



Summer Packet

Name: _____ **Grade:** 6



Welcome, sixth grade friends! Enclosed, please find your summer packet. This will be your first language arts and social studies grade when you return to school. I will expect that you will read one novel of your choice, as well.

Be prepared to be treated like a middle school student upon your return to Discovery. We will be reading many books and working hard to reach our 6th grade potential!

I hope you have a healthy and safe summer.

Books are the plane, and the train, and the road.

They are the destination, and the journey.

They are home.

—Anna Quindlen



Reading



Read the story. Then answer the questions on page 24.

.....
School Style

Mariah Reeve, 9, used to spend 10 minutes each day deciding what to wear to school. Now it takes the fifth grader just two minutes to pick out her clothes. The main reason: Her choices are limited this year. Mariah’s school, West Goshen Elementary, in Goshen, Indiana, has a dress code.

The school requires students to wear solid-color shirts with a collar, sleeves, and two to four buttons. The shirts cannot have stripes or designs. Jeans are allowed, for now. “I’m okay with it,” Mariah told TFK. “I miss wearing T-shirts, though.”

West Goshen Elementary is one of a growing number of schools adopting dress codes or uniforms. The National Center for Education Statistics reports that 57% of public schools now have a strict dress code, up from 47% in 2000. Between the school years 1999–2000 and 2009–2010, the percentage of public schools requiring uniforms increased from 12% to 19%.

Officials who favor dress codes say they want to put the focus back on teaching and learning. Codes vary from district to district. But they all ban clothing and footwear that are considered inappropriate. Sometimes, even hairstyles are forbidden.

West Goshen Elementary adopted its dress code to “give students a foundation for success,” says assistant principal Marvin Lane. “It helps students understand that when they grow up, if they enter the business world, there will be standards they’ll have to meet,” he explains.

Mariah says the dress code helps stop bullying. “Last year, kids were getting bullied about what they wore,” she says. “I wore a polo shirt with stripes, and other kids said, ‘That’s a boy’s shirt.’ That’s not happening now.”

Breaking the Code

How do schools deal with dress-code violations? Typically, the school will loan a student appropriate attire the first time he or she breaks the rules. If it keeps happening, school officials may meet with the student’s parents or even suspend the student. “We hope it never gets to suspension,” says Mark Denman. He is the superintendent of schools for a district in Danville, Illinois, that started a dress code this year.

Some educators, however, say strict rules are not necessary. This year, Maricopa Unified School District, in Arizona, loosened its code. “Our principals and teachers felt they were spending too much time enforcing the dress code and not enough time on teaching and learning issues,” says superintendent Steve Chestnut. “We still don’t allow inappropriate or revealing clothing. But whether students are wearing a blue polo shirt or a green T-shirt isn’t a huge part of teaching and learning.”

This was good news to fourth-grader Logan Anderson-Long, 9. He attends Pima Butte Elementary, a school in the district. “Now we can wear shirts without collars, striped shirts, and patterned shirts,” says Logan. “It’s amazing.”

What do you think? Should schools have a say in what you wear to class?

—By Glenn Greenberg

Adapted from TIME for Kids, September 19, 2014

Name Date

Read "School Style," then answer the questions below.



1. What are the benefits of school uniforms? Use details from the article to support your response.

2. Why are the statistics in this article important? Use details from the article to support your response.

3. How does the section "Breaking the Code" contribute to the main idea? Use details from the article to support your response.

4. In your opinion, should schools require students to wear uniforms? Use details from the article to support your response.



Name

Date

Read the story. Then fill in the bubbles on page 16 to answer the questions.

Go to Sleep!

Trixie Johnson, 10, likes to stay up late playing Minecraft and watching videos on her iPad. The fifth grader from New York City says she can tell when she has not had enough sleep. "It can be hard to get up for school," she says.

Trixie is not alone in feeling tired. According to the National Sleep Foundation (NSF), kids between the ages of 6 and 13 need nine to eleven hours of sleep each night. Most are getting far less than that.

New research shows that a good night's rest affects how your brain works and how well you learn. "The things you learn in school stick better in your brain when you sleep enough," Lisa Meltzer told TFK. She is a sleep expert.

Meltzer and other experts say that getting the proper amount of sleep is particularly important for learning complex subjects, such as math and foreign languages. Not getting enough Zs can affect your concentration and your mood and can impact your behavior. "You don't do well even in activities that you enjoy," Meltzer says.

Screen-Free Zone

What is stealing kids' valuable sleep time?

According to the NSF, electronic devices play a big role. The NSF reports that nearly three out of four kids ages 6 to 17 keep at least one electronic device in the bedroom. Kids with smartphones and tablets in their room get nearly half an hour less sleep than those without. "Smartphones and devices should stay in the living room at night," says pediatrician Matt M. Davis.

Other behaviors can also contribute to bad sleep habits. A poor diet, an irregular bedtime, and too many after-school activities can affect how well and how long you sleep. Davis urges families to work together to help kids find the right balance of after-school activities so kids are not so overscheduled.

Making sure you get the right amount of sleep takes work. But it is worth the effort. The American Academy of Pediatrics (AAP) advises kids to stop looking at screens at least half an hour before bedtime. Doing so will help your brain slow down and get your body ready for sleep. The AAP says bedrooms should be "screen-free zones."

Trixie's mom, Ally Johnson, says her family has changed its routines. "We are limiting Trixie's screen time and have set an earlier bedtime," she says. "Doing relaxing things like reading a book before bed really helps her get a good night's rest."

Keep track of your sleep hours. Is it time to change up your bedtime routine?

—By Melanie Ketter

Adapted from TIME for Kids, March 27, 2015

A Good Night

Sleep helps the brain and body recover and rest. Researchers say there are four stages of sleep. All are important. The cycle repeats every 90 minutes.

<p>STAGE ONE Your eyes are closed, but you can be awakened easily.</p> <p>STAGE TWO You are in light sleep. Your body temperature drops. You start to feel removed from your surroundings.</p> <p>STAGE THREE This is the deepest sleep. During this stage, your muscles relax, blood pressure drops, and blood supply to the muscles increases. Substances that the body needs for growth and development are released. Tissues repair themselves. Energy is restored.</p>	<p>STAGE FOUR During rapid eye movement—or REM—sleep, your brain is active and your eyes move back and forth. Your body is still and relaxed. You dream.</p>
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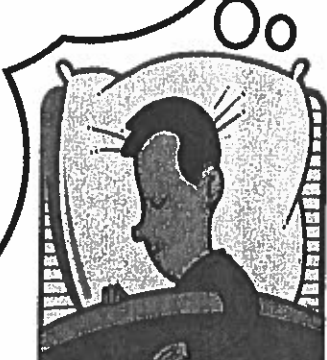


ILLUSTRATION BY CHRIS REED FOR TIME FOR KIDS

Answer the following questions about the "Go to Sleep!" article.

6. Why is it important to get a good night's rest?

- (A) so you get to school on time
- (B) to improve how your brain is able to learn
- (C) your behavior is impacted by the amount of sleep you get
- (D) to make sure you don't fall asleep in class

7. Which statement below is true?

- (A) All bedtimes should be the same.
- (B) Getting six to 13 hours of sleep is recommended.
- (C) Lack of sleep affects your ability to concentrate.
- (D) A well-balanced diet affects how long you are able to sleep.

8. Why does the NSF recommend smartphones and devices be stored outside the bedroom?

- (A) to track sleep
- (B) so the battery can charge
- (C) to make sure children are not sneaking onto their devices
- (D) to increase the amount of sleep children get

9. How does the sidebar "A Good Night" contribute to the article?

- (A) It shows a child sleeping.
- (B) It summarizes information about the sleep stages.
- (C) It shows the research around sleep patterns.
- (D) It shows what a good night sleep looks like.

10. According to the sidebar, when do you dream?

- (A) during the fourth stage of sleep, called REM sleep
- (B) during the third stage of sleep, the deepest sleep
- (C) at night
- (D) every 90 minutes



Name _____

Date _____

Want to Run for Office?

Are you thinking of running for office someday? To learn about the requirements for a few government roles, look at the chart. Then answer the questions.



Requirements for Government Jobs

JOB	AGE	CITIZENSHIP	RESIDENCY
President	at least 35	must have been born in the United States or born to U.S. citizens	must have lived in the U.S. for at least 14 years
U.S. senator	at least 30	must be a U.S. citizen for at least nine years	must live in the state he or she represents
Member of the U.S. House of Representatives	at least 25	must be a U.S. citizen for at least seven years	must live in the state he or she represents

1. True or false: You must be at least 35 to be a U.S. senator. _____
2. Toby wants to serve in the U.S. House of Representatives. She has been a U.S. citizen for eight years. Is that long enough? _____
3. George wants to represent the state of Florida in the U.S. Senate. But George lives in New Jersey. Can he represent Florida? Explain.

4. John was born in Greece to Greek parents. When he was child, he moved to U.S. He became a U.S. citizen at the age of 15. He is now 40 years old. Can he become president? Explain.

5. To be president, do you have to live in the U.S. all your life? Explain. _____

6. Do you think these requirements are fair? Explain your answer on the back of this page.

Name

Date

IRAQ FACT FILE

Read the information and study the map to learn more about Iraq. Then answer the questions.

Official Name: Republic of Iraq

Size: 168,710 square miles; about twice the size of Idaho

Population: 27,499,638 as of July 2007

Capital: Baghdad

Official Languages: Arabic and Kurdish

Currency: New Iraqi dinar

Climate: Cool winters and dry, hot summers

Products: Petroleum, natural gas, iron, gold, salt, wheat, barley, rice, melons and dates

Did You Know? Part of the area that is now Iraq was home to one of the world's earliest civilizations. Thousands of years ago, the Sumerians formed communities on the land between the Tigris and Euphrates Rivers. They invented a writing system and developed a code of laws.



MAP KEY

- ☆ Capital
- Water

1. What is Iraq's population? _____
2. True or false: Idaho is about half the size of Iraq. _____
3. Name one fruit that comes from Iraq. _____
4. The land where the Sumerians once lived is called Mesopotamia, which means "between the rivers" in Greek. Why do you think these ancient people chose to live in that location?

5. List all six countries that border Iraq. _____

6. Estimate the distance from Mosul to Basra. _____

Name

Date

A Look at Afghanistan

Read the map to learn about Afghanistan. Then answer the questions.



MAP KEY

- ★ Capital
- City



1. On which continent is Afghanistan located? _____
2. Afghanistan is bordered by six countries. List the names of these countries on the line below.

3. With which country does Afghanistan share the longest border? _____
4. Which city is Afghanistan's capital? _____
5. In what direction would you travel to go from the capital to Mazar-e Sharif? _____
6. Estimate the distance between Kandahar and Mazar-e Sharif. _____
7. Describe Afghanistan's location in your own words. Use the map to help you. _____

Name _____

Date _____

The Great Pyramid

Ancient Egyptian kings and queens were buried in pyramids. The largest pyramid was built for King Khufu. Study the diagram to learn about the Great Pyramid of Khufu. Then answer the questions.

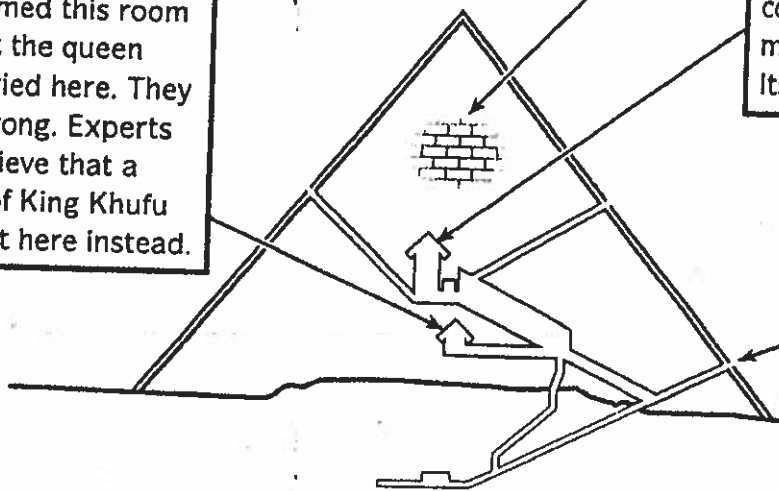
Great Heights: Until the 19th century, Khufu's pyramid was the tallest building in the world. It originally stood at a height of 481 feet. That's nearly as tall as a 50-story building. Some stones from the top have been removed, so the Great Pyramid is now about 450 feet tall.

Tons of Blocks: More than 2 million heavy stone blocks were used to build Khufu's pyramid. A typical block weighs 2.5 tons. That's as much as a humpback whale. The largest blocks each weigh 15 tons. That's heavier than a school bus.

Queen's Chamber: The early explorers who named this room thought the queen was buried here. They were wrong. Experts now believe that a statue of King Khufu was kept here instead.

Great Pyramid of Khufu

King's Chamber: The walls are covered in red granite. King Khufu's mummy was never found in here. Its location is still a mystery.



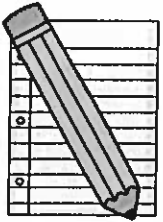
Original Entrance: This entrance is 55 feet above the ground. Why so high? Egyptian kings were buried with valuable objects. The hard-to-reach entrance was intended to keep robbers out.

1. True or false: King Khufu's mummy was found in his pyramid. _____
2. The word *chamber* means
Ⓐ pyramid. Ⓑ room. Ⓒ mummy. Ⓓ possession.
3. Why is the original entrance to the pyramid so high off the ground?

4. What do experts today think was kept in the Queen's Chamber? _____
5. The Great Pyramid was one of the original Seven Wonders of the World. What do you think is most impressive about this pyramid?

Name #: _____

Date: _____



Paragraph of the Week[®]

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

Brainstorm all that you know about a food you just don't like. List everything about that food that is unappealing. What does it taste like to you? What makes it unlikeable? Be sure to include every detail you can think of about that topic.

Tuesday

Using the brainstorm you created yesterday, choose 3 of the most important things about the food you do not like that makes it so unappetizing to you. They will become the three details in your paragraph. Write a sentence for each. Then, write an explanation sentence for each.

Wednesday

Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

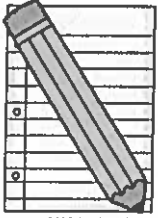
Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail/explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

Name #: _____

Date: _____



Paragraph of the Week[®]

Grading Rubric

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4

Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation (indenting, proper spacing, periods, etc.), correct spelling, legible font, on topic.

3

Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, mostly correct punctuation (indenting, proper spacing, periods, etc.), mostly correct spelling, mostly legible font, mostly on topic.

2

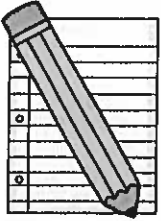
Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, somewhat correct punctuation (indenting, proper spacing, periods, etc.), somewhat correct spelling, somewhat legible font, somewhat on topic.

1

Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation (indenting, proper spacing, periods, etc.), incorrect spelling, not legible font, not on topic.

Name #: _____

Date: _____



Paragraph of the Week[®]

Level 1

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

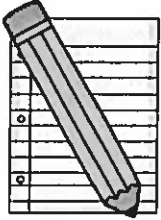
Monday

Brainstorm all that you know about a food you just don't like. List everything about that food that is unappealing. What does it taste like to you? What makes it unlikeable? Be sure to include every detail you can think of about that topic.

One food I do not like is...

Name #: _____

Date: _____



Paragraph of the Week[®]

Level 1

Now that you have the topic of your paragraph, you will write the main body sentences. Be sure that they are all on topic, as this is the "meat and potatoes" of your thoughts.

Tuesday

Using the brainstorm you created yesterday, choose 3 of the most important things about the food you do not like that makes it so unappetizing to you. They will become the three details in your paragraph. Write a sentence for each. Then, write an explanation sentence for each.

Detail One : _____

Explanation : _____

Detail Two : _____

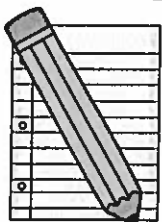
Explanation : _____

Detail Three : _____

Explanation : _____

Name #: _____

Date: _____



Paragraph of the Week[®]

Level 1

Topic sentences tell the reader exactly what you will discuss in your paragraph without giving away any of the details. Closing sentences sum up what you have already written. They are the "frame" for your paragraph.

Wednesday

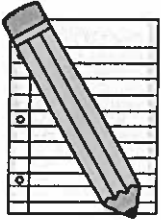
Now that you have your details and explanations written, you must write a topic sentence and closing sentence. Remember, your topic sentence must let the reader know what you are going to talk about in your paragraph, without discussing any of the details. Your closing sentence must restate your topic sentence, using synonyms and different words.

Topic Sentence: _____

Closing Sentence: _____

Name #: _____

Date: _____



Paragraph of the Week[®]

Level 1

A paragraph talks about one topic, with many sentences all supporting that topic.
This is when you will construct that paragraph.

Thursday

It is time to put all of your work together in the form of a paragraph. The topic sentence goes first, followed by the detail, explanation combo sentences. The last sentence is your closing sentence.

Reread it all and make sure it makes sense. It should all be about the same topic, give lots of information, and be written in complete sentences.

A large rectangular area enclosed by a dashed border, containing ten horizontal lines for writing a paragraph.



Math



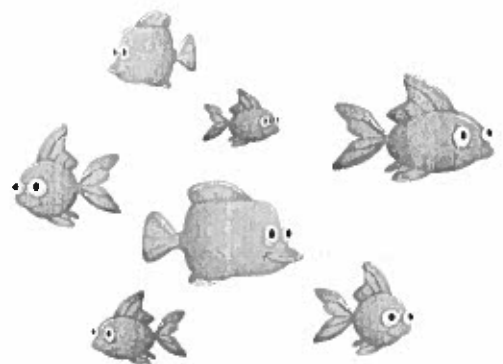
Fraction word problems

Grade 5 Word Problems Worksheets

Read and answer each question:

An aquarium has exhibits that feature different marine animals.

- $\frac{5}{8}$ of the staff are male. $\frac{5}{12}$ of the staff works part time at the aquarium. What fraction of the staff is female?
- The sharks are fed three times a day. During the morning feeding, $\frac{2}{15}$ of a ton of fish is fed. During the afternoon feeding, the weight of fish fed will be $\frac{1}{15}$ of a ton more than the fish fed during the morning. If the total weight of fish fed in a day is $\frac{1}{2}$ of a ton, how much is fed during the feeding at night?
- A baby otter was born $\frac{3}{4}$ of a month early. At birth, its weight was $\frac{7}{8}$ kilograms, which is $\frac{9}{10}$ kilogram less than the average weight of newborn otter in the aquarium. What is the average weight of newborn otter?
- The penguin nursery is open two times a day: $\frac{2}{3}$ hour at noon and $\frac{5}{12}$ hour in the afternoon. How much time is the penguin nursery open every day?
- Two kinds of fish can be found in a small tank that is $5\frac{1}{7}$ feet long. The blue fish is $\frac{2}{15}$ feet long and the orange fish is $\frac{7}{10}$ feet long. How much longer is the orange fish?
- An octopus weighed $\frac{5}{6}$ kilograms. After two weeks, its weight was increased by $\frac{3}{10}$ kilograms. But afterwards, it lost $\frac{1}{5}$ kilograms in weight as it was sick. What is its current weight?





Simplifying Fractions

Grade 5 Fractions Worksheet

Simplify the fractions.

1. $\frac{6}{48} =$ _____

2. $\frac{8}{20} =$ _____

3. $\frac{9}{12} =$ _____

4. $\frac{8}{80} =$ _____

5. $\frac{16}{48} =$ _____

6. $\frac{28}{70} =$ _____

7. $\frac{27}{54} =$ _____

8. $\frac{5}{10} =$ _____

9. $\frac{66}{72} =$ _____

10. $\frac{7}{28} =$ _____

11. $\frac{16}{32} =$ _____

12. $\frac{10}{15} =$ _____

13. $\frac{9}{15} =$ _____

14. $\frac{108}{144} =$ _____

15. $\frac{8}{12} =$ _____

16. $\frac{26}{32} =$ _____



Adding unlike fractions

Grade 5 Fractions Worksheet

Find the sum.

1. $\frac{2}{8} + \frac{1}{3} =$ _____

2. $\frac{2}{4} + \frac{6}{7} =$ _____

3. $\frac{1}{2} + \frac{7}{8} =$ _____

4. $\frac{8}{11} + \frac{1}{10} =$ _____

5. $\frac{1}{3} + \frac{7}{9} =$ _____

6. $\frac{2}{10} + \frac{3}{5} =$ _____

7. $\frac{2}{3} + \frac{6}{9} =$ _____

8. $\frac{2}{8} + \frac{1}{2} =$ _____

9. $\frac{1}{5} + \frac{6}{8} =$ _____

10. $\frac{7}{9} + \frac{1}{5} =$ _____

11. $\frac{1}{6} + \frac{8}{12} =$ _____

12. $\frac{4}{11} + \frac{10}{11} =$ _____

13. $\frac{1}{2} + \frac{4}{6} =$ _____

14. $\frac{6}{12} + \frac{6}{8} =$ _____



Subtracting unlike fractions

Grade 5 Fractions Worksheet

Find the difference.

1. $\frac{5}{7} - \frac{2}{3} =$ _____

2. $\frac{2}{3} - \frac{3}{8} =$ _____

3. $\frac{6}{7} - \frac{2}{6} =$ _____

4. $\frac{4}{6} - \frac{4}{8} =$ _____

5. $\frac{4}{5} - \frac{2}{3} =$ _____

6. $\frac{2}{3} - \frac{1}{6} =$ _____

7. $\frac{8}{12} - \frac{1}{5} =$ _____

8. $\frac{6}{10} - \frac{4}{8} =$ _____

9. $\frac{7}{11} - \frac{1}{3} =$ _____

10. $\frac{2}{8} - \frac{1}{6} =$ _____

11. $\frac{6}{9} - \frac{2}{5} =$ _____

12. $\frac{5}{6} - \frac{2}{6} =$ _____

Order of operations

Grade 5 PEMDAS Worksheet

Solve the following using PEMDAS

The order of operations:

- 1. Parentheses ()*
- 2. Exponents 5^2*
- 3. Multiplication \times or Division \div*
- 4. Addition $+$ or Subtraction $-$*

1. $2 + 11 \times 3$

6. $40 \times 6 \div (9 + 21)$

2. $15 \div 5 - 2$

7. $7^2 + 3$

3. $54 \div 3 - 2 \times 4$

8. $5^2 \times 3^2$

4. $14 \times 3 + 28 \div 7$

9. $8^2 \div (9 - 5)$

5. $100 \div 5 \times 3 - 46$

10. $(17 - 6 \div 2) \times (12 + 11)$

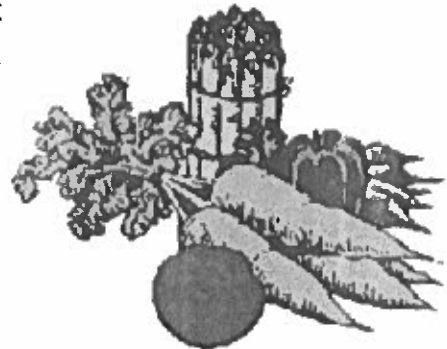
Fraction word problems

Grade 5 Word Problems Worksheet

Read and answer each question:

It is harvest season at Joe's Farm.

1. He has two pumpkin fields and the total area of the two pumpkin fields is $3\frac{2}{5}$ acres. The big field yield $3\frac{2}{5}$ tons of pumpkins and the small $2\frac{1}{12}$ tons of pumpkins. What is the total yield of pumpkins?
2. The biggest zucchini from Joe's farm is $2\frac{5}{8}$ pounds, which is $1\frac{1}{12}$ pound more than the average weight of zucchinis from his farm. What is the average weight of zucchinis from his farm?
3. Farm Joe ordered 3 bags of soil last month. Each bag weighed $4\frac{2}{5}$ kilograms. He used the first bag in a week. At the end of this month, there were $2\frac{3}{4}$ kilograms of soil left in the second bag and $\frac{7}{8}$ kilograms of soil left in the third bag. How much soil was used in this month?
4. Last month, the price of one pound of carrots was \$ $2\frac{1}{5}$ and Joe sold $12\frac{1}{12}$ pounds of carrots. This month, the price has increased by \$ $1\frac{1}{10}$ and Farmer Joe only sold $5\frac{1}{8}$ pounds of carrots. What is the price of a pound of carrots this month?
5. There were $24\frac{1}{4}$ crates of tomatoes in the barn but $7\frac{3}{5}$ crates of tomatoes were rotten and had to be thrown out. Joe sold $8\frac{1}{3}$ crates and canned $7\frac{5}{6}$ crates of tomatoes. How many crates of tomatoes were left?
6. The farmer's market opens for $2\frac{1}{5}$ hours in the morning and $3\frac{2}{3}$ hours in the afternoon. How long is the farmer's market open in a day?



Greatest Common Factor (GCF) and Least Common Multiple (LCM) word problems

Grade 5 Math Word Problems Worksheet

Read and answer each question.

1. At the gym, Hillary swims every 6 days, runs every 4 days and cycles every 16 days. If she did all three activities today, in how many days will she do all three activities again on the same day?
2. Oscar needs to ship 14 rock CDs, 12 classical CDs, and 8 pop CDs. He can pack only one type of CD in each box and he must pack the same number of CDs in each box. What is the greatest number of CDs Oscar can pack in each box?
3. I want to plant 45 sunflower plants, 81 corn plants and 63 tomato plants in my garden. If I put the same number of plants in each row and each row has only one type of plant, what is the greatest number of plants I can put in one row?
4. Cups are sold 6 to a package and plates are sold 8 to a package. If you want to have the same number of each item for a party, what is the least number of packages of each you need to buy?
5. A full moon occurs every 30 days. If the last full moon occurred on a Friday, how many days will pass before a full moon occurs again on a Friday?