6th grade

Dear Students:

You have received a list of books for your summer reading list. Two books have been chosen for you, and one is your choice.

Book of your choice: When you read, try to find the most important problem or **conflict** in the story, the one that makes the story interesting.

- Write that problem down on an index card and list a few reasons (and the page numbers of the reasons) why this is a big problem.
- How can we illustrate the story's **problem**? We will be doing a project in class, so think about it.

Crash by Jerry Spinelli: When you read, think about if Crash Coogan could be a friend of yours. Think about why or why not.

- How do authors develop **characters** in order to help the reader connect with the character?

As we talk about the main character, or protagonist, we will rebuild the story with our classmates. Use the list of objects on the attached page to help you to remember important parts of the **plot** or action of the book.

- What ***specific details*** do authors use to help to move the story forward and to help to illustrate the ***theme***?

Tuck Everlasting b y Natalie Babbitt: When you read, think about whether or not you would want to live forever. Think about reasons to support your opinion.

- As we talk about this debate, we will consider how the author's use of figurative language such as simile, metaphor, and personification, as well as symbols, help to enhance the story.

- Use the attached page to identify some of these literary terms.

Any questions, feel free to email me anytime after July 9th at nbuonomo@efsk-6.org. I would be happy to help you!

Enjoy your summer and see you in September,

Mrs. Buonomo

Essex Fells Summer Reading List

For Students Entering Sixth Grade

The following *two* titles have been selected as **required reading** for all sixth grade students:

1. *Crash* by Jerry Spinelli
2. *Tuck Everlasting* by Natalie Babbitt

(*both available on audiotape*)

- Each student **must** also read a book of their choice. Consider the two choices below:

Hatchet by Gary Paulsen

And Then There Were None by Agatha Christie

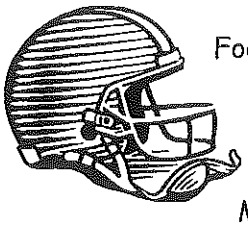
OR

Any book by one of the following authors: Avi, Sharon Creech, Gary Paulsen, Jerry Spinelli, Dan Gutman, Blue Balliet, or J.K. Rowling
(also available on audiotape)

Storyline Hints for Crash

by Jerry Spinelli

For each item listed below, try to think of its importance in the story. Items may be important in more than one place! To help you out, I have listed some (not all) of the page numbers!

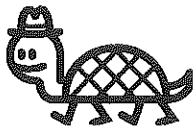


Football Games/Helmet -- pages 1, 41, 47-8, 52, 61-65, 96-97, 102-3

Quaker (Oats) --p 13, 15, 22, 23, 63, 70

Mouse -- p 55, 57, 58, 101, 104-5, 123-24, 133

Brownie Mix - 122, 125--26



Turtle -- p 4, 8, 29-30, 44-46, 141-143

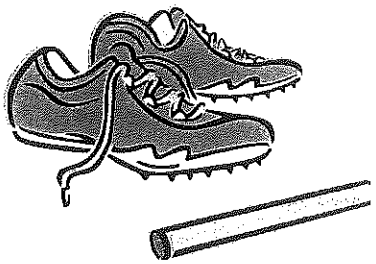
Jar of Dirt -- p 19, 118, 143, 154, 160

Water Pistols/Guns p. 11, 12-14, 115, 126-27

Mailbox -- p 15-16, 140

Mustard - p 50-53

Crumpled-up notebook paper -- p 134--36



Vegetarian Burgers - 21, 54, 63, 99, 120, 141

Running Shoes - p. 53, 130, 133, 152, 154-156

Protest (sign/tee shirt) -- p. 70, 87, 89-91, 92-3, 94-95, 99

Football Bag - p. 59, 68, 103, 105

Thrift Shop Clothes - p. 32-3, 46-7, 87, 93, 94-95, 111, 132, 149-50, 161

Literary Terms for *Tuck Everlasting*

A **simile** compares things to one another by using the word *as* or *like*. It helps to better describe how something looks, feels, smells, tastes, or sounds by comparing the object to something else with which we are familiar.

Example: "...her backbone felt like a pipe full of cold running water..."

Find 2 examples of simile in the story.

1. _____
2. _____

A **metaphor** also compares two different things, but it does **not** use a word of comparison such as *like* or *as*.

Example: "The sun was dropping fast now, a soft red sliding egg yolk..."

Find 2 examples of metaphor in the story.

1. _____
2. _____

Personification is a form of figurative language in which an animal or object is given human characteristics.

Example: "The graceful arms of the pines stretched out protectively in every direction..."

Find 2 examples of personification in the story.

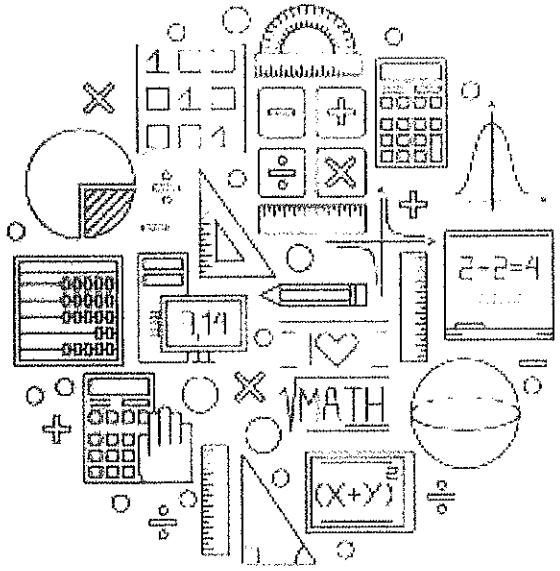
1. _____
2. _____

A **symbol** is something that stands for something else. Repeated phrases or repeated references to particular objects in a story are often clues that they are symbols. Symbols are used to emphasize the **theme** or message of a story.

Briefly describe at least two times that each of the following appears in the story:

1. wheel: (1)_____
   (2)_____
2. toad: (1)_____
   (2)_____
3. water:(1)_____
   (2)_____
4. music box: (1)_____
   (2)_____
5. lightning: (1)_____
   (2)_____

6th Grade Math Summer Practice



Name: _____

NAME DATE TIME

End-of-Year Assessment

(1) Darlene solved a multiplication problem using U.S. traditional multiplication. Her work is shown at the right.

```
    2
  4 1
    3 7 2
*     1 4 6
-------------
    2 2 3 2
  1 4 8 8 0
+ 3 7 2 0
-------------
  2 0, 8 3 2
```

a. Make an estimate for Darlene's problem. Does her answer make sense? Explain.

b. Explain Darlene's mistake.

c. Solve the problem using U.S. traditional multiplication. Show your work.

```
    3 7 2
  * 1 4 6
-----------
```

NAME DATE TIME

End-of-Year Assessment (continued)

(2) a. Jerome is helping pack canned goods into boxes for the food pantry. There are 647 cans of food. He can put 16 cans in each box. How many boxes does Jerome need?

Jerome needs _____ boxes.

b. Explain how you solved this problem.

(3) a. Write the value of the **2** in each of the following numbers.

32,048.671 _____ 214.9 _____

406.972 _____ 0.028 _____

b. Look carefully at your answers to Part a. How does the value of the 2 change as it shifts one place to the left? To the right?

c. Use the information in Parts a and b to write a rule about the value of any digit when it moves one place to the left or one place to the right in a number.

NAME DATE TIME

End-of-Year Assessment (continued)

④ **a.** $36 * 10^6 =$ _____ **b.** $184.72 \div 10^2 =$ _____

c. $0.973 * 10^{\square} = 9{,}730$ **d.** $150 * 10^{\square} = 15{,}000{,}000$

e. Explain how you solved Part a.

_____

_____

_____

_____

f. Explain how you solved Part b.

_____

_____

_____

_____

⑤ Fill in the blanks with >, <, or =.

a. 2.781 _____ 58.6 **b.** 5.081 _____ 5.008

c. 6 _____ 6.000 **d.** 72.3 _____ 72.289

NAME DATE TIME

End-of-Year Assessment (continued)

Make an estimate and then solve Problems 6–8.
Show your work on the computation grid below.
Use your estimate to check whether your answer makes sense.

(6) 15.8 + 6.97 = _____

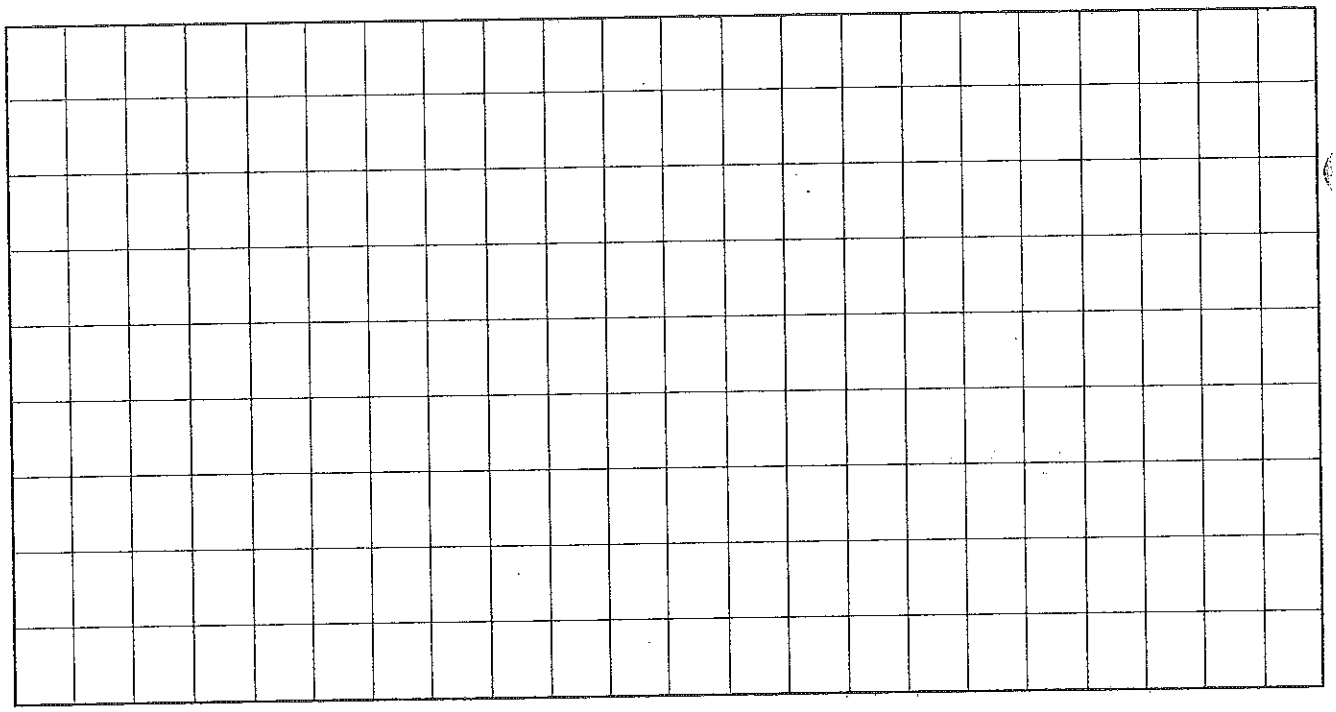
Estimate: _____

(7) 38.4 − 12.88 = _____

Estimate: _____

(8) 184 − 65.27 = _____

Estimate: _____



(9) Explain how you solved Problem 8.

_____

_____

_____

_____

NAME DATE TIME

End-of-Year Assessment (continued)

(10) Gary walked $2\frac{1}{3}$ miles on Monday, $3\frac{1}{2}$ miles on Tuesday, and $1\frac{3}{4}$ miles on Wednesday. How many miles did he walk in the three days?

Gary walked _____ miles.

(11) Angela was trying to find a fraction equivalent to $\frac{5}{6}$.
She showed the following work:

$$\frac{5 * 100}{6 * 100} = \frac{500}{600}$$

a. Is $\frac{500}{600}$ equivalent to $\frac{5}{6}$? Explain how you know.

b. Would Angela get an equivalent fraction if she multiplied $\frac{5}{6}$ by $\frac{250}{250}$? Why or why not?

NAME DATE TIME

End-of-Year Assessment (continued)

(12) Reed's class is painting a giant chessboard on the playground.
A chessboard consists of 64 squares arranged in 8 rows and 8 columns.
His class is making each square $\frac{1}{3}$ m by $\frac{1}{3}$ m.

a. What will be the length and width of the chessboard in meters? Show your work.

Length: _____ meters Width: _____ meters

b. What will be the area of the completed chessboard? Show your work.
Give your answer in square meters.

Number model: _____

Area: _____

c. How could you use the number of squares on the chessboard to find the area of the chessboard in square meters?

_____

_____

_____

_____

(13) Mrs. Donlon is preparing pieces of string for her art class. She has 10 feet of string.
She wants each of the 23 students in her class to get the same amount of string.
How many inches of string will each student get? Show your work.

Each student will get _____ inches of string.

NAME DATE TIME

End-of-Year Assessment (continued)

(14) Hudson and Molly both solved the problem 12.8 * 6.4 = ?. Here is their work.

Hudson's work

Estimate: 15 * 6 = 90

$$\begin{array}{r} {\scriptstyle 1\ 4} \\ {\scriptstyle 1\ 3} \\ 1\ 2\ 8 \\ *\quad\ 6\ 4 \\ \hline 5\ 1\ 2 \\ +7\ 6\ 8\ 0 \\ \hline 8,\ 1\ 9\ 2 \end{array}$$

12.8 * 6.4 = 81.92

Molly's work

12.8 * 10 = 128 6.4 * 10 = 64

$$\begin{array}{r} {\scriptstyle 1\ 4} \\ {\scriptstyle 1\ 3} \\ 1\ 2\ 8 \\ *\quad\ 6\ 4 \\ \hline 5\ 1\ 2 \\ +7\ 6\ 8\ 0 \\ \hline 8,\ 1\ 9\ 2 \end{array}$$

8,192 ÷ 10^2 = 81.92

12.8 * 6.4 = 81.92

a. Explain Hudson's method of multiplying.

b. Explain Molly's method of multiplying.

c. Use Hudson's method or Molly's method to multiply 27.2 * 8.8. Explain why you chose that method.

27.2 * 8.8 = _____

Explanation: _____

NAME DATE TIME

End-of-Year Assessment (continued)

(15) a. Solve. Show your work.

$64.8 \div 1.8 = ?$

$64.8 \div 1.8 =$ _____

b. Explain how you solved the problem.

_____

_____

_____

(16) Graham has $\frac{1}{3}$ box of food for his iguana that needs to last 6 days. How much food should he give his iguana each day so that it gets the same amount every day?

Number model: _____

Answer: _____ box of food

(17) Benjamin has 15 feet of ribbon to cut into $\frac{1}{3}$-foot sections for a scrapbooking project. If he needs 48 pieces of ribbon to complete the project, does he have enough ribbon? Show your work and explain your answer.

Number model: _____

Answer: _____

_____

NAME DATE TIME

End-of-Year Assessment (continued)

(18) $\frac{5}{8}$ of the students in Siena's class have brown eyes. $\frac{2}{3}$ of the students with brown eyes are girls. What fraction of the students in Siena's class are girls with brown eyes?

Number model: _____

Answer: _____ of the students in Siena's class are girls with brown eyes.

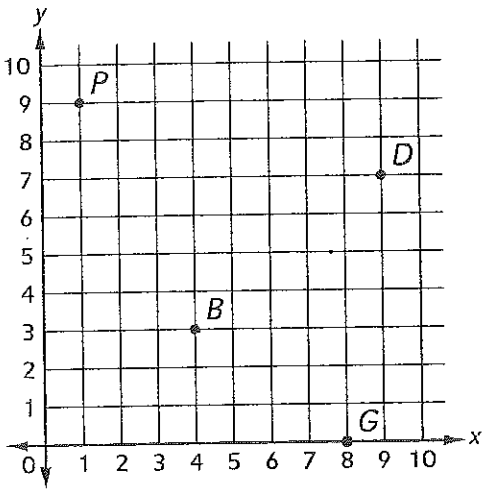
(19) Jeanne's parents bought a new refrigerator.
It is 30 inches long, 18 inches wide, and 60 inches high.
What is the volume of the refrigerator? Remember to include the units.

The volume of the refrigerator is _____.

NAME DATE TIME

End-of-Year Assessment (continued)

(20) Marlena is running errands. She needs to go to the bakery (*B*), the pet store (*P*), the dry cleaner (*D*), and the grocery store (*G*).



a. Write the coordinates of each location shown on the map above.

bakery (*B*): _____ pet store (*P*): _____

dry cleaner (*D*): _____ grocery store (*G*): _____

b. Marlena's house (*H*) is located at (0, 6).
Plot and label the location of Marlena's house on the grid.

c. On the map, each square side represents one block. If Marlena decides to ride her bike from home to the pet store, the dry cleaner, the grocery store, the bakery, and back home (in that order), how many blocks will she ride?

_____

d. If each block is $\frac{1}{8}$ mile, how many miles will she be riding to finish all her errands?

Number model: _____

Answer: _____