

It's happening...

You're going to

# 6<sup>th</sup> Grade!

Supply List

AND

SUMMER WORK

Mr. Barba, Mrs. Colangelo, Mrs. Walsh

# SIXTH GRADE SUPPLY LIST

- 1 – THREE RING BINDER, 1" (FOR S.S./Science)
- 1 - FIVE PACK POCKET DIVIDERS FOR BINDER
- 1 PACK WIDE RULED LOOSE-LEAF PAPER (REINFORCED)
- 3 - POCKET POLY FOLDERS, MULTI COLOR PACK
  - ONE LABELED FRENCH OR SPANISH
  - ONE LABELED LITERACY
  - ONE LABELED TAKE HOME
- 2 GRAPH PAPER SPIRAL NOTEBOOKS, 4 SQ/IN, 11" X 8.5"
  - LABELED:
    - MATH
- 3 MARBLE NOTEBOOKS, WIDE RULED 100 COUNT
  - LABELED
    - FRENCH OR SPANISH
    - LITERACY
    - VOCABULARY/JOURNAL
- HEADPHONES FOR LAPTOP
- PENCIL CASE
- 2 LINED POST-ITS 3" X 3"
- 1 BOX 7" COLORED PENCIL, 12 COUNT
- 4 WASHABLE ELMBER GLUE STICKS
- 1 BOX FINE POINT MARKERS
- 2 YELLOW CHISEL POINT HIGHLIGHTERS
- 1 BOX of DOZEN SHARPENED #2 PENCILS
- 1 BOX of DOZEN PENS (PLEASE NO CLICK PENS)
- 3 BOXES OF TISSUES
- 1 CANISTER BLEACH FREE DISINFECTING WIPES
- 1 BOX OF EITHER GALLON OR SANDWICH ZIPLOCK BAGS 50 COUNT

 **sixth**  
GRADE

# Where is the math?

The following assignment is due on the first day of sixth grade and will count as your first math grade for the year:

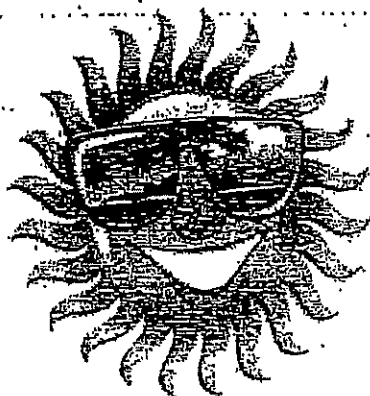
Give a concrete example of each to show where you used math this summer.

Addition	
Subtraction	
Multiplication	
Division	
Fractions	
Distance	
Liquid Measurement	

Mass (weight)	
Polygons	
Decimals	
Mean (average) of high temperatures over 7 consecutive days	
Percent	

Remember to practice your basic math facts!

Enjoy your summer!



# 6<sup>th</sup> Grade Summer Reading

Dear 5th-into-6th Graders,

*When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.*

*-- Maya Angelou*

Summer is a time of fun, exploration, and growth for 6<sup>th</sup> Grade students; it is the perfect time to READ, READ, and READ! To read for pleasure can be one of the most rewarding activities in life. Now that the school year is coming to an end, we encourage you to continue to enjoy worthwhile books over the summer.

## **Summer Reading Requirements for rising sixth grade:**

- One non-fiction book of your choice  
(including any from the Suggested Reading List)
- Any **two** books of your choice  
(including any from Suggested Reading List)

You are asked to complete a project (from selected options) for **one** book that you have read over the summer.

We wish you a wonderful summer and I look forward to welcoming you to 6th grade!

Happy Reading!

*Rosemary Colangelo*



6<sup>th</sup> Grade Literacy  
East Brook Elementary

## SIXTH GRADE SUGGESTED READING LIST

### Historical Fiction

*The Mighty Miss Malone* by Christopher Paul Curtis  
*The Evolution of Calpurnia Tate* by Jacqueline Kelly  
*The Lions of Little Rock* by Kristin Levine  
*Woods Runner* by Gary Paulsen  
*The Time-Traveling Fashionista* by Bianca Turetskey  
*Counting on Grace* by Elizabeth Winthrop

*Elephant Run* by Roland Smith  
*The Legend of Bass Reeves: Being the True and Fictional Account of the Most Valiant Marshal in the West* by Gary Paulsen  
*The Great Trouble: A Mystery of London, the Blue Death, and a Boy Called Eel* by Deborah Hopkinson

### Realistic Fiction

*Crossing the Wire* by Will Hobbs  
*Chomp* by Carl Hiaassen  
*Hatchet* by Gary Paulsen  
*The Candymakers* by Wendy Mass  
*Three Times Lucky* by Sheila Turnage  
*Football Genius* by Tim Green  
*Stargirl* by Jerry Spinelli

*The Big Field* by Mike Lupica  
*The Westing Game* by Ellen Raskin  
*Wonder* by R.J. Palacio  
*The Red Blazer Girls* (series) by Michael D. Beil  
*Out of My Mind* by Sharon Draper  
*Hold Fast* by Blue Balliett  
*Emma-Jean Lazarus Fell Out of a Tree* by Lauren Tarshis

### Fantasy

*Children of the Lamp* (series) by Philip Kerr  
*The False Prince* (series) by Jennifer Nielsen  
*The Emerald Atlas* (series) by John Stephens  
*The Land of Stories* (series) by Chris Colfer  
*The True Blue Scouts of Sugar Man Swamp* by Kathi Appelt

*The Phantom Tollbooth* by Norton Juster  
*The Ranger's Apprentice* (series) by John Flanagan  
*The Red Pyramid* (series) by Rick Riordan  
*The Unwanteds* (series) by Lisa McMann  
*Jinx* (series) by Sage Blackwood

### Science Fiction

*The City of Ember* (series) by Jeanne DuPrau  
*Among the Hidden* (series) by Margaret Peterson Haddix  
*Dark Life* (series) by Kat Falls  
*Heir Apparent* by Vivian Vande Velde  
*The House of the Scorpion* by Nancy Farmer  
*Things Not Seen* by Andrew Clements

*The Mysterious Benedict Society* (series) by Trenton Lee Stewart  
*When You Reach Me* by Rebecca Stead  
*Leviathan* (series) by Scott Westerfeld  
*Pendragon* (series) by D.J. MacHale  
*The Tomorrow Code* (series) by Brian Falkner  
*The Boundless* by Kenneth Oppel

## Poetry

*Poems to Learn by Heart* edited by Caroline Kennedy  
*Swimming Upstream: Middle School Poems* by Kristine O'Connell George  
*19 varieties of Gazelle: Poems of the Middle East* by Naomi Shihab Nye

*Freedom Like Sunlight: Praisesongs for Black Americans* by Patrick J. Lewis  
*The Dream Keeper and Other Poems: Including Seven Additional Poems* by Langston Hughes  
*Black Stars in a White Night Sky* by JonArno Lawson

## Non-Fiction

*Bomb: The Race to Build and Steal the World's Most Dangerous Weapon* by Steve Sheinkin  
*The Journey that Saved Curious George: the True Wartime Escape of Margret and H.A. Rey* by Louise Borden  
*Titanic: Voices from the Disaster* by Deborah Hopkinson  
*Journey into the Deep: Discovering New Ocean Creatures* by Rebecca Johnson  
*Pharaoh's Boat* by David Weitzman  
*Small Steps: The Year I Got Polio* by Peg Kehret  
*Space, Stars, and the Beginning of Time: What the Hubble Telescope Saw* by Elaine Scott

*Chasing Lincoln's Killer* by James Swanson  
*Beyond the solar system: exploring galaxies, black holes, alien planets, and more: a history with 21 activities* by Mary Carson  
*Eruption!: volcanoes and the science of saving lives* by Elizabeth Rusch  
*Curiosity's mission on Mars: exploring the red planet* by Ron Miller  
*At home in her tomb: Lady Dai and the ancient Chinese treasures of Mawangdui* by Christine Liu-Perkins  
*Fractions in disguise* by Edward Einhorn  
*Manga math mysteries (series)* by Melinda Thielbar

## Graphic Novels

*Smile* by Raina Telgemeier  
*Sisters* by Raina Telgemeier  
*Amulet (series)* by Kazu Kibuishi  
*Bone (series)* by Jeff Smith  
*El Deafo* by CeCe Bell  
*To Dance: A Memoir* by Siena Cherson Siegel

# Project Choice #1

## Break it Down

Your task is to construct a six-panel brochure OR an 8-page digital presentation (PowerPoint, Animoto, Prezi, etc.) that breaks down the major ideas and elements of the book you read.



1. Put your full name and grade on your project. Identify the book you read for your summer project.
2. Fold a piece of 8 ½" X 11" (or larger) paper into three equal sections.
3. Create specific sections of the brochure to describe the book elements listed below. You may split them up as you wish, but make sure you have included the following:
  - o **Main Character** - Who is he/she? What is he/she like?
    - *Include a drawing/illustration/picture of the characters.*
  - o **2 Secondary Characters** - Who are they? What are they like? What do they want?
    - *Include a drawing/illustration/picture of the characters.*
  - o **Setting** - Where and when does the story take place AND how do these elements affect the characters, their problems, or their decisions?
    - *Include a drawing/illustration/picture of the setting.*
  - o **Conflict** - What is the main character's problem(s)?
    - *Include a drawing/illustration/picture that represents the conflict of the story.*
  - o **Climax** - What was the most exciting moment or the turning point in the story?
    - *Include a drawing/illustration/picture that represents the climax of the story.*
  - o **Resolution** - How did the main character solve his or her problem?
    - *Include a drawing/illustration/picture that represents the resolution of the story.*
  - o **Theme** - What did the author want to teach you about life through the struggles of the main character? Which TWO events most helped you to learn this lesson?
    - *Include a drawing/illustration/picture that represents the theme of the story.*
  - o **Review** - Did you like the book? What was your favorite part? Who would you recommend this book to?
4. If you choose to display your knowledge using PowerPoint (or another presentation tool such as Animoto, Prezi, etc.), include a title slide (the book title and your name) and the six bullets above on individual slides.

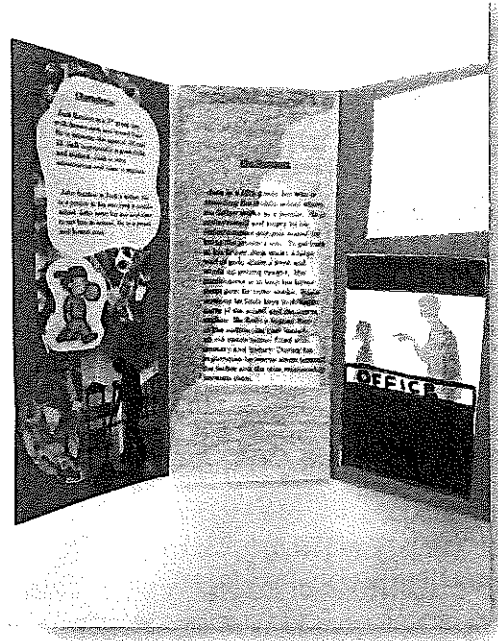


- Remember to save and print of copy of your presentation/chart. You can email it to your teacher on the first day of school!

## Break it Down Example

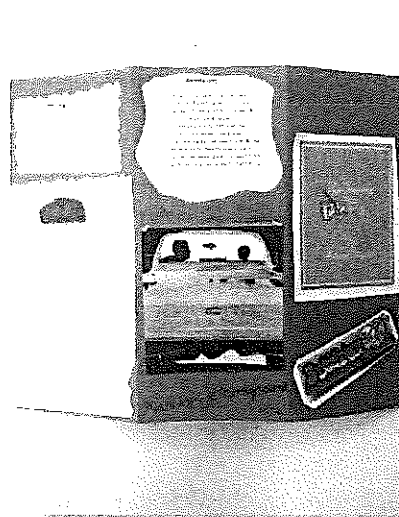


**Cover of Brochure**

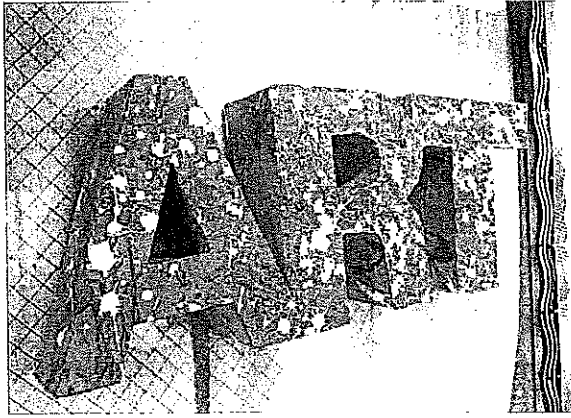


**Inside of Brochure**

**Note: If using PowerPoint, turn each section of the brochure into a different slide.**



**Outside of Brochure**



## Project Choice #2

# Character Artwork

Your task is to create a puppet, a sculpture, a digital graphic, or a painting of one of the main characters in the story, complete a character trait graphic

organizer about the character, and write a speech you believe the character might give at a particular point in the book.

1. Put your full name and grade on your project. Identify the book you read for the summer project.
2. Complete the character trait graphic organizer for the character of your choice.
3. Decide if you want to create a puppet, a sculpture, or a painting about the character of your choice. Your artwork should be homemade and created by you. Do not use store-bought toys/puppets, and do not copy your character's likeness from the book cover or from another artist's rendition of the character.
4. Create a puppet, sculpture, digital graphic (computer generated), or painting of either the protagonist or antagonist in the story, or, for informational text, for the main person discussed in the text. You may not purchase a puppet, sculpture, or doll of your character (the art product must be made by you). Have your character/person hold something in their hand that represents them. Make sure that the artwork helps the viewer learn something about the characteristics of the character or person you are depicting.
5. Write a speech on hard copy or in Google Docs. The speech should be based on an important scene in the book and should depict what you think your character/person might say if given the chance at that time. Make sure that the speech is written in first person (as if you were the character or person talking).
6. Make sure to bring in your artwork and speech to school or be ready to share the link to the computer artwork and/or speech with your teacher.

Name: \_\_\_\_\_

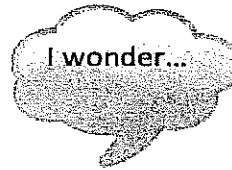
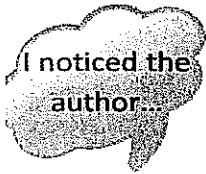
Grade: \_\_\_\_\_

### Character Trait Graphic Organizer

What character traits do you notice about the character or person you depict in your project? Does the character/person display grit? Optimism? Curiosity? Zest? Self Control? Empathy? Or does this person/character display negative traits?

Character Trait	Explanation
Trait: Quote: Page #:	
Trait: Quote: Page #:	
Trait: Quote: Page #:	
Trait: Quote: Page #:	

# Project Choice #3: Double-Entry Journal



Your task is to use a notebook, composition book, folder, or Microsoft Word to record your thoughts about and understanding of your summer reading book.

1. Put your full name and grade on your project. Identify the book you read.
2. Divide several pages of your notebook into two sections by drawing a vertical line down the center.
3. Label the double-entry journal page as shown in the example included in this packet.
4. You must have **at least 10 entries** in your double-entry journal.
5. Count the number of chapters in your book. Decide how many entries you will need to write for each chapter or group of chapters.
6. Make sure your **10 journal entries** are evenly spaced throughout the book. *Your teacher will be looking to see whether you finished the book and reflected on the end.*
7. Always show the page number on the left side of the page for each entry.
8. On the left side, copy down a short quote from the text that you find interesting in some way.
9. On the right side, write your personal responses... Why you found that sentence(s) or quote(s) interesting or confusing. Each personal response should be at least 3 sentences to make sure you have thoroughly explained your thinking.

Save and print a copy of your presentation/chart. You can also email it to your teacher on the first day of school.

# Double-Entry Journal Example

Quote From Text	My Thoughts
1. Jack was proud of his dad, and he loved to others. He got on with him very much. But words are hurtful and laughter from his hurt feelings can last a more powerful than very long times words from leaders. P. 12	1. It's important to be kind, and he loved to others. He got on with him very much. But words are hurtful and laughter from his hurt feelings can last a more powerful than very long times words from leaders.
2. As his dad walked out into the hall-way that Monday afternoon Jack felt like a giant letter had been branded on his forehead. L for his friends. P. 15	2. It makes me understand that Jack is being bullied because his dad is joining. Jack should care what others think because they're his friends.
3. Like a guided missile packed with deadly resentments Jack's anger homed in on his dad because of his fault that	3. Jack shouldn't focus all the anger on his dad because of his fault that

Quote From Text	My Thoughts
in on the ultimate kept the true cause of his problems on his father. P. 20	are making fun of him. Jack needs to change his attitude. This is very insightful! Do you think his dad is really a problem?
4. ... there was only one person to blame for the whole mess. And he thought, I thank you again, Dad. P. 30	4. Jack really hadn't learned his lesson and stop blaming his father for his mistakes. Jack is clearly missing the point. 😊
5. People said Jack looked like his dad, and he hated it. P. 31	5. People say I look like my dad but I take that as a compliment. The way + write just like my father!

# Project Choice #4

## Photo Montage/Collage

Your task is to create a small collage to represent the novel that you chose to read over the summer. Project can be submitted as a collage poster OR some type of online photo collage maker.

1. Put your full name and grade on your project.
2. Compile a selection of **at least 15 images** depicting key elements of the story. You can include pictures that you cut from magazines, find on the internet, or draw yourself.
  - o *Some ideas for depicting key elements of the story include (but are not limited to) the following:*
    - *Words from the book that you didn't know or found interesting - complete with definition and a page number where you found the word.*
    - *Pictures of what you envision the characters to look like - complete with description of that character and a quote from the book that demonstrates their personality.*
    - *A visual representation of the lesson the author is trying to teach you. What lesson does the author want you to take away from reading his/her book?*
3. Make sure the title AND author of your book are prominently displayed on your collage.
4. A title and a caption must accompany each picture and provide a clear explanation as to how that picture relates to the book itself.
5. There should be very little (if any) white space.

