Dear Incoming 6th grade,

Time has really flown by this year. I am very proud of how hard you have all worked. You should also all be proud of your accomplishments!

Over the summer, I would like for you to read two books. One book should be a Biography or a Nonfiction book, and the other book should be a Fiction book. **Please follow the attached book report guidelines to complete both book reports, which may be either handwritten or typed.**

In addition, I am going to be sending each of you home with some readings and practice activities in ELA that will help get you ready for next year.

I hope you all have a great summer! Take a nice, well-deserved vacation and I will see you in September for another great school year!

Yours Sincerely,

Mr. Vallarelli

BOOK REPORT REQUIREMENTS

Introduction: Your opening paragraph should explain which book you read and why you chose this book.

Characters: Who are the main characters in the book? What words does the author use to describe these characters?

Setting: Discuss where the story takes place. What do you learn about the setting from the author? How does the author describe the setting? What details are given?

Conflict: What is the main problem in the story? Describe the main problem and explain how it affects the main character(s) in the story.

Conflict Resolution: How is the problem solved? What steps were taken to help the character(s) solve the problem in the story?

Personal Connections: Explain any personal connections you were able to make with this book. Was there something that happened in the story that reminded you of something that has happened in your life? Was there a character in the story that reminded you of a family member or a friend?

Review/Conclusion: What did you think of this book? Was it a book you would recommend to a friend to read? Why or why not? Please give a well thought out answer to this question.

Name _____ **Citing Textual Evidence**

The Lost City of Atlantis

DIRECTIONS: Read the passage. Then answer the questions. Use textual evidence to support your answers.

People have long wondered about the alleged "lost" city of Atlantis, but in fact Atlantis has never been lost at all. Its story was first told in two Platonic dialogues, the "Timaeus" and the "Critias" (330 B.C.). According to professor of archeology Ken Feder's book, *Frauds, Myths and Mysteries, Science and Pseudoscience in Archaeology*, Plato's Atlantis was "a technologically sophisticated but morally bankrupt evil empire. . . Atlantis . . . attempts world domination by force. The only thing standing in its way is a relatively small group of spiritually pure, morally principled and incorruptible people — the ancient Athenians. Overcoming overwhelming odds . . . the Athenians are able to defeat their far more powerful adversary simply through the force of their spirit."

Plato's story of Atlantis is less about a "lost" civilization than it is about the virtue of the Athenians, and scholars believe that Atlantis never in fact existed, but was a literary creation on the part of Plato. Atlantis has never been mentioned in any other Greek literature that has ever been found. In fact, for most of history people have believed that Atlantis was a fictional place, until the late 1800s when a writer named Ignatius Donnelly proposed that significant achievements of the ancient world, like metallurgy, agriculture, religion and language — must have originated in Atlantis. His argument was that the known ancient civilizations weren't sophisticated enough to have developed these things on their own, rather they were given to them by some more intelligent civilization. Donnelly's ideas captured enough of the imaginations of others for later writers to add their own speculations. Mystics and psychics well known at the time jumped on the bandwagon, helping to popularize the idea of there having been a real Atlantis.

Interest in Atlantis was furthered by a book published in 1969 by Charles Berlitz called *The Mystery of Atlantis* because Berlitz claimed that Atlantis was both real and the reason behind the mystery of The Bermuda Triangle. Since then, thousands of books, magazine and websites have been devoted to the topic of Atlantis.

Name _____ **Citing Textual Evidence**

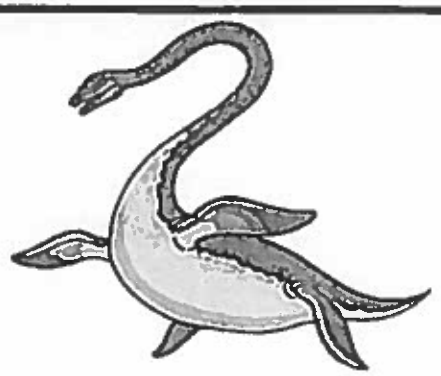
1. Why do scholars believe that Atlantis was a fictional place created by Plato?

2. If people understood that Atlantis was a fictional creation for thousands of years, what made people start to think that it had once really existed?

3. What was the role of Ignatius Donnelly in popularizing the idea of a "lost" Atlantis?

4. What was the role of Charles Berlitz in popularizing the idea of a "lost" Atlantis?

Name _____ Citing Textual Evidence



The Loch Ness Monster

DIRECTIONS: Read the passage. Answer the question on a separate sheet of paper. Use textual evidence to support your answers.

Is Nessie, the mysterious monster that supposedly lives in Scotland's Loch Ness real? Some people think she's a living dinosaur, or a sea snake that found its way into the lake and eventually became landlocked. Others think the Nessie is just the product of fertile imaginations, or maybe even a hoax.

The first supposed sighting of the Lock Ness monster was in A.D. 565. According to Catholic legend, Saint Columba admonished a great beast that was threatening a man in the Ness River, which feeds the lake. But it's hard to say whether that constitutes evidence, since the Catholic church has many myths about righteous saints overcoming Satan when he is disguised as a serpent or a dragon.

No other reports about Nessie were made until about a seventy-five years ago when a local Scottish Newspaper, the Inverness Courier, published a story about a mysterious splashing in the lake that seemed to be caused by "two ducks fighting." A year later, Nessie captured the public imagination when the famous photograph was published showing her head and curving neck emerging from the water. It was immediately seized upon as "evidence" that fueled speculation about the monster, but the photographer, Kenneth Wilson, admitted decades later that his photograph had been a hoax. Over the years many photos and videos and accounts of sightings have surfaced, but the monster itself has never made an unambiguous appearance, and despite having searched the Lock waters from surface to floor and shore to shore for 70 years, no scientist has ever been able to prove that Nessie exists.

Nonetheless, the locals take their monster seriously. For example, in 2010, when a tourist from London expressed his intention to hunt the monster down, William Fraser, chief constable of Inverness-shire in the 1930s, warned the man not to attempt any such thing, and even wrote to the government asking for some sort of "official protection" for the monster. At that time many people believed in Nessie's existence, but few believed they had any power to protect her.

There is one way that Nessie for no doubt for real though – in her power as a tourist attraction. Nessie is the main reason that people visit the Scottish highlands from all over the world. Would you like visit Nessie yourself? Now you can, on Google Street View. Go online and you can visit all 23 miles of Loch Ness shore line right from your own desk or living room sofa.

Do you think the author believes in the Loch Ness Monster? Why or why not?

What's The Big Idea... about Earth?

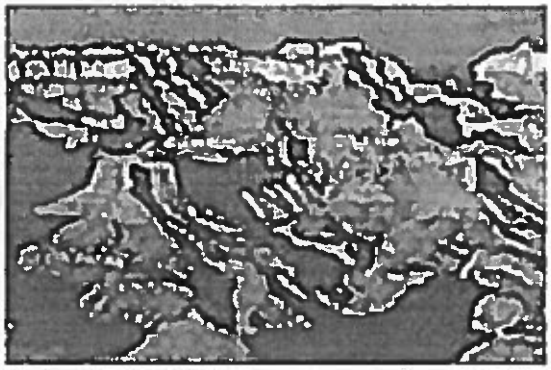
Our Earth Is Always Changing

The Earth formed over 4.5 billion years ago, and it has been changing ever since.

Sometimes these changes happen very fast. An earthquake can split the ground in a few seconds. Lava from a volcanic eruption can spread over the side of a volcano in minutes. A heavy rainstorm can flood a neighborhood in a day. These changes are easy to see.

But most changes happen so slowly we don't notice them at all. The continents slowly creep across the surface of the Earth at an average speed of eight centimeters a year. Over hundreds of millions of years, mountains form, and then slowly erode away.

How do Earth scientists know about these changes? They do a lot of detective work, and they look for clues all over the Earth!



The Grand Canyon started to form about six million years ago.

Earthquakes change the landscape suddenly, but are caused by pressure built up over a long time.

A Peek Inside Our Planet

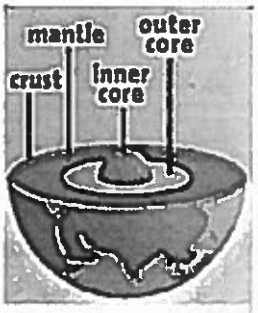
The Earth is made of different layers.

We live on the Earth's crust, a layer of rock about 30 kilometers (22 miles) thick. That might seem thick, but it's actually very thin, considering the size of the Earth. The Earth's crust and some of the mantle below is broken up into large pieces called tectonic plates.

The mantle is a thick layer just under the crust. It's as hard as rock, but it's actually flowing very slowly, about as slowly as your fingernails grow.

The outer core is a liquid layer, made mostly of iron and nickel, that moves around the inner core. This motion causes the Earth to act like a giant magnet.

The inner core is a solid ball made almost entirely of two metals, iron and nickel. It's hotter here than on the surface of the Sun!



The Earth's Layers

Earth's Layers Work Together

Under your feet, the Earth's different layers are moving and interacting all the time. All the layers work together in a system, and each one plays an important role.

Here's just one way they all work together:

- Intense heat flowing out of the core and mantle makes the mantle flow in circles.
- The motion of the mantle causes the plates to move.
- The moving plates create volcanoes.
- The volcanoes release gases into the atmosphere.
- The atmosphere acts like a giant blanket, keeping the planet warm.

This makes life on Earth possible!

Movement of the plates causes volcanoes and earthquakes and forms mountains and continents.

Early in the Earth's history, water vapor from volcanoes helped form our oceans.

Humans Are Just a Tiny Part of Earth's Long History

Our planet Earth formed 4.5 billion years ago. That's a really, really long time ago! Humans like us have only been around for 30,000 years. That's just a small part of the Earth's past.

It's hard to picture the Earth's long history. Here's one way to do it. Imagine the entire history of the Earth squeezed into just twelve hours, from noon to midnight.

When we think of time in this way, humans have only been around three seconds!

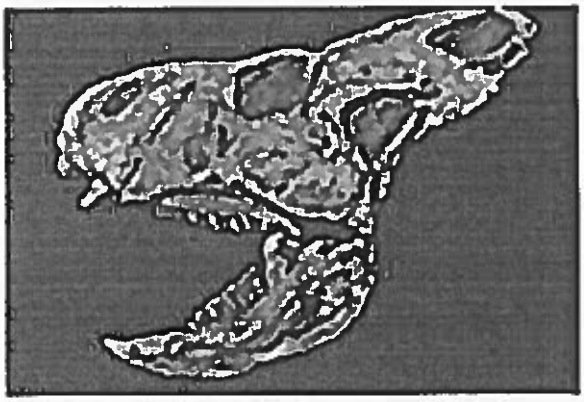
Rocks Tell Stories About the Earth

Rocks hold important clues about our planet. They reveal secrets about remote places we can't go to and about distant times in the past.

Scientists might not be able to travel inside an erupting volcano, to the bottom of the ocean, or across the solar system. But they can learn about the conditions in these places from rocks they collect.

Rocks also give scientists a look back in time. We know about life long ago from the fossils held in sedimentary rocks. Fossils tell us when, where, and how ancient plants and animals once lived on the Earth.

Rocks can also tell us about the history of Earth itself. They hold clues to how the Earth formed and how it's changed over billions of years.



This is a fossil of *Protoceratops*, an animal that lived about 80 million years ago.

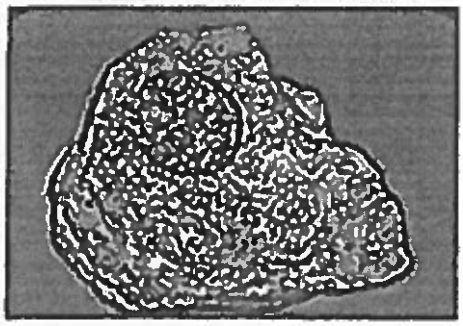
This marine fossil-rich rock was found high on the Guadalupe Mountains in west Texas.

All Rocks Are Made of Minerals

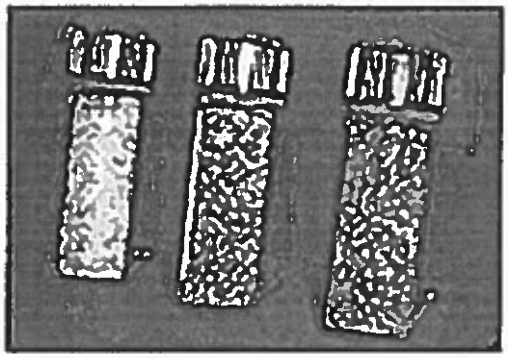
Whether it's a rock in your backyard or in a canyon wall, almost every rock you've ever seen is made of minerals.

Rocks are different because they have different types and amounts of minerals in them. One way scientists identify rocks is by looking closely at their minerals. For example, the rock sandstone is made of the mineral quartz. The rock granite contains quartz too, but it also has other minerals like mica and feldspar.

The kinds of minerals in a rock give clues to where the rocks formed. A rock with the mineral garnet probably formed deep in the Earth, like under a mountain. A rock with the mineral muscovite probably formed on land.



This is a rock called gabbro. It's made of the minerals plagioclase, clinopyroxene, and orthopyroxene.



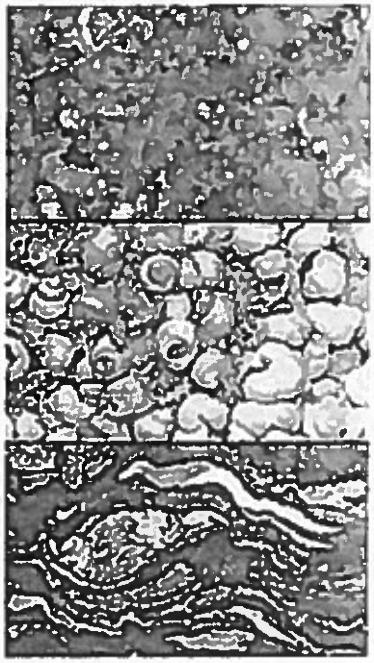
A piece of gabbro was crushed. Its three main minerals were separated.

There Are Three Types of Rock

Rocks come in all sizes, shapes, colors, and textures. Despite their differences, there are three basic types of rocks:

Igneous (IG-nee-us) rocks form from melted rock, or magma, that comes from inside the Earth. Sometimes the magma erupts from a volcano, and then cools and hardens at the Earth's surface. Magma can also cool slowly and form rocks underground. Igneous rocks are brand-new rocks. They don't form from other rocks.

Sedimentary (sed-uh-MEN-tuh-ree) rocks form from tiny pieces of rock that are broken down by wind and water. Over time, these pieces settle in layers with sand, silt, dead plants, and animal skeletons. These sediments are squeezed by other sediments above them until they cement together to form a rock.



Top: Igneous
Middle: Sedimentary
Bottom: Metamorphic

Metamorphic (meh-tuh-MOR-fik) rocks form from igneous, sedimentary, and even other metamorphic rocks deep in the Earth's crust. When these rocks are heated and squeezed, they slowly change into new, metamorphic rocks.

Scientists Discover Things About Our Planet All The Time

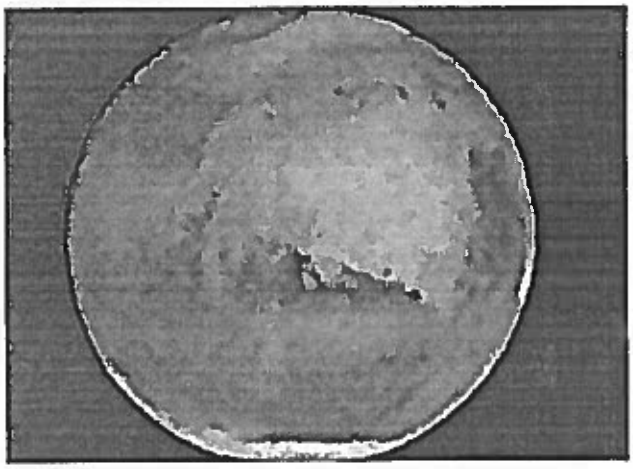
In the 1960s, scientists discovered evidence that the Earth's crust and upper-most mantle are broken into plates that are always moving.

In the late 1970s, scientists found hot-water vents at the bottom of the ocean where plates are moving apart.

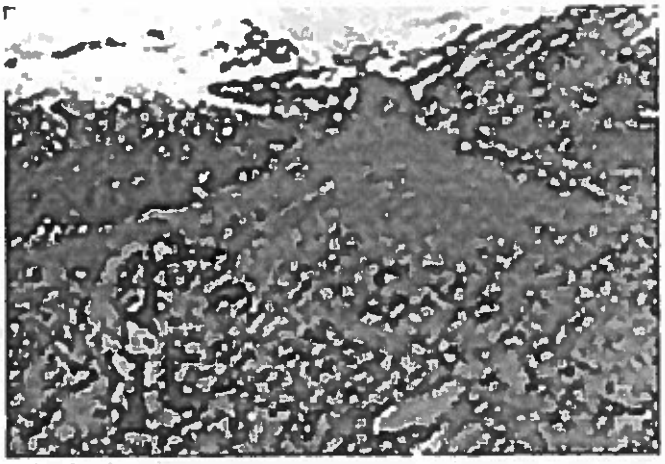
In 2004, scientists discovered that there once was liquid water on Mars. Other planets could hold important clues to the history, or future, of our own planet Earth.

Scientists are always exploring new mysteries. Sometimes they do fieldwork, traveling to places like volcanoes or earthquake sites. Other times they do experiments in labs, recreating conditions deep inside the Earth where we can't go.

We have learned a lot about our Earth, but there is much more to learn. What will scientists discover tomorrow? Will that scientist be YOU?



What kinds of things do you think we could learn from other planets?



A scientist might gather rocks at a volcano to find out why it erupted.

Name: _____ Date: _____

1. When did the Earth form?

A) in the 1960s
B) about 30,000 years ago
C) 240 million years ago
D) over 4.5 billion years ago

2. The Earth's mantle flows in circles, causing tectonic plates to move. What is an effect of these moving plates?

A) Intense heat flows from the Earth's core.
B) The atmosphere acts like a giant blanket.
C) Gases are released into the atmosphere.
D) Volcanoes are created.

3. Read this sentence from the text.
"Scientists can learn where a rock formed by studying the minerals in the rock."

What evidence in the text supports this conclusion?

A) Metamorphic rocks form from igneous, sedimentary, and even other metamorphic rocks deep in the Earth's crust.
B) A rock with the mineral garnet probably formed deep in the Earth, like under a mountain, while a rock with the mineral muscovite probably formed on land.
C) When melted rock, or magma, erupts from a volcano, it cools and hardens at the Earth's surface to form igneous rocks.
D) Sedimentary rocks form from tiny pieces of rock that are broken down by wind and water and then settle in layers with sand, silt, dead plants, and animal skeletons.

4. What can you infer about the age of rocks as compared to humans?

A) Rocks have been around much longer than humans have.
B) Like humans, rocks are just a tiny part of Earth's history.
C) Humans have been around much longer than rocks have.
D) Humans have no way of finding out the age of a rock.

5. What is the main idea of this text?

A) Humans have only been around for 30,000 years, which makes up just a small part of the Earth's history.
B) Scientists study the Earth's layers and rocks to learn more about a planet that is constantly changing over time.
C) All rocks are made of minerals, and one way scientists identify rocks is by looking closely at their minerals.
D) In the late 1970s, scientists found hot-water vents at the bottom of the ocean where tectonic plates are moving apart.

6. Read these sentences from the text.
"Imagine the entire history of the Earth squeezed into just twelve hours, from noon to midnight. When we think of time in this way, humans have only been around three seconds!"

Why might the author have asked the reader to "imagine the entire history of the Earth squeezed into just twelve hours"?

A) to suggest to the reader that the history of the Earth is coming to an end
B) to help the reader understand that humans have only been around a short time compared to the Earth
C) to illustrate for the reader how humans have had no impact on the history of the Earth
D) to suggest to the reader that humans have been calculating time in the wrong way

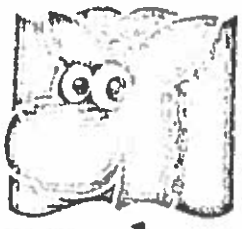
7. Choose the answer that best completes the sentence.
"_____ scientists are not able to travel inside an erupting volcano, they can still learn about the conditions in the volcano by studying its rocks."

A) Because
B) Although
C) Since
D) Instead

8. What type of rock can fossils can be found in?

9. Based on the information in the text, what do fossils tell us?

10. Studying rocks can help scientists learn about the history of Earth. Provide at least two pieces of evidence from the text to support this statement.



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Total Cost Per Kit **$49.00**

Sale begins today! Paper orders are due no later than Friday, June 23rd. Online orders available until July 10th. School supply kits will be delivered to school and available on the first day of school.

PLEASE DETACH THE UPPER PORTION OF THIS FORM FOR YOU RECORDS

6th Grade

Please return this portion along with the payment to school by: 06/23/2017

Total number of kits for this student: _____ each kit price: **$49.00** total: _____

Make check payable to: **Our Lady of Mt. Carmel School**

Student's First Name _____ Student's Last Name _____

Phone # _____-_____-_____ Parents email address _____

Dear Student,

You are encouraged to participate in the Mathletics Summer Challenge this summer! There are over 30 prizes to be awarded to the top earning students at the end of the challenge! You will be able to practice all of the skills you have learned this year and get ready for the next school year. You have 24/7 access to Mathletics through your unique username and password which is attached below.

Please sign up at: ca.mathletics.com/summermath
for further details on the Challenge - including prizes!

1

How do I earn points?

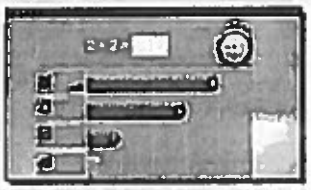
You can earn points practicing:

Curriculum Activities

OR

*Remember that curriculum activities earn more points than Live Mathletics and can be completed up to three times for additional points!

Live Mathletics



2

How can I find out how many points I've earned this week?

Take a look at your **"points this week"** located near the avatar on the top right side to keep track! You'll see an award appear when you've earned more than 1000 points that week.

Please note that the "points this week" section will be reset weekly.

Have a Great Summer!

From the Mathletics Team | 3P Learning Canada

<Paste Sign in Card Here>

ca.mathletics.com/summermath

At 3P Learning we are committed to protecting the safety and security of our registered users. In preparation for the new school year, last year's results will be archived the week of August 14th, 2017. Students will still be able to access earned certificates through their Student Console.