READING, WRITING, & MATH

Complete one assignment for reading, writing, and math each day.

Reading: Read the selection and answer the questions. When you are finished, be sure to read a great book!

Writing: Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

Math: Complete the standards practice page. Draw pictures or use objects to help you.
Cracking Up

Splitting Up

A new ocean will one day separate Africa.

A group of nomads got a shock several years ago in a desert in Ethiopia. A series of earthquakes rattled the ground one night, making a deafening noise. The next morning, the nomads discovered that a 3-foot cliff had risen from the ground behind them.

A scientist inspects one of many fissures, or narrow cracks, that opened during a series of earthquakes in Ethiopia several years ago.

The event wasn't just any earthquake. It was one step in a geological process that is slowly building a new ocean in eastern Africa.

Spreading Apart
Earth’s shell is made up of enormous pieces that fit together like those in a jigsaw puzzle. Called **tectonic plates**, the pieces are moving very slowly. Some plates are crashing together. Some are pulling apart. In the long course of Earth’s history, the movements of plates have created mountains, oceans, and continents.

In eastern Africa, two large tectonic plates—the African Plate and the Arabian Plate—are pulling away from each other. "There’s true plate spreading going on there," Cindy Ebinger, an Earth scientist at the University of Rochester in New York, told *ScienceSpin*.

That's not all. As the two plates pull apart, the African Plate is splitting into two pieces. One tectonic plate is becoming two plates.

![An ocean will one day fill the Great Rift Valley, where Africa is pulling apart.](image)

Recently, that tectonic activity has gotten dramatic. In 2005, the cracking of the African Plate triggered a volcanic eruption in Ethiopia. That was followed by a series of earthquakes—the same ones the nomads felt. The earthquakes occurred as **magma** (liquid rock) rose from deep within Earth, splitting the ground wide open. A series of crevices, some as wide as 10 feet, opened along a 35-mile stretch of desert in Ethiopia. Since then, the cracks have continued to grow.

### A Natural Lab

Africa’s tectonic activity has been going on for 30 million years. The spreading and cracking is what formed the Red Sea, as well as a deep depression known as the Great Rift Valley. The rift runs south from the bottom of the Red Sea through eastern Africa.

As the two sides of the rift valley pull even farther apart, the entire area will someday fall below sea level. Eventually, water from the Red Sea will rush in to fill the rift, spawning a new body of water. A million years from now—possibly sooner—the Great Rift Valley will lie at the bottom of an ocean that divides Africa in two.
1. Based on the passage, which of the following is NOT created by tectonic plate movement?
   A. continents
   B. mountains
   C. oceans
   D. countries

2. Based on the sequence of the geological process described in the passage, when will the Great Rift Valley fill with water?
   A. after 30 million years
   B. after the area falls below sea level
   C. after the area is flooded by rain
   D. never

3. Based on the passage, how often are new oceans created?
   A. whenever an earthquake happens
   B. every year
   C. very often, because tectonic plates move fast
   D. not often, because it takes millions of years

4. Read the following sentence:

   "A series of crevices, some as wide as 10 feet, opened along a 35-mile stretch of desert in Ethiopia."

   As used in the sentence, what are crevices?
   A. liquid magma from volcanic eruptions
   B. shaking during earthquakes
   C. large cracks in the ground
   D. open spaces in the desert
5. What is this passage mostly about?
   A. tectonic plates creating a new African ocean
   B. how nomads live in Ethiopia
   C. continents and how they are created
   D. how tectonic plates move under the ocean

6. According to the passage, what are two ways tectonic plates move?

   _________________________________________________________________

   _________________________________________________________________

   _________________________________________________________________

7. Based on the passage, why don't we usually feel it when tectonic plates are crashing together and pulling apart?

   _________________________________________________________________

   _________________________________________________________________

   _________________________________________________________________

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

   One day the Great Rift Valley will become an ocean, _____________ it falls below sea level.
   A. after
   B. finally
   C. although
   D. before
What do you get when you cross a lion with a tiger? A liger, of course!

There are not a lot of ligers in the world, but one, named Hercules, made a big splash at Miami's Parrot Jungle Island in 2005.

"It's not something you see every day," the animal's owner, Bhagavan Antle, told New York's Daily News.

How did Hercules, who weighs more than 900 pounds, come to be? Back in 2002, his father, a lion, and his mother, a tiger, spotted each other at Antle's South Carolina animal preserve. It was love at first roar.

"We have a big free-roaming area at the preserve," Antle told the New York Post "Sometimes lions and tigers are allowed to go out there and, lo and behold, one particular lion fell in love with one particular tiger and we had babies."

Four, to be exact: Hercules has three brothers-Vulcan, Zeus, and Sinbad.

What do ligers look like? A liger has a thick mane like that of a lion and stripes like those of a tiger.

When Hercules was three years old, he consumed 100 pounds of raw meat a day. He was able to run as fast as 50 miles per hour.

Does Hercules roar like a tiger or a lion? He has his dad's voice, although he swims like his mom. Like most lions, his dad doesn't enjoy the water.

There are no ligers in the wild. Several have been born in captivity, including in a zoo in Russia. That liger's name is Zita.

Ligers are rare because tigers and lions don't usually get along. "Normally the lion will kill the tiger," Antle said.
1. Based on the passage, which statement is not true about Hercules's family?
   A. His father is a lion.
   B. He has four brothers.
   C. He has no sisters.
   D. His mother is a tiger.

2. From the passage we learn that tigers like Hercules's mom
   A. do not like the water
   B. are good swimmers
   C. do not have stripes
   D. have thick manes

3. Based on the passage, you can conclude that ligers get their names because they have features
   A. mostly of tigers
   B. mostly of lions
   C. of both tigers and lions
   D. of tigers, lions, and parrots

4. Read the following sentence from the passage: "When Hercules was three years old, he consumed 100 pounds of raw meat a day."

   In this sentence, the word "consumed" means
   A. caught
   B. ate
   C. threw
   D. cleaned
5. The primary purpose of the passage is to describe

   A. why Zita was born in a zoo in Russia
   B. why Hercules was visiting Parrot Jungle Island
   C. how Hercules's mother and father met
   D. the life of a rare liger named Hercules

6. At what speed was Hercules able to run when he was three years old?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Why are ligers like Hercules so rare? Cite specific examples from the article that support your answer.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

   Tigers and lions don't usually get along, _______ there are no ligers in the wild.

   A. but
   B. so
   C. because
   D. finally
Preserving the Ancient Forests

*When people cut down forests, build cities, or make roads, they destroy habitats—the places where plants, animals, and other organisms live.*

Deep in the ancient forests of the Pacific Northwest live some of the oldest and largest trees in the world. For centuries, Douglas firs and cedars have towered above the forest floor. But these majestic trees are only part of the rich areas known as old-growth forests. They are home to hundreds of plant and animal species.

Old-growth forests used to extend across the Pacific Northwest, but these precious habitats are quickly disappearing. In some cases, logging has destroyed the forest animals' habitats.

What can you do? Before you buy wood, make sure it comes from a "sustainable forest," a forest where trees are replanted.
1. What is a habitat?
   A. a place where plants, animals, and other organisms live
   B. one of the oldest and largest trees in the world
   C. a forest where trees are replanted
   D. a rich area in the Pacific Northwest

2. One effect of the disappearance of old-growth forests is the destruction of the habitats of hundreds of plant and animal species. What is one cause of the disappearance of old-growth forests?
   A. replanting trees
   B. buying wood from sustainable forests
   C. logging
   D. cedars towering above the forest floor

3. Read this sentence from the text:

   "When people cut down forests, build cities, or make roads, they destroy habitats..."

   Based on this evidence, what conclusion can be made?
   A. People have learned to live peacefully with plant and animal species.
   B. Plant and animal species do not often interact with people.
   C. People's actions can have an affect on plant and animal species.
   D. Plant and animal species benefit from people building cities and roads.

4. What might be happening to the animal and plant species that call old-growth forests home?
   A. They are relocating to the Pacific Northwest.
   B. They are finding new homes in Douglas firs and cedars.
   C. Like the old-growth forests, they too are quickly disappearing.
   D. These animals and plants are growing in large numbers.
5. What is the main idea of this text?

A. Douglas firs and cedars are some of the oldest and largest trees in the world.
B. Old-growth forests are habitats to hundreds of plant and animal species, but these habitats are quickly disappearing.
C. A sustainable forest is a forest where trees are replanted.
D. Logging is a popular practice in the Pacific Northwest.

6. Read these sentences from the text:

"[These] majestic trees are ... part of the rich areas known as old-growth forests. They are home to hundreds of plant and animal species."

As used in the passage, what does the word "rich" mean here?

A. having a great amount of money
B. having many things that help sustain life
C. having too much of something
D. having a very sweet taste

7. Choose the answer that best completes the sentence.

Old-growth forests used to extend across the Pacific Northwest. __________, these precious habitats are quickly disappearing.

A. However
B. Meanwhile
C. Consequently
D. Therefore

8. What is a "sustainable forest"?
9. Name two ways people destroy habitats.

Support your answer with evidence from the text.

10. How might buying wood that came from a sustainable forest help save hundreds of plant and animal species?

Support your answer with evidence from the text and images.
In December, 1864, the Civil War was nearly over. The armies of the Union had conquered most of the South, but the fighting was not finished. Hoping to reverse the war's course, the Confederate general John Bell Hood marched his army toward Nashville. The capital of Tennessee, Nashville, had been under Union control since 1862. Capturing it, Hood hoped, could save the Confederacy.

It was freezing cold when the battle started on December 15th. The Confederate troops were outnumbered. They fought in ragged uniforms, sometimes without shoes. Against the superior Union army, they had no hope. On December 16th, Hood was defeated. The war was over.

The Union won the Civil War four months later. Although the Southern states returned to the Union, the country remained divided. Fifty years later, most of the war's veterans were dead. Around the country, towns and cities had begun building monuments in their memory. In the North, monuments were built to honor the Union. In the South, monuments honored the Confederacy. Even though the states were united again, no one built a monument to both sides.

In 1914, Mrs. James E. Caldwell and her group, the Ladies Battlefield Association, began raising...
money to build a monument for those who died in the Battle of Nashville. They hired Italian sculptor
Giuseppe Moretti to design a statue. They raised money by hosting balls and asking local businesses
for donations. By 1927, they had enough, and the monument was completed.

Moretti's statue showed a young man standing between two horses. Behind it, a tall white obelisk was
built, with an angel at the top. "No guns, no swords, no trappings of war mar the peace-like beauty,"
Mrs. Caldwell said. It was not a war monument, but a peace monument.

The structure was special because it honored all those who died in the war-no matter which side
they fought for. Built less than a decade after World War I, it was also dedicated to the American
soldiers of that conflict.

In 1974, a tornado knocked the 40-foot-tall obelisk to the ground, where it shattered to pieces, along
with the angel at its top. Moretti's sculpture was damaged, but it was repaired. The city did not have
the money, however, to build a new column. A few years later, an interstate was built beside the
monument, blocking it from view, and making it hard for anyone to get to it.

For two decades, the monument was alone-out of sight and nearly forgotten by the public. In 1992,
the Tennessee Historical Commission chose a new location for the monument, inside a small park
near the original battlefield. Again, fundraising was necessary-to move the statue and construct a
new obelisk.

The original statue cost $30,000 in 1927. To move and restore it would cost much more-some
estimate more than $500,000. But after seven years of work, the money was collected, and the statue
was rededicated-with a brand new obelisk to go with it. Finally, Mrs. Caldwell's monument was
whole again, and the message of peace could be seen once more.
A Monument for Peace - Comprehension Questions

Name: ___________________________________ Date: __________________

1. Which Civil War battle was fought from the 15th to the 16th of December 1864?
   A. Battle of Gettysburg
   B. Battle of Atlanta
   C. Battle of Shiloh
   D. Battle of Nashville

2. How does the author describe the Confederate troops led by General John Bell Hood?
   A. lacking in discipline
   B. courageous and undefeated
   C. poorly equipped and outnumbered
   D. well-prepared to face the Union soldiers

3. The United States remained divided fifty years after the Civil War. What evidence from the text supports this conclusion?
   A. "Fifty years later, most of the war's veterans were dead."
   B. "Around the country, towns and cities had begun building monuments in their memory."
   C. "In 1914, Mrs. James E. Caldwell and her group, the Ladies Battlefield Association, began raising money to build a monument for those who died in the Battle of Nashville."
   D. "In the North, monuments were built to honor the Union. In the South, monuments honored the Confederacy... No one built a monument to both sides."

4. What made Caldwell's monument "not a war monument, but a peace monument"?
   A. It was not built to honor a particular war or battle.
   B. It did not depict any weapons or war paraphernalia.
   C. It had an angel on top of the obelisk.
   D. It had two horses.
5. What is this passage mostly about?

A. the high cost of lives of the Civil War  
B. the ongoing struggle with inequality in the United States  
C. the construction and restoration of a monument in Tennessee  
D. how best to raise money for public works projects

6. Read the following sentences: "The Confederate troops were outnumbered. They fought in ragged uniforms, sometimes without shoes. Against the superior Union army, they had no hope."

As used in the passage, what does the word "superior" mean?

A. better  
B. condescending  
C. older  
D. poorer

7. Choose the answer that best completes the sentence below.

________ two decades spent out of sight behind an interstate, in 1992 the monument found a new home in a small park near the site of the original battle.

A. Thus  
B. After  
C. Including  
D. Above all

8. What made Mrs. Caldwell's monument different from previous Civil War monuments?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
9. Why is Mrs. Caldwell's monument able to memorialize the Civil War and World War I?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

10. How does the monument convey a "message of peace"?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
There are many boats to watch in the sea. People enjoy looking at sailboats because they move peacefully from the power of wind and sometimes have colorful sails. Speedboats, instead, are fun to watch because they move really fast and bounce up and down on waves. There are long, flat boats called barges. A barge is often used to move a large amount of goods from one place to another on sea. A barge does not have any sails or an engine. So, barges might not be too much fun to watch, but the tiny boats that move them are very neat. They are called tugboats.

Tugboats can be seen out in the ocean or in narrow rivers, but it might be hard to spot them because they are so small compared to most other ships. They help move other ships by pushing or pulling them, and might be used to push another boat that has had engine problems and cannot power itself forward anymore. Tugboats are really powerful, and most engines inside them are as large as those that power locomotive trains. They can also move around sharply and quickly, which is why they are so useful, and many of them have also had hoses placed on them to fight fires on ships at sea.

Tugboats are most often used to move barges though. A barge will usually have hundreds or even thousands of pounds of items that need to be shipped on top of its extremely long deck. For instance, they move garbage from a collection area to a landfill farther away from areas where there are a lot of people living. Tugboats might be spotted alongside a barge. They attach themselves to the barge inside a special slot just big enough for the little tugboat to fit. The tugboat will power up its big engine and push the barge that cannot move on its own in the direction the tugboat wants it to.

If the barge does not have a place for the tugboat to attach itself on its side, then a tugboat might pull the barge forward instead. To do so, it uses its engines to sail up the water and move in front of the barge. Someone would then connect the back of the tugboat to the front of the barge, either with chains or a very heavy and strong rope. Once the tugboat fires up its engines and starts sailing forward again, the barge has no choice but to follow it wherever the tugboat's captain wants it to go.

There are many ways a tugboat can help. It is one mighty strong boat that can push and pull other boats. Don't trick yourself into thinking something different just because it's so small.
1. How are tugboats able to move through the water?
   A. They use the power of wind and sails.
   B. They bounce up and down on the waves.
   C. They use powerful engines.
   D. They are pushed and pulled by larger barges or boats.

2. How does the author describe a barge?
   A. A barge is a long, flat boat that is used to move goods.
   B. A barge is a short boat with a long sail.
   C. A barge is a tall boat that transports tourists.
   D. A barge is a small but powerful boat.

3. Tugboats can move large barges, carry hoses to fight fires, and move boats that lose power. Based on this evidence, what can be concluded?
   A. Tugboats look beautiful on the water.
   B. Tugboats are as fast and fun to watch as speedboats.
   C. Tugboats can help in many different ways.
   D. Tugboats carry large loads of cargo.

4. The passage states, "The tugboat will power up its big engine and push the barge that cannot move on its own in the direction the tugboat wants it to." Based on this information, what can be concluded?
   A. The tugboat is very powerful.
   B. Barges and tugboats always travel together.
   C. Barges break down a lot.
   D. The tugboat gets in the way of the barges and causes them to break down.

5. What is the main idea of this passage?
   A. Barges are bigger and more powerful than tugboats.
   B. Tugboats are too small to be strong vehicles.
   C. Tugboats are small, but they are very useful.
   D. Tugboats need barges to move around in the water.
6. Read the following sentence: "Tugboats can be seen out in the **ocean** or in **narrow rivers**." What is the author trying to do by mentioning both **oceans** and **narrow rivers**?

   A. The author is saying that tugboats do not work on land.
   B. The author wants to show that the tugboat functions in different environments.
   C. The author is demonstrating that the tugboat cannot work in a lake.
   D. The author is suggesting that the tugboat can get stuck in rocks.

7. Tugboats can direct barges _________ tugboats are smaller than barges.

Choose the answer that best completes the sentence below.

   A. even though
   B. certainly
   C. otherwise
   D. meanwhile

8. Tugboats are very versatile, meaning they can perform many different tasks. What evidence in the passage supports this conclusion?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

9. The passage explains that tugboats move boats that are much larger than the size of tugboats. Based on this evidence, what conclusion can be made about the power of the tugboat?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

10. Reread the last paragraph: "There are many ways a tugboat can help. It is one
mighty strong boat that can push and pull other boats. Don't trick yourself into thinking something different just because it's so small."

Explain why the author says "don't trick yourself into thinking something different just because it's so small." Use evidence from the text to support your answer.
We celebrate many holidays in the United States. Think of someone you know that you think needs a special day for others to celebrate his or her life.
Name:

Are you a good loser? Explain why or why not.

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Do you think celebrities make too much money? Explain if you agree or disagree. Who should make $1,000,000 a year? Tell why.
Write a new story about a favorite character from either a book or movie you like.
Name:

Rewrite Goldilocks and the Three Bears with different characters. Make it funny.

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Grade 6 Mathematics Homework • Solving Equations

Write a value for each variable so that the inequality is true.

\[ y < 108 \quad c > 56 + 98 \quad g \geq 23 \times 4 \]

\[ (90 \div 10)6 \leq a \quad 4(15 + 3) < q \quad \frac{5(9 + 3)}{12} > k \]
Grade 6 Mathematics Homework • Solving Equations

Using the following values, circle if the equations and inequalities are true or false. If it is false, rewrite it to make it true.

\[
\begin{align*}
\text{h} &= 18 & \text{i} &= 54 & \text{b} &= 78 \\
63 - \text{h} &= 45 & 109 \div 6 &< \text{h} & \text{b} - 53 &\leq 25 \\
\text{True} &\quad \text{False} & \text{True} &\quad \text{False} & \text{True} &\quad \text{False} \\
\text{b} \cdot \text{h} &> 158 & \text{i} + \text{h} &\geq 70 & 65 + (\text{b} - 14) &= 139 \\
\text{True} &\quad \text{False} & \text{True} &\quad \text{False} & \text{True} &\quad \text{False}
\end{align*}
\]
Grade 6 Mathematics Homework • Solving Equations

Solve the equations. Draw a model to represent your thinking.

\[ x - 20 = 7 \]
\[ x \cdot 25 = 100 \]

\[ 50 + y = 72 \]
\[ 12y = 36 \]

\[ 15 \div x = 3 \]
\[ 42 + 7 = y \]
Grade 6 Mathematics Homework • Use Expressions and Solve Equations

Write an expression for the sum of q and 8 _______________

Write an expression for six squared _____________

Peter runs 5 times the amount of Sam each week. Write an expression for how far Peter runs each week.

_________________________

There are 8 people in a family and they want to share a certain amount of cookies equally. Write an expression to show how many cookies each family member gets.

_________________________

Solve each equation by drawing a model.

\[ \frac{x}{2} = 20 \quad 4x = 28 \quad 26 - x = 9 \]
Grade 6 Mathematics Homework • Solving Equations

Write an expression for each.

A family is having a reunion at a park. Each table can seat 12 people. Write an expression showing the number of people sitting at x tables.

Terry built a shelf that was 12 feet long. He added a piece to the end to make it 1 foot longer. Write an expression to show the length of the shelf with the extra piece.

A family went to a skating rink and spent $65. There are x members in the family. Write an expression to show how much admission to the rink costs.

Megan has half the amount of candy as Kelly. Kelly has c amount of candy. Write an expression to show how much candy Megan has.

Joe has read p amount of pages in his book. The book has 428 pages. Write an expression to show how many pages Joe has left to read.