



ST. CLETUS  
CATHOLIC SCHOOL

## St. Cletus School Summer Review Packet

Dear Parents and Students:

We are so proud of your child and all their hard work this year and can't wait to see what next year brings. In order to maintain academic success, we must continue to learn, practice, and review. By taking the time to review and practice essential skills over the summer, students will create more opportunities to find success the following year, while preventing summer learning loss. In addition to doing the work attached please make sure they are reviewing their math facts.

Every student will need to complete the summer packet. This packet will be due sometime the first week of school and will count as their first grade of the quarter. It will be counted as a participation grade. A hard copy has been provided to every child. Please make sure they have this completed by the end of the summer. If your child should lose or misplace the packet, you will need to contact the school to purchase another packet or print from the website, [www.stcletus.com](http://www.stcletus.com). Keep in mind the school is not open all summer. We hope this packet will help students feel more confident when returning to school in August. We look forward to beginning a new school year.

Have a wonderful summer,  
SCS Faculty

NAME: \_\_\_\_\_  
6<sup>th</sup> Grade and 7th Grade – Middle School Summer Reading Project

Date: \_\_\_\_\_

Directions: Below is a list of project options to complete as part of your summer reading assessment. You are required to complete one project – 1 project on any novel on the summer reading list that is not *Mrs. Frisby and the Rats of NIMH* (6<sup>th</sup>) or *Wednesday Wars* (7<sup>th</sup>). Read through each project option carefully, choosing the one project option that you feel is the best project for you. Each project is worth 100 pts. Grading for this project is kind, but points will be deducted for poorly completed projects, late projects, incomplete projects, and projects that do not reflect knowledge of the story.

#### Project Option 1: BOOKMARKS

1. Summarize your book, explaining aspects from the beginning, middle, and end.
2. Illustrate your bookmark with scenes, characters, etc. from your book.
3. The form your bookmark can take a shape of something regarding the story, it could be an oversized bookmark, or a series of bookmarks to depict various chapters, etc. Be creative. Bookmark should be half the size of a full sheet of poster board in width/length for an oversized bookmark. A series of bookmarks will be comprised of 5 bookmarks. Any other form of creative bookmarks must be approved by the teacher.
4. Include a bibliographic entry for your book on the back of your bookmark.

#### Project Option 2: DEAR DIARY

1. Pretend to be the protagonist of your summer reading book. As the action unfolds, keep a daily journal and react to the situations the main character encounters.
2. Each diary/journal entry will begin with a quotation from the book.
3. Your reaction will be to that quotation, explaining how the situation is affecting you, what you would like to change, etc. Be sure that you explain all the characters, events, etc., in your life so that your entries are clear. Each entry will be 100 words minimum.
4. You will have a minimum of four entries involving rising actions, one entry reacting to the climax of the novel, and one regarding a falling action.
5. Each entry will be illustrated in some way to depict the action/event about which you are writing.

#### Project Option 3: PLOT GRAPH

1. Use at least ten events, which should be divided into Rising Action, Climax, and Falling Action.
2. Cite a passage to represent each incident.
3. In your own words, explain each quotation so that the reader has a sense of the progression of events.
4. Illustrate the graph with at least five pictures that represent the text.
5. The final product should be a poster, booklet, etc. for classroom display.

#### Project Option 4: CARTOON STRIP! WHAT A NOVEL IDEA....

1. Plot it! Turn the story into a cartoon strip! Retell the most important parts of the plot in cartoon "frames," each frame being major points of rising action, climax, and falling action. Divide the important events into twelve parts, illustrating each event. It is as if you were doing a three-part cartoon, one to be published each day for three days.
2. Setting is all important! Be sure the reader can visualize where various aspects of the novel are "set." Characters are obviously central to a story, but readers need to "see" where the action is taking place. Therefore, your drawings must include the setting as well as the plot.
3. What a character! You will need to depict all the major characters and as many minor characters as necessary to your retelling of the story. Remember the six ways an author reveals characters, one of which is by their "speech." Each of your frames needs either dialogue or a caption to make it more meaningful for readers.
4. What's the point! Remember that a story will be remembered for the message it leaves with its readers. If the work didn't state the theme, you will want to in your strip since the readers of your cartoon might not have had the advantage of having the original story.

#### Project Option 5: POCKET BROCHURES

1. Choose at least five chapters, situations, or characters from your short story or novel.
2. Write a description of that section or character or whatever literary aspect you have chosen so that the reader will want to find out more (minimum 100 words for each chapter).
3. Provide at least three facts from the chapter to prove that you have read it and incorporate at least one quoted passage from the text.
4. The product could be a poster with display pockets for easy reading by class members or any other form that would allow student access to the brochures.
5. Illustrate with appropriate pictures.

#### Project Option 6: READ ALL ABOUT IT!

1. Pretend the novel you read really happened. Turn fiction into nonfiction by writing a newspaper article about it. Include at least ten facts from the story. Study at least three straight news articles from the newspaper in order to model the structure of your article as well as your sentence structure after that of real-life journalistic writing.
2. Remember that newspaper articles are written in inverted pyramid format, which means that the most important parts (who, what, when, where, and sometimes why) are revealed in the first paragraph. The remaining paragraphs reveal the less important details. Remember that your deadline is important.
3. Draw a picture or use magazine pictures or computer images to accompany the article.
4. For effect, articles may be mounted on newspapers or created to resemble an article by using the computer.

## Project Option 7: BOOK POEMS

1. Write a poem about your summer reading novel. You must include at least ten labeled facts from the story.
2. Use a refrain that is appropriate for some aspect of the work –perhaps its theme, its characters, setting, etc.
3. Incorporate at least five elements of poetry (alliteration, consonance, assonance, repetition, etc.).
4. Decorate an envelope to depict some scene from your book.
5. PREWRITING: Draw a plot graph of the major incidents in your story; brainstorm a refrain that would tie the action together, web sensory images that come to mind regarding various incidents.

### Grading Guidelines

This project is worth 100 pts. as a MAJOR GRADE. Grading for this project is kind, but points will be deducted for poorly completed projects, late projects, incomplete projects, and projects that do not reflect knowledge of the story. Students will be graded using the sample rubric below. Each number on the rubric scale is worth 5 pts. Students may lose up to 20 pts. in each of the following grading areas:

1. Content – are the details of the stories present in my project? Is it clear to the viewer that I know the plot/characters/settings of the story?
2. Conventions – are there any errors in spelling, grammar, punctuation, or capitalization?
3. Directions – were the directions followed correctly?
4. Neatness/Timeliness – does my project reflect time and dedication/did I turn in my project on time?

### Rubric Scale

CRITERIA	NOT VERY			VERY	
1. Content	1	2	3	4	5
2. Conventions	1	2	3	4	5
3. Directions	1	2	3	4	5
4. Neatness/ Timeliness	1	2	3	4	5

**PROJECT DUE DATE: Wednesday, August 14**



## Unit 2 Review

► **Exercise 1** Write *prop.* above each proper noun, *com.* above each common noun, and *col.* above each collective noun.

prop. prop. com.  
Jamie and Pat live in the same neighborhood.

1. Have you seen my copy of *Jem's Island*?
2. Sharon and Akira belong to the club.
3. The balloons sailed through the sky above Walker Stadium.
4. Watch out for that swarm of bees.
5. The clothing at Frederico's Department Store is very expensive.
6. All the middle schools in Newton have large libraries.
7. Our family is trying to spend more time together.
8. The red Ford belongs to my sister.
9. The crowd of runners is almost at the line.
10. Do you think the audience liked the play?

► **Exercise 2** Write *S* above each singular noun and *P* above each plural noun. Draw a line under each singular or plural noun that is also a possessive noun.

S S  
That is Steve's black truck.

1. Your shirts are in this drawer.
2. Alma's shoes are under the bed.
3. Look at the books in this library!
4. This town has two newspapers.
5. Is this the librarian's list of books?
6. The team needs new bats and gloves.

**Cumulative Review: Units 1-2**

► **Exercise 1** Write *dec.* beside each declarative sentence, *int.* beside each interrogative sentence, *exc.* beside each exclamatory sentence, and *imp.* beside each imperative sentence.

- exc.      That was a spectacular hit!
- \_\_\_\_\_ 1. Bring us our check, please.
- \_\_\_\_\_ 2. Are you nervous about giving your speech?
- \_\_\_\_\_ 3. The live butterfly exhibit at the park is worth seeing.
- \_\_\_\_\_ 4. Fifteen skiers are competing in the downhill race.
- \_\_\_\_\_ 5. Help! I think I'm going to fall!
- \_\_\_\_\_ 6. Will you give me a hand with my science project?
- \_\_\_\_\_ 7. Take the Main Street bus to Mulberry.
- \_\_\_\_\_ 8. I wanted the blue hat, but the green one will have to do.
- \_\_\_\_\_ 9. May I borrow your tape player for the party?
- \_\_\_\_\_ 10. Congratulations, you take first place!

► **Exercise 2** Write *S* beside each simple sentence, *C* beside each compound sentence, and *F* beside each sentence fragment.

- F      The road through the orchards and valleys.
- \_\_\_\_\_ 1. Mom will bake a cake, and Bill will frost it.
- \_\_\_\_\_ 2. The teacher and the principal are laughing.
- \_\_\_\_\_ 3. You can take a nap, or you can read a book.
- \_\_\_\_\_ 4. All that work.
- \_\_\_\_\_ 5. Fish have scales, and birds have feathers.
- \_\_\_\_\_ 6. Maizie will turn on the light, and you can unlock the door.
- \_\_\_\_\_ 7. The dog and the cat are sleeping on the porch.
- \_\_\_\_\_ 8. Alicia wrote the paper, and Jaime drew the pictures.
- \_\_\_\_\_ 9. I'm glad you are here.
- \_\_\_\_\_ 10. Mountains and mountains of ice cream.



## Unit 5 Review

► **Exercise 1** Draw one line under each article and two lines under each comparative or superlative adjective. Circle all other adjectives.

That mouse scooted across the most slippery part of the floor.

1. The Victorian house is closer than the modern house.
2. The Constitution guarantees free speech.
3. There was a dark spot on the carpet.
4. The little dog barked at the letter carrier.
5. More people attended the concert this year than last year.
6. Here is the ripest pear I could find.
7. The slowest way to get there is by boat.
8. Thanksgiving is the busiest time of year for airports.
9. In the spring, red roses grow in the park.
10. In 1994 we had the worst winter in five years.
11. The heavy box held a new sewing machine.
12. Please pass those delicious chocolates.
13. Aleta was the earliest arrival.
14. The old oak tree was taller than the house.
15. Rashad thinks Chinese food is better than Mexican food.
16. This bucket is full of soapy water.



## Unit 3 Review

► **Exercise 1** Draw two lines under each action verb. Circle each direct object. Write each indirect object in the blank. If there is no indirect object, write *none*.

- \_\_\_\_\_ student      Mr. Rosenblum gave each student a poetry notebook.
- \_\_\_\_\_ 1. Mareka read us an article about pesticides.
- \_\_\_\_\_ 2. My mother marked the appointment on her calendar.
- \_\_\_\_\_ 3. Mr. Kalish paid Tory three dollars for washing his car.
- \_\_\_\_\_ 4. Pat showed her sister the old silver necklace.
- \_\_\_\_\_ 5. Cora painted her father a picture of his dog.
- \_\_\_\_\_ 6. The students wrote a weekly newsletter.
- \_\_\_\_\_ 7. My grandfather brought me an autographed baseball.
- \_\_\_\_\_ 8. Carlos sent his friends two postcards each.
- \_\_\_\_\_ 9. Elizabeth baked her family a special dessert.
- \_\_\_\_\_ 10. We measure the plants every morning.
- \_\_\_\_\_ 11. Tannié's family visited two museums on Saturday.
- \_\_\_\_\_ 12. I made my friend a bracelet with turquoise beads.
- \_\_\_\_\_ 13. We bring Mrs. Domingo library books every week.
- \_\_\_\_\_ 14. I gave the stranger a suspicious look.
- \_\_\_\_\_ 15. My brother gave the van a coat of wax.
- \_\_\_\_\_ 16. Clyde brought his grandmother some daffodils.
- \_\_\_\_\_ 17. We always eat pizza on Saturday night.
- \_\_\_\_\_ 18. I threw the puppy a tennis ball.



Choose one of the following writing prompts. **Write a 2-paragraph response** on the lines (5 sentences per paragraph). Write neatly, and remember to check your spelling and grammar. Indent!

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- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Evaluate each expression.**

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

2)  $2\frac{1}{6} - \frac{5}{3}$

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

4)  $1\frac{1}{3} - \frac{3}{8}$

5)  $4\frac{5}{6} + \frac{1}{6}$

6)  $1\frac{3}{4} + \frac{1}{3}$

7)  $4\frac{1}{8} - 2\frac{4}{5}$

8)  $\frac{5}{6} + \frac{3}{2}$

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

10)  $1 - \frac{4}{7}$

**Find each product.**

11)  $\frac{1}{9} \cdot \frac{2}{3}$

12)  $1\frac{1}{2} \cdot 9$

13)  $2\frac{5}{7} \cdot \frac{9}{10}$

14)  $1\frac{3}{10} \cdot \frac{3}{2}$

$$15) 2\frac{3}{4} \cdot \frac{1}{4}$$

$$16) 5\frac{1}{4} \cdot 2$$

$$17) 9 \cdot \frac{1}{10}$$

$$18) \frac{16}{9} \cdot \frac{1}{4}$$

**Find each quotient.**

$$19) \frac{2}{5} \div \frac{6}{5}$$

$$20) \frac{3}{7} \div \frac{1}{3}$$

$$21) \frac{1}{2} \div \frac{3}{2}$$

$$22) 8 \div 1\frac{3}{4}$$

$$23) \frac{3}{10} \div \frac{4}{3}$$

$$24) \frac{1}{2} \div 4\frac{2}{5}$$

$$25) \frac{7}{8} \div 2\frac{2}{7}$$

$$26) \frac{3}{5} \div \frac{7}{8}$$

**Solve each equation.**

$$27) 5 + \frac{x}{4} = 1$$

$$28) \frac{m}{7} - 3 = -1$$

$$29) \frac{6+n}{5} = 2$$

$$30) -2n + 6 = 8$$

$$31) \frac{a+7}{22} = 1$$

$$32) \frac{x-8}{1} = 0$$

$$33) \frac{-6+n}{2} = -5$$

$$34) \frac{m-7}{3} = -7$$

$$35) \frac{a-2}{10} = 1$$

$$36) \frac{p}{14} + 10 = 9$$

**Evaluate each expression.**

$$37) (-2) - 5 + (-4) + 2$$

$$38) ((-7) - 3) \div ((-6) - (-1))$$

$$39) ((3)(2) - 4) \div 2$$

$$40) 3 - (6)(4) - 2$$

$$41) 6 \div (2 - 6 - (-2))$$

$$42) (-2)((-5)(3)) \div (-5)$$

$$43) 4 - 1 + 4 - (6)(-2)$$

$$44) ((6)(2)) \div 2 + 4$$

$$45) 1 - 3 - (4)(5 - 1)$$

$$46) ((-3) + (-7) + 4) \div ((-6) + 5)$$

$$47) (((-8) \div 4)(-6) - 1)(-3)$$

$$48) 3^2 \div (2 - (-1))$$

**Simplify each expression.**

$$49) 8x + 6x$$

$$50) n + 7 + 7$$

$$51) -9k + 10k$$

$$52) x - 9 + 3x - 9$$

$$53) n - 9 + 10$$

$$54) 5a + 10 + 9 - 7a$$

$$55) -3x + 9x$$

$$56) 5p - 1 + 9p$$

$$57) 5x - 2x$$

$$58) 2a - 8a$$

$$59) 10m + 2m$$

$$60) b - 6 + 6 + 3b$$

$$61) 8x + 7x$$

$$62) -8x + 10 + 7x$$