Summer Packet for ILA Students Entering Grade 6 in September 2009

Reading Assignment:

The View from Saturday by E.L. Konigsburg

Writing Assignment:

Create a found poem using your favorite passage from the novel.

Definition of a found poem:

A poem that is composed from words/phrases found in another text.

Instructions:

Choose a prose passage from the novel, The View from Saturday. The passage should contain strong description or dialogue. Limit your choice to 15-20 lines of prose.

Think about the tone of the passage you have chosen. Make sure that you keep the words that communicate an emotion or the emotion of the character in the prose text.

As you work from prose to poetry, please remember that words can be dropped but not added. Make minor changes necessary to create your poem. You can change punctuation and make small changes to the words to make them fit together (such as changing the tenses). If you absolutely need to add a word or two to make the poem flow more smoothly or to make sense or to make a point, you may add up to two words only. Arrange the words so that they are in poetry form.

Choose a title for your poem that reflects the topic that you've chosen.

The completed assignment should be typed in the following manner: Your name should be at the top of the page. Type the passage from the novel, word for word, as it appears in the text. Indicate the page number where the passage can be found. Type the poem below the typed passage that you have chosen. It should be 15-20 lines long.

See the example of found poetry from Holes by Louis Sachar.

The rubric is also included and must be turned in with the assignment on September 4, 2009.

An Example of Found Poetry From read·write·think

Found Poem from p. 127 of Holes by Louis Sachar

Passage from the novel:

There was a change in the weather. For the worse. The air became unbearably humid. Stanley was drenched in sweat. Beads of moisture ran down the handle of his shovel. It was almost as if the temperature had gotten so hot that the air itself was sweating. A loud book of thunder echoed across the empty lake. A storm was way off to the west, beyond the mountains. Stanley could count more than thirty seconds between the flash of lightning and the clap of thunder. That was how far away the storm was. Sound travels a great distance across a barren wasteland.

Found Poem:

The Storm

There was a change…
For the worse.
The air became humid.
Beads of moisture ran down
The handle of his shovel.
It was almost as if
The air itself was sweating.
Thunder echoed across the empty lake---
A storm beyond the mountains.
Thirty seconds between the flash
And the thunder.
Sound travels a great distance
Across a barren wasteland.

Name: _____ Grade 6____

Found Poem Rubric

Category	**4**	**3**	**2**	**1**
Focus on Topic	The entire poem is related to the topic. The topic in the poem stands out.	Most of the poem is related to the topic. The poem wanders off topic at One point or its focus is too general.	Some of the poem is related to the topic, but the majority of the poem is general or on another topic.	No attempt has been made to relate the poem to the topic
Use of Details	The poem uses effective details from the original prose passage that go beyond the obvious or predictable.	The poem uses effective details from the original prose passage.	The poem uses obvious or predictable details from the original prose passage.	The poem does not use details from the original prose passage.
Logical Progression Or Sequence	The poem is presented in a logical sequence.	The poem is presented in a logical sequence, but includes 1-2 items out of order.	3-4 items are out of order.	The poem is Presented out of sequence or with an unclear order.
Clear, Consistent Tone	The poem maintains a consistent tone that clearly and effectively communicates the writer's attitude toward the subject.	The tone usually communicates the writer's attitude toward the subject.	The poem does not effectively communicate the writer's attitude toward the subject.	The poem does not maintain a a consistent or clear tone.

SUMMER PACKET MIDDLE SCHOOL MATH

The following link will take you to the web page that supports the math textbook series we use in the middle school at Saint Joseph School.

http://go.hrw.com/gopages/ma.html

Once at the site, click on the Middle School link.
Then check out the Holt Mathematics Course 1© 2007 for 6th grade, Holt Mathematics Course 2 © 2007 for 7th grade and Holt Mathematics Course 3 © 2007 for 8th grade to see what concepts you will be covering next year.

6th Grade

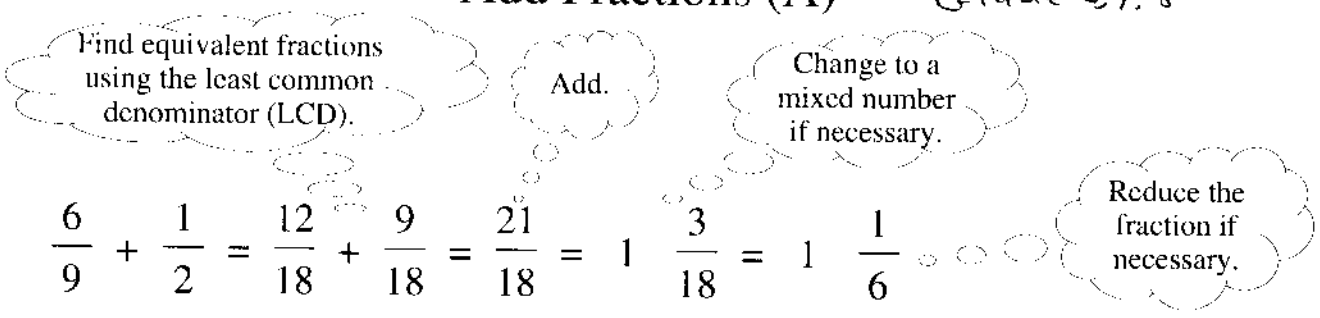
For specific help with your summer packet, click on the following chapters and lessons in the **Holt Mathematics Course 1© 2007** textbook link. There are instructional videos you can watch to refresh your memory of the math concepts covered in the worksheets. Once you have chosen the text, click on Homework Help and then the chapter you want, then the lesson you want.

Example: L 3-2 means Chapter 3, Lesson 2

L 3-3 Adding and Subtracting Decimals
L 3-5 Multiplying Decimals
L 4-8 Adding and Subtracting Like Denominator Fractions
L 5-2 Adding and Subtracting with Unlike Denominators
L 5-3 Adding and Subtracting Mixed Numbers
L 5-4 Regrouping to Subtract Mixed Numbers
L 5-8 Multiplying Mixed Numbers
L 5-9 Dividing Fractions and Mixed Numbers

Add Fractions (A)

Grade 6, 7, 8



$\frac{6}{9} + \frac{1}{2} = \frac{12}{18} + \frac{9}{18} = \frac{21}{18} = 1\ \frac{3}{18} = 1\ \frac{1}{6}$

LCD: 18

$\frac{10}{12} + \frac{4}{9} =$

$\frac{4}{5} + \frac{1}{2} =$

$\frac{2}{10} + \frac{6}{11} =$

$\frac{2}{8} + \frac{3}{5} =$

$\frac{1}{5} + \frac{9}{11} =$

$\frac{5}{6} + \frac{6}{10} =$

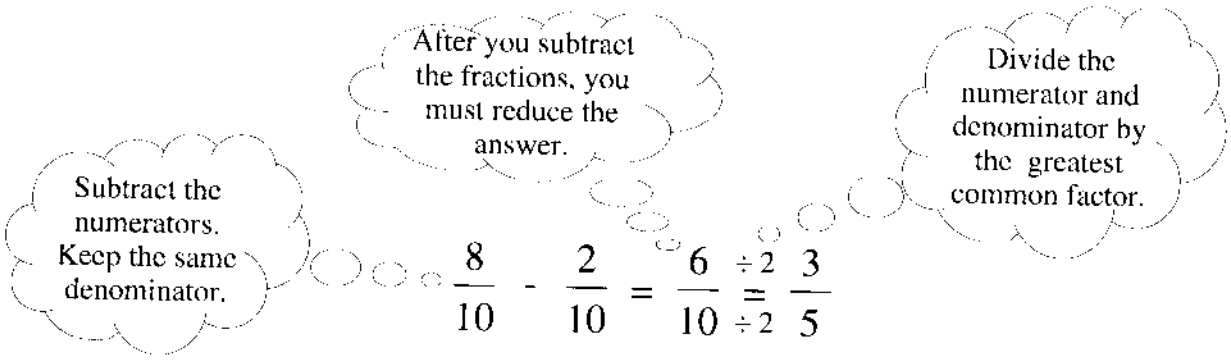
$\frac{1}{2} + \frac{10}{12} =$

$\frac{5}{7} + \frac{3}{10} =$

$\frac{2}{10} + \frac{2}{4} =$

Subtract Fractions With Like Denominators (A)

Grade 6, 7, 8



$\frac{9}{10} - \frac{3}{10} =$

$\frac{9}{12} - \frac{1}{12} =$

$\frac{9}{10} - \frac{7}{10} =$

$\frac{3}{6} - \frac{1}{6} =$

$\frac{4}{6} - \frac{2}{6} =$

$\frac{5}{8} - \frac{3}{8} =$

$\frac{9}{10} - \frac{4}{10} =$

$\frac{5}{6} - \frac{1}{6} =$

$\frac{5}{6} - \frac{2}{6} =$

$\frac{11}{12} - \frac{8}{12} =$

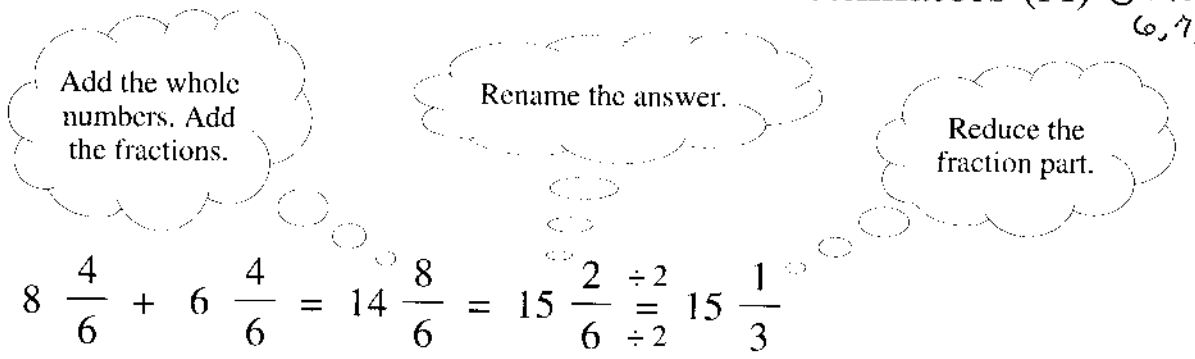
$\frac{3}{4} - \frac{1}{4} =$

$\frac{7}{8} - \frac{3}{8} =$

$\frac{9}{12} - \frac{5}{12} =$

$\frac{5}{6} - \frac{1}{6} =$

Add Mixed Numbers With Like Denominators (A) Grade 6, 7, 8



$8\ \frac{4}{6} + 6\ \frac{4}{6} = 14\ \frac{8}{6} = 15\ \frac{2}{6} \overset{\div 2}{=} 15\ \frac{1}{3}$

$3\ \frac{6}{12} + 3\ \frac{9}{12} =$

$9\ \frac{3}{4} + 6\ \frac{3}{4} =$

$4\ \frac{5}{8} + 8\ \frac{5}{8} =$

$3\ \frac{5}{6} + 3\ \frac{5}{6} =$

$5\ \frac{5}{6} + 5\ \frac{4}{6} =$

$6\ \frac{9}{10} + 8\ \frac{3}{10} =$

$6\ \frac{3}{8} + 2\ \frac{7}{8} =$

Adding and Subtracting Mixed Numbers (1) Grade 6, 7, 8

1) $1\frac{4}{7}+6\frac{7}{8}$

2) $1\frac{5}{8}+5\frac{5}{6}$

3) $5\frac{4}{7}-4\frac{5}{9}$

4) $12-1\frac{8}{11}$

5) $3\frac{4}{9}-\frac{3}{8}$

6) $5\frac{3}{4}+4\frac{7}{8}$

7) $1\frac{1}{9}+2\frac{2}{5}$

8) $2\frac{3}{8}-1\frac{1}{7}$

9) $2\frac{1}{3}+4\frac{2}{5}$

10) $3\frac{5}{8}-\frac{5}{6}$

Multiplying Mixed Numbers (A) Grade 6, 7, 8

$1\frac{3}{7} \times \frac{2}{6} =$

$7\frac{6}{9} \times \frac{1}{3} =$

$1\frac{1}{5} \times \frac{4}{5} =$

$9\frac{2}{3} \times \frac{3}{8} =$

$1\frac{2}{6} \times \frac{2}{4} =$

$9\frac{4}{9} \times \frac{8}{9} =$

$2\frac{5}{6} \times \frac{5}{6} =$

$9\frac{1}{6} \times \frac{4}{5} =$

$4\frac{5}{7} \times \frac{2}{4} =$

$7\frac{1}{3} \times \frac{1}{4} =$

Multiplying Mixed Numbers (A) Grade 6, 7, 8

$9\frac{2}{3} \times 2\frac{1}{3} =$

$3\frac{2}{4} \times 1\frac{1}{3} =$

$1\frac{2}{6} \times 2\frac{3}{7} =$

$8\frac{1}{2} \times 3\frac{1}{4} =$

$5\frac{2}{3} \times 1\frac{5}{7} =$

$2\frac{7}{8} \times 5\frac{6}{9} =$

$4\frac{3}{8} \times 1\frac{5}{6} =$

$5\frac{1}{3} \times 1\frac{1}{3} =$

$2\frac{1}{6} \times 5\frac{1}{4} =$

$5\frac{4}{5} \times 3\frac{4}{6} =$

Dividing Fractions to Ninths (B) Grade 6, 7, 8

$\frac{7}{8} \div \frac{8}{9} =$

$\frac{6}{8} \div \frac{2}{5} =$

$\frac{5}{6} \div \frac{2}{6} =$

$\frac{2}{8} \div \frac{6}{8} =$

$\frac{1}{2} \div \frac{6}{7} =$

$\frac{1}{2} \div \frac{4}{7} =$

$\frac{4}{8} \div \frac{6}{9} =$

$\frac{2}{5} \div \frac{1}{3} =$

$\frac{3}{4} \div \frac{4}{6} =$

$\frac{1}{3} \div \frac{6}{7} =$

Mixed Number Division (A) Grade 6,7,8

$1\frac{5}{6} \div 2\frac{5}{7} =$

$4\frac{3}{4} \div 7\frac{3}{5} =$

$7\frac{1}{7} \div 9\frac{2}{3} =$

$1\frac{2}{6} \div 4\frac{1}{3} =$

$6\frac{5}{6} \div 8\frac{3}{5} =$

$7\frac{4}{5} \div 2\frac{1}{3} =$

$5\frac{3}{4} \div 1\frac{2}{3} =$

$3\frac{3}{9} \div 7\frac{6}{7} =$

$4\frac{2}{7} \div 7\frac{4}{5} =$

$7\frac{1}{4} \div 7\frac{3}{5} =$

Add and Subtract Decimal Thousandths (B)

Grade 6, 7, 8

3.09	-	0.267	=	4.92	+	8.723	=
5.637	-	1.367	=	2.588	-	2.114	=
1.652	-	0.29	=	0.067	-	0.046	=
6.763	+	0.73	=	4.838	+	6.054	=
3.385	+	4.169	=	4.698	+	0.275	=
2.895	-	1.155	=	9.493	-	5.853	=
3.688	+	5.031	=	9.088	-	6.913	=
2.971	+	1.15	=	3.097	+	4.645	=
6.081	+	1.183	=	5.816	+	8.831	=
4.049	+	5.028	=	7.252	+	4.749	=
9.766	+	7.713	=	1.45	-	0.075	=
2.285	+	7.435	=	1.9	-	0.931	=
7.345	+	9.501	=	4.831	-	2.518	=
8.591	+	3.474	=	7.43	+	9.385	=
0.832	+	4.217	=	3.177	-	2.389	=
5.013	+	0.968	=	7.951	-	3.573	=

Two-Digit by Two-Digit Tenths (A) Grade 6, 7, 8

40	29	32	73	47	36	39
X 8.0	X 5.7	X 2.2	X 6.0	X 5.5	X 8.0	X 2.4
34	86	88	74	42	75	82
X 3.8	X 3.5	X 2.4	X 7.7	X 1.1	X 6.6	X 7.5
61	11	84	49	74	31	20
X 2.0	X 6.3	X 9.9	X 2.2	X 7.0	X 6.3	X 4.6
36	17	67	73	49	62	30
X 2.5	X 8.0	X 9.3	X 4.0	X 7.3	X 7.4	X 2.2
79	83	53	68	39	25	28
X 3.2	X 7.1	X 3.6	X 4.6	X 7.4	X 1.0	X 6.3
48	61	42	52	96	89	97
X 5.2	X 9.1	X 4.7	X 3.8	X 4.6	X 1.1	X 2.8
16	33	49	82	13	90	55
X 2.5	X 9.9	X 4.4	X 1.8	X 7.0	X 5.3	X 9.5

Name _____ Grade: ___ Section: ___ Social Studies Summer Assignment

Students need to choose one appropriate news article during the month of August and then fill out this sheet completely. A copy of the article must be attached to the back of this paper.

Title of Article: _____

Reporter/Author: _____

Name of Newspaper: _____

Who is involved? How?
What happened?
When did this occur?
Why did this happen?
Other important information or interesting facts
Who does this affect? Explain how.

EXTRA! EXTRA! WRITE ALL ABOUT IT!

CHRISTMAS IN JULY – EXTRA CREDIT!

[GRADES 6, 7, 8]

Here's an opportunity for 6th, 7th & 8th graders to experience "Christmas in July", by writing about it. Mrs. Hodges and Mrs. Ellis are always looking for a good script for the SJS Christmas Program. If a Middle School student writes a script appropriate for our Christmas presentation by the 9/4/09 due date, the student will receive 5 Extra Credit points in ILA. The collaboration of 2 students per script will be permitted, with each student receiving Extra Credit. Here are the requirements:

<u>Theme</u> – the true meaning of Christmas

<u>Characters</u> – minimum of 10 speaking parts

<u>Length</u> – approx. 10 typed pages or more

<u>Music</u> – within the script, select music titles that would complement the story