hence the rainfall is less, e.g., North eastern Canada is affected by the cold Labrador Current hence it remains frozen in winters, whereas Northwestern Europe in the same latitude is affected by the warm North Atlantic drift and has ice-free ports in winters.

Other minor factors affecting the temperature of a place are: direction of mountains, slope of the land and vegetation, soil.





## Writing Activity

1. Write any three factors that affects temperature of a place?

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2. How variation in altitude affects temperature of a place?

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3. If we go to an area near sea, would the temperature of that area be low or high?

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4. Why is it that countries located at equator have high temperatures compared to other countries?

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# *History and Geography*

## Part III

### DOCUMENT-BASED QUESTION

**Directions:** The task below is based on documents 1 through 7. This task is designed to test your ability to work with historical documents. Look at each document and answer the question or questions after each document. Use your answers to the questions to help write your essay.

#### Historical Background:

Throughout the history of the United States, the American flag has been an important symbol of freedom and democracy for its citizens.

#### Task:

For Part A, read *each* document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers to the questions in Part A, the information from the documents, and your knowledge of social studies to write a well-organized essay in your own words. In your essay, you should

- Write about the history of the United States flag and its importance as a symbol of the United States

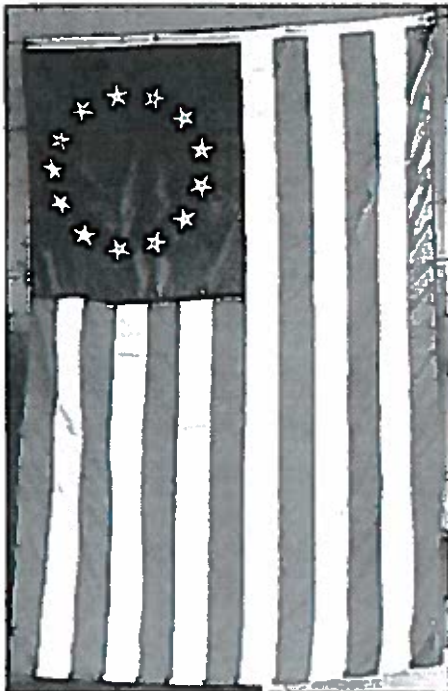
## Part A

### Short-Answer Questions

*Directions:* Read each document and answer the question or questions that follow each document in the space provided.

#### Document 1

1777



1959



Source: Patricia Ryon Quiri, *The American Flag*, Children's Press, 1998 (adapted)

#### The Flag's Birthday

On June 14, 1777, the Second Continental Congress authorized the use of a new flag to symbolize [represent] the newly formed United States of America. At the time, the flag consisted of thirteen stripes, alternating red and white, and a union of thirteen white stars on a blue field. Although Congress changed the flag several times between 1777 and 1959, June 14 is considered the "birthday" of the original American flag. . . .

Source: Editors of Sharpman.com, *The Care and Display of the American Flag*, Stewart, Tabori & Chang, 2004 (adapted)

1 What did the first American flag represent? [0.5]

Score

## Document 2

After 1818, more and more states joined the Union. But if a new stripe were added for each new state, the flag would get too big. Congressman Peter H. Wendover of New York City had an idea. He suggested that the number of stripes should always be thirteen in honor of the thirteen original [colonies] states, and that a star should be added for each new state that joined the Union. . . .

Source: Patricia Ryan Quiri, *The American Flag*, Children's Press, 1998

**2a** What do the **stripes** on the flag represent? [0.5]

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Score

**b** What do the **stars** on the flag represent? [0.5]

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Score

### Document 3

. . . Every part of our [United States] Flag has a meaning which we American citizens should be able to read. The blue field and its fifty white stars stand for the Union of our fifty states, that is, for the United States of America. The thirteen stripes of red and white stand for the thirteen original colonies, which became the first thirteen states of the United States. The colors of the Flag are also symbolic. For hundreds of years red has been the color for courage. The red in our Flag represents courage, too — the courage of our forefathers who fought for independence, the courage of patriots who died for their country, and the courage of all the brave men and women who helped to build our nation. White stands for liberty — the spirit of America. Blue, true blue, is the color of the heavens and stands for loyalty — the loyalty of all Americans to their country and their Constitution. Courage, liberty, loyalty — this is the message that the “Red, White, and Blue” has for us. . . .

Source: Brown and Guadagnolo, *America Is My Country*, Houghton Mifflin Company, 1961

**3a** What does the **red** on our flag represent? [0.5]

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Score

**b** What does the **white** on our flag represent? [0.5]

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Score

**c** What does the **blue** on our flag represent? [0.5]

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Score

## Document 4

The original pledge to the flag was written and published in 1892. When people recite the Pledge of Allegiance, they are promising to be loyal to the United States of America.

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

Source: <http://www.ushistory.org>

4 What are people promising to do when they say the Pledge of Allegiance? [0.5]

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Score

## Document 5



Source: Patricia Ryan Quiñ, *The American Flag*,  
Children's Press, 1998 (adapted)

### Displaying the Flag

- Raise it quickly and lower it slowly with ceremony.
- Do not let it touch anything beneath it — the ground, the floor, or water.
- Do not place an object or symbol of any kind above the flag.
- Display it from sunrise to sunset.
- Display it at night only if properly lighted.
- Do not display it in bad weather unless it is waterproof.

5 Based on this document, list *two* rules for displaying the flag. [0.5, 0.5]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score



## Document 6

“The Star-Spangled Banner” became our national anthem in 1931. The words were written by Francis Scott Key during the War of 1812. He was happy to see the flag still flying at the end of a battle with Great Britain. He described the flag as a star-spangled banner.

The Star-Spangled Banner  
*Words by Francis Scott Key*

O say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched were so gallantly streaming!  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there:

O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave? . . .

Source: Library of Congress

6 Which symbol of freedom is being described in our national anthem? [0.5]

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Score

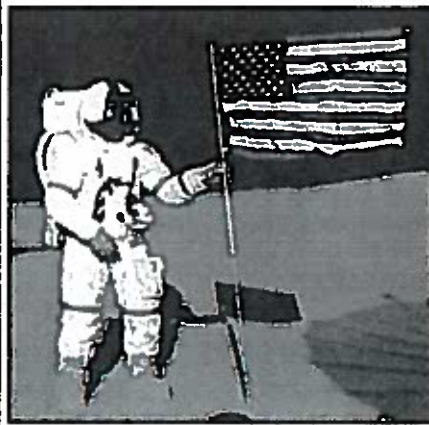
**Document 7**

Raising our flag is a symbol of our country and our freedom. The flag has been raised in battle, at events symbolizing our accomplishments, and lowered during times of great sadness. It reminds us of the sacrifices and achievements many people have made for our country.



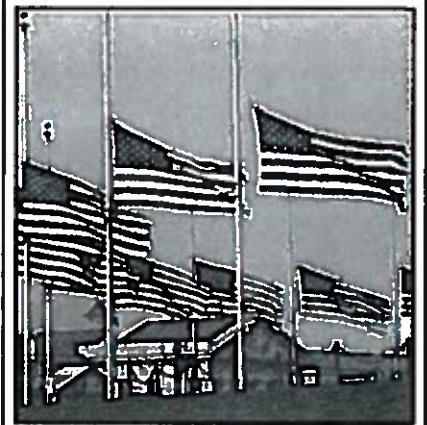
**United States marines raised the flag at Iwo Jima (a famous battle) during World War II, 1945.**

Source: Photo by Joe Rosenthal, Associated Press



**Apollo 14 Commander Alan Shepard placed the United States flag on the moon in February 1971.**

Source: Photo by NASA



**Flags are flown at half-staff to honor someone who has died, such as an American president.**

Source: Photo from Patricia Ryon Quiri, *The American Flag*, Children's Press, 1998

**7a** What does raising our flag symbolize? [0.5]

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Score

**b** What does a flag flown at half-staff symbolize? [0.5]

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Score

**FOR TEACHER USE ONLY**

**Total Part III A Score \_\_\_\_\_**

**Maximum Score is 6**

## Part B

### Essay

*Directions:* In your own words, write a well-organized essay using the documents, the answers to the questions in Part A, and your knowledge of social studies.

#### Historical Background:

Throughout the history of the United States, the American flag has been an important symbol of freedom and democracy for its citizens.

#### Task:

Using information from the documents and your knowledge of social studies, write an essay in which you

- Write about the history of the United States flag and its importance as a symbol of the United States

#### In your essay remember to

- Write about the history of the United States flag and its importance as a symbol of the United States
- Include an introduction, a body, and a conclusion
- Use information from *at least four* documents in your answer
- Include details, examples, or reasons in developing your ideas

#### **FOR TEACHER USE ONLY**

Total Part III B Score \_\_\_\_\_

Maximum Score is 4

Name: \_\_\_\_\_ School: \_\_\_\_\_

## PLANNING PAGE

You may plan your essay on this page, but do not write your final essay here. Your writing on this page will *not* count toward your final score. Write your final answer in the separate essay answer booklet.

**Begin writing the final version of your essay in the essay answer booklet.**

