

Our Lady of Victory School

6th Grade Summer Packet

Hi !! This year instead of running off summer packets for the entire school, we have posted them on our website. All packets can be found at:

<http://www.ourladyofvictoryschool.org/programs>

Dear Parent/Guardians,

This Summer Break your child will be given assignments in several subject areas. This is to help them stay prepared for the upcoming school year. All assignments will be collected and graded after they return in September. They will count as a homework or project grade. Please remember that all students should read for 20+ minutes each day. Have a wonderful Summer!

<u>Subject</u>	<u>Grade</u>
Science	1 Project Grade
Math	1 Project Grade and 1 homework
Religion	1 Homework Grade
ELA	2 Homework Grades and 1 Project Grade
Social Studies	2 Homework Grades
Penmanship	1 Homework Grade

Parent Signature: _____

Thank you,

Ms. Sorrentino/Pelose

6TH GRADE SUMMER READING LIST

Absolutely Normal Chaos by Sharon Creech

Bridge to Terabithia by Katherine Paterson,
Donna Diamond

The Phantom Tollbooth by Norton Juster, Jules
Fieffer

Holes by Louis Sachar

Chains by Laurie Halse Anderson

Esperanza Rising by Pam Munoz Ryan

Number by Stars by Lois Lowry

Read the passage. Then answer the questions.

Henry Hudson: New York Namesake

- 1 One English explorer has three bodies of water—a bay, a river, and a strait—named after him. However, many people do not know much about Henry Hudson, the man after whom these important bodies of water are named.
- 2 Henry Hudson was born in England around 1565. There were others named Hudson who also worked for his sponsor, the Muscovy Company of London. Those Hudsons may have been Henry's family members, and this leads some to believe that he got his expeditions through favoritism. Hudson was a skilled navigator, though, and was knowledgeable about Arctic geography.
- 3 Long before global positioning system (GPS) technology, navigators had to rely on a few basic tools and the position of the sun, the moon, and the stars to find their way on the oceans. The compass helped guide them in a general direction, but to know exactly where they were, they needed to calculate latitude and longitude measurements. Latitude, or the distance north or south from the equator measured in degrees, was often calculated using an astrolabe. The instrument would hang on a ship, perpendicular to sea level. The navigator would locate the sun or a star (often the North Star) through the instrument's small holes. The distance of the star could then be read from a scale on the astrolabe's outer rim. Longitude, or the position east and west, was much harder to determine. In Hudson's time, there was no reliable way to calculate longitude.
- 4 In 1607, Hudson set out with a crew to look for the Northeast Passage, a route that would take explorers eastward from Europe to Japan and China past the North Pole. He did not succeed. He set out again a year later but encountered too much ice. In 1609, Hudson tried again. When he hit bad weather, Hudson decided that instead of turning back, he and his crew would sail west toward North America to look for a Northwest route, a water route through North America to Asia.
- 5 At 40° N latitude, Hudson reached what is now the Hudson River. He sailed up the river to what is now Albany, New York, before realizing that the river did not end at the Pacific Ocean. He returned to England.
- 6 Hudson made a final voyage in 1610. He sailed to 62° N latitude and found what is now the Hudson Strait in Canada. He sailed through the strait and into Hudson Bay. He followed the bay south, but after a rough Arctic winter, Hudson's crew grew restless. They mutinied and cast Hudson, his son, and several other sailors adrift in a small boat. None of the castaways were ever heard from again. The rest of the crew returned to England with the knowledge Hudson had gained. Hudson's contributions to the geographical knowledge of his time were great, and the Hudson Strait, Hudson River, and Hudson Bay are symbols of his legacy.

1. Which key idea is developed in the text?
- A Henry Hudson was an important explorer.
 - B Accurate navigation was difficult during Hudson's time.
 - C Rivers are named after explorers.
 - D Hudson's family got him his job.

2. **Part A** Which claim is best supported by the author?
- A Hudson had family members who also worked for his sponsor company.
 - B Hudson knew Arctic geography well.
 - C Hudson was a skilled navigator.
 - D Hudson contributed little to exploration.

3. **Part B** What evidence from the passage best supports the claim in Part A?
- A Hudson was successful.
 - B Hudson navigated many bodies of water.
 - C People do not know Hudson.
 - D Hudson could calculate longitude.

4. Which is the best summary of the passage?
- A The passage persuades readers that Hudson was a leader.
 - B Hudson contributed geographical knowledge of North America.
 - C Hudson's attempts to discover a Northwest Passage resulted in increased trade between Europe and North America.
 - D Hudson knew how to use an astrolabe.

5. Read the following line from the end of *Henry Hudson* by Thomas A. Janvier. How does what Janvier says about the mutineers compare or contrast to what the author of the passage says?
- "[Documents] prove that few survivors were brought to trial."
- A The passage's author does not mention a trial.
 - B The passage's author thinks the mutineers were jailed.
 - C The passage's author does not mention mutiny.
 - D The passage's author does not mention survivors.

6. Read another excerpt from *Henry Hudson* by Thomas A. Janvier. How does the author's language about what Hudson felt as he first saw "the great river" compare or contrast to what the author of the passage on page 9 says about the same event?
- "Hudson saw the great river—which on that day became his river—stretching broadly to the north. I can imagine that when he found that wide waterway...his hopes were very high."
- A The author of the passage uses descriptive language; Janvier does not.
 - B The author of the passage expresses negative opinions; Janvier does not.
 - C Janvier uses descriptive and persuasive language; the author of the passage does not.
 - D The author of the passage uses persuasive language; Janvier does not.



Read the passage. Then answer the questions.

The Bill of Rights

- 1 In 1787, delegates from nearly every state in the new United States met in Philadelphia, Pennsylvania. Their purpose was to create a constitution. This document would provide a framework for the laws and government of the new country.
- 2 Why did the new country need a constitution? Americans had won the Revolutionary War and were no longer under British rule. However, many delegates believed that the United States needed a central government to unify the country.
- 3 The delegates worked on the constitution for months and had many disagreements, but they managed to agree on most issues. However, the issue of individual rights remained unsettled. George Mason, a delegate from Virginia, wanted a bill of rights that would protect people from the government. He wanted the constitution to include such rights as freedom of speech and freedom of religion.
- 4 Some delegates, however, opposed a bill of rights. They claimed that if they listed specific rights to be protected, then what was to stop the government from violating rights that were not listed? They believed it was best not to list any rights at all.
- 5 On September 15, 1789, the majority of delegates approved the Constitution of the United States. Because it did not include a bill of rights, several delegates refused to sign. They thought the Constitution made the government too powerful. Finally, after much debate, the delegates approved the Bill of Rights in 1791. The Bill of Rights protected and maintained certain freedoms and rights for all persons.
- 6 Which freedoms and rights are protected by the Bill of Rights? The First Amendment protects the freedoms of religion, speech, and the press. It also gives people the right to assemble peacefully—to get together, discuss ideas and complaints, and protest without violence. Freedom of religion allows persons to practice any religion they wish or not to practice a religion at all. Freedom of speech and freedom of the press guarantee the freedom to talk and write about news and opinions without fear of being jailed by the government. Because of its far-reaching effects, freedom of the press is especially powerful. Adlai E. Stevenson, governor of Illinois from 1949 through 1953, once said, "The free press is the mother of all our liberties and of our progress under liberty."
- 7 The Second, Third, and Fourth Amendments deal with Americans protecting their communities. For example, the Fourth Amendment protects private citizens from unreasonable searches and seizures of evidence in their homes without a warrant. Many legal searches do occur, however, without warrants. Legal searches without warrants happen, for example, when a person living in the house gives consent for a search or when there is probable cause (such as the sound of a gunshot in the house).



8 The Fifth, Sixth, Seventh, and Eighth Amendments protect people who have been accused of a crime. These amendments also help ensure that people receive fair treatment. According to the Bill of Rights, a person is innocent until proven guilty. People who have been accused are also guaranteed a speedy trial by a jury.

9 More than two hundred years ago, delegates voted for the Constitution to include the Bill of Rights. Thanks to this document, the U.S. people are guaranteed fundamental human rights.

① How is the Bill of Rights introduced?

- A as a list of rights that protect people from the government
- B as a list of rights that protect the government from citizens
- C as the rights that delegates have because they approved the Constitution
- D as the rights that delegates gave to the federal government in the Constitution

③ Which is a central idea of the passage?

- A The Bill of Rights protects and maintains freedoms and rights.
- B The Bill of Rights guarantees the right to assemble peacefully.
- C George Mason, a delegate from Virginia, was a strong supporter of a bill of rights.
- D Adlai E. Stevenson admired the Bill of Rights.

② **Part A** According to the passage, why did the United States need a constitution?

- A It had won the Revolutionary War.
- B Its citizens had few rights.
- C It needed a central government.
- D Its central government was too powerful.

④ What does the quotation from Adlai E. Stevenson add to the author's presentation?

- A It prioritizes freedom of the press.
- B It discounts freedom of the press.
- C It questions freedom of the press.
- D It explains freedom of the press.

Part B Who held the view in Part A?

- A "delegates from nearly every state"
- B "government of the new country."
- C "George Mason, a delegate"
- D "several delegates [who] refused to sign"

⑤ Which of Stevenson's words conveys the same concept as the author's phrase "especially powerful"?

- A progress
- B free
- C mother
- D liberties

Go on 

Book Report ~ Outline Form

Name: _____ Date: _____

Book Title: _____

Author: _____

I. Main Characters (List characters and two details about each one)

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

II. Setting and Time Period (List 3 details about the setting or time period the story is set in.)

A. _____

B. _____

C. _____

III. The Plot: A Timeline (List 5 big events from the story in order that they happened.)

A. _____

B. _____

C. _____

D. _____

E. _____

Book Report ~ Outline Form

IV. Best Parts of the Book

A. _____

B. _____

V. Criticism of the Book (one positive, one negative)

A. _____

B. _____

VI. Recommendation (would you suggest this book to another reader? Explain why or why not.)

Book Report ~ Outline Form

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B. _____

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2. _____

C. _____

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B. _____

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Greek Gods Poster Project

For this project you will need to begin by researching a specific god or goddess. You may choose one of the following!

1. Zeus
2. Hera
3. Demeter
4. Poseidon
5. Hades
6. Persephone
7. Hermes
8. Hephaestus
9. Ares
10. Athena
11. Apollo
12. Artemis
13. Dionysus
14. Aphrodite
15. Prometheus & Epimetheus
16. Uranus & Gaia/ Cronus & Rhea / Zeus & Hera: Titans vs. Olympians [overview on genealogy, patterns, etc.]
17. The Cyclops
18. Nine Muses
19. Eros, Hebe, Iris
20. Lesser Sea Gods: Triton, Proteus, Ocean, & Naiads
21. Satyrs, Sileni, & Centaurs [NB: Pan, Silenus]
22. The Three Fates (Clotho, Lachesis, & Atropos) & the Sirens
23. The Gorgans and the Graiae
24. Nymphs: Oreads, Dryads, Hamadryads, Nereids
25. Roman Lesser Gods: Vesta/Hestia, Janus, Saturn, Lares and Penates

YOUR TASK: Teach your mythological character(s) to the class!

24 x 22 inch poster board of your god that teaches your classmates the most important features of your mythological character. (No foam boards please!) DO NOT PLAGIARIZE; always use your own words! Your poster/handout must include the following:

1. Title. The name of the god or goddess should be larger than the rest of the text. Please provide both the Greek.
2. Graphic. A picture of your god/goddess/character(s). This may be from a book, the Internet, or your own interpretation. Please make sure it is legible and fits the description given in mythology. .
3. Story. In your own words, retell at least ONE myth about your god/goddess/character (s). Read several myths about this god/goddess/character(s) and choose the most revealing tale to present. Please bring the original myth with you to class! We may need to refer to it.
4. Background. Provide a history about the god/goddess/character(s). For example, you should know who his/her/their parents are, whether he/she is married, where he/she is from, etc. Indicate notable births, famous family, etc. Again, you will have to read several myths to gain a decent understanding.
5. Symbols. With what object(s) and/or animals is this god/goddess/character associated?
6. Power. What his/her/their powers and responsibilities, special skills, talents, traits are.
7. Flaws. What are his/her/their weaknesses? Are there areas that may cause him/her/them trouble?
8. Please write your name on the backside of the poster board.

HAVE FUN!

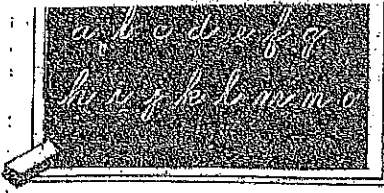
Here are some useful website to help research your God or Goddess.

<http://www.greekmythology.com/Olympians/olympians.html>

<http://greek-gods.info/greek-gods/>

<http://mtpasd.schoolwires.com/cms/lib6/PA14000136/Centricity/Domain/141/Gods%20and%20Goddess%20project.pdf>

<http://www.timelessmyths.com/classical/olympians.html>



THE CURSIVE ALPHABET

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz

1

2

3

4

5

6

7

8

9

10

?

Directions: Copy the letters, numerals, and punctuation marks.

A a

Capital letters are almost a full space high. Capital A and small a are oval shaped.

Small letters like a are as tall as the guideline. Keep the oval of small a closed at the top.

A A A

August Andrew Alice

a a a aaaaa

all already sea air

any apart age bat

4 Directions: Write the letters and copy the words.

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Lab Experiment

Attached is a lab write up. Please perform this experiment and complete the lab write up.

Reminder:

- Before you begin the experiment remember to state your hypothesis.
- In your conclusion, state if your hypothesis was correct or incorrect and explain why the end result of the experiment happened the way it did. (Why did/didn't the water spill over the sides of the glass)

What Happens when the Ice Cube Melts?

Here's a cool experiment to explore the properties of water.

Some materials you will need:

- A clear glass
- Ice cube
- Warm water

Instructions:

- Pour warm water into the glass until it is completely filled up.
- Carefully place the ice cube into the glass. Make sure you don't bump anything or spill water over the edges.
- Watch as the ice cube melts, does the water spill over the sides of the glass?

• Repeat two more times

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Name: _____

Question:

Hypothesis:

Materials:

Procedure:

Research:

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Observations:

Conclusion: (how does it happen)

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6th Grade Summer Packet

Name: _____

Date: _____

1. Jamal's clues about his mystery number are shown in the box below.

My number has
• 5 tens
• 8 thousands
• 2 ones
• 6 ten thousands
• 0 hundreds

What is Jamal's mystery number?

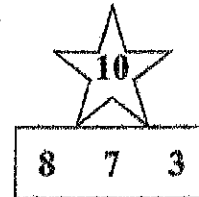
- A. 5,826 B. 6,285
C. 68,052 D. 86,520

2. Solve the expression:

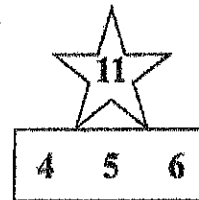
100 more than 653 is _____

3. Circle the numbers in the box that can be added to make the number in the star above the box.

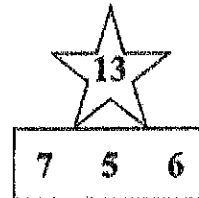
a.



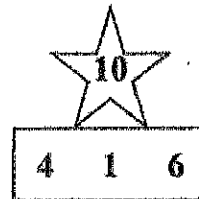
b.



c.



d.



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4. Solve the following problems:

a.
$$\begin{array}{r} 35 \\ 26 \\ + 20 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 72 \\ + 32 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 34 \\ 28 \\ + 30 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 20 \\ 50 \\ 89 \\ + 24 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 39 \\ + 27 \\ \hline \end{array}$$

f. $30 + 40 + 69 + 44 = \underline{\hspace{2cm}}$

5. A printing company packed 925 books into 25 boxes. Each box contained the same number of books. What was the number of books packed in each box?

- A. 35 books B. 36 books
C. 37 books D. 45 books

6. Divide the following.

$$3 \overline{)966}$$

7.
$$4 \overline{)920}$$

8.
$$\begin{array}{r} 39.06 \\ \times 0.3 \\ \hline \end{array}$$

- A. 9.708 B. 9.718
C. 11.608 D. 11.718

9. A teacher wrote the following mathematics problem on the board.

$$\begin{array}{r} 2.035 \\ \times 0.43 \\ \hline \end{array}$$

What is the solution to the mathematics problem?

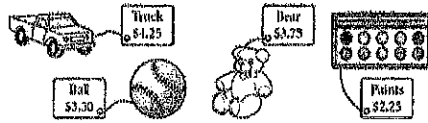
- A. 875.05 B. 87.505
C. 8.7505 D. 0.87505

10. Jasmine needs \$30 to buy a sweater. She uses the following plan to save money. The first day she sets aside \$1. The second day Jasmine sets aside \$1.50. The third day she sets aside \$2, and on the fourth day she sets aside \$2.50. If Jasmine continues this pattern, on which day will she have enough money to buy the sweater?

- A. day 8 B. day 9
C. day 10 D. day 11

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11. Study the prices of the 4 toys shown below.



Part A Which three prices total \$10.00? In the space below, show your work.

Part B What is the total price of all 4 toys? In the space below, show your work and write your answer on the line.

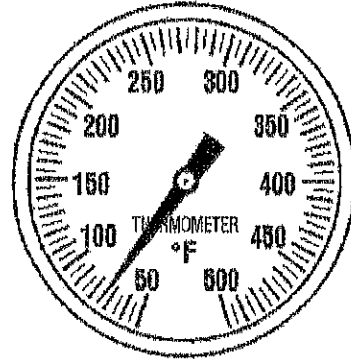
\$ _____

12. A bush pilot was asked to fly the perimeter of a state park to look for black bears. The state park is a rectangular shape 20 miles wide and 32 miles long. What is the perimeter of the state park?

- A. 52 miles B. 104 miles
C. 320 miles D. 640 miles

13. A rectangle has area 18 square centimeters. If one side is 6cm long, how long is a side next to it?

14. Estimate the temperature on this Fahrenheit thermometer.



- A. 55° B. 75° C. 85° D. 70°

15. The table below shows the number of minutes 4 students used the computer.

Computer Time

Student	Number of Minutes
Gary	155
Rachel	191
Lowell	119
Libby	187

Which list shows the number of minutes from least to greatest?

- A. 119, 155, 187, 191 B. 119, 155, 191, 187
C. 119, 191, 155, 187 D. 191, 155, 187, 119

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16. What is the solution to the following problem, in lowest terms?

$$\frac{1}{8} \times \frac{5}{7} =$$

- A. $\frac{5}{56}$ B. $\frac{7}{40}$ C. $\frac{6}{15}$ D. $\frac{5}{7}$

19. Paige was asked to round 325,672 to the thousands place. Which number below shows the correct value?

- A. 325,000 B. 325,700
C. 326,000 D. 326,670

17. $\frac{7}{9} \times \frac{2}{9} =$

- A. $\frac{9}{81}$ B. $\frac{14}{81}$ C. $\frac{9}{9}$ D. $\frac{14}{9}$

18. What is the value of the expression?

$$\frac{3}{7} \div \frac{3}{4}$$

- A. $\frac{1}{2}$ B. $\frac{9}{14}$ C. $\frac{8}{7}$ D. $\frac{46}{21}$

20. Indicate which number 6 is closer to.

- A. 0 B. 10

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Name: _____

Fact Families (A) 6

Fill in the blanks to complete each fact family

$$\begin{array}{l} 9 \times 6 = \underline{\quad} \\ 6 \times 9 = \underline{\quad} \\ 54 \div 9 = \underline{\quad} \\ \underline{\quad} \div 6 = 9 \end{array}$$

$$\begin{array}{l} 9 \times 4 = \underline{\quad} \\ 4 \times \underline{\quad} = 36 \\ 36 \div \underline{\quad} = 4 \\ 36 \div 4 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 8 \times \underline{\quad} = 48 \\ 6 \times 8 = \underline{\quad} \\ \underline{\quad} \div 8 = 6 \\ 48 \div 6 = \underline{\quad} \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 7 = 56 \\ \underline{\quad} \times 8 = 56 \\ \underline{\quad} \div 8 = 7 \\ \underline{\quad} \div 7 = 8 \end{array}$$

$$\begin{array}{l} 7 \times \underline{\quad} = 14 \\ 2 \times 7 = \underline{\quad} \\ \underline{\quad} \div 7 = 2 \\ 14 \div 2 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 2 \times \underline{\quad} = 10 \\ 5 \times \underline{\quad} = 10 \\ 10 \div 2 = \underline{\quad} \\ \underline{\quad} \div 5 = 2 \end{array}$$

$$\begin{array}{l} 2 \times 5 = \underline{\quad} \\ 5 \times \underline{\quad} = 10 \\ 10 \div 2 = \underline{\quad} \\ 10 \div 5 = \underline{\quad} \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 5 = 35 \\ \underline{\quad} \times 7 = 35 \\ \underline{\quad} \div 7 = 5 \\ 35 \div \underline{\quad} = 7 \end{array}$$

$$\begin{array}{l} 7 \times \underline{\quad} = 42 \\ \underline{\quad} \times 7 = 42 \\ 42 \div 7 = \underline{\quad} \\ \underline{\quad} \div 6 = 7 \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 3 = 21 \\ \underline{\quad} \times 7 = 21 \\ 21 \div \underline{\quad} = 3 \\ \underline{\quad} \div 3 = 7 \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 8 = 72 \\ 8 \times \underline{\quad} = 72 \\ \underline{\quad} \div 9 = 8 \\ 72 \div 8 = \underline{\quad} \end{array}$$

$$\begin{array}{l} 9 \times 6 = \underline{\quad} \\ \underline{\quad} \times 9 = 54 \\ 54 \div 9 = \underline{\quad} \\ 54 \div 6 = \underline{\quad} \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 9 = 27 \\ 9 \times 3 = \underline{\quad} \\ 27 \div 3 = \underline{\quad} \\ \underline{\quad} \div 9 = 3 \end{array}$$

$$\begin{array}{l} 9 \times \underline{\quad} = 81 \\ \underline{\quad} \times 9 = 81 \\ 81 \div \underline{\quad} = 9 \\ 81 \div \underline{\quad} = 9 \end{array}$$

$$\begin{array}{l} \underline{\quad} \times 9 = 18 \\ 9 \times 2 = \underline{\quad} \\ 18 \div 2 = \underline{\quad} \\ 18 \div \underline{\quad} = 2 \end{array}$$

Religion

List the Stations of The Cross:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

List several different ways in which you show your love of God and how you can pass it to your family.
