

## Welcome to the Sixth Grade!

In order to prepare for our upcoming school year, you will be asked to complete two tasks throughout your summer vacation.

### TASK I-

Please read From the Mixed-up Files of Mrs. Basil E. Frankweiler by E. L. Konigsburg.

- Make sure you include a heading (Full name, date, and school MVP)
- Answer the questions below on loose-leaf or type them up after you have finished reading the novel.

- 1) What is the setting in From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg?
- 2) Who created the angel statue in the Metropolitan Museum of Art in From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Konigsburg?
- 3) Take a few moments and write about the importance of the newspaper article. How do you think it connects to the story? Why did the author choose to include it?
- 4) Describe two causes which occurred, and their effects.
- 5) What was something that happened in the story that couldn't happen in real life-especially today? Why not?

### TASK II-

Below is a list of five books. Please choose one, and complete the **BINGO** activities about your chosen novel.

- Either answer five tasks vertically, or five tasks horizontally.  
**That's how you play!**

- 1) Wonder by R.J. Palacio
- 2) Anne Frank: The Diary of a Young Girl by Anne Frank
- 3) Ugly by Robert Hoge
- 4) Bridge to Terabithia by Katherine Paterson
- 5) A Wrinkle in Time by Madeleine L'Engle



# B I N G O

<p><b>Letter To The Author!</b></p> <p>-After reading the book, write a letter to the author explaining how you felt about the book. Include your FAVORITE part and why.</p>	<p><b>Quotes!</b></p> <p>While reading, find at least 6 quotes that you think are important (include page #). Explain why they are important and what it reveals to the reader.</p>	<p><b>Interview !</b></p> <p>Pretend you are interviewing one of the characters. What questions would you ask them and how would they respond?</p>	<p><b>Vocabulary List!</b></p> <p>While reading, make a list of 25 new vocabulary words you do not know. Then, write their definitions.</p>	<p><b>Next Chapter !</b></p> <p>After finishing the book, write one more chapter. How would you continue the book if you could?</p>
<p><b>Alternate Ending !</b></p> <p>Rewrite the last chapter! How would you end the book? Make sure to make it a complete ending.</p>	<p><b>Compare &amp; Contrast!</b></p> <p>Compare and contrast yourself to one of the characters in the book. Include 3 ways you are similar and 3 ways you are different. Be specific.</p>	<p><b>Advertisement!</b></p> <p>Create a poster as an advertisement for the book you read. Make sure it is colorful and includes information about the book.</p>	<p><b>Letter To The Author!</b></p> <p>-After reading the book, write a letter to the author explaining how you felt about the book. Include your FAVORITE part and why.</p>	<p><b>Playlist!</b></p> <p>Find 3 songs that relate to your book. Think about if the book had a soundtrack. After finding 3 songs, explain why/how they relate to the book you read.</p>
<p><b>Book Review!</b></p> <p>Pretend you are a journalist! Write a book review for the book you read, as you would see it advertised in a magazine.</p>	<p><b>Vocabulary List!</b></p> <p>While reading, make a list of 25 new vocabulary words you do not know. Then, write their definitions.</p>	<p><b>Make A Cover !</b></p> <p style="text-align: center;">★</p> <p>-Design a NEW cover to your book! Include the title and author, and an accurate representation of your book!</p>	<p><b>Advertisement!</b></p> <p>Create a poster as an advertisement for the book you read. Make sure it is colorful and includes information about the book.</p>	<p><b>Comic Strip!</b></p> <p>Create a comic strip of your book. Include a minimum of 6 frames. Make sure to include pictures, and an accurate flow of events from the book.</p>
<p><b>Sum It Up!</b></p> <p>While reading, stop one third of the way in, or the beginning. Write a summary. Do the same for halfway through the book, and at the end of the book. (3 total)</p>	<p><b>Title Change!</b></p> <p>Rename the book! If you could give the book a different name, what would it be and why? Be specific.</p>	<p><b>Comic Strip!</b></p> <p>Create a comic strip of your book. Include a minimum of 6 frames. Make sure to include pictures, and an accurate flow of events from the book.</p>	<p><b>Quotes !</b></p> <p>While reading, find at least 6 quotes that you think are important (include page #). Explain why they are important and what it reveals to the reader.</p>	<p><b>Book Review!</b></p> <p>Pretend you are a journalist! Write a book review for the book you read, as you would see it advertised in a magazine.</p>
<p><b>Interview!</b></p> <p>Pretend you are interviewing one of the characters. What questions would you ask them and how would they respond?</p>	<p><b>Alternate Ending!</b></p> <p>Rewrite the last chapter! How would you end the book? Make sure to make it a complete ending.</p>	<p><b>Compare &amp; Contrast!</b></p> <p>Compare and contrast yourself to one of the characters in the book. Include 3 ways you are similar and three ways you are different. Be specific.</p>	<p><b>Title Change!</b></p> <p>Rename the book! If you could give the book a different name, what would it be and why? Be specific.</p>	<p><b>Sum It Up!</b></p> <p>While reading, stop one third of the way in, or the beginning. Write a summary. Do the same for halfway through the book, and at the end of the book. (3 total)</p>



## Middle Village Prep 6<sup>th</sup> Grade Science Summer Assignment

This project is designed to help you learn the steps and purpose of the **scientific method**, all while conducting your own experiment. Please take notes through the entire process of conducting your experiment! Scientists write down everything they do or see (their observations)!

Before conducting the experiment, read the following article about the scientific method.

Article: <https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method>

**Needed in report (report should be typed or handwritten neatly) :**

**\*\*\*please no poster boards\*\*\***

**Part 1- Question:** How will the volume of the boat affect how many pennies it can hold?

**Part 2- Hypothesis:** Make a prediction before you conduct the experiment.

**Part 3- Data/Observations:** Organize your data/observations into a chart/table.

**Part 4- Make a Conclusion:** What did you find? Was your hypothesis correct or incorrect? Your conclusion should answer the original question of the lab.

**Part 5- Scientific Explanation:** Include a few sentences on the definition of the scientific explanation behind the experiment

### **Experiment Overview: Aluminum Foil Boat**

In this experiment, you will investigate how the design of a boat affects how much weight it can carry.

**Science Topics:** Density, weight, volume, buoyancy

**Materials Needed:** Tin Foil, Bowl with water, scissors, pennies, ruler

### **Procedure**

Use the aluminum foil and tape to construct at least 3 boat hulls with different sizes and shapes.

1. Build different shaped boats using the same amount of aluminum foil for each (10 inches by 10 inches).
2. Also try building some different boats using different amounts of aluminum foil.
3. Some different shapes you could try include making the hulls have two pointed ends (like canoes) or be square or rectangular (like a *rectangular prism*).
4. You can fold or even cut the aluminum foil if you wish to obtain the desired shape.

5. Make sure the hulls are not too large to fit in the sink, tub, bucket, or dishpan you will be using.
6. Make finishing touches to the boat hulls so that they are ready to test.
  1. Make sure there are no leaks!
  2. Make sure the hulls seem to hold their shape. If they do not, try adding a little tape to make them stronger.
  3. Try to make sure each hull's rim is the same height going all around the edge of the hull. In other words, make sure there is not a low point in the rim of any of the hulls.
7. Calculate the volume of the boat by measuring the length, width, and height.
  1.  $\text{Volume} = \text{length} \times \text{width} \times \text{height}$
8. Put the boat in the water and add one penny at a time. Record the total number of pennies that each boat can hold in the data table below.

Boat Number	Volume (length x width x height)	Number of Pennies
1		
2		
3		

Convert Mixed Numbers into Improper Fractions:

To convert a mixed number,  $5\frac{2}{7}$ , to an improper fraction,  $\frac{37}{7}$ :

Whole Number  $\longrightarrow$   $5\frac{2}{7} = \frac{37}{7}$

Numerator

Denominator

$$5\frac{2}{7}$$

Work in a clockwise direction, beginning with the denominator, (7).

$$5 \times 7 = 35$$

Multiply the denominator (7) by the whole number, (5)

$$35 + 2 = 37$$

Add that product, (35), to the numerator (2) of the fraction.

$$\frac{(5 \times 7) + 2}{7} = \frac{37}{7}$$

The denominator remains the same for the mixed number and the improper fraction.

Try these:

Convert the given mixed numbers into improper fractions-

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

3)  $2\frac{4}{9} =$

5)  $8\frac{1}{8} =$

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

4)  $5\frac{6}{7} =$

6)  $14\frac{3}{4} =$

Convert Improper Fractions into Mixed Numbers:

*Example:* Convert  $\frac{14}{3}$  to an Improper Fraction

$$14 \div 3 = 4$$

Remainder 2

Remember: Dividend  $\div$  Divisor = Quotient  
Divide the numerator (14) by the denominator (3).

$$\frac{14}{3} = 4\frac{2}{3}$$

Write the mixed number in the form:  $\text{Quotient} \frac{\text{remainder}}{\text{divisor}}$

*Note: Check your answer to see if you can reduce the fraction.*

Try these:

Convert the given improper fractions into Mixed Numbers-

1)  $\frac{8}{5} =$

5)  $\frac{32}{9} =$

2)  $\frac{18}{7} =$

6)  $\frac{114}{5} =$

3)  $\frac{37}{9} =$

7)  $\frac{128}{3} =$

4)  $\frac{127}{5} =$

8)  $\frac{401}{3} =$



Least Common Multiple:  
We can use the LCM to determine the LCD (Least Common Denominator)

*Example:*

Determine the LCM of 30 and 45...

30, 60, **90**, 120, ...  
45, **90**, 135, ...

*Remember that multiples are equal to or larger than the given number.*

List the multiples of each of the given numbers, in ascending order.

LCM = 90

The LCM is the first multiple common to both lists.

Try these:

Determine the LCM of the given numbers-

1) 4 and 18

5) 12 and 18

2) 16 and 40

6) 12 and 16

3) 20 and 28

7) 50 and 75

4) 5 and 8

8) 24 and 30

Addition and Subtraction of Fractions with the same denominator:  
To add or subtract fractions, the denominator **must** be the same!

*Example 1:*

$$\frac{3}{5} - \frac{1}{5} = ?$$

$$\begin{aligned}\frac{3}{5} - \frac{1}{5} &= \frac{3-1}{5} \\ &= \frac{2}{5}\end{aligned}$$

Because both fractions have the same denominator, you may subtract the numerators and keep the denominator.

*Example 2:*

$$\frac{5}{9} + \frac{7}{9} = ?$$

$$\begin{aligned}\frac{5}{9} + \frac{7}{9} &= \frac{5+7}{9} \\ &= \frac{12}{9} \\ &= 1\frac{3}{9} \\ &= 1\frac{1}{3}\end{aligned}$$

Because both fractions have the same denominator, you may add the numerators and keep the denominator.

Always change improper fractions to a mixed number.

Reduce, when possible.

Try these:

1.  $\frac{4}{8} + \frac{3}{8}$

4.  $\frac{40}{37} - \frac{3}{37}$

7.  $\frac{2}{3} + \frac{4}{3} - \frac{6}{3}$

2.  $\frac{7}{10} - \frac{1}{10}$

5.  $\frac{10}{13} + \frac{4}{13}$

8.  $\frac{7}{6} - \frac{5}{6} + \frac{1}{6}$

Addition and Subtraction of Fractions with different denominators:  
To add or subtract fractions, the denominator must be the same!

*Example:*

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

LCM = 24

$$\begin{array}{r} \frac{2}{3} \times \frac{8}{8} = \frac{16}{24} \\ + \frac{3}{8} \times \frac{3}{3} = \frac{9}{24} \\ \hline \end{array}$$

$$\frac{25}{24}$$

$$\frac{25}{24} = 1 \frac{1}{24}$$

Find the LCM

Write the problem vertically.

Find the equivalent fractions with the LCM as a denominator.

Add the fractions with the same denominator.

Remember to write as a mixed number and reduce when possible!

Try these:

1)  $\frac{7}{8} + \frac{3}{4}$

5)  $\frac{15}{24} - \frac{10}{27}$

9)  $\frac{11}{4} + \frac{23}{18}$

2)  $\frac{7}{8} - \frac{3}{4}$

6)  $\frac{7}{12} + \frac{5}{16}$

10)  $\frac{29}{8} + \frac{9}{7}$

3)  $\frac{11}{12} + \frac{17}{18}$

7)  $\frac{16}{27} - \frac{5}{24}$

11)  $2\frac{13}{35} - 1\frac{5}{14}$

### Multiplying Fractions:

*Example:*

$$\frac{3}{10} \times 3\frac{5}{6}$$

*Note: LCD is not needed to multiply fractions.*

$$3\frac{5}{6} = \frac{(6 \times 3) + 5}{6}$$

Change mixed numbers to improper fractions

$$\frac{3}{10} \times \frac{23}{6} = \frac{1 \times 23}{10 \times 2}$$

Before multiplying, reduce by dividing any numerator with any denominator with a common factor. (3 and 6 have a common factor of 3)

$$\frac{1 \times 23}{10 \times 2} = \frac{23}{20}$$

Multiply numerators and denominators

$$\frac{23}{20} = 1\frac{3}{20}$$

Convert improper fractions to mixed numbers.

Try these:

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

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

2)  $3\frac{1}{5} \times 1\frac{1}{4}$

5)  $\frac{10}{11} \times 1\frac{7}{15}$

3)  $6 \times 1\frac{1}{9}$

6)  $4\frac{3}{5} \times 15$

### Dividing Fractions:

*Example:*

$$2\frac{3}{4} \div 2\frac{3}{8}$$

OR

$$\frac{2\frac{3}{4}}{2\frac{3}{8}}$$

*Note: One fraction divided by another may be expressed in either way shown above. Also, LCD is not needed to divide fractions.*

$$2\frac{3}{4} = \frac{11}{4} \text{ and } 2\frac{3}{8} = \frac{19}{8}$$

Convert mixed numbers to improper fractions

$$\frac{11}{4} \div \frac{19}{8} = \frac{11}{4} \times \frac{8}{19}$$

Invert the divisor  $\left(\frac{19}{8}\right)$ . (Turn the fraction after the division sign upside down)

$$\frac{11 \times 8}{4 \times 19} = \frac{11 \times 2}{1 \times 19}$$

Reduce if possible. (4 and 8 have a common factor)

$$\frac{11 \times 2}{1 \times 19} = \frac{22}{19}$$

Multiply numerators and denominators

$$\frac{22}{19} = 1\frac{3}{19}$$

Convert to a mixed number and reduce if needed.

Try these:

1)  $\frac{5}{6} \div \frac{1}{2}$

4)  $\frac{1}{2} \div \frac{1}{3}$

2)  $\frac{3}{4} \div \frac{3}{7} =$

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

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

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

### Fraction Word Problems:

#### *Example 1:*

One day Ashley biked  $\frac{3}{4}$  of a mile before lunch and  $\frac{7}{8}$  of a mile after lunch. How far did she cycle that day?

*Note: this problem is asking you to add the distances traveled.*

$$\frac{3}{4} + \frac{7}{8}$$

To add fractions, find a LCD (8).

Add the numerators; keep the denominators.

$$\frac{6}{8} + \frac{7}{8}$$

Convert improper fraction to a mixed number; reduce if needed.

$$\frac{13}{8} = 1\frac{5}{8}$$

Ashley cycled  $1\frac{5}{8}$  miles that day.

#### *Example 2:*

A tailor needs  $3\frac{1}{4}$  yards of fabric to make a jacket. How many jackets can he make with  $19\frac{1}{2}$  yards of fabric?

*Note: this problem is asking you to divide.*

$$19\frac{1}{2} \div 3\frac{1}{4}$$

To divide fractions, convert mixed numbers to improper fractions.

$$\frac{39}{2} \div \frac{13}{4}$$

Invert the divisor and reduce if possible, (39 and 13 have a common factor, as do 2 and 4).

$$\frac{39}{2} \times \frac{4}{13} = \frac{3 \times 2}{1 \times 1}$$

Multiply numerators and denominators.

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

The tailor can make 3 jackets from  $19\frac{1}{2}$  yards of fabric.

Try these:

1. An empty box weighs  $2\frac{1}{4}$  pounds. It is then filled with  $16\frac{2}{3}$  pounds of fruit. What is the weight of the box when it is full?
2. Yanni is making formula for the baby. Each bottle contains  $6\frac{2}{5}$  scoops of formula. The formula container holds 320 scoops of formula. How many bottles of formula can Yanni make?
3. Miguel bought  $2\frac{1}{4}$  pounds of hamburger,  $1\frac{1}{5}$  pounds of sliced turkey, and 2 pounds of cheese. What was the total weight of all of his purchases?

4. Sheila had 8 yards of fabric. She used  $2\frac{1}{4}$  yards to make a dress. How much fabric does she have left?

5. A father leaves his money to his four children. The first received  $\frac{1}{3}$ , the second received  $\frac{1}{6}$ , and the third received  $\frac{2}{5}$ . How much did the remaining child receive? (Hint: You can think of father's money as one whole.)

6. Find the total perimeter (sum of the sides) of an equilateral triangle, (triangle with equal sides), if each side measures  $2\frac{1}{4}$  inches.



Name \_\_\_\_\_  
Class Assignment \_\_\_\_\_

## Latin Summer Assignment: Part of Speech Pre-Assessment

### Part A (7 points)

Write a definition for each part of speech:

Noun \_\_\_\_\_

Adjective \_\_\_\_\_

Verb \_\_\_\_\_

Adverb \_\_\_\_\_

Preposition \_\_\_\_\_

Pronoun \_\_\_\_\_

Conjunction \_\_\_\_\_

### Part A (40 points)

Directions: **BELOW** each underlined word, label the word with one of the symbols listed below:

Nouns = N

Adjective = Adj

Verb = V

Adverb = Adv

Pronoun = Pro

Preposition = Prep

Conjunction = Conj

“Wow, what an unusual iguana,” Jason whispered in awe. As a young man growing up in Alaska, he had never seen such a reptile. But here he was staring at the beast which sat two inches in front of his nose. The warm desert wind pulsated a beat all its own. And those pesky insects he tried to beat away from his salt soaked skin only made them dance even more wildly. Inside his cap, beads of sweat ran slowly down the sides of his burnt cheeks; changing course by the rough sand and beard stubble. His own blood coursing through his veins seemed to boil, slowly at first. A wave of nausea crept into his stomach. “I have to find shelter,” he quietly admitted to himself. “Keith won’t let me hear the end of it if I came back looking like burnt toast”. His best friend, Keith, always gave

him a hard time for being too much of a city boy. But as he got up off the ground, he heard a terrifying sound; a Rattlesnake was rattling her warning. His rattled nerves pulsed. It got worse. There was a cluster of snakes. And they all were on alert. "Uh oh, that's one strike against me," came his terrified response. In a flash, he felt the first snake strike at his ankle, and then another on his shin. He managed to dance clumsily through nests of snakes. He felt such terrible pricking pains on each direct hit. Time was not on his side. The snake bite kit was in his Chevy 200 yards away. Could he get to it fast enough? He grabbed his aching leg, although never admitting the pain, racing toward his vehicle. He must hurry. The bite kit is in the back seat.



## Sixth Grade Social Studies Summer Research Assignment

In Social Studies, we will be studying ancient world history! This summer I would like you to get a glimpse of some of the cultures and civilizations we will be studying!

First choose **one** of following ancient civilizations to research.

- Sumerians
- Egyptians
- Zhou Dynasty
- Greeks
- Byzantine Empire
- Early African civilizations
- Ming Dynasty
- Mayans
- Incas
- Phoenicians
- Hindus / Buddhists
- Han Dynasty
- Romans
- Persian Empire
- Mongol Empire
- Early Japanese society
- Aztecs

You will be collecting information about one of these civilizations using textbooks, library books, and the internet. You will be dividing your research into subtopics. All your research will be made into an advertisement (no bigger than an 11 x 13 poster, please) convincing people why this is the best ancient civilization to come live in. Writing (three - four short paragraphs) will be divided up on your poster board along with at least two illustrations. Illustrations must be hand drawn, if you choose to use more than two, they can be printed. Please be weary of spelling, punctuation, and grammar as you are writing this. Make it fun, colorful, and neat!

Please choose **TWO** of the following subtopics to become an expert on from your chosen ancient society:

- Entertainment / Sports
- Trading / Currency
- Religious rituals / Beliefs
- Social Structure / Slaves
- Farming / Food
- Jobs
- Punishment / laws
- Roles of men and women
- War Strategies / Armies / Enemies / Weapons
- Tools / Technology
- Buildings / houses
- Education
- Clothing
- Political life / Government
- Political life / government
- Disease / Medical treatments
- Travel / communication

**\*\* Remember - this is an advertisement, please include a catchy slogan!**

