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ELA 6th Grade Summer Packet



Directions: Complete this packet before the first day of school on 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.

Date	Assignment	Score
Week 1 June 17-21	Assignment 1: Fiction Text, "The Rich Man and The Bundle of Wood" <Annotations/Questions>	3 2 1 0
Week 2 June 24-28	Assignment 2: Word Choice Practice	2 1 0
Week 3 July 1-5	Assignment 3: Non-Fiction Text, "Diary of a Teenage Refugee" <Annotations/Questions>	3 2 1 0
Week 4 July 8-12	Assignment 4: Singular/Plural Nouns	2 1 0
Week 5 July 15-19	Assignment 5: Poetry, "The Clock Man" <Annotations/Questions>	3 2 1 0
Week 6 July 22-26	Assignment 6: Adjectives	2 1 0
Week 7 July 29- August 2	Assignment 7: All About Me	2 1 0
		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

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 divertirse 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

The Rich Man and The Bundle of Wood (Fiction)

[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.

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, —



“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?”

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.

[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.

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)

5. What does paragraph 3 reveal about the Priest and the Rich Man? Use details from the folktale in your response. Answer using 2-3 complete sentences.

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 bald 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

Assignment 3

Diary of a Teenage Refugee (Non-Fiction)

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.

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

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

What was the main problem Amira and her family were facing?

What did they do as a result of the problem they faced?

List two ways that life in a refugee camp was challenging for Amira.

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 UN² 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 WhatsApp³ 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.

Read the bolded text. Why might the government send Amira and her family back to Syria?

In what ways has life in the refugee camp improved?

Why might Amira still miss her home?

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.

Assignment 4

Regular Plural Nouns

RETEACHING

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

add -s	days	cups	boys	paths	seas
add -es	riches	dishes	dresses	boxes	buses

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
brushes	colts	eagles	house
banana	couches	ferns	peaches

Singular Nouns

Plural Nouns

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 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). _____

Assignment 5

The Clock Man (Poetry)

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. In the following a 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.



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.

Assignment 6

Adjectives

RETEACHING

Connect the words that describe the picture.

Adjectives

Adjectives

Nouns

1. six

hard

rocks

2. some

little

turtles



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

Name _____

My birthday is _____



My family

Three words that describe me...



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

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...