ELA 6th Grade Summer Packet

Directions: Complete this packet before the first day of school on August 19, 2019. On the left side of the rubric you will find suggested dates to complete everything to ensure that you are not doing everything last minute. Make sure to write in pencil and answer every part of the packet.

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Score</th>
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<td>Week 1</td>
<td>Assignment 1: Fiction Text, “The Rich Man and The Bundle of Wood”</td>
<td>3 2 1 0</td>
</tr>
<tr>
<td>June 17-21</td>
<td>&lt;Annotations/Questions&gt;</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Assignment 2: Word Choice Practice</td>
<td>2 1 0</td>
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<td>Week 3</td>
<td>Assignment 3: Non-Fiction Text, “Diary of a Teenage Refugee”</td>
<td>3 2 1 0</td>
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<td>July 1-5</td>
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<td>Week 4</td>
<td>Assignment 4: Singular/Plural Nouns</td>
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<td>Week 7</td>
<td>Assignment 7: All About Me</td>
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<tr>
<td>July 29- August 2</td>
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Total Score: ____________/17
Welcome to 6th Grade! My name is Mr. Heyasat and in front of you is a packet that needs to be completed before the first day of school. While having work over the summer may seem like the worst thing on earth, an even worst feeling would be coming to school and forgetting all the things you have learned throughout your 5th grade year.

On the bright side, there are only **seven** assignments. This means it is less than one per week! If you manage your time properly you will be finished with this and still have lots of time for summer fun. In the packet you will find three assignments based on the genres of texts we will be exploring throughout 6th grade. These include: fiction, informational, and poetry. Since writing is also a key part of ELA, you will also have three grammar assignments to keep your grammar skills sharp.

Keep in mind that this is the first ELA grade you will receive, so make sure you put in your best effort so you’re off to a strong start.

If you have any questions or need assistance completing your packet please reach out to me via email or phone:

**Phone: (669) 234-8634**  
**Email: sheyasat@alphapublicschools.org**

Have a great summer,  
Mr. Heyasat

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Bienvenidos a 6to Grado! Mi nombre es Mr. Heyasat y frente a ti hay un paquete que debe completarse antes del primer día de clases. Si, tener trabajo durante el verano puede parecer lo peor en la tierra, pero una sensación peor sería venir a la escuela y realizar que olvidaste todo lo que aprendiste durante tu año de quinto grado!

En el lado positivo, solo hay siete tareas. Esto significa que es menos de una tarea por semana! Si administras tu tiempo adecuadamente, terminará con esto y aún tendrás mucho tiempo para divertirte este verano. En el paquete encontrarás tres tareas basadas en los géneros de textos que explicaremos en sexto grado. Estos incluyen: ficción, información y poesía. La escritura también es una parte clave de ELA, así que también tendrás tres tareas de gramática.

Ten en cuenta que este es el primer grado de ELA que recibirás, así que asegúrate de hacer tu mejor esfuerzo para que tengas un buen comienzo.

Si tienes alguna pregunta o necesitas ayuda para completar su paquete, comunícate conmigo por correo electrónico o por teléfono:

**Teléfono: (669) 234-8634**  
**Correo electrónico: sheyasat@alphapublicschools.org**

Que tengas un excelente verano,  
Sr. Heyasat
Assignment 1

<table>
<thead>
<tr>
<th>The Rich Man and The Bundle of Wood (Fiction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1]There was once a man, who, although he was very rich, was also very stingy (1). In the winter when the peasants (2) brought him wood to buy, he would give them only half their price.</td>
</tr>
<tr>
<td>One day, as he was purchasing a large bundle of wood from a Poor Man, a Priest came by. He saw the few pennies that the Rich Man had thrown at the Poor Man's feet, and he could not help saying, —</td>
</tr>
<tr>
<td>“My Rich Brother, can you not be more generous than this? Do you not see that this Poor Woodsman has brought you a large bundle of wood, and you are sending him away with only a penny or two? How can he buy bread enough to keep himself and his family from starving with such small wages?”</td>
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<tr>
<td>But the Rich Man was greatly vexed (3) at the Priest’s words. “What is it to me that the man is poor?” he cried, and he drove both the Poor Man and the Priest from his door.</td>
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<tr>
<td>[5]That very night, this same bundle of sticks caught fire and the Rich Man's house and barn burned to the ground. Thus he awoke the next morning to find himself as poor as the poorest wood-chopper from whom he had ever bought wood.</td>
</tr>
</tbody>
</table>

1. **Stingy** (adjective) : unwilling to give or spend
2. someone who is of a low social status
3. **Vex** (verb) : to make someone feel annoyed or frustrated

What is the topic of this text (What is it about)?

Why do you think the rich man was annoyed at what the priest was telling him?

What lesson is the author trying to teach the reader with this story? Answer using 2-3 complete sentences.
Directions: Answer the following questions using the “Rich Man and The Bundle of Wood” text. Make sure you use the text to support your answer choices.

1. PART A: Which statement expresses a theme of the folktale?
   A. People with money are often less kind to others.
   B. Show kindness to people with less, as that could easily be you.
   C. It can be difficult for people to accept being told they’re wrong.
   D. When you’re kind to people, they’re more likely to be kind to you.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. “In the winter when the peasants brought him wood to buy, he would give them only half their price.” (Paragraph 1)
   B. “‘How can he buy bread enough to keep himself and his family from starving with such small wages?’” (Paragraph 3)
   C. “But the Rich Man was greatly vexed at the Priest’s words. ‘What is it to me that the man is poor?’” (Paragraph 4)
   D. “Thus he awoke the next morning to find himself as poor as the poorest wood-chopper from whom he had ever bought wood.” (Paragraph 5)

3. PART A: What is the main difference between the Priest and the Rich Man?
   A. how much money they have
   B. how they think the poor man should be treated
   C. how they choose to make their money
   D. what they decide to do with their money

4. PART B: Which detail from the text best supports the answer to Part A?
   A. “He saw the few pennies that the Rich Man had thrown at the Poor Man’s feet,” (Paragraph 3)
   B. “‘My Rich Brother, can you not be more generous than this? Do you not see that this Poor Woodsman has brought you a large bundle of wood,’” (Paragraph 3)
   C. “But the Rich Man was greatly vexed at the Priest’s words. ‘What is it to me that the man is poor?’” (Paragraph 4)
   D. “That very night, this same bundle of sticks caught fire and the Rich Man’s house and barn burned to the ground.” (Paragraph 5)

Assignment 2

DIRECTIONS:
Read the sentences and choices below. Mark the word or phrase that means almost the same thing as the word or phrase that is underlined in the sentence.

1. My father has a bald head.
   - shiny
   - hairless
   - hairy

2. The dishwasher arrived in a heavy wooden crate.
   - box
   - latch
   - cube

3. At what time does our airplane depart?
   - soar
   - arrive
   - leave

4. We frequently have pizza on Friday night.
   - never
   - always
   - often

5. Joey began to bawl when he dropped his ice cream.
   - gesture
   - cry
   - humor

6. The bold prince rode into the dark forest alone.
   - young
   - handsome
   - brave

7. If we combine our talent, we can make a super painting!
   - issue
   - encourage
   - mix

8. I dread telling my mom that I failed my science test today.
   - look forward to
   - fear
   - length

9. If we increase our water supply, we won’t be so thirsty.
   - make larger
   - make smaller
   - waste

10. Is it necessary to play the radio so loudly?
    - common
    - grief
    - important
<table>
<thead>
<tr>
<th>Assignment 3</th>
<th>Diary of a Teenage Refugee (Non-Fiction)</th>
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<tbody>
<tr>
<td><strong>In the spring of 2011, protests erupted in the Middle Eastern country of Syria against President Bashar al-Assad’s government. The protests were met with violence. The conflict gradually led to rebellion. Now, Syria is experiencing a civil war that has already left over 400,000 people dead and created 4.8 million refugees who have left the country, as well as another 6.3 million who have had to flee their homes for elsewhere in Syria. Millions more have been left in poor living conditions with shortages of food and drinking water. The following account comes from a 16-year-old Syrian girl named Amira detailing the past three years of her life in a refugee camp in the neighboring country of Lebanon.</strong></td>
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</table>

Amira is a pretty normal 16 year-old. She’s got the usual interests: pop music, boys and her mobile phone.

But, along with 30 million other children and young people around the world, she’s a refugee. Amira lives in a camp with her family after fleeing the civil war in Syria. This is her story, in her own words.

**AMIRA’S STORY**

One night the bombs were coming closer and closer. We were all sitting together downstairs because we couldn’t sleep. As houses were being destroyed one by one in our village, neighbours were running from one house to the next. So some neighbours were gathered in our house too.

A rocket landed on the roof of our house, but no one was injured. We ran in fear to another house. We were so terrified we didn’t even think about taking anything with us. Soon after, our house was totally destroyed. We left with no IDs, nothing.

[5] Our dad took us out of the country through a smuggler. We escaped that night in a rented car. Whenever we passed a checkpoint, we hid under the seats of the car and the driver covered us up.

We crossed the border illegally, through the mountains. We got out near the border and had to walk about 100 metres across the mountain. When we heard a plane, we started running. We were very scared.

**THE CAMP: LIFE ON HOLD**

When we arrived at the refugee camp, there were already many tents. We bought some materials to make a tent—some wood and plastic sheeting. The men built it. Our tent has two rooms and a kitchen area. There are 13 of us living here.

The neighbours helped us by giving us things like bottled water, mattresses, blankets, cups and plates. We could pick up and leave at any time, as we don’t have anything of value here. My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don’t want my mother to know about that!

We have so many needs that you can’t count them. At home things were cheap. Everything is expensive here. We even have to pay for water. In winter there was snow halfway up the sides of our tent and we
couldn’t even see out of it. At home we had our own bedrooms, but here we all sleep together in the tent on the ground.

[10] We can’t go to school here, and there are no jobs available because too many people are looking for work. We don’t even have any books. So we just help out with cooking and cleaning, or watch TV all day. We are really bored.

To pass the time we do each other’s hair and draw pictures of each other, or listen to popular songs on the TV. We also make our own clothes.

We are afraid because the government doesn’t know we are here. If they find out, we could be sent back to Syria. But the UN protects us.

Some of the people who are not registered go into the mountains and hide whenever the officials come to count people in the camp. Then they come back to the camp afterwards.

HOMESICK

We hear from home mostly via WhatsApp and sometimes TV. Only a few old people are still living in our village. There are a few rooms still standing in the destroyed houses, and they live in those.

[15] We have to pay for water to be brought in by truck, but it’s very dirty. But now we have a water filter in our tent. We receive food distributions, so we have enough food. We make large amounts of simple meals that we can share out easily for all the children, like rice, beans and peas. There are shops, hairdressers and tailors here.

It helps to know that we are not alone, as there are many others here in the same situation as us.

We’ve been here for three years now. We miss everything about home. We would love to go back.

1. 100 meters is about 328 feet.

2. UN stands for the United Nations, an organization of 193 countries formed after World War II to prevent international conflict and promote world peace.

3. WhatsApp is a mobile messaging app that allows people to exchange messages without having to pay for a text messaging plan.

What is the author trying to teach the reader with this text (Central idea)? Answer using 2-3 complete sentences.
Directions: Answer the following questions using the “Diary of a teenage refugee text”. Make sure you use the text to support your answer choices.

1. Which of the following best describes the central idea of the text?

A. Amira is a normal teenage girl living through extraordinary circumstances as a refugee.
B. Amira and others like her have built communities in refugee camps that resemble home.
C. The United Nations needs to better protect refugees, particularly those fleeing Syria.
D. More refugees should tell their tales in order to spread awareness about the issues they face.

2. Which statement best describes how the refugee camp is first portrayed (shown) in the text?

A. Life in the camp is safer and easier than life at home, where there is war.
B. Life in the camp is engaging and fun because community members make it so.
C. Life in the camp is difficult and dirty, and there is no sense of community support.
D. Life in the camp is uncertain and there is little to do, but the community is kind.

3. PART A: What does the term “smuggler” most closely mean as used in paragraph 5?

A. one who books safe passage for legal immigrants through dangerous places
B. one who leaves a country to escape danger
C. one who secretly moves something or someone from one country to another
D. someone who avoids paying taxes for goods they bring in or out of a country.

4. PART B: Which of the following quotes best supports the answer to Part A?

A. “Soon after, our house was totally destroyed.” (Paragraph 4)
B. “Our dad took us out of the country” (Paragraph 5)
C. “We escaped that night in a rented car.” (Paragraph 5)
D. “We crossed the border illegally, through the mountains.” (Paragraph 6)

5. How does the following quote contribute to the reader’s understanding of Amira?

“My most treasured things are my necklaces. I wear them all at the same time, because they have many memories. One was given to me by a boyfriend, but I don’t want my mother to know about that!” Answer using 2-3 complete sentences.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Regular Plural Nouns

Read the chart. Circle the -s or -es ending in each plural noun.

<table>
<thead>
<tr>
<th>add -s</th>
<th>days</th>
<th>cups</th>
<th>boys</th>
<th>paths</th>
<th>seas</th>
</tr>
</thead>
<tbody>
<tr>
<td>add -es</td>
<td>riches</td>
<td>dishes</td>
<td>dresses</td>
<td>boxes</td>
<td>buses</td>
</tr>
</tbody>
</table>

A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Add -s or -es to spell the plural forms of most nouns.

Directions: Complete the chart. Write each noun in the correct column.

axes | cobra | desert | goats | house | peaches
brushes | colts | eagles | | | |
banana | couches | ferns | | | |

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>6.</td>
</tr>
<tr>
<td>3.</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>8.</td>
</tr>
</tbody>
</table>

| 9. | 10. |
| 11. | 12. |

Directions: Write the plural of each noun in ( ).

13. Those (store) sell (pet).
14. The (dog) saw the (bone).
15. Some (boy) sat on the (box).
16. (Student) rode the (bus).
Sheldon Allan “Shel” Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children’s books. In the following poem, a child has a conversation with the clock man. As you read, take notes on how the person in the poem reacts to and feels about time.

[1]“How much will you pay for an extra day?”
The clock man asked the child.
“Not one penny,” the answer came,
“For my days are as many as smiles.”

[5]“How much will you pay for an extra day?”
He asked when the child was grown.
“Maybe a dollar or maybe less,
For I’ve plenty of days of my own.”

“How much will you pay for an extra day?”
[10]He asked when the time came to die.
“All of the pearls in all of the seas,
And all of the stars in the sky.”

What is the topic of this text (What is it about)?

How does the person feel about time when they are a child?

How does the person feel about time when they are an adult?

How does the person feel about time when they are old?

What lesson is the author trying to teach the reader with this poem? Answer using 2-3 complete sentences.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

What is the topic of this text (What is it about)?

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How does the person feel about time when they are an adult?

How does the person feel about time when they are old?

What lesson is the author trying to teach the reader with this poem? Answer using 2-3 complete sentences.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

What lesson is the author trying to teach the reader with this poem? Answer using 2-3 complete sentences.
Directions: Answer the following questions using “The Clock Man” text. Make sure you use the text to support your answer choices.

1. PART A: Which of the following best describes the theme of the poem?
   
   A. People care about time more as they get older.
   B. Children often feel like they will never get old.
   C. There’s nothing more important to people than staying young.
   D. People are afraid of death their entire lives.

2. PART B: Which detail from the text best supports the answer to Part A?
   
   A. “‘For my days are as many as smiles.’” (Line 4)
   B. “‘How much will you pay for an extra day?’” (Line 5)
   C. “He asked when the time came to die.” (Line 10)
   D. “All of the pearls in all of the seas” (Line 11)

3. What does the clock man represent in the poem?
   
   A. death
   B. living forever
   C. time
   D. Money

4. How do the person’s feelings about time change throughout the poem?
   
   A. He values time more than he did as a child.
   B. He grows more negative about time as he ages.
   C. He is satisfied with the time he has left.
   D. He feels angry that he cannot buy any more time.

5. How does the quote “‘Not one penny,’ the answer came, / ‘For my days are as many as smiles’” (Lines 3-4) contribute to the overall theme (lesson) of the poem? Answer using 2-3 complete sentences.

__________________________________________________________________________________________________
__________________________________________________________________________________________________
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### Adjectives

Connect the words that describe the picture.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>six</td>
<td>hard</td>
<td>rocks</td>
</tr>
<tr>
<td>some</td>
<td>little</td>
<td>turtles</td>
</tr>
</tbody>
</table>

Write the words you connected to complete each sentence.

3. I see __________  __________  __________
   (adjective)  (adjective)  (noun)

4. I see __________  __________  __________
   (adjective)  (adjective)  (noun)

An adjective describes a person, place, or thing. Adjectives can answer the questions **How many?**, **What kind?**, and **Which One?**

### Directions:

Tell more about each noun with two adjectives.

1. ________________  ________________  snails
2. ________________  ________________  fox

### Directions:

Circle the adjectives that tell **what kind**, **how many**, and **which one**.

3. Many leaves lay on the cold ground.
4. Two woodchucks crawled in long tunnels.
5. Ten bats stayed in dark caves.
6. One deer searched for some food.
Assignment 7

ALL ABOUT ME

My birthday is

Name

My family

I'm really looking forward to this year because...

Three words that describe me...

In my spare time, I like to...

My favorite things...

color

book

food

subject

hobby

place to visit

sport

store

In the future, I'd like to...